New courses proposed by Recreation, Park and Tourism Sciences
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Recreation, Park and Tourism Sciences.
2. Course prefix, number and complete title of course: RPTS 470 Youth Development Organizations and Services

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From ___________________________ To ___________________________
   b) Withdrawal (reason) ______________
   c) Cross-list with __________________________ (Cross-listed courses require the signature of both department heads.)
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: Changing views of adolescence and youth culture in the United States; developmental assets and principles of developing positive youth development supports, opportunities and services; mentoring and staff development for youth serving agencies; goals, program emphases, administrative methods and membership of major youth serving organizations.

5. Complete proposed course title and proposed course description (not to exceed 50 words):

6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPTS</td>
<td>470</td>
<td>Youth Development Organizations and Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0300</td>
<td>03</td>
<td>31010100012502</td>
<td>003632</td>
<td>Level 4</td>
<td></td>
</tr>
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</table>

b) Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPTS</td>
<td>370</td>
<td>Youth Development Organizations and Services</td>
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<table>
<thead>
<tr>
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<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>Level 3</td>
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</table>

Approval recommended by:

<table>
<thead>
<tr>
<th>Head of Department</th>
<th>Date</th>
<th>Chair, College Review Committee</th>
<th>Date</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Head of Department (if cross-listed course)</th>
<th>Date</th>
<th>Dean of College</th>
<th>Date</th>
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</table>

Submitted to Coordinating Board by:

<table>
<thead>
<tr>
<th>Director of Academic Support Services</th>
<th>Date</th>
<th>Effective Date</th>
</tr>
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<tbody>
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</tbody>
</table>

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
August 29, 2008

Memorandum

To: Robert Knight, Chair, Undergraduate Programs Committee, COALS

From: Scott Shafer, Undergraduate Program Coordinator, RPTS

Re: Proposed change of RPTS 470 to RPTS 370

The Recreation, Park and Tourism Sciences Department proposes to change RPTS 470 Youth Development, Organizations and Services to RPTS 370 Youth Development, Organizations and Services. The change in course number reflects the desire to make this course a prerequisite for new 300 and 400 level youth development courses being proposed with the addition of the option area in Youth Development as included in the materials attached.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
- Submit original form and attach a course syllabus -

1. This request is submitted by the Department of **Recreation, Park and Tourism Sciences**

2. Course prefix, number and complete title of course: **RPTS 476, Leadership for Outdoor Recreation**

3. Course description (not more than 50 words): **overview of leadership principles related to outdoor recreation; classroom instruction and experiential learning; skills training through field trips; risk management planning, environmental education, group facilitation, and trip planning**

4. Prerequisite(s) **RPTS 370**

5. Is this a variable credit course? ☐ Yes ☒ No If yes, from _____ to _____.

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 289/489/689? ☒ Yes ☐ No If yes, how many times? 2. Indicate the number of students enrolled for each academic period it was taught, 20 each time

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      **Recreation, Park and Tourism Sciences, Youth Development Option**
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      **B.S. in other RPTS options**

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. **Attach approval letters.**

10. Prefix Course # Title (excluding punctuation)
    RPTS 476 Lead for Outdoor Rec

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 1 0 1 0 1 0 0 1 2 5 0 2 0 9 1 0 0 3 6 3 2

    **Level 4**

Approval recommended by:

Head of Department Date Chair, College Review Committee Date

Head of Department (if cross-listed course) Date Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date Dean of College Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
August 28, 2008

Dr. David Scott  
Department of Recreation, Park and Tourism Sciences  
TAMU 2261

Dear Dr. Scott,

The Department of Agricultural Leadership, Education, and Communications (ALEC) supports the Department of Recreation, Park and Tourism Sciences (RPTS) proposal for a new course, “Leadership in Recreation and Parks.” ALEC looks forward to the approval of this course as it creates a supportive context for application of leadership theory.

The faculty members of the department have indicated that a condition to this support is that RPTS monitor the content not to overlap with that found in ALEC undergraduate leadership courses (specifically ALED 340 and 341).

Sincerely,

Barry L. Boyd  
Associate Head for Teaching and Undergraduate Programs

David Reed, Professor and Interim Head
RPTS 476
LEADERSHIP FOR OUTDOOR RECREATION
SPRING 2009

Instructor: Mat Duerden
Class Time: TR 03:55-05:10 pm
Office Phone: 979-845-8522; Cell Phone: 801-319-7546; Email: duerden@tamu.edu
Office: 311 Francis Hall
Office Hours: TR 12:15-1:45 pm or by appointment
Course Prerequisite: RPTS 201, RPTS 470

COURSE DESCRIPTION

This course provides an exciting overview of leadership principles, theories, philosophies, and technical skills related to outdoor education. The course combines classroom instruction with experiential learning, some hard skills training and field trips. Additionally, the course will introduce students to other topics applicable in a variety of outdoor education contexts such as risk management planning, environmental education, group facilitation, and trip planning skills.

The instructor reserves the right to update, modify, or change this syllabus and the course schedule.

COURSE PREREQUISITES

RPTS 370

ATTENDANCE POLICY

Consistent with the University's Attendance Rule, "Students are expected to attend class and to complete all assignments.... The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence." See Student Rule 7 at http://student-rules.tamu.edu/ for what constitutes an excused absence.

COURSE OBJECTIVES

Upon completion of this course, the student will:

1. Understand and apply leadership skills in outdoor education settings.
2. Gain a theoretical understanding of outdoor experiences.
3. Develop a personal leadership philosophy.
4. Be introduced to general aspects of environmental and experiential education.
5. Receive an introduction to a variety of leadership skills applicable to outdoor contexts.
6. Develop basic group facilitation skills.
7. Develop a variety of technical outdoor skills.
8. Understand the basic elements of outdoor trip planning.
9. Understand and develop risk management plans.
10. Develop and implement outdoor education programs.
REQUIRED READING

ISBN: 1-57675-174-0


METHOD OF INSTRUCTION

This course will include both classroom and field experiences. A large emphasis will be placed upon group activities ranging from class presentations to planning field experiences.

COURSE REQUIREMENTS/ASSIGNMENTS

**Quizzes (10-20 pts):** Quizzes will be given during the course of the semester; the instructor will drop your lowest quiz score when compiling final grades.

**Trip Reflection Papers (10-20 pts):** For each field trip you will write a reflective paper on your choice of predetermined topics.
Due Date: Papers will be due the first class period following the field trip.

**Field Trip Participation (100 pts):** Students are expected to attend a number of field trips during the course of the semester. Makeup assignments will be available to students who will not be able to attend these trips due to legitimate reasons.

**Leadership and Self-Deception Paper (100 pts):** You will write an analysis and application paper on this book. The paper should be at least four pages but no longer than six. Further instruction on the paper will be given later in the semester.
Due Date: To be announced

**Outdoor Skill Workshops (100 pts):** You will work with one to two partners to select an outdoor skill that you will teach to your classmates. You will have 20-30 min. to conduct your workshop. You will need to research your topic and become comfortable teaching the topic to others. The workshop should be informative and experiential.
Due Date: To be announced

**Field Trip Planning Committee (50 pts):** All students will join one of several different trip planning committees. These committees will work with TAMU Outdoors guides to plan and implement our final field trip to Enchanted Rock. This will include pre-trip preparation, packing lists, menus, equipment prep, and instruction and leadership during the trip. Each committee will turn in itineraries and packing lists before trip and conduct a pre-trip orientation meeting.
Due Date: To be announced

**Program Proposal/Presentation (100 pts):** You will work in a group of 2-3 students to create a proposal for your own outdoor adventure program. The proposal will include a program
overview, logic model, budget, and risk management plan. You will also prepare a 10 min. presentation of the proposal.
Due Date: To be announced

**Take Home Final:** You will receive information on the final later on in the semester.

**Homework/Short Writing assignments:** In addition to the assignments listed above various other assignments may be given throughout the semester to aid you in gaining a greater understanding of the topics covered in the course.

**Class Participation (15 pts):** Students are expected to attend all class periods and actively participate in class discussion and activities.

**Attendance (50 pts):** You start off with 50 points and lose 15 for each unexcused absence after the first three. It is possible to have negative points. Thus for the 4th unexcused absence (see Student Rule 7 at http://student-rules.tamu.edu/), you will have 35 left (50 minus 15). For the 7th unexcused absence, you will be at -10 (50 minus 60), etc. Attendance will be taken beginning on Thursday August 30. You must be present at the beginning of class to be counted as present.

**PAPER EXPECTATIONS**

All papers should be double spaced, Times New Roman, with 1" inch margins, and use a 10 or 12 point font. Please number all pages and staple multi-page papers. Include your name, the date, and the assignment title on all papers.

**LATE ASSIGNMENTS**

Unless otherwise noted, all assignments are due at the beginning of the class period on the date due. Late assignments will be penalized 10% of the total grade for each day after the due date (weekends count as one day).

**COURSE EXPECTATIONS**

Students are expected to play an active role in this class. Students will be expected to participate in as well as lead a variety of class activities. This course will involve physical exertion in some of the activities that are planned. Students need to be in good physical health and capable of participating in the activities with no known risk to their health.

Some of the outdoor activities that are planned involve out of class time. Students must be willing to be flexible to accommodate the implementation of these extended activities.
GRADING POLICY

All graded work will be assigned a maximum set of points. Your grade objective is to earn as many of the points available to you. You are encouraged to keep track of all of your points earned so that you may calculate your progress at any time. Whether for calculating an individual assignment, quiz grade, or determining your letter grade in the class, use the following % formula:

\[
\frac{\text{Pts earned} \times 100}{\text{Pts possible}} = \% 
\]

A = 90.0%+,   B = 80.0 to 89.9%,   C = 70.0 to 79.9%,   D = 60.0 to 69.9%,   F = 59.9 and below

It is highly recommended that you keep all graded work that is returned to you, not only for future reference, but also to verify any grade discrepancies that may arise through and after the semester.

Americans with Disabilities Act (ADA) Policy Statement

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

Academic Integrity Statement - Aggie Honor Code

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Recreation, Park and Tourism Sciences (RPTS)

2. Course prefix, number and complete title of course: RPTS 446: Information Technology Adoption and Use in Recreation, Park and Tourism Organizations

3. Course description (not more than 50 words): theories of technology adoption and diffusion in recreation, park and tourism organizations; use of technology for knowledge management, benchmarking, and collaboration within leisure and tourism organizations

4. Prerequisite(s) RENR 201

5. Is this a variable credit course? □ Yes ☑ No If yes, from ______ to _______.

6. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? □ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☑ Yes □ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. 12

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      B.S. in RPTS option of Tourism Management
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)
    RPTS 446 Information Technology Adoption in RPTS

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>25020910</td>
<td>003632</td>
<td>Level 4</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Head of Department Date

Head of Department (if cross-listed course) Date

Chair, College Review Committee Date

Dean of College Date

Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS – 04/07
RPTS 446
INFORMATION TECHNOLOGY ADOPTION AND USE IN RECREATION, PARK AND TOURISM ORGANIZATIONS

TR 11:10am - 12:25pm
CE 134
Instructor: Dr. Ulrike Gretzel (Ulli)
Office Hours: TR 10-11am

TA: Woojin Lee
Office Hours: Wednesday 2-4pm

Office: 303A Francis Hall
Mailbox: 1st Floor, Francis Hall
Phone: 862-4043
Email: ugretzel@tamu.edu

Office: 307 Francis Hall
Email: woojin@neo.tamu.edu

Course Description

This course will provide students with an overview of theories of technology adoption and diffusion in recreation, park, and tourism organizations. In addition, this course will introduce students to issues related to the use of technology for knowledge management, benchmarking, interorganizational data sharing, and collaboration among organizations in the leisure and tourism industries. Specifically, it will introduce students to the concept of organizational networks and discuss their theoretical and practical implications for information systems design in the field. Students will learn to apply the newly acquired theoretical knowledge to practical problems through case studies. By the end of this course students will be able to understand factors that influence technology adoption/use. They will also have acquired the necessary knowledge and skills to develop technology management strategies that can help recreation, park, and tourism organizations use emerging technologies more effectively.

Course Prerequisite

Students are required to have RENR 201 Computer Applications in Agriculture or a suitable equivalent before taking this course.

Course Requirements

Required Readings: A reading package will be made available in electronic form.

Course Website: This course uses WebCT Vista. Students are required to regularly check the announcements made on the course website. Go to http://clearning.tamu.edu/ to log on.

Participation: This course uses a lecture-discussion format. Students are required to attend class and actively participate in class discussions throughout the semester in order to achieve the full participation score. In addition, students are required to prepare for class by reading the articles assigned for each session. There will be quizzes which will count toward the participation score.

Case Studies: Students will be assigned several case studies throughout the semester.
Exams: There will be a midterm exam and a final exam. There will be no make-up exams unless students have been authorized to do so by the instructor prior to the date of the exam.

Grading Policy

The instructor makes every effort to grade fairly and is always willing to explain why a specific grade was given. In the event that students feel they received an undeserved grade, they should make their case in writing to the instructor within one week of receiving the grade. Student evaluations will be based on the following:

<table>
<thead>
<tr>
<th>Participation (attendance, in-class discussions, quizzes)</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>100%</td>
</tr>
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</table>

There will be opportunities for earning extra credit points that count towards the total course score.

Grading Scale:
A =100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 and below

Rules to Live By

Attendance: It is the student's responsibility to sign the attendance sheet. No signature, no account of attendance! 3 unexcused absences are allowed. 4-6 unexcused absences will result in a letter grade reduction. 7 or more unexcused absences will automatically result in an "F" for the course. Excused absences are those that are due to either medical or personal emergency. Appropriate documentation must be provided in order for absences to be considered excused (See Student Rule 7 at http://student-rules.tamu.edu/). Students are responsible for catching up with any class requirements/announcements/material missed due to absences.

Academic Integrity: An Aggie does not lie, cheat or steal or tolerate those who do. Anyone found to be violating academic integrity will be subject to disciplinary action. Please refer to the Aggie Honor Code website for information on unacceptable behaviors. http://www.tamu.edu/aggiehonor/

Classroom Behavior: If a student's cell phone rings in class, the instructor will answer it. If students fall asleep in class, the instructor reserves the right to wake them up.

Special Needs: If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Cain Hall, Room B118 at the beginning of the semester. All other special needs have to be brought to the attention of the instructor as soon as they arise. No accommodations can be made after a grade has been assigned.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Comments</th>
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<td>1</td>
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<td>01/19</td>
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<td>01/24</td>
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<td>3</td>
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<td>Technology adoption &amp; diffusion</td>
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<td>3</td>
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<td>4</td>
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<tr>
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<td>02/09</td>
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<td>02/14</td>
<td>Technology Development &amp; Use</td>
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<td>02/16</td>
<td>Technology Impact</td>
<td>8</td>
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<td>02/21</td>
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<td>9&amp;10</td>
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<td>02/23</td>
<td>Technology &amp; Control</td>
<td>11</td>
<td>Case 2 due</td>
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<td>7</td>
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<td>MOVIE</td>
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<td>03/02</td>
<td>Social networks</td>
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<td>03/09</td>
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<td>03/14-03/16</td>
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<tr>
<td></td>
<td>03/21</td>
<td>Technology Design &amp; Implementation</td>
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<td>10</td>
<td>03/23</td>
<td>Technology Assessment</td>
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<td>Case 3 due</td>
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<td>12</td>
<td>04/06</td>
<td>Interplay of technology and knowledge</td>
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<td>04/11</td>
<td>Interorganizational information sharing</td>
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<td>13</td>
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<td>IT management &amp; leadership</td>
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<td>04/18</td>
<td>Change management</td>
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<td>14</td>
<td>04/20</td>
<td>Future issues and trends</td>
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<td>04/25</td>
<td>Future issues and trends</td>
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<td>15</td>
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<td>Course summary</td>
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<td>Final review</td>
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<td>05/02</td>
<td>NO CLASS! - Redefined Day</td>
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<tr>
<td>16</td>
<td>05/05 – 05/10</td>
<td>FINAL EXAM PERIOD</td>
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Readings:

Definitions of Technology

Technology Adoption and Diffusion

Technology Adoption and Diffusion

Technology Use

Technology use in recreation, park & tourism organizations

Technology use in recreation, park & tourism organizations

Interplay of technology, knowledge and organizations

Technology Impact

Technology Impact

Technology Impact

Technology & Control
Social networks

Organizational networks

Technology Design & Implementation

Technology Assessment

Technology Assessment: Benchmarking

Knowledge management

Knowledge management & learning organizations

Interorganizational information sharing

IT management & leadership

Change management
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Recreation, Park and Tourism Sciences

2. Course prefix, number and complete title of course: RPTS 374: Administration of Programs and Services for Youth

3. Course description (not more than 50 words): overview of topics germane to organization of youth programs; administration and leadership; institutional and organizational structures; administrative and strategic planning; working with volunteer advisory groups; marketing and financing fiscal and human resources

4. Prerequisite(s) RPTS 370

5. Is this a variable credit course? □ Yes ☑ No If yes, from ______ to ______

6. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? □ Yes ☑ No

7. Has this course been taught as a 289/489/689? □ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Recreation, Park and Tourism Sciences, Youth Development option
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (excluding punctuation)
    □ RPTS 374 | Admin | Program | Service | Youth

    Lect. | Lab | SCH | Subject Matter | Content Code | Admin. Unit | Acad. Year | FICE Code | Level | 3
    □ 0 | 3 | 0 | 0 | 3 | 1 | 0 | 1 | 0 | 0 | 1 | 2 | 5 | 0 | 2 | 0 | 9 | 1 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by:

Head of Department Date
Head of Department (if cross-listed course) Date

Chair, College Review Committee Date
Dean of College Date
Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
RPTS 374
Administration of Programs and Services for Youth

Peter A. Witt
Bradberry Recreation and Youth Development Chair
Recreation, Park and Tourism Sciences
303c Francis Hall
pwitt@tamu.edu

Course Description
This course is designed to provide an overview of topics germane to the organization and administration of youth programs. The course examines the fundamentals of administration and leadership; institutional and organizational structures; strategic planning; working with volunteer advisory groups; marketing and program delivery systems; and wisely managing fiscal and human resources, primarily in the non-profit sector. The course consists of lectures, discussion, readings and speakers to help students gain familiarity with the dynamics of youth serving organizations.

Course Objectives
As a result of taking this course student will be able to understand basic principles for managing public and non-profit youth development programs, including staffing, facilities, funding, grant writing and program evaluation.

Course Prerequisites
RPTS 370

Method of Instruction
The approach of this course will include lectures, class discussions and in-class exercises.

Attendance (50 pts): You start off with 50 points and lose 15 for each unexcused absence after the first three. It is possible to have negative points. Thus for the 4th unexcused absence (see Student Rule 7 at http://student-rules.tamu.edu/), you will have 35 left (50 minus 15). For the 7th unexcused absence, you will be at -10 (50 minus 60), etc. Attendance will be taken beginning on Thursday August 30. You must be present at the beginning of class to be counted as present.

People with Disabilities
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Room B118, or call 845-1637.
Academic Misconduct

Definitions of academic misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

Academic dishonesty includes the commission of any of the following acts: cheating, fabrication, falsification, multiple submissions, plagiarism, and complicity. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty. The full definition a listing of some prohibited behaviors for each area can be found a [http://student-rules.tamu.edu/rule20.htm](http://student-rules.tamu.edu/rule20.htm).

Because of consequences for the student, knowledge of the Aggie Honor Code, from definitions of academic misconduct (including cheating, fabrication, falsification, multiple submissions, plagiarism, complicity) to the process and sanctions that may result should be familiar to both faculty members and students. All aspects are described fully on the Aggie Honor System website [http://student-rules.tamu.edu/aggiecode.htm](http://student-rules.tamu.edu/aggiecode.htm).

### Academic Sanctions ([http://www.tamu.edu/aggiehonor/Student Rules/sanctions.html](http://www.tamu.edu/aggiehonor/Student Rules/sanctions.html))

The Honor Council or the instructor may assign appropriate academic sanctions based upon the specifics of the incident. The usual penalty for an initial violation shall be an “F*” in the course and “Honor Violation Probation”. More severe penalties (including separation from the University) may be imposed by the Honor Council if the facts and circumstances as determined by the Honor Council warrant such penalties. Less severe penalties may be imposed if the circumstances warrant. Examples include:

- A grade reduction for the course.
- A zero on an assignment.
- Requirement to participate in extra requirements for a course.

### Educational Sanctions

The Honor Council or the instructor may assign appropriate educational sanctions. Examples of educational sanctions include requiring a student to attend an academic integrity seminar, to perform appropriate university or community service, or to make restitution for damage that occurred as a result of the incident.

No Upper Division student found guilty of academic misconduct may receive Cum Laude, Summa Cum Laude, or Magna Cum Laude honors at graduation. Upper Division status is defined as having earned 60 or more credit hours, including transfer hours, prior to the date of
the violation. This sanction is automatic upon a finding of academic misconduct, and is imposed without regard to the severity of other sanctions imposed by the instructor or Honor Council.

Topics:

1. General Overview of Youth Development Programs
   a. Non-profits
   b. Municipal
   c. Community-based
   d. Rural
   e. Outdoor Adventure
   f. Youth Camps

2. Planning and Administering a Youth Program
   a. Considerations for Managing Youth
      i. Model Programs and Best Practices
      ii. Partnering with Youth in your program—Youth Boards
         1. Youth-Adult Partnerships
   b. Partnering and Collaborating with Others
   c. Facilities
   d. Executive Board Management
   e. Volunteers
   f. Staffing, Recruitment and Retention

3. Resources for Starting and Managing Youth Programs
   a. Overview of government and philanthropic resources for starting, planning and managing programs

4. Funding the Program
   a. Proposal writing and Fundraising
   b. Sources of Funding
   c. Technology and Marketing the Program
   d. Presenting your program—stepping forward with your best foot
   e. Fees

5. Evaluation and Management
   a. Working with an Evaluator
   b. Evaluation and Outcomes Management
   c. Measurement Tools
   d. Communicating Results – A Marketing Approach
      i. Working with the media
      ii. Websites and highlighting accomplishments
      iii. Communicating to Professionals
Readings:

**Week by Week Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Th</td>
<td>General Overview of Youth Development Programs</td>
<td>NRC: 121-146</td>
</tr>
<tr>
<td>2-Tu</td>
<td>Overview Continued</td>
<td></td>
</tr>
<tr>
<td>2-Th</td>
<td>Planning and Administering a Youth Program</td>
<td></td>
</tr>
<tr>
<td>3-Tu</td>
<td>Model Programs and Best Practices</td>
<td>WC: Chapter 1</td>
</tr>
<tr>
<td>4-Tu</td>
<td>Partnering and Collaborating with Others</td>
<td></td>
</tr>
<tr>
<td>4-Th</td>
<td>Facility Design and Management</td>
<td></td>
</tr>
<tr>
<td>5-Tu</td>
<td>Executive Board Management</td>
<td>SBA: 27-54</td>
</tr>
<tr>
<td>6-Tu</td>
<td>Attracting, Training and Retaining Staff</td>
<td>SBA: 309-326</td>
</tr>
<tr>
<td>7-Tu</td>
<td>Foundations</td>
<td></td>
</tr>
<tr>
<td>7-Th</td>
<td>Government Funding Sources</td>
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<tr>
<td>8-Tu</td>
<td>Funding the Program</td>
<td>NRC: 267-296</td>
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<tr>
<td>9-Tu</td>
<td>Proposal Writing Continued</td>
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<tr>
<td>9-Th</td>
<td>Fundraising Through Special Events</td>
<td><a href="http://www.nald.ca/fulltext/heritage/CommPartnE/specev1.htm">http://www.nald.ca/fulltext/heritage/CommPartnE/specev1.htm</a></td>
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<tr>
<td>Date</td>
<td>Assignment</td>
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<td>------------------------------------------------------------------------------</td>
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<td>10-Th</td>
<td>Developing a Fee Schedule</td>
<td></td>
</tr>
<tr>
<td>11-Tu</td>
<td>Evaluation</td>
<td>NRC: 201-227</td>
</tr>
<tr>
<td>11-Th</td>
<td>Evaluation and Outcomes Management</td>
<td>NRC: 228-264</td>
</tr>
<tr>
<td>12-Tu</td>
<td>Measurement Tools</td>
<td></td>
</tr>
<tr>
<td>13-Tu</td>
<td>Creating a Public Awareness of the Program</td>
<td>SBA: 55-79</td>
</tr>
<tr>
<td>13-Th</td>
<td>Communicating Results of Evaluations</td>
<td>SBA: 169-204</td>
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<tr>
<td>14-Tu</td>
<td>Working with the Media, Websites and Highlighting Accomplishments</td>
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</tbody>
</table>

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
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<th>Point Value</th>
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<td>Final</td>
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<td>150</td>
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<td>Program Analysis</td>
<td>October 23</td>
<td>75</td>
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<tr>
<td>Evaluation Plan</td>
<td>November 13</td>
<td>100</td>
</tr>
<tr>
<td>● What to evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Evaluation design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Communicating results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Proposal</td>
<td>Nov 21</td>
<td>100</td>
</tr>
<tr>
<td>Three Quizzes</td>
<td>Unannounced Dates</td>
<td>15 pts/quiz=45 points</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>See Policy</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

**Program Analysis**

Students will work in small groups to analyze a youth development program at one youth serving agency. Students will design an interview schedule, visit the agency, interview staff, obtain relevant written materials, and where possible observe the agency’s programs. Based on the collected materials, each group will write up a case study report comparing the program to identified best practices in programming, management, staff training, and evaluation. Papers are
not to exceed 15 pages, single spaced, with 12 point font, and 1” margins. Each paper is to be professionally prepared.

**Evaluation Plan**

Students will work in small groups to devise an evaluation plan for the agency they visit for the program analysis. Evaluation should focus on program outcomes (summative evaluation). The plan should include a statement of program outcomes, identification of specific variables for analysis, sources of data to measure outcomes, and survey instruments as necessary.

**Funding Proposal**

Working with the same agency, student will write a “real” funding proposal to be submitted for foundation funding. Students should identify the foundation and then prepare a proposal that reflects the agencies needs and the foundation’s priorities and proposal format.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Recreation, Park and Tourism Sciences

2. Course prefix, number and complete title of course: RPTS 372: Youth Development Practice

3. Course description (not more than 50 words):
application of youth development ideals in community settings;
principles and practices of community youth development and existing youth development models;
local community efforts related to community youth development

4. Prerequisite(s) RPTS 370
Cross-listed with Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes ☑ No If yes, from ______ to ______.

6. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken ______ times. Will the
course be repeated within the same semester/term? □ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☑ Yes □ No If yes, how many times? 1 Indicate
the number of students enrolled for each academic period it was taught. 24

8. This course will be:
a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
Recreation, Park and Tourism Sciences, Youth Development option

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with
these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>RPTS</th>
<th>372</th>
<th>Youth Development Practice</th>
</tr>
</thead>
</table>

Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
03000033101010001250209-10003632 Level 3

Approval recommended by:

Head of Department Date
Chair, College Review Committee Date

Head of Department (if cross-listed course) Date
Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
SPRING 2009
Recreation, Park and Tourism Sciences
RPTS 372 Youth Development Practice HRRB 113
MWF 1:50pm – 2:40pm

Instructor: Corliss Outley
Phone: 845-5330
Office Hours: 3:00-5:00pm, Monday or by appointment
Office: 201 Francis Hall
E-mail: coutley@tamu.edu

COURSE DESCRIPTION & OBJECTIVES
This course will examine the application of youth development ideals in community settings. Students will be introduced to the principles and practice of community development, review existing models, and examine current local community efforts related to community youth development.

COURSE PREREQUISITES
RPTS 370

METHOD OF INSTRUCTION
A variety of methods will be used to enable you to learn the content of this course. Recognizing that students prefer one style of learning over others, the instructor will attempt to provide a variety of teaching strategies that may require you to learn in a style that you might not find comfortable, but is preferred by some of your classmates.

REQUIRED TEXTBOOK
4. Misc. readings

STUDENT RESPONSIBILITIES
Attendance
Students should attend all class. Learning is an active process, and it is impossible for you to learn unless you are in class. Students should come to class prepared to actively participate (i.e., discover solutions to problems, answer questions, engage in discussions). If an absence is a university excused absence (See Student Rule 7 at http://student-rules.tamu.edu/) an authorized excuse must be presented. You start with 50 points and lose 15 for each unexcused absence after the first three. It is possible to have negative points. Thus for the 4th unexcused absence, you will have 35 left (50 minus 15). For the 7th unexcused absence, you will be at -10 (50 minus 60), etc.

Office Visits
The times listed on the front page of this syllabus are my official office hours but the door is always open. I encourage you to visit. If you have any questions, ideas that you wish to explore, problems related to the class, or just need to talk, please come by. In most cases, office visits are more helpful before a "crisis" rather than after.

Class Assignments
Students must submit written assignments on or before due dates at the beginning of class. Late assignments will be penalized 10% for each day they are late. Exceptions will be made only if prior arrangements have been made with me. I will not accept late assignments once I have graded and returned that assignment. Papers must be: typed, double-spaced, and single-sided. Use proper grammar and formal English composition - points will be subtracted for inaccurate or informal written language. Review your work (or ask a friend), and use spell check, a dictionary and/or thesaurus as needed. Please follow the American Psychological Association, APA, 5th edition, publication manual for references.

Class Format
The class meets two times per week for two hours. One class session per week will be devoted to course readings and one session (Reflection Session) will concentrate on field experiences gained from participation in the Service Learning Experience. The integration of readings and field experiences will be emphasized in both weekly class sessions. Field Trips: Field trips will be scheduled during the semester to enhance readings and classroom discussion.
GRADING & EVALUATION OF STUDENT ACHIEVEMENT

When evaluating your work, I will look for clarity, quality, completeness and professionalism. The following point system and evaluation criteria will be used to determine grades.

<table>
<thead>
<tr>
<th>The % of points</th>
<th>Grade</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>Assignments must be virtually free from errors in writing, word usage, and sentence structure. The paper will be distinguished by clear and logical thinking and will include evidence of advanced critical thinking skills.</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
<td>Assignments will be organized and written well although there may be writing errors and a partial lack of focus. The paper will demonstrate a good understanding and application of the topic but may not be as clear or logical as an A submission.</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
<td>Assignments in this grade category will show serious difficulty in managing the assignment, weakness in analytical thinking, and/or writing errors that interfere with readability. The paper will illustrate a basic understanding of the topic.</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
<td>Assignments in this category will fail to meet the major requirements of the assignment, including tasks or questions that are ignored, misconstrued or redefined to accommodate what the students wants or is able to say. Work at this level will include: little or no development of ideas, no clear progression from one section to the next, numerous spelling and grammatical errors, all which give the impression of inferior writing though indications of the students attempt to understand the assignment will be present.</td>
</tr>
<tr>
<td>Less than 60%</td>
<td>F</td>
<td>Assignments in this category will fail to meet minimal standards of acceptability and competence and will illustrate little or no understanding of the topic and/or basic writing skills.</td>
</tr>
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</table>

Course Assignments

1. Class Attendance
2. Assignments
   A. Service Learning (20 hrs minimum)
   B. Journal
   C. Final Project

<table>
<thead>
<tr>
<th>Points</th>
<th>Keep Track!</th>
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<tbody>
<tr>
<td>50</td>
<td>__________/50</td>
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<tr>
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<td>100</td>
<td>__________/100</td>
</tr>
<tr>
<td>350</td>
<td>__________/350</td>
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</tbody>
</table>

CLASSROOM / UNIVERSITY INFORMATION

Accommodations for students with disabilities

Americans with Disabilities Act (ADA) Policy Statement - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Diversity

Diversity is a strength of our society. In this class, I ask that you maintain an open mind to the differences around you, and I encourage you to respect those differences. Points of view may be actively argued but each speaker is to be respected. I encourage you to acknowledge your diversities by listening actively to one another. It is especially important that you listen to students, whose opinions differ from you own, arguing with the opinions while remaining respectful of the individuals who hold them.

Academic Dishonesty

AGGIE HONOR CODE - “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>DAY</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Jan 14</td>
<td>Mon</td>
<td>Welcome/ Course Overview</td>
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<td></td>
<td>Jan 16</td>
<td>Wed</td>
<td>Overview of Youth Development</td>
<td>Villarruel Chap 1 / website</td>
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<tr>
<td></td>
<td>Jan 18</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td>Service Learning Project Overview</td>
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<tr>
<td>2</td>
<td>Jan 21</td>
<td>Mon</td>
<td>Defining community youth development</td>
<td>Villarruel Chapter 1 &amp; handout</td>
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<td>Jan 23</td>
<td>Wed</td>
<td>Defining community youth development</td>
<td>Villarruel Chapter 17</td>
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<td>Jan 24</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
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<td>3</td>
<td>Jan 28</td>
<td>Mon</td>
<td>Key elements of CYD Programs</td>
<td>Villarruel Chap 15</td>
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<tr>
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<td>Jan 30</td>
<td>Wed</td>
<td>Program Examples</td>
<td>Villarruel Chap 11, handouts &amp;</td>
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<td>Guest Speaker</td>
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<td>Fri</td>
<td>Reflection Session/Field Trip</td>
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<td>4</td>
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<td>Mon</td>
<td>Program Examples</td>
<td>Villarruel Chap 9 &amp; 10</td>
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<td>Feb 6</td>
<td>Wed</td>
<td>Program Examples</td>
<td>Villarruel Chap 12 &amp; 14</td>
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<td>Fri</td>
<td>Reflection Session/Field Trip</td>
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<td>Feb 11</td>
<td>Mon</td>
<td>Community Youth Development as a social movement</td>
<td>Villarruel Chap 19 &amp;</td>
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<td>Delgado Chap 1, 2</td>
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<td>Wed</td>
<td>Social Movements</td>
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<td>Feb 15</td>
<td>Fri</td>
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<td>Feb 18</td>
<td>Mon</td>
<td>Movie - Social Movements</td>
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<td>Mon</td>
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<td>Mar 5</td>
<td>Wed</td>
<td>Participatory Democracy &amp; Leadership</td>
<td>Delgado Chap 5 &amp; 6</td>
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<td>Mar 7</td>
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<td>Reflection Session/Field Trip</td>
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<td>Mar 10-14</td>
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<tr>
<td>10</td>
<td>Mar 17</td>
<td>Mon</td>
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<td>Mar 19</td>
<td>Wed</td>
<td>Recruitment, screening, preparation &amp; support</td>
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<td>Mar 26</td>
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<td>Religion, Race/Ethnicity, &amp; Gender in Comm. Organizing</td>
<td>Kozol Chap 1 &amp; 2</td>
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<td>12</td>
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<td>Mon</td>
<td>Religion, Race/Ethnicity, &amp; Gender in Comm. Organizing</td>
<td>Kozol Chap 3 &amp; 4</td>
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<td>April 28</td>
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<td>Fri</td>
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*Please note that the requirements and procedures stated in the syllabus are subject to change.
All changes to this syllabus will be announced in class.

Additional Readings:

1. Who are the millennials? a.k.a. Generation Y:
   http://www.deloitte.com/dt/cda/doc/content/us_consulting_millennialfactsheet_080606.pdf
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus. •

1. This request is submitted by the Department of Recreation, Park and Tourism Sciences (RPTS)

2. Course prefix, number and complete title of course: RPTS 360: Ecotourism: Principles and Practices

3. Course description (not more than 50 words): principles and practices related to ecotourism; analyzes outcomes of ecotourism for conservation and development; ecotourism as a strategy to protect culture and the physical environment

4. Prerequisite(s) RPTS 202 Cross-listed with

5. Is this a variable credit course? □ Yes ☑ No If yes, from _____ to _______.

6. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? □ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☑ Yes □ No If yes, how many times? ___ Indicate the number of students enrolled for each academic period it was taught. __

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      B.S. in RPTS options of Tourism Management and Parks and Conservation

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation) FICE Code
    RPTS 360 Ecotourism Prin & Prac
    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year Level
    0 3 0 0 0 3 1 0 1 0 0 0 1 2 5 0 2 0 9 - 1 0 0 3 6 3 2

Approval recommended by:

Head of Department Date Chair, College Review Committee Date

Head of Department (if cross-listed course) Date Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
Overview

Among today’s contending conservation and development strategies, ecotourism is one of the most popular. It seeks to curb the often deleterious effects of large-scale, conventional tourism on local communities and ecosystems. But more than that, it holds the promise of overcoming a number of today’s biggest environmental and social challenges. Ideally, ecotourism can help conserve biological and cultural diversity, alleviate rural poverty, strengthen ties between parks and neighboring peoples, increase public awareness of environmental concerns, and manifest a new “triple bottom line” for business that includes profit, social benefits, and environmental conservation.

In this class, we will examine the principles of ecotourism from a variety of cross-cutting perspectives: across academic disciplines, cultural and ecological settings, and social actors, including NGOs, communities, governments, and the private sector. We will analyze the outcomes of ecotourism for conservation and development, reading case studies from around the world. Through facilitated discussions and critical readings of the academic and practitioner literature, we will test the idea that ecotourism is a “win-win” strategy to protect the environment while also meeting people’s needs.

Objectives

By the end of the term, students will be able to:

- Identify social, ecological, and economic principles of ecotourism;
- Discuss the social, economic, and environmental costs and benefits of different approaches to ecotourism;
- Assess evidence for and against ecotourism as an effective strategy for integrating conservation and development;
- Describe various real-world efforts to connect principles of ecotourism with practice.

Format

This class is a seminar. Everyone will be responsible for what we learn and discuss throughout the semester. All participants must come to class with thoughtful questions, syntheses, analyses, and critiques of the readings.

Prerequisites
RPTS 202
Requirements

1. **In-class participation:** Your most important role in class will be to complete all of the assigned readings and come to our meetings prepared to discuss the materials in a well-informed and analytical manner. Regular attendance is important and excessive absences will result in a lower grade. Three unexcused absences are allowed. Four to six unexcused absences will result in a letter grade reduction. Seven or more unexcused absences will automatically result in an "F" for the course. Excused absences are those that are due to either medical or personal emergency. Appropriate documentation must be provided in order for absences to be considered excused (See Student Rule 7 at http://student-rules.tamu.edu/).

2. **Research assignment:** Every couple of weeks, you will be given short assignments that will lead up to the completion of a research paper or research proposal by the end of the semester. You may focus on any ecotourism topic of your choice.

3. **Presentation:** We will devote our last class to an exchange of presentations about your research.

4. **Facilitation of discussion:** Each of you will facilitate one our discussions. Preparation will include reading and synthesizing the main messages from that week’s readings, finding two or more related articles, building a discussion plan, and guiding our conversation.

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<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
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<td>Research assignment</td>
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<tr>
<td>Presentation</td>
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<tr>
<td>Facilitation</td>
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<tr>
<td>Total Points</td>
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</tbody>
</table>

Grading: A=90-100%, B=80-89%, C=70-79%, D=60-69, F=below 60%.

**REQUIRED TEXTS:**

Journal articles, book chapters, and technical reports will be distributed throughout the class.

**SCHEDULE**

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<thead>
<tr>
<th><strong>CONCEPTS</strong></th>
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<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td>Jan. 24</td>
<td>Conservation Roots of Ecotourism: Sustainable</td>
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<td>Development</td>
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<td>3</td>
<td>Jan. 31</td>
<td>Cultural Roots of Ecotourism: Host/Guest</td>
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<td>Interactions</td>
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<td>4</td>
<td>Feb. 7</td>
<td>Theory to Practice: Community-based Ecotourism in</td>
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<td>the Amazon</td>
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<td>5</td>
<td>Feb. 14</td>
<td>Critiques of Ecotourism</td>
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<th><strong>CASE STUDIES</strong></th>
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<th>Location</th>
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<tr>
<td>6</td>
<td>Feb. 28</td>
<td>Costa Rica</td>
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<tr>
<td>7</td>
<td>Mar. 6</td>
<td>Galapagos</td>
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<td>8</td>
<td>Mar. 13</td>
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<td>9</td>
<td>Mar. 20</td>
<td>Belize</td>
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<td>10</td>
<td>Mar. 27</td>
<td>Indonesia</td>
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<tr>
<td>11</td>
<td>Apr. 3</td>
<td>Tanzania</td>
</tr>
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</table>
Readings

Jan. 24 Conservation Roots of Ecotourism: Sustainable Development


Jan. 31 Cultural Roots of Ecotourism: Host/Guest Interactions


Feb. 7 Theory to Practice: Community-based Ecotourism in the Amazon


- Stronza, A. Through a New Mirror: Reflections on Tourism and Identity in the Amazon (under review, *Human Organization*)

Feb. 14 Critiques of Ecotourism


CASE STUDIES

Feb. 28       Costa Rica


Mar. 6       Galapagos


Mar. 13      Spring Break

Mar. 20      Belize


Mar. 27 Indonesia (Special Guest Speaker: Prof. Geoffrey Wall)

Apr. 3 Tanzania

Apr. 10 Botswana
Apr. 17  Coastal Ecotourism


Apr. 24  Presentations and Syntheses


* ***

Additional Notes:

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637.

Academic Integrity

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Know the Aggie Honor Code: http://www.tamu.edu/aggiehonor/
Texas A&M University

Departmental Request for a New Course
Undergraduate + Graduate + Professional

Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Recreation, Park and Tourism Sciences (RPTS)
2. Course prefix, number and complete title of course: RPTS 320 Festivals, Fairs and Events

3. Course description (not more than 50 words): principles and applications for effective planning and management of festivals and other special events; planning, promotion, operational logistics, sponsorship and evaluation

4. Prerequisite(s) none

5. Is this a variable credit course? □ Yes ☑ No If yes, from _____ to ______.

6. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? □ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☑ Yes □ No If yes, how many times? 3 times Indicate the number of students enrolled for each academic period it was taught. an average of 35

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   B.S. in RPTS

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code | Level
         | RPTS | 320 | Festival | Fair | Event |
         | 030 | 003 | 31 | 10 | 10 | 00 | 01 | 250 | 209 | -10 | 003 | 632

Approval recommended by:

Head of Department Date
Head of Department (if cross-listed course) Date
Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services

Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
RPTS 320
Festivals, Fairs, and Events
Fall 2007

Instructor: Harrison P. Pinckney, IV
hpinckney@neo.tamu.edu
303B FRAN
845-5983

Class Times: TR 3:55-5:10, ZACH233C
Office Hours: TR 2:30-3:30, or by appointment

COURSE DESCRIPTION

This course is designed to help students learn the principles and applications associated with the
effective management of festivals and special events. Essential topics include event planning,
marketing/promotion, operation logistics, sponsorship, and so on. In addition to the series of lectures
based on the textbook, several experts in the field will be invited to the class to share their personal
experience with students.

PREREQUISITES
There are no prerequisite courses for this class.

REQUIRED TEXT

Communication Corporation.

COURSE OBJECTIVES

1. Understand the diverse types of special events and how they are classified.
2. Identify the fundamental concepts and principles that are necessary for planning and operating
events.
3. Create and implement useful marketing and business plans for a specific festival, fair, or event.
4. Understand what works in festivals and events management.
5. Effectively evaluate the success of festivals and events.
6. Demonstrate substantive knowledge of current issues in the area of festival and event management.
COURSE ASSIGNMENTS

Assignments are **to be submitted within the first 5 minutes of class** on the date listed in the course outline (or your assigned date). Assignments handed in 24 hours after the posted date and time, will be penalized 5%. After that, late assignments will be penalized 10% for every day late, including weekends. A documented university excused absence can be used to mitigate this penalty. If you are going to be gone for a field trip or any other reason known in advance, you must make arrangements to have the assignment finished and turned in on time. If there are legitimate reasons, which prevent an assignment from being completed on time, then a revised schedule for completing that assignment must be negotiated with the instructor.

All assignments MUST follow this format:
- Typed, using 12 point font, Times New Roman
- Double spaced, 1 inch margins
- Include a cover sheet with your name, the name of the assignment, the class (RPTS 489) and the date
- Paper should not exceed page length requirements
- *If this format is not used, 0.5 points for each error will be deducted from your assignment grade.*

1. **Special Event Volunteer Hours (10 points)**
   An observation of special events can be an effective process of learning special event management if it is done in a careful and informed manner. It is strongly recommended that you participate in and observe as many festivals or special events as possible. As a part of the course requirements, you will be given the opportunity to volunteer for the Brazos Valley Worldfest. Based on “ten hours” of volunteer service and observation of the event. You will write a report (4-5 pages, not including a cover page) that should include (but is not limited to) the following:

   **Analysis Based on Observation**
   - Which committee did you volunteer with? What was your role and responsibilities?
   - Do you think the event was successful? Why or why not?
   - What did you learn from this event? Try to explain specifically on more than four or more topics (e.g., effectiveness of marketing, entertainment, vendor management, operation, logistics, etc.)
   - What would you do differently to make the event better? Why?
   - How did the event relate to the readings and lectures from class?
2. **Event Business Plan (15 points)**

You will be required to create a business plan for a festival, fair, or event. For this assignment, students may work in groups of three (3). You will need to get your (imaginary) event approved by the instructor before you start working on it. This plan will be 10-15 pages in length. The report should be free of grammatical error and spelling errors. You will be given handouts to help guide you in completion of this assignment (refer to calendar). This plan should include (not limited to):

- cover sheet,
- table of contents,
- executive summary (a brief summary of proposed special event program),
- justification for the chosen event (explaining why the event is desirable given the resources and opportunities you have-substantive rationale for staging the event),
- marketing ideas including event promotion and public relations,
- resource needs (facility and equipment, number and qualifications of the staff, permit or licensing requirements, and budget estimate),
- schedule (implementation schedule for development of your event program),
- evaluation procedure for the staged event (include evaluation criteria and process to evaluate the level of success),
- references (list the sources referenced for this paper).

**Member Evaluation:** Once the project (including presentation) is completed, you will be asked to anonymously evaluate each group member. Group members rated higher than the group average, will receive a correspondingly higher grade, while group members who are evaluated below the group average will receive a correspondingly lower grade. You will be provided with a evaluation sheet and asked to return it to the instructor after the presentation.

3. **Event Business Plan Presentation (10 points)**

At the conclusion of the semester, each group will provide an oral presentation for their business plan. These presentations will be 10 minutes in length and designed to provide the class with information regarding the goals and missions of your organization, and the purpose of the event.

**EXAMS (60 points)**

Three exams will be given during this semester. Each exam will be worth 20 points. Exams will cover (but not be limited to) material lectured on, the textbook, videos and additional readings assigned. If you know in advance, you will be unable to take the exam on the scheduled day, please see the instructor at least one week prior to the exam date. See class schedule for dates.

**CLASS ATTENDANCE (5 points)**

Attendance will be taken in each class. Because much of the learning will take place via classroom activities, it is imperative you attend each class. Students may incur up to three absences without penalty and any excuse. Each unexcused absence over three will result in a 1 point deduction from students' final grade. If a student is absent on the day he/she is scheduled to make a presentation without making prior arrangements with the instructor (except in the case of an excused absence), the student will receive a zero on the presentation grade.
GRADING

If at anytime you feel that you were unfairly evaluated for the work you have completed, you are encouraged to contest and actively seek feedback as to reasons for the lost points. Grading will be as follows:

**Point Distribution**
- Assignment 1: 10
- Special Event Business Plan: 15
- Special Event Business Plan Presentation: 10
- Exams (3 @ 20 points each): 60
- Class Attendance: 5
- Total: 100

**Grades**
- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: Below 60

*Please note that the requirements and procedures stated in the syllabus are subject to change. All changes to this syllabus will be announced in class.*

PEOPLE WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Room B118, or call 845-1637.

ACADEMIC INTEGRITY & CONDUCT

**Plagiarism:** "An Aggie does not lie, cheat, or steal or tolerate those who do."

You can learn more about this at the Office of the Aggie Honor System, which has definitions of academic dishonesty as well as the relevant rules and procedures.

http://www.tamu.edu/aggiehonor/

Plagiarism is defined in the Texas A & M University Student Rules as "The appropriation of another person's ideas, processes, results, or words without giving appropriate credit."

If you submit a plagiarized assignment you can expect an F for the course and Honor Violation Probation. If you feel that you have run out of time or for some other feel compelled to submit plagiarized work - DON'T. Come and talk to me and we will work something out.
Late Arrivals and Early Departures: Consistent late arrivals and/or early departures may constitute an absence at the discretion of the instructor.

Cell Phones: Please be considerate of your classmates and turn your cell phones off prior to class. If your cell phone becomes a disturbance to the class, you will be asked to leave the class and will be counted as absent that day.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td>8/28</td>
<td>Course &amp; TELP Overview</td>
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<td>Introduction to Special Event Planning</td>
<td>Chapter 1</td>
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<td>Volunteers*</td>
<td>Chapter 8</td>
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<td>Business Plan*</td>
<td>Chapter 3</td>
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<td>Special Topic: Facility Management (Reed Arena)</td>
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<td>Special Topic: Event Management (Hilton Hotel)</td>
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<td>Evaluation &amp; Assessment</td>
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<td>Chapter 4</td>
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<td>Sponsorship I*</td>
<td>Chapter 3 &amp; 6</td>
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<td>Presenting Your Proposal</td>
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<td>Special Topic: Managing Your Own Company</td>
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<td>Fundraisers &amp; Profit Makers*</td>
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</tr>
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<td>12/4</td>
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*Denotes Texas Event Leadership Program module