5-4-2009

REL Undergraduate Curriculum Revision

The College at Brockport, College Senate

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Part of the Higher Education Commons
Resolution # 36
2008-2009
College Senate

New Resolution:
Supersedes Res #:  

TO: Dr. John R. Halstead, College President
FROM: The College Senate: May 4, 2009
RE: I. Formal Resolution (Act of Determination)
   II. Recommendation (Urging the Fitness of)
   III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: REL Undergraduate Curriculum Revision (routing # 51 08-09 UC)

Signed: ___________________________ Date: 5/17/09
(Thambirabali M. Rao, 2008-09 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: T.M. Rao, The College Senate President
FROM: John R. Halstead, College President
RE: I. Decision and Action Taken on Formal Resolution (circle choice)
   a. Accepted - Implementation Effective Date: Fall 2009
   b. Deferred for discussion with the Faculty Senate on ___/___/____
   c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI
   a. Received and acknowledged ___/___/____
   b. Comment: _____________________________ Date: 5/11/09

Signed: ___________________________
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION
PRESIDENT’S OFFICE COPIES: Provost, Vice Presidents, College Senate, Other: __________________________
PROVOST & VICE PRESIDENT(S) COPIES: Assistant Provost, Dean(s), Academic Advisement, Registrar, Other: __________________________
DEAN(S) COPY: Department Chair(s), Other: __________________________
COLLEGE SENATE COPIES: Originator, College Senate Website, Other: __________________________
INSTRUCTIONS – please, no multiple attachments – each proposal must be submitted electronically as one document.

- Submit only complete proposals. Include support letters from department chair and dean.
- Proposals must be prepared individually in Word format using committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Fill out this cover page for each proposal and insert it electronically as the front page of your document. (/collegesenate/proposal.html)
- Email whole proposal with cover page as one attachment to senate@brockport.edu and facprez@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, i.e. Graduate Probation/Dismissal Proposal rather than Graduate Proposal.

REL Undergraduate Curriculum Revision

2. BRIEF DESCRIPTION OF PROPOSAL:

The separation of the current Recreation Management into two distinct concentrations namely: (1) Tourism Management (2) Recreation Management.

3. HOW WILL THIS EFFECT TRANSFER STUDENTS:

Transfer students with an Associate degree in Tourism Management will have a clearer understanding of their curriculum option once they transfer into the REL major.

4. ANTICIPATED EFFECTIVE DATE:

Fall 2009

4. SUBMISSION & REVISION DATES: PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
<th>Updated on</th>
<th>Updated on</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 28, 2009</td>
<td></td>
<td></td>
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</tbody>
</table>

5. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joel Frater</td>
<td>REL</td>
<td>5338</td>
<td><a href="mailto:jfrater@brockport.edu">jfrater@brockport.edu</a></td>
</tr>
</tbody>
</table>

6. COMMITTEES TO COPY: (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
<th>Forwarded For Approval To</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Enrolment Planning &amp; Policies</td>
<td>Committee for approval</td>
<td>3/4/09</td>
</tr>
<tr>
<td>__ Faculty &amp; Professional Staff Policies</td>
<td>Executive Committee</td>
<td>4/13/09</td>
</tr>
<tr>
<td>__ General Education &amp; Curriculum Policies *</td>
<td>GED to Vice Provost</td>
<td></td>
</tr>
<tr>
<td>__ Graduate Curriculum &amp; Policies</td>
<td>Senate</td>
<td>4/20/09, vote 5/4/09</td>
</tr>
<tr>
<td>__ Student Policies</td>
<td>College President</td>
<td>OTHER</td>
</tr>
<tr>
<td>__ Undergraduate Curriculum &amp; Policies</td>
<td>REJECTED -WITHDRAWN</td>
<td></td>
</tr>
</tbody>
</table>

* follow special Gen Ed procedures for submission of General Education proposals at “How to Submit Proposals” on our Website.
Guidelines for new option within a major or program: Adding an academic minor or track within an academic program would be an example of the type of proposal covered by these guidelines and the following must accompany such a proposal:

A side-by-side comparison of the old and new program. Credit hours must be included for each course and totaled in clear tabular form.

<table>
<thead>
<tr>
<th>Core Curriculum</th>
<th>New Program</th>
<th>Core Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• REL 302 Leisure the Individual and Society</td>
<td>• REL 302 Leisure the Individual and Society</td>
<td>• REL 302 Leisure the Individual and Society</td>
</tr>
<tr>
<td>• REL 306 Recreation for Persons with Differing Abilities</td>
<td>• REL 306 Recreation for Persons with Differing Abilities</td>
<td>• REL 306 Recreation for Persons with Differing Abilities</td>
</tr>
<tr>
<td>• PRO 421 Field Experience (Thursday Night Program)</td>
<td>• PRO 421 Field Experience (Thursday Night Program)</td>
<td>• PRO 421 Field Experience (Thursday Night Program)</td>
</tr>
<tr>
<td>• REL 308 Recreation Programming and Leadership</td>
<td>• REL 308 Recreation Programming and Leadership</td>
<td>• REL 308 Recreation Programming and Leadership</td>
</tr>
<tr>
<td>• REL 312 Administration of Leisure Human Services</td>
<td>• REL 312 Administration of Leisure Human Services</td>
<td>• REL 312 Administration of Leisure Human Services</td>
</tr>
<tr>
<td>• REL 402 Current Leisure Problems and Issues</td>
<td>• REL 402 Current Leisure Problems and Issues</td>
<td>• REL 402 Current Leisure Problems and Issues</td>
</tr>
<tr>
<td>• REL 410 Research and Evaluation Method in Recreation and Leisure Studies</td>
<td>• REL 410 Research and Evaluation Method in Recreation and Leisure Studies</td>
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<tr>
<td>• REL 307 Field Experience</td>
<td>• REL 307 Field Experience</td>
<td>• REL 307 Field Experience</td>
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<tr>
<td>• REL 403 Internship</td>
<td>• REL 403 Internship</td>
<td>• REL 403 Internship</td>
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<tr>
<td>• PRO 401 Professional Preparation</td>
<td>• PRO 401 Professional Preparation</td>
<td>• PRO 401 Professional Preparation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recreation Management Concentration</th>
<th>Recreation Management Concentration</th>
<th>Tourism Management Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core: Must take all Three Courses</strong></td>
<td><strong>Core: Must take all Three Courses</strong></td>
<td><strong>Core: Must take all Three Courses</strong></td>
</tr>
<tr>
<td>• <em>REL 395 Sustainable Development and Management in Recreation &amp; Tourism (Revised Content &amp; Title)</em></td>
<td>• <em>REL 395 Sustainable Development and Management in Recreation &amp; Tourism (Revised Content &amp; Title)</em></td>
<td>• <em>REL 395 Sustainable Development and Management in Recreation &amp; Tourism (Revised Content &amp; Title)</em></td>
</tr>
<tr>
<td>• REL 430 Special Event Planning</td>
<td>• REL 430 Special Event Planning</td>
<td>• REL 314 Tourism Principles</td>
</tr>
<tr>
<td>• REL 416 Management of Nonprofit Leisure Service Organizations</td>
<td>• REL 416 Management of Nonprofit Leisure Service Organizations</td>
<td><strong>Electives: Must Take two of Three Courses</strong></td>
</tr>
<tr>
<td>• REL 314 Tourism Principles</td>
<td><strong>(Removed)</strong></td>
<td>• REL 314 Tourism Principles</td>
</tr>
<tr>
<td><strong>Electives: Must Take two of Three Courses</strong></td>
<td></td>
<td><strong>Electives: Must Take two of Three Courses</strong></td>
</tr>
<tr>
<td>• REL 303 Corporate and Commercial Recreation</td>
<td>• REL 303 Corporate and Commercial Recreation</td>
<td>• REL 303 Corporate and Commercial Recreation</td>
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<tr>
<td>• REL 435 Resort and Hotel Operations</td>
<td><strong>(Removed)</strong></td>
<td>• REL 435 Resort and Hotel Operations</td>
</tr>
<tr>
<td>• REL 440 Tourism Sales and Marketing</td>
<td><strong>(Removed)</strong></td>
<td>• REL 440 Tourism Sales and Marketing</td>
</tr>
<tr>
<td>• REL 411 The Legal Environment of Recreation (Revised Content &amp; Title)</td>
<td>• REL 313 Economic and Community Development in Recreation (Revised Content &amp; Title)</td>
<td>• REL 415 Entrepreneurship and Financial Management in Tourism (Added)</td>
</tr>
</tbody>
</table>

| Total 56.5 | Total 56.5 | Total 56.5 |

* Common to both concentrations
Rationale for the new option

The department has been offering tourism management courses for the past. These courses have been embedded in the recreation management concentration. With the growing number of transfer students with Associates Degrees in Tourism Management, it has become increasingly difficult to articulate how their career goals will be fulfilled in the existing curriculum structure. Separating the curriculum into two distinct concentrations will simplify this process for students and make them more marketable given the national trend in curriculum structure similar to the one proposed.

As a part of National Accreditation requirements, the department developed a strategic plan that outlined the process of developing a tourism management concentration. In addition, the NRPA Council on Accreditation has revised its standards to reflect outcome-based assessment and is aligning itself with the Resort and Commercial Recreation Association to develop program specific competences. The proposed course, REL 411: The Legal Environment of Recreation will begin to systematically address one of the primary accreditation competencies that will be reflected in the new standards.

Entrance requirements, if appropriate

Similar to existing entrance requirement

Program requirements, if appropriate

Similar to existing requirements in terms of number of credit hours; however, students will have the option to specialize in one of two concentrations

Description of new courses and a side-by-side comparison of the old and new program Credit hours must be included and totaled in clear tabular form

See table above

Sequence in which the courses would be offered to guarantee timely completion of the program

Students typically enter the department during the fall or spring semester of their junior year, either as native Brockport students or as transfer students, with approximately 64 credit hours (including most general education requirements) completed. The concentration core will be offered once per year, as is the current practice. The concentration electives will be offered once every third semester.

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
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<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td><strong>Second Semester</strong></td>
</tr>
<tr>
<td>REL 302</td>
<td>REL 402: Current Leisure Problems &amp; Issues</td>
</tr>
<tr>
<td>REL 306</td>
<td>REL 401: Professional Preparation</td>
</tr>
<tr>
<td>PRO 421</td>
<td>Concentration-Elective</td>
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<tr>
<td>Concentration-Core</td>
<td>Guided elective</td>
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<tr>
<td>Guided Elective</td>
<td>Guided Elective</td>
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<tr>
<td>Credits</td>
<td>3</td>
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<tr>
<td><strong>Second Semester</strong></td>
<td><strong>Second Semester</strong></td>
</tr>
<tr>
<td>REL 308</td>
<td>REL 402: Current Leisure Problems &amp; Issues</td>
</tr>
<tr>
<td>REL 312</td>
<td>REL 401: Professional Preparation</td>
</tr>
<tr>
<td>Concentration-Core</td>
<td>Concentration-Elective</td>
</tr>
<tr>
<td>Concentration-Core</td>
<td>Guided elective</td>
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<tr>
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<tr>
<td>Credits</td>
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</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>REL 403: Internship</td>
<td>15</td>
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</tbody>
</table>

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College Senate Office, 10/26/2017
2008-2009-36_res.doc
Staffing issues

The department has hired an Assistant Professor who will join the department, fall 2009. This individual possesses expertise in tourism management. In addition, our fall 2008 hire in a generalist who possesses expertise in sustainable tourism development.

Resources, facilities that may be needed to implement the program

The program will be implemented using existing resources and facilities. NOTE: The concentration core will be offered once per year, as is the current practice. The concentration electives will be offered once every third semester.

Academic administration commentary

Letter of recommendation from chair
(See attached)

Letter of recommendation from Dean of School
(See attached)

If appropriate, letters of support from cooperating departments, agencies, and etc.

N/A
To:       College Senate  
From:    P. Michael Fox, Vice Provost for Academic Affairs  
Date:    February 26, 2009  
Re:       REL Undergraduate Curriculum Revision

I am pleased to support the revision of the undergraduate curriculum proposed by the Department of Recreation & Leisure Studies.

The department proposes to divide the Recreation Management into two concentrations – Tourism Management and Recreation Management. The department believes that this change will be particularly useful to transfer students with associates degrees in Tourism Management making them more marketable. This is a national trend in curriculum in this area.

I hope that the College Senate will give this proposed program modification its full support.
To: College Senate  
From: Joel Frater, Chair, Recreation and Leisure Studies  
Date: February 27, 2009  
Re: REL Undergraduate Curriculum Revision

I am pleased to endorse the revision of the undergraduate curriculum proposed by the Department of Recreation & Leisure Studies.

The department proposes to divide the Recreation Management concentration into two concentrations: (1) Tourism Management and (2) Recreation Management. This is a move supported by the entire faculty in the department. Citing national trends, revised accreditation standards, and the department strategic plan, the department believes that this change will help transfer student with associates degrees in Tourism Management more clearly define a career path, making them more marketable. Additionally, the faculty expertise in this area of the curriculum is strong.

I look forward to the full support of the College Senate for this proposed program modification.

Thank you.
College Course Registration Form

This form is used to register all courses. It must be signed by the department chair and the school dean who will send it forward to the Registrar’s Office. Registration of General Education courses requires an additional Supplemental Course Registration Form and the appropriate Student Learning Outcomes Checklist. Approval by the Faculty Senate’s General Education Committee is necessary for all General Education courses.

Data entry fields are shaded. Some fields have limits on numbers and spaces that can be entered. Some areas have drop-down menus with options that can be selected by clicking your choice. Save the blank form before using it and then save each course form with an individual file name. Go back to the saved blank for each new form but save with a different name after filling in data.

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**Action concerns a new course**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>REL</td>
<td>395</td>
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</tbody>
</table>

**Action concerns an existing course:**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL</td>
<td>395</td>
</tr>
</tbody>
</table>

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**Course Submitted by:** Rehnuma Karim

**Department:** REL

Chairperson’s Approval: ___________________________ Date:

Dean’s Approval: ___________________________ Date:

---

1. **Action requested:**

   - [ ] Registration of new course
   - [ ] Revision of content for existing course
   - [ ] Registration of general course listing under which related titles can be taught (umbrella courses)
   - [ ] Registration of topics course for specific semester (if checked, complete item 2 below)
   - [ ] Change of course title – Previous Title: Leadership for Recreation and Leisure
   - [ ] Inactivation of existing course registration (course will not be taught in near future)
   - [ ] Other – Describe:

---

2. **Complete for registration of topics courses or umbrella courses:**

   a. **General course registration:**
      - Discipline: REL
      - Number: 395
   b. **General registration title:**
   c. **Specific course title for semester offered (topics course title):**
   d. **Topics course registration is for:** FALL SEMESTER Year:

---

3. a. [x] Undergraduate listing:
   - Discipline: REL
   - Number: 395
   b. [ ] Graduate listing:
      - Discipline: REL
      - Number:

---

4. a. **Official course title:** Sustainable Development in Recreation and Tourism
   b. **Course start date:** SPRING SEMESTER YEAR: 2010

---

5. **Abbreviated course title (restricted to 16 spaces):** Sust Dev Rec Tou

---

6. a. **Semester hours of credit assigned to course (invariable):**
   b. Can this course have variable credit
      - [x] No
      - [ ] Yes - Credit range to semester hours
   c. Is this course is repeatable for multiple credit?
      - [x] No
      - [ ] Yes - Credit Maximum =

---

7. **Type of Course:** LIBERAL ARTS

---

8. **General Education Information:** (Complete only for General Education courses)
a. General Education Knowledge Area (choose one if applicable): NONE

b. Additional student learning outcomes: (check all codes that are currently approved)

- Contemporary Issues (I)
- Upper Level Writing (U)
- Both Contemporary Issues and Upper Level Writing (J)
- Scholarship on Women (W)
- Diversity (D)
- Science & Technology (E)
- Other World Civilizations (Non-Western) (O)

9. If cross-listed in another discipline(s), give discipline(s)/number(s): 25
If there are pre-requisites that are enforced, give discipline(s)/number(s):
If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected: 25
b. How many sections do you expect to offer per semester: 1

11. Sections of this course are (check one): taught by one instructor ☒ taught by a team ☐

12. Planned frequency of offering: YEARLY-SEMESTER UNSPECIFIED

13. Grading (check any that apply):

- ☒ Letter grade
- ☐ Pass/Fail (S/U) ONLY
- ☐ Approved for IP grade
- ☒ Course requires a minimum grade of C for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please comment on this in the space provided:
NONE

15. If this course is required for any degrees/programs, please list them below:
REL

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters. Use action verbs and omit “This course covers...” and similar phrases.

Focuses on the context of sustainable development and balancing the needs of ecosystems, culture and heritage in the recreation and tourism industry for host communities and visitors. Introduces students to the history, concepts, principles, marketing, planning and management of sustainable recreation and tourism. Explores contemporary industry trends and look for ways to make tourism sustainable in environmental, economic, social and cultural terms.

17. For all courses, please attach the following information:
(a) a list of major course objectives  
(b) a topical outline of course  
(c) a list of methods used to evaluate student performance  
(d) a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e  
(e) a current course syllabus, if possible  
(f) a brief statement detailing the additional work required of graduate students in a “swing course.”  

For General Education courses only, attach also:  
(g) Supplemental General Education Course Registration Form  
(h) Student Learning Outcomes Checklist (for specific codes requested).
17. For all courses, please attach the following information:

Course Number: REL 395
Course Title: Sustainable Development in Recreation and Tourism

Student learning Outcomes: Upon successful completion of this course, students will be able to:

- Understand the concept of sustainable development in the recreation and tourism discipline
- Develop an awareness of the environmental, socio-cultural and economic impacts of recreation and tourism.
- Be familiar with various planning paradigms that may be applied to sustainable development efforts
- Describe how basic concepts of ecology help to explain how human activity, such as recreation and tourism development and operations can influence the characteristics of a natural setting.
- Identifying personal environmental ethics relative to industry standards
- Differentiate between ecotourism, sustainable development and sustainable recreation and tourism development
- Recognize how recreation and tourism play a role in ecosystem conservation, cultural preservation and economic sustainability
- Understand the role of various agencies that manages natural resources and influence the character of recreation and tourism development
- Be aware of how recreation and tourism operators can engineer or influence environmental stewardship.
- Understand the relationship between recreation and tourism and larger community and environmental systems
- Evaluate the principles of sustainable recreation and tourism in relation to tourism impacts
- Incorporate the principles of sustainable recreation and tourism into designing and managing socially and environmental responsible tourism destinations and products.
- Critique the recreation and tourism and sustainable tourism literature, principles and practices.

Topical Outline:
1: Introduction
2. Can mass recreation and tourism be green recreation and tourism? Debate
3: Introduction to and definition of sustainable recreation and tourism
   a. Terms, definitions and practices
   b. Theory
   c. Applications
4: Monitoring and measurement of sustainable recreation and tourism with indicators
   a. Overview and development
   b. Use and application
5: Social and cultural impact
   Cultural and ethnic recreation and tourism
   Rural recreation and tourism
   Anthropology of recreation and tourism
   Field trip
   Understanding the community involvement in rural, cultural recreation and tourism

6: Environmental components
   Environmental ethics and yourself
   Ecotourism
      a. Overview
      b. Case studies

7: Economic Components
   a. Overview
   b. Case studies

8: Steps to Sustainable recreation and tourism

9: Managing and marketing destinations
   Visitor management strategies
   Quality control and certification for sustainable recreation and tourism
   Facilitating sub-sectors

10: Future Challenges and Opportunities
Method of assessment

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>% OF TOTAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DEBATES/CLASS PARTICIPATION</td>
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</tr>
<tr>
<td>2. INDIVIDUAL CASE STUDIES</td>
<td></td>
</tr>
<tr>
<td>3. REFLECTION PAPER ON SITE VISIT</td>
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<tr>
<td>4. QUIZ</td>
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</tr>
<tr>
<td>5. FORMAL PRESENTATION/MINI PRESENTATION on SPECIFIC DESTINATIONS</td>
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<tr>
<td>6. DEVELOPING A ECOTOURISM PROJECT</td>
<td></td>
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<tr>
<td>7. EXAM/FINAL PAPER</td>
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</tr>
</tbody>
</table>

**Instructional Materials:**


Professional Journals:
- Caribbean Tourism Report
- Current Issues in Tourism
- E-review of Tourism Research
- Hotel Business
- International Journal of Hospitality and Tourism Administration
- International Journal of Tourism Management
- International Journal of Tourism Research
- Journal of Ecotourism
- Journal of Heritage Tourism
- Journal of Hospitality, Leisure, Sport, and Tourism Education
- Journal of Human Resources in Hospitality and Tourism
- Journal of Park and Recreation Administration
- Journal of Quality Assurance in Hospitality and Tourism
- Journal of Teaching in Travel and Tourism
- Journal of Tourism & Cultural Change
College Course Registration Form

This form is used to register all courses. It must be signed by the department chair and the school dean who will send it forward to the Registrar’s Office. Registration of General Education courses requires an additional Supplemental Course Registration Form and the appropriate Student Learning Outcomes Checklist. Approval by the Faculty Senate’s General Education Committee is necessary for all General Education courses.

Data entry fields are shaded. Some fields have limits on numbers and spaces that can be entered. Some areas have drop-down menus with options that can be selected by clicking your choice. Save the blank form before using it and then save each course form with an individual file name. Go back to the saved blank for each new form but save with a different name after filling in data.

<table>
<thead>
<tr>
<th>Action concerns a new course</th>
<th>Discipline REL</th>
<th>Number</th>
<th>415</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action concerns an existing course:</td>
<td>Discipline</td>
<td>Number</td>
<td></td>
</tr>
</tbody>
</table>

Course Submitted by: Joel Frater
Department: REL

Chairperson’s Approval: __________________________ Date:

Dean’s Approval: __________________________ Date:

1. Action requested:
   - Registration of new course
   - Revision of content for existing course
   - Registration of general course listing under which related titles can be taught (umbrella courses)
   - Registration of topics course for specific semester (if checked, complete item 2 below)
   - Change of course title – Previous Title:
   - Inactivation of existing course registration (course will not be taught in near future)
   - Other – Describe:

2. Complete for registration of topics courses or umbrella courses:
   a. General course registration: Discipline: Number:
   b. General registration title:
   c. Specific course title for semester offered (topics course title):
   d. Topics course registration is for: FALL SEMESTER Year:

3. a. Undergraduate listing: Discipline: REL Number: 415
   b. Graduate listing: Discipline: Number:

   b. Course start date: FALL SEMESTER YEAR: 2010

5. Abbreviated course title (restricted to 16 spaces) Ent Fin Mgmt

6. a. Semester hours of credit assigned to course (invariable): 3
   b. Can this course have variable credit No Yes - Credit range to semester hours
   c. Is this course is repeatable for multiple credit? No Yes - Credit Maximum =

7. Type of Course: LIBERAL ARTS

8. General Education Information: (Complete only for General Education courses)
   a. General Education Knowledge Area (choose one if applicable): NONE
b. Additional student learning outcomes: (check all codes that are currently approved)

☐ Contemporary Issues (I) ☐ Upper Level Writing (U)
☐ Both Contemporary Issues and Upper Level Writing (J)
☐ Scholarship on Women (W) ☐ Diversity (D)
☐ Science & Technology (E) ☐ Other World Civilizations (Non-Western)

9. If cross-listed in another discipline(s), give discipline(s)/number(s):
If there are pre-requisites that are enforced, give discipline(s)/number(s):
If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected: 25
   b. How many sections do you expect to offer per semester: 1

11. Sections of this course are (check one): taught by one instructor ☒ taught by a team ☐

12. Planned frequency of offering: EVERY OTHER YEAR

13. Grading (check any that apply):
   ☒ Letter grade ☐ Pass/Fail (S/U) ONLY ☐ Approved for IP grade
   ☒ Course requires a minimum grade of C for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please comment on this in the space provided:
   NONE

15. If this course is required for any degrees/programs, please list them below:
   REL

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters. Use action verbs and omit “This course covers...” and similar phrases.

   Explores small business development principles and innovative processes involved in starting small businesses that sustain tourism destinations; and examines financial management principles as a tool for decision making and internal control in these small businesses. Covers business planning and management including feasibility, marketing, management of projects, financial analysis, capital management, costs of capital, dividend policy, budgeting, human resources, and payroll control.

17. For all courses, please attach the following information:
   a. a list of major course objectives
b. a topical outline of course
c. a list of methods used to evaluate student performance
d. a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e

e. a current course syllabus, if possible
f. a brief statement detailing the additional work required of graduate students in a “swing course.”

For General Education courses only, attach also:

g. Supplemental General Education Course Registration Form
h. Student Learning Outcomes Checklist (for specific codes requested).
17. For all courses, please attach the following information:

Course Number: REL 415

Course Title: Entrepreneurship and Financial Management in Tourism

Student learning Outcomes: Upon successful completion of this course, students will be able to:

- Demonstrate an understanding of the role of tourism in today’s economy
- Identify resources for public, private, and non-profit tourism products and services
- Develop a business inventory
- Develop business plan
- Conduct feasibility analysis
- Understand ethical principles associated with business development
- Demonstrate an ability to locate and identify both traditional and alternative funding for tourism development
- Distinguish various pricing strategies and appropriate settings for their use
- Apply various budgeting techniques in preparing budgets
- Explain and justify various revenue and expenditure management techniques
- Utilize computer software for financial planning and assessment
- Identify the roles of human relations and the government in financial management.
- Analyze and interpret financial statements that provide both objective measures of past operations and subjective estimates about future decisions
- Compute and interpret the major ratios used in the industry
- Discuss and apply basic principles of internal control
- Evaluate various pricing methods used in the tourism industry.
- Conduct cost-volume-profit analysis and analyze its effects on pricing and production decisions.
- Analyze capital investment alternatives.
- Through the oral presentation and research processes the student will demonstrate the ability to utilize effectively the tools of communication, including technical writing, speech and audio-visual techniques.

Topical Outline:

The Nature of the Tourism Industry
- Basic economic principles and their relevance to the tourism industry
- Supply and demand analysis
- Legislative, Legal, and Social Issues associated with tourism development

Small Business Planning
- Foundations of business planning and development
- Elements of a Business Plan
Financial Data
- Loan applications
- Capital equipment and supply list
- Balance sheet
- Breakeven analysis
- Pro-forma income projections (profit & loss statements)
- Pro-forma cash flow

Financial Management
- Foundations of Financial Management
- Sources of Income
- Pricing tourism products and services
- Strategies for acquiring capital for investment in the tourism industry
- Understanding Financial Statements
- Income Statements, Balance Sheets
- Budgeting Process and Forecasting
- Financial Analysis
- Comparative Performance and Trends
- Capital Budgeting
- Property and other tax issues
- Economic Impact analysis

Methods of Assessment:
- Two quizzes
- Midterm exam
- Final exam
- Business plan development assignment
- Economic impact analysis assignment
- Financial planning assignment
- Operating and capital budgeting assignment
- Business plan oral presentation

Instructional Materials:
REQUIRED TEXTS:


RECOMMENDED TEXTS/READINGS:
Books


Professional Journals

- Australian Journal of Hospitality Management
- Business Travel News
- Business Travel World
- Business Traveler
- Canadian Travel Press
- Caribbean Tourism Report
- Casino International
- Casino Journal
- Consortium Journal of Hospitality and Tourism
- Corporate Meetings and Incentives
- Current Issues in Tourism
- E-review of Tourism Research
- Event Management
- Food and Beverage Marketing
- Hotel Business
- International Journal of Contemporary Hospitality Management
- International Journal of Hospitality and Tourism Administration
- International Journal of Hospitality Management
- International Journal of Service Industry Management
- International Journal of Tourism Management
- International Journal of Tourism Research
- International Travel News
- Journal of Convention and Event Tourism
- Journal of Convention and Exhibition Management
- Journal of Ecotourism
- Journal of Heritage Tourism
- Journal of Hospitality and Leisure Marketing
- Journal of Hospitality and Tourism Management
- Journal of Hospitality and Tourism Research
- Journal of Hospitality, Leisure, Sport, and Tourism Education
- Journal of Human Resources in Hospitality and Tourism
- Journal of Park and Recreation Administration
- Journal of Quality Assurance in Hospitality and Tourism
- Journal of Leisure Research
- Journal of Retail and Leisure Property
- Journal of Teaching in Travel and Tourism
• Journal of the International Academy of Hospitality Research
• Journal of Tourism & Cultural Change
• Journal of Travel and Tourism Marketing
• Journal of Travel and Tourism Research
• Journal of Travel Research
• Leisure and Hospitality Business
• Leisure Sciences
• Lodging Hospitality
• Meetings and Conventions
• Parks and Recreation
• Tourism and Hospitality Research
• Tourism Management
• Travel Weekly
• World Hospitality and Tourism Trends
College Course Registration Form

This form is used to register all courses. It must be signed by the department chair and the school dean who will send it forward to the Registrar's Office. Registration of General Education courses requires an additional Supplemental Course Registration Form and the appropriate Student Learning Outcomes Checklist. Approval by the Faculty Senate's General Education Committee is necessary for all General Education courses.

Data entry fields are shaded. Some fields have limits on numbers and spaces that can be entered. Some areas have drop-down menus with options that can be selected by clicking your choice. Save the blank form before using it and then save each course form with an individual file name. Go back to the saved blank for each new form but save with a different name after filling in data.

Action concerns a new course  Discipline  Number
Action concerns an existing course  Discipline REL  Number 313

Course Submitted by: Arthur Graham
Department: Recreation & Leisure Studies

Chairperson's Approval: [Signature]  Date: 2/26/09
Dean's Approval: [Signature]  Date: 2/26/09

1. Action requested:
   □ Registration of new course
   □ Revision of content for existing course
   □ Registration of general course listing under which related titles can be taught (umbrella courses)
   □ Registration of topics course for specific semester (if checked, complete item 2 below)
   □ Change of course title – Previous Title: Commercial Recreation
   □ Inactivation of existing course registration (course will not be taught in near future)
   □ Other – Describe:

2. Complete for registration of topics courses or umbrella courses:
   a. General course registration: Discipline: Number:
   b. General registration title:
   c. Specific course title for semester offered (topics course title):
   d. Topics course registration is for: FALL SEMESTER  Year:

3. a. □ Undergraduate listing: Discipline: REL  Number: 313
   b. □ Graduate listing: Discipline: Number:

4. a. Official course title: Economic and Community Development in Recreation
   b. Course start date: SPRING  SEMESTER  YEAR: 2010

5. Abbreviated course title (restricted to 16 spaces) Rec Econ

6. a. Semester hours of credit assigned to course (invariable): 3
   b. Can this course have variable credit  □ No  □ Yes - Credit range to semester hours
   c. Is this course is repeatable for multiple credit?  □ No  □ Yes - Credit Maximum =

7. Type of Course: LIBERAL ARTS

8. General Education Information: (Complete only for General Education courses)
   a. General Education Knowledge Area (choose one if applicable): NONE
b. Additional student learning outcomes: (check all codes that are currently approved)
- Contemporary Issues (I)
- Upper Level Writing (U)
- Both Contemporary Issues and Upper Level Writing (I)
- Scholarship on Women (W)
- Diversity (D)
- Science & Technology (E)
- Other World Civilizations (Non-Western) (O)

9. If cross-listed in another discipline(s), give discipline(s)/number(s):
   If there are pre-requisites that are enforced, give discipline(s)/number(s):
   If there are co-requisites, give discipline(s)/number(s): REL 302

10. a. Approximate total number of seats/semester expected: 25
    b. How many sections do you expect to offer per semester: 1

11. Sections of this course are (check one): taught by one instructor ☒ taught by a team ☐

12. Planned frequency of offering: EVERY OTHER YEAR

13. Grading (check any that apply):
   ☒ Letter grade ☐ Pass/Fail (S/U) ONLY ☐ Approved for IP grade
   ☒ Course requires a minimum grade of C for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please
comment on this in the space provided:

15. If this course is required for any degrees/programs, please list them below:

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using
   65 words or less (about 500 characters). Use action verbs and omit “This course covers…” and similar
   phrases.
   Principal emphasis on the relationship of recreation to community development. Examination of market
   mechanisms and government as they affect allocation of resources to recreation services. Other topics include
demand analysis, economics of planning, cost/benefit analysis, secondary economic impacts, multiplier
   effects, public decision making, public finance and supply considerations in both urban and rural recreation
   situations.

17. For all courses, please attach the following information:
   (a) a list of major course objectives
   (b) a topical outline of course
   (c) a list of methods used to evaluate student performance
   (d) a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e
   (e) a current course syllabus, if possible
   (f) a brief statement detailing the additional work required of graduate students in a “swing course.”
For General Education courses only, attach also:
(g) Supplemental General Education Course Registration Form
(h) Student Learning Outcomes Checklist (for specific codes requested).
Course Number: REL 313

Course Title: Economic and Community Development in Recreation

Course Learning Outcomes:

1. Understand the nature and scope of the relationship of recreation to community wellness.
2. Understand estimating and forecasting recreation use and demand.
3. Understand the elements of measuring economic impact.
4. Understand the concepts of multipliers and leaks.
5. Understand how recreation can be used for redevelopment (evolution) of communities.
6. Understand the issues of regionalism.
7. Understand the concept of tax base.
8. Understand how governmental, commercial and tax exempt organizations cooperate to affect positive community development and redevelopment.

Topical Outline:

Section 1 – The Reality of the Law
1. How local (municipal) government in New York State is organized.
   a. Municipal Home Rule Law
   b. General Municipal Law
2. The tax base: what is it?
3. Economic Development (NYS Economic Development Law), how it is accomplished.

Section 2 – How Recreation Supports a Local Economy
1. What benefits accrue to communities with a spectrum of recreation opportunities?
   a. Individual health and wellness
   b. Lower consumption of the environment
   c. Lower costs to operate government (the “Proximate Principle”)
2. Optimizing for the local economy: multipliers and leaks.
   a. Employment
   b. Purchase of services
   c. Outsourcing
   d. Reducing opportunity costs
   e. Using estimation and forecasting demand tools

3. The basic principles of economic impact studies.
   a. What is the rationale for creating an economic impact statement?
   b. What are the components of an economic impact statement?
   c. What is IMPLAN, and how to employ its use.
   d. How do we use an economic impact statement?

4. Data collection and analysis procedures.
   a. Historical data
   b. Collected data
   c. Survey instruments

Section 3 – Where Does Recreation fit into Community Development

1. Looking at the big picture, why?

2. The problem of fragmented government.

3. The argument for repositioning traditional recreation and parks departments.
   a. Attract new industry
   b. Keeping the indigenous population
   c. Enhancing property values
   d. Reduction of taxes
   e. Attracting tourists
   f. Environmental conservation & heritage protection
   g. Using community centers as a focal point for neighborhood re-establishment

4. What are the numerous organizations associated with economic and community development.

5. The numerous issues surrounding regionalism.
   a. Protection/dilution of local identity
   b. Class, ethnicity and race; the "magninot line syndrome"
   c. Big business vs. small business
Methods of Assessment:

1. Give one test on NYS laws.
2. Give one test on Economic impact.
3. Read, report and discuss two case studies.
4. Require one individual project: write an economic impact statement of a recreation event (e.g. regional soccer tournament, a regional fair or festival, a conference for a regional professional conference).
5. At least one guest speaker – discussion and written report

Instructional Materials:

Books & Specific Journal Articles


New York State Law. (2009). HTTP://public.leginfo.state.ny.us/menugetf.cgi


On-Line Journal Availability

American City and County. **EBSCO Host**

Journal of Financial Stability. **Science Direct**

Journal of Leisure Research. **EBSCO Host**

Journal of Parks and Recreation Administration. **Direct subscription, Sagamore Publishing**

Journal of Property Valuation & Taxation. **EBSCO Host**

Journal of Public Economics. **Science Direct**

Parks and Recreation. **EBSCO Host**
College Course Registration Form

This form is used to register all courses. It must be signed by the department chair and the school dean who will send it forward to the Registrar's Office. Registration of General Education courses requires an additional Supplemental Course Registration Form and the appropriate Student Learning Outcomes Checklist. Approval by the Faculty Senate's General Education Committee is necessary for all General Education courses.

Data entry fields are shaded. Some fields have limits on numbers and spaces that can be entered. Some areas have drop-down menus with options that can be selected by clicking your choice. Save the blank form before using it and then save each course form with an individual file name. Go back to the saved blank for each new form but save with a different name after filling in data.

Action concerns a new course: Discipline Number
Action concerns an existing course: Discipline REL Number 411

Course Submitted by: Dr. Lynda Sperazza
Department: Recreation & Leisure Studies

Chairperson's Approval: [Signature] Date: 2/26/09
Dean's Approval: [Signature] Date: 2/26/09

1. Action requested:
   - [ ] Registration of new course
   - [X] Revision of content for existing course
   - [ ] Registration of general course listing under which related titles can be taught (umbrella courses)
   - [ ] Registration of topics course for specific semester (if checked, complete item 2 below)
   - [X] Change of course title – Previous Title: Management of Leisure Resources
   - [ ] Inactivation of existing course registration (course will not be taught in near future)
   - [ ] Other – Describe: ____________________________

2. Complete for registration of topics courses or umbrella courses:
   a. General course registration: Discipline: Number:
   b. General registration title:
   c. Specific course title for semester offered (topics course title):
   d. Topics course registration is for: FALL SEMESTER Year:

3. a. [X] Undergraduate listing: Discipline: REL Number: 411
   b. [ ] Graduate listing: Discipline: Number:

4. a. Official course title: The Recreation Legal Environment
   b. Course start date: SPRING SEMESTER YEAR: 2010

5. Abbreviated course title (restricted to 16 spaces) Reclegalenvi

6. a. Semester hours of credit assigned to course (invariable): 3
   b. Can this course have variable credit [X] No [ ] Yes - Credit range to semester hours
   c. Is this course is repeatable for multiple credit? [X] No [ ] Yes - Credit Maximum =

7. Type of Course: LIBERAL ARTS

8. General Education Information: (Complete only for General Education courses)
   a. General Education Knowledge Area (choose one if applicable): NONE
b. Additional student learning outcomes: (check all codes that are currently approved)
   - Contemporary Issues (I)
   - Upper Level Writing (U)
   - Both Contemporary Issues and Upper Level Writing (J)
   - Scholarship on Women (W)
   - Diversity (D)
   - Science & Technology (E)
   - Other World Civilizations (Non-Western) (O)

9. If cross-listed in another discipline(s), give discipline(s)/number(s):
   If there are pre-requisites that are enforced, give discipline(s)/number(s):
   If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected: 30
    b. How many sections do you expect to offer per semester: 1

11. Sections of this course are (check one): taught by one instructor ☒ taught by a team

12. Planned frequency of offering: EVERY OTHER YEAR

13. Grading (check any that apply):
   - ☒ Letter grade
   - ☐ Pass/Fail (S/U) ONLY
   - ☐ Approved for IP grade
   - ☒ Course requires a minimum grade of C for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please comment on this in the space provided:

15. If this course is required for any degrees/programs, please list them below:

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use action verbs and omit "This course covers..." and similar phrases.
   Provide students with an understanding of the U.S. legal environment and an awareness of the fundamental legal issues involved in the management of recreation and park organizations. Content will include criminal, civil and administration systems. Topics include: the environment, legal process, human resource law, state regulation concerning public health and safety, civil rights and issues relevant to specialty areas.

17. For all courses, please attach the following information:
   (a) a list of major course objectives
   (b) a topical outline of course
   (c) a list of methods used to evaluate student performance
   (d) a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e
   (e) a current course syllabus, if possible
   (f) a brief statement detailing the additional work required of graduate students in a "swing course."
For General Education courses only, attach also:
(g) Supplemental General Education Course Registration Form
(h) Student Learning Outcomes Checklist (for specific codes requested).
REL 411- The Recreation Legal Environment

Course Description
Provide students with an understanding of the U.S. legal environment and an awareness of the fundamental legal issues involved in the management of recreation and park organizations. Content will include criminal, civil and administration systems. Topics include: the environment, legal process, human resource law, state regulation concerning public health and safety, civil rights and issues relevant to specialty areas.

Course Learning Objectives
At the end of this course, students will be able to -

1. Understand the U.S. legal environment from both the state (New York as an example) and federal perspectives.
2. Understand the legal role of various recreation personnel.
3. Describe the legal process, appropriate legal terminology and the relevance of various types of legislation for recreation providers.
4. Demonstrate an understanding of zoning, property rights, and other political/legal aspects of land use.
5. Navigate the process of human resource law including hiring, firing, and workplace atmosphere.
7. Demonstrate an understanding of conducting legal research.
8. Assess risk and develop a plan to manage risk in a recreation, park, or tourism setting.
9. Comprehend and understand recent litigation and current legal issues related to recreation.
10. Understand the rights and responsibilities of management, employees, and participants in relation to potential for management liability.
11. Think critically and analytically about the mutual interaction between the law and society.

Topical Outline

Unit 1- Understanding the U.S. Legal Environment
A. Review of the U.S. legal system
   1) The U.S. Constitution,
   2) New York State Constitution
   2) Structure & Anatomy of a Lawsuit
   3) Legislation & Policy Formation

B. Federal Laws and Regulations
   1) National Environmental Policy Act (NEPA)
   2) Americans with Disability Act (ADA)
   3) Title IX (campus recreation settings)
   4) Civil Rights Law- in the workplace
   5) Administrative Procedure Act (APA) of 1946
   6) Allen-Bacon Act (Prevailing Wage Act)
C. New York State Laws and Regulations
   1) State Environmental Quality Review (SEQR)
   2) Eminent Domain
   3) Local Financing
   4) Referendums
   5) Sunshine & Sunset Laws
   6) Public Authorities
   7) Unemployment insurance
   8) Workers compensation
   9) Zoning (as it applies to parks and recreation)

Unit 2- Miscellaneous Areas of Law

A. Case Law - Negligence & Liability

B. Contract Law

C. State Regulations Concerning Health and Safety
   1) Aquatics
   2) Food Safety

Methods to Evaluate Student Performance

In class activities- worksheets, group discussion, video review, and guest speakers.

(2) Exams- Unit 1, Unit 2

Group Project- In groups, students will select a case study with which to apply the concepts learned in class. It is expected that students will incorporate research articles and current case law throughout the paper to support their case. The project will include a group presentation, an individual written report, and a reaction report to serving "jury duty" for two other groups.

Case Studies/ Law Review Papers- Throughout the course, specific cases/law reviews will be assigned for students to review in greater detail. The student will provide the facts of the case, the court’s decision and rationale, and conclude with their own personal feelings about the case.
Bibliography-

Specific Books/Journal Articles


Online Availability- websites and journal

Parks & Recreation magazine (by the National Recreation and Park Association)

Journal of Park and Recreation Administration

Journal of Leisure Research

Recreation Law Website
http://rec-law.blogspot.com/

United States Geological Survey (USGS)

Regulations.gov, the public face of the Federal E-Government e-Rulemaking Program
http://www.regulations.gov/search/about.jsp#