

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE  
Department of Recreation and Tourism Management  
Fall 2008, Tuesday/Thursday 9:30 a.m. - 10:45 a.m.  
RTM 278 Recreation and Leisure in Contemporary Society (3 units)  
(GENERAL EDUCATION SECTION E for non RTM majors)  
(core requirement for RTM majors)

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RTM 278 Course Calendar Fall 2008		
Week 1 August 26-28	Overview and Orientation to the Course	Due Dates
	Chapter 1	
Week 2 September 2-4	Chapter 2	
Week 3 September 9-11	Chapter 3 "I Want to Be a Millionaire"	
Week 4 September 16-18	"I Want to Be a Millionaire" continued	
Week 5 September 23-25	Chapter 4 Group Planning	
Week 6 Sept. 30-Oct. 2	Chapter 4 Group Planning <b>Idea for advocacy topic due for discussion in class.</b>	Sept. 30
	Chapter 4 Group Planning <b>Assignment #1 Due:</b>	Oct. 2
Week 7 October 7-9	Chapter 4 Group Presentations	
Week 8 October 14-16	Chapters 5,6,7 Group Planning	
Week 9 October 21-23	Chapters 5,6,7 Group Planning continued	
Week 10 October 28-30	Chapters 5,6,7 Presentations	
Week 11 November 4-6	Chapters 5,6,7 Presentations	
	<b>Assignment #2 Outdoor Recreation Experience due to "Bulletin Board" posting at course website</b>	
Week 12 November 11-13	Chapters 5,6,7 Presentations	
Week 13 November 18-20	Chapters 5,6,7 Presentations	Nov. 20
	Chapters 8,9, 10, 11 Group Planning <b>Assignment #3 Advocacy Packet Due</b>	
Week 14 Nov. 25-Dec. 2	Chapters 8,9, 10, 11 Group Planning Outside of Class	
	<b>November 27: Thanksgiving Holiday</b>	
	Chapters 8, 9, 10, 11 Presentations	
Week 15 December 4-9	Chapters 12 -13 Discussion <b>Reports of Advocacy Activities</b>	
Week 16 Finals Week December 11-17 <b>Final Class Meeting:</b> Thursday, December 11 8-10 a.m. <b>Complete Final Course Evaluation Online</b>		
<b>Have a good break and remember to play some of the time!</b>		

## RTM 278 Recreation and Leisure in Contemporary Society (3 units)

**Description:** Pre-requisite: Lower division writing requirement. Investigation of the contributions of play, leisure and recreation to the social, psychological and economic well being of individuals and groups; incorporating local, regional, national and international perspectives. Regular written assignments are required.

**Student Learning Outcomes:** The following Student Learning Outcomes have been identified for this course by the faculty of the Department of Recreation and Tourism Management:

1. Students will demonstrate critical thinking including analysis, synthesis, and evaluation in the fields of play, leisure, recreation, parks, and/or tourism through a variety of pedagogies;
2. Students will practice and self-assess progress towards mastery of the standards and competencies<sup>1</sup> of appropriate accrediting body(ies) through continual self-assessment and portfolio<sup>2</sup> development.

The Student Learning Outcomes will be achieved through the following course objectives:

**Course Objectives:** At the conclusion of this course, the actively involved student will:

1. **Understand** the unique and interrelated contributions of play, leisure and recreation to the psychomotor, cognitive, affective, social and spiritual development of the individual across the life span; (NRPA<sup>3</sup> Standards: 8.01, 8.02, 8.03)
2. **Examine** the historic contributions and significance of parks, recreation and leisure services to the identification, utilization, and preservation of open space, historic sites, and the natural environment; (NRPA Standards: 8.04, 8.05)
3. **Analyze** the contributions of parks, recreation, tourism and hospitality industries to the economic development of communities, regions, and nations; (NRPA Standards: 8.04, 8.06.03, 8.07, 8.10, 8.12)
4. **Develop** a personal philosophy of leisure participation, stewardship of natural resources, and advocacy of a balanced lifestyle; including the paid work environment; (NRPA Standards: 8.05, 8.06)
5. **Become acquainted** with the evolution of the parks, recreation and leisure services profession as an outgrowth of historical and social movements; (NRPA Standards: 8.06.01, 8.07, 8.09)

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<sup>1</sup> See National Recreation and Park Association Standards and Evaluative Criteria for Baccalaureate Programs in Recreation, Park Resources, and Leisure Services. [www.nrpa.org](http://www.nrpa.org)

<sup>2</sup> For students majoring in Recreation and Tourism Management, see portfolio in the appendix.

<sup>3</sup> NRPA (National Recreation and Park Association) maintains accreditation standards for the study of leisure and recreation. The numbers listed indicate adherence with specific NRPA standards in the appendix.

6. **Recognize** the presence and expression of parks, recreation and leisure services as personal and community resources in the for-profit, government/public, and non profit sectors; (NRPA Standards: 8.08, 8.09, 8.10, 8.12)
7. **Review** the early history and philosophy of play, recreation and leisure; (NRPA Standards: 8.06.01)
8. **Demonstrate understanding** of the basic concepts of recreation, play, and leisure, the motivation and value of participants, and trends in the overall field of organized community services; (NRPA Standards: 8.01, 8.02, 8.03, 8.09, 8.13)
9. **Discuss** the dramatic shifts in population makeup, including the balance of different age groups, restructured family patterns and great ethnic and racial diversification in many communities; (NRPA Standards: 8.02, 8.03, 8.10)
10. **Understand** the impact of sophisticated information technologies on the national economy and business world and of the varied uses of these technologies to leisure; (NRPA Standards: 8.06.03, 8.09)
11. **Explore** the impact of the prosperity of the early 2000s which can lead to a growing gap between the rich and the poor, and the role of recreation in helping all individuals pursue quality of life; (NRPA Standards: 8.02, 8.03, 8.08)
12. **Discuss** such trends as the commodification and privatization of organized recreation programs and their impact on leisure opportunity; and (NRPA Standards: 8.04, 8.07, 8.09, 8.12)
13. **Identify** innovative partnership approaches that exist among agencies, and the application of benefits-based-management to current and future leisure services. (NRPA Standards: 8.09, 8.13).

### **Course Content and Organization:**

The course content is organized in such a manner that you will reflect on, integrate, and apply information and concepts in participatory assignments and simulations based on the material in the text and individual research.

#### **Week 1:**

- ❖ Overview and orientation to the course.
- ❖ **Chapter 1** Recreation and Leisure: The Current Scene.  
Varied views of recreation and leisure, social factors promoting the recreation and parks movement and challenges facing the leisure service field.  
**Read and be prepared to discuss and complete worksheets on Chapter 1.**

#### **Week 2:**

- ❖ **Chapter 2** Basic Concepts: Philosophical analysis of play, recreation, and leisure. Concepts, theories, and analysis of play. Definitions of play, recreation and leisure.  
**Read and be prepared to discuss and complete group activities on Chapter 2.**

### **Weeks 3-4:**

- ❖ **Chapter 3** Early history of play, recreation, and leisure including the 19th Century changes in America. This includes the beginning of the recreation movement; effects of racial and ethnic discrimination; emerging new lifestyles; public concerns about the use of leisure; major forces promoting organized recreation services; role of the schools; impact of the Depression; and a nation at war.

**Read and be prepared to discuss Chapter 3 through actively engaging in a "quiz show".**

### **Weeks 5, 6, 7:**

- ❖ **Chapter 4** Recreation and leisure in the modern era: Expansion of recreation and leisure; counter-culture; drives for equality by disadvantaged groups; era of austerity and fiscal cutbacks; and expansion of other recreation programs.

**Read and be prepared to discuss Chapter 4 and organize a class presentation as part of a small group. Presentations will be made during weeks 6 and 7.**

### **Weeks 8, 9, 10, 11, 12:**

- ❖ **Chapter 5** Personal leisure perspectives; motivations, values; age groups, and demographic factors.
  - ❖ **Chapter 6** Gender, racial/ethnic, sexual orientation, and socioeconomic factors affecting leisure; progress in the new millennium.
  - ❖ **Chapter 7** Social functions of community recreation (benefits): Life enrichment, improving intergenerational and inter-group relations, special populations, culture, health and safety.
- Read and be prepared to discuss Chapters 5,6,7 and work with a group to organize a class presentation. Presentations will be made during weeks 10, 11 and 12.**

### **Weeks 13-14:**

- ❖ **Chapter 8** The leisure service system: Government, non-profit, and commercial recreation agencies. Public recreation and parks systems. Differences and similarities among agencies. Partnerships among agencies and organizations.
- ❖ **Chapter 9** Specialized leisure service areas: Therapeutic recreation service, armed forces recreation, employee services (industrial recreation), campus recreation, and private-membership recreation organizations.
- ❖ **Chapter 10** Travel and tourism leisure service components. Tourism is grounded in leisure and participation during leisure time as a recreation experience. Types of contemporary and emerging tourism. Marketing advances in tourism.
- ❖ **Chapter 11** Development and influence of sport in society. Patterns and participation in sport. Historical evolution and future trends.

**Read and be prepared to discuss Chapters 8, 9, 10, 11 and work with a group to organize a class presentation.**

### **Week 15:**

- ❖ **Chapter 12** Career opportunities and professionalism. The general public has only a very narrow idea of what the recreation and leisure field encompasses, when it really is a tremendously large field with infinite potential for growth. This chapter provides an overview of the myriad of opportunities available to the properly trained leisure professional.

**Read and be prepared to discuss Chapter 12 as class members report on their specialized area of recreation investigation visitations.**

- ❖ **Chapter 13** Future perspectives of recreation and leisure. Philosophy of recreation and leisure. Guiding leisure service delivery today; future challenges.

**Read and be prepared to discuss Chapter 13 as a final course culmination and as class members report on their advocacy activities**

### **Week 16 FINALS WEEK:**

**Final discussions and complete and turn in final course evaluation**

### Learning Experiences/Assignments:

All of the assignments are designed as "learning experiences" to assist you processing and integrating the course material. You will be analyzing, synthesizing and evaluating what you are reading and thinking about. Each learning experience has detailed guidelines provided in the Course Reader. Please refer to the "Evaluation" section in this course syllabus or at our course website for specific grading criteria, grading system and weighting of grades. **Following is a summary of each of the learning experiences (Please refer to the course reader for specific guidelines on each project):**

**Assignment #1 Leisure Self Inventory or Investigation of Specialized Area of Recreation (You only complete ONE of the following projects. Choose either the Leisure Self Inventory OR the Investigation of Specialized Area of Recreation.)**

#### **Leisure Self Inventory**

(30% of Final Course Grade)

Complete the self-assessment exercises in the Leisure Self Inventory in the Course Reader and then write a comprehensive paper reflecting on a minimum of 10 new things you learned about yourself in the process of completing the exercises. See Course Reader for details.

**OR**

#### **Investigation of Specialized Area of Recreation**

(30% of Final Course Grade)

**There are three options for completing this assignment.**

**Option 1: Site visit and paper.** Investigate and make a site visit to an agency representative of a specialized area of recreation such as a public recreation agency, a non profit agency, a commercial recreation organization etc. Make arrangements to tour the agency and interview the professional responsible for directing the agency. Please be professional on the visit. Phone the professional in advance and set up an appointment. You are also expected to dress appropriately for this visit. See Course Reader for details of the written paper.

**OR**

**Option 2: Locate and attend a meeting of local or California State Recreation Commission and written analysis of your experience.** Each city has a recreation and park commission comprised of volunteer appointed members who set policy for a community's municipal recreation and park services. At the state level, the commission sets policy for the California State Parks and recommends a comprehensive recreation policy for the State of California. See Course Reader for details of the written paper.

**OR**

**Option 3: Attend National Recreation and Park Association Conference in Baltimore, Maryland, Oct. 14-18 and written analysis of your experience.** For more than 40 years the National Recreation and Park Association has brought together professionals, citizen advocates, educators and students who are passionate about parks and recreation. Reduced student fees are available. Please see [www.nrpa.org](http://www.nrpa.org) for more details.

### **Assignment #2 Outdoor Recreation Experience (Credit/No Credit)**

This assignment is not assigned a letter grade. It is credit/no credit. Please see "Computation of Final Grades" for evaluation of your credit/no credit assignments. It is also considered in the 10% for participation. Consideration for outstanding work will be given in assigning plus/minus in final course grades and in borderline final grade scores. There are two options for completing this assignment.

**Option 1: Outdoor Experience and in class discussion:** Participate in and evaluate an outdoor recreation experience. If possible, find something new to try that you have never before experienced. Evaluate and share your experience with the class in your discussion. See Course Reader for details of information you may want to include in your discussion.

OR

**Option 2: Enroll in a Department of Recreation and Tourism Management outdoor adventure class and briefly describe your class experience with the class.** The Department offers a selection of exciting courses under the safety and supervision of well qualified instructors. You may be interesting in taking such classes as sailing, waterskiing and wakeboarding, backpacking, rockclimbing, canoeing, survival, high ropes challenge, or caving. Please see course reader for the selection of courses available. Please note that you MUST have enrolled in the course during the normal add period. Late adds are not acceptable. (The sailing, waterskiing and wakeboarding classes are located at the CSUN Aquatic Center at Castaic Lake. For more information, contact John VanArsdale ([john.vanarsdale@csun.edu](mailto:john.vanarsdale@csun.edu)) at the following link: <http://hhd.csun.edu/rtm/castaic.htm>)

### **Assignment #3 Advocacy**

(30% of Final Course Grade)

As a member of society pursuing a higher education, you have a responsibility to become a "citizen leader" to improve the quality of life for all individuals. Your voice can be heard and you can be a catalyst for change in our world. The advocacy assignment involves your becoming a "citizen leader" and taking action on an issue about which you feel passionate. Past students have taken up issues relating to the environment, ecotourism, access to recreation for urban families, adequacy of parks, safety of playgrounds for children, and preservation of wild lands. These all relate in some way to recreation and tourism in our society. Your assignment as a "citizen leader" is to find that issue to pursue, prepare a "letter to the editor" as an opinion piece to generate public awareness and support for your issue, and develop a packet of information that could be shared with a legislator or policy maker. These policy makers may be state or federal senators, members of congress or the state assembly, city council members, members of recreation and park, coastal or other commissions, or county supervisors. Please see course reader for details.

## Group Projects

(Final Group Project 30% of Final Course Grade)

Students will participate in a variety of group activities based on the chapters of the text. These activities will be in-class with some out of class preparation. Requisite skills include collaboration, negotiation, open-mindedness, basic word processing, oral presentation, writing, discussion, listening, library and field research. Class experiences will be primarily interactive group process activities. (Please note that group members have the option to eliminate group members who are not participating or contributing. Limited participation (letting others in the group do most of the work) or elimination from the group results in a grade of "F" for that project.

### **Required Course Text and Reader:**

McLean, D.; Hurd, A.; Roger, N. (2008). Kraus' recreation and leisure in modern society. 8<sup>th</sup> Edition. Sudbury, Massachusetts: Jones and Bartlett. (Rental books are available at the Matador Bookstore of approximately \$35 for a new book and approximately \$24.75 for a used book.)

RTM 278 Course Reader: Available from the Matador Bookstore. **Be sure that you purchase the copy for our class that meets Tuesdays and Thursdays from 9:30-10:45 a.m.!**

You will also find many of the documents, forms, and course materials at our course website available by logging on through WebCT. The login page for our course website is: <http://webteach.csun.edu>. You will be asked for your CSUN email address and password. Click on "continue". Our course will be listed on the next page. Click on the title of the course and you will enter the course website.

### **Student Email Address:**

Each student must activate and use a CSUN email account for this course. Some course materials and information will be distributed to students via email during the semester. Please note and check the mailbox at our course website as well. (If you wish to be added to the email distribution for the Department of Recreation and Tourism Management for job announcements and department activities, please send an email indicating your request to be included to [pat.tabidian@csun.edu](mailto:pat.tabidian@csun.edu).)

#### **If you do not have a CSUN email account:**

Go to [www.csun.edu](http://www.csun.edu)  
Click "Webmail"  
Click "[How to Obtain a Campus Account](#)" and follow the instructions  
(For questions, call 677-1400)

#### **To Forward Your Mail:**

Go to [www.csun.edu](http://www.csun.edu)  
"Webmail"  
Click "Email at CSUN"  
Click "Forwarding Email"  
Follow the directions

## Evaluation and Grading System:

### Assignment #1

Leisure Self Inventory

OR

30% of course grade

Specialized Area of Recreation

### Assignment #2 Outdoor Recreation Experience      Credit/No Credit

(Please see "Computation of Final Grades" for evaluation of your credit/no credit assignments. It is also considered in the 10% for participation. )

### Assignment #3 Advocacy

30% of Final Course Grade

### Final Group Project

30% of course grade

Group Projects are an integral part of the course. The final group project is worth 30% of your course grade. Group members have the option to eliminate group members who are not participating or contributing. Limited participation (letting others in the group do most of the work) or elimination from the group results in a grade of "F" or "O" for the final group project. Absences, tardiness, leaving class early, and lack of responsibility with your group negatively affect your group participation. Note: The other group projects are considered in the 10% for participation.

### Class Participation

10%

Active class participation is an essential component of this class. Mere attendance is not satisfactory, your active enthusiastic involvement is essential to achieve the learning outcomes of the course. This is a subjective grade assigned by the professor. If you have any questions regarding your progress in this area, please check with me at any time for feedback.

All written work must meet the following criteria before Professor's evaluation:

- A. be typed with adequate margins and spacing;
- B. is a clear, organized, and logical development of your ideas;
- C. avoid vagueness and unsupported generalizations, and never use another person's ideas, phrases, sentences, or terms without acknowledging the source (this is plagiarism);
- D. is thoroughly proofread; **NOTE: More than five typo or grammatical errors may result in a grade of C.**
- E. is turned in on time. ***Emailed papers are NOT acceptable. Computer crash, theft, printer failure etc. is not an acceptable excuse for a late assignment.***

Any work not meeting these criteria will be graded as C or less. The maximum grade for late papers is C- and no feedback or comments will be provided on late papers.

Please review the the following "Grading Criteria" carefully and ensure that your paper meets the requirements for your selected course grade prior to submitting your paper.

## Grading Criteria

Grade	Characteristics of Work
A	Outstanding. Work demonstrates a superior level of proficiency. It must show depth of thought, analysis and integration of knowledge. Uses extensive references from the texts and other literature and research to support ideas. Maintains a level of excellence throughout demonstrating creative thinking and evidence of engagement in the subject matter. Explores ideas extensively and in-depth.
B	Very Good. Demonstrates a good grasp of subject matter, evidence of critical thinking and analysis, understanding of issues, and evidence of familiarity with the texts through use of references. Explores ideas in depth.
C	Satisfactory. Meets the requirements of the assignment and demonstrates overall understanding of the subject matter and competence. Deals with the subject matter in an adequate manner showing critical thinking and analysis.
D	Barely meets requirements of the assignment. Demonstrates only superficial familiarity with the subject matter with little critical thinking.
F	Does not meet the requirements of the assignment. Lacks evidence of understanding and familiarity with the subject matter.

**Note:** Papers that treat the subject in a cursory manner without depth and detail or with significant writing and proofreading errors earn the grade of "C". The maximum grade for late papers is C- and no feedback or comments will be provided on late papers.

**How to interpret your numerical scores:** Papers are assigned numerical grades as follows on a 5-1 scale:

5	A
4.9-4.7	A-
4.6-4.5	B+
4.4-4	B
3.9-3.7	B-
3.6-3.5	C+
3.4-3	C
2.9-2.7	C-
2.6-2.5	D+
2.4-2	D
1.9-1.7	D-
Below 1.7	F
0	No work submitted

**Computation of Final Grades:** Plus/minus grading will be used for this course. Each of your 4 grades (assignments #1 and #3, group project, and class participation) will be weighted according to their percentage worth and averaged together yielding a score from 5-0. If there is a "no credit" for assignment #2, 1 full point will be deducted from your final score. For example, if you have earned an average of 3.9 (B-) on your graded assignments, but failed to complete assignment #2, your final grade score will be 2.9 (C-). However, if you have completed outstanding work on assignment #2 and your final score is 4.4 (B), it is possible in the case of a borderline grade to be assigned a higher final course grade of B+.

Note for students who are majoring in Recreation and Tourism Management: starting Fall 2008, the Department requires a grade of "C" or better in the core classes. A grade of C- or lower will require the student to repeat the class.

If a student has concerns or questions about progress in the course, it is the student's responsibility to make an individual appointment to discuss this with the professor. If you have concerns or questions about progress in the course, please make an appointment to discuss this with me sooner rather than later. It is the responsibility of each student to know and follow all the written guidance given by the professor in this syllabus and Course Reader.

### **Responsibilities of the Student:**

The professor is available as a resource. The student is encouraged to seek guidance and assistance and initiate requests for individual appointments. It is the student's responsibility to do the following:

1. Make an individual appointment to discuss any concerns or questions with the professor;
2. Read assigned material and prepare discussion materials BEFORE the class in which the material is discussed;
3. Come to all class meetings on time;
4. Come to all class meetings and participate in class discussions;
5. Study a minimum of 3 hours for every hour in the classroom.
6. In the event it is necessary to miss a class, **the student is responsible for the information discussed in class** and will be expected to be prepared to participate with other class members relating to the material discussed during the student's absence. **If you miss class, please do not ask me, "What did I miss?"**  
**If you miss class, you are still responsible for what happened in class during the time you are absent.**

### **Attendance and Participation Policy:**

- This course is designed to use techniques of interactive-discussion-collaborative learning-activities. Course material is compiled from a wide variety of sources and active class participation is essential. The synthesizing of class material and assignments is dependent upon your effort and active participation in class. Absences, late arrivals and early departures will affect your ability to synthesize materials, thereby affecting your final grade.
- **Arriving late to class and/or leaving early is considered rude behavior as is the use of cell phones and electronic devices. Note: All cell phones and electronic devices must be turned off prior to entering the classroom. (If you are using your computer for notetaking, please advise me in advance.) Using your computer for uses other than notetaking and text messaging on cell phones is inconsiderate to the professor and your other classmates and you will be asked to leave class.**

### **Student Discipline:**

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Administrative Code. Some of these sections are as follows:

41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, or placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

- A. Cheating or plagiarism in connection with an academic program at a campus.
- B. Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus.
- C. Inappropriate behavior inside or outside of the classroom.

### **Ethical Behavior:**

It is understood that all students will demonstrate the highest ethical behavior.

This includes respect for other students, the professor, and individuals encountered during field activities, and the materials for classroom instruction.

Appropriate behavior as outlined in the University Catalog is expected both inside and outside of class. Further, since this class requires the interaction with the public in settings outside the classroom, it is essential that all students conduct themselves with professional behavior.

**Students with Disabilities:**

Students with disabilities must register with the Center on Disabilities and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approve accommodations. The Center on Disabilities is located in Bayramian Hall, room 110. Staff can be reached at (818) 677-2684.

**For students majoring in Recreation and Tourism Management**

**Portfolio:** All students in the major are required to compile a portfolio as part of the requirements for your bachelor's degree. Since RTM 278 is designed as an introductory course, you should begin your portfolio collection in this class. You will continue to collect illustrative samples of your work throughout your successive classes in the major.

**Thank you and I am looking forward to working with you this semester!**

**Dr. Philibosian**

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## National Recreation and Park Association Accreditation Standards

### **NRPA Accreditation Standards Excerpted from:**

Standards and evaluative criteria for baccalaureate programs in recreation, park resources, and leisure services; a program of specialized accreditation established by the Council on Accreditation sponsored by the National Recreation and Park Association (2004 edition)

### **8.00 PROFESSIONAL COMPETENCIES**

The following standards delineate the professional competencies for all students.

#### **CONCEPTUAL FOUNDATIONS**

**8.01** Understanding of the conceptual foundations of play, recreation, and leisure.

*Content to consider: A substantive exploration and understanding of the various concepts of play, recreation, and leisure, and the role that these concepts have in the delivery of recreation and leisure services.*

**8.02** Understanding of the significance of play, recreation, and leisure in contemporary society.

*Content to consider: An understanding of the relationship between the three concepts and historical, multicultural, technological, economic, political, social/psychological, international, physical, philosophical, and environmental perspectives.*

**8.03** Understanding of the significance of play, recreation, and leisure throughout the life span.

*Content to consider: An understanding of how the importance and influence of play, recreation, and leisure change across various life stages. This understanding may include the developmental, preventive and therapeutic role of these concepts.*

**8.04** Understanding of the interrelationship between leisure behavior and the natural environment.

*Content to consider: An understanding of how the natural environment will influence one's leisure behavior, as well as how the natural environment facilitates the achievement of a state of leisure.*

**8.05** Understanding of environmental ethics and its relationship to leisure behavior.

*Content to consider: An understanding of environmental protection and preservation in park or recreation facility development and program provision.*

#### **PROFESSION**

**8.06** Understanding of the following as they relate to recreation, park resources, and leisure services:

**8.06:01** History and development of the profession

*Content to consider: Events and milestones in the development of the profession.*

**8.06:02** Professional organizations

*Content to consider: Evolution of the current professional organizations that relate to the field of recreation, park resources, and leisure services, as well as the accredited options.*

**8.06:03** Current issues and trends in the profession

*Content to consider: Issues currently affecting the profession may include, but are not limited to, certification and accreditation, tourism, violence, substance abuse, video games, computers, aging, leisure-based businesses, use of open space, environmental impact, gender, sexuality, and private vs. public enterprises.*

**8.07** Understanding of ethical principles and professionalism.

*Content to consider: Presentation of information discussing philosophy and the relationship of values, morals, and judgment to professional practice. The importance of following a professional code of ethics and standards of conduct, and how these two areas are critical in defining leisure services as a profession may be addressed.*

**8.08** Understanding of the importance of maintaining professional competence and the available resources for professional development.

*Content to consider: The importance of credentialing and contributing to the advancement of the profession. Certification processes, the maintenance of those credentials through attending national, regional, and local educational programs, and service via leadership positions in professional organizations. Competence in the provision of professional services and programs as an asset to the community and the prevention of consumer harm may also be addressed.*

### **DELIVERY SYSTEMS**

**8.09** Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure.

*Content to consider: An understanding of the public, private, profit, and not-for-profit delivery systems that address the leisure needs of the public, how they work together, and their importance.*

**8.10** Understanding of the importance of leisure service delivery systems for diverse populations.

*Content to consider: The impact of leisure service delivery systems on a wide diversity of populations, (i.e., mental, physical, aged, youth, multicultural etc.).*

**8.11** Understanding of inclusive practices as they apply to:

**8.11.01** Operating programs and services

*Content to consider: How agencies are addressing inclusiveness within the operation of programs and services; including the policies, practices, philosophies, and benefits.*

**8.11.02** Design of areas and facilities

*Content to consider: Location, environmental issues, populations to be served, programs to be housed, and fiscal and political implications of specific sites and settings.*

**8.12** Understanding of the roles, interrelationships, and use of diverse leisure delivery systems in promoting:

**8.12.01** Community development

*Content to consider: The impact that program/plans will have on the immediate and surrounding communities, duplication of services, growth, and population(s) to be served.*

**8.12.02** Economic development

*Content to consider: The impact that leisure service delivery systems have on the economic development of a community, including the costs and benefits of program provision.*

### **PROGRAM AND EVENT PLANNING**

**8.13** Understanding of the variety of programs and services to enhance individual, group, and community quality of life.

*Content to consider: content and purpose of programs and services that relate to individual and group goals and values, benefits of the leisure experience, theories of programming, knowledge of participant behavior, and participant-driven programs that promote quality of life.*

## Department of Recreation and Tourism Management Professional Portfolio

### *Purpose of a Professional Portfolio:*

In today's business world, portfolios are frequently utilized by employees as well as employers. There are two primary functions for this business tool:

- During the interview process, prospective employees can use this tool to demonstrate skill sets and knowledge during the interview process as it relates to the job they seek. Employers on the other hand utilize the tools as a means to evaluate and verify the degree to which this prospective employee "fits" the position as advertised.
- A portfolio can also be useful during the performance/promotion review process. Again, each party can find value with this tool, for it documents the skill sets and knowledge attained since the last review.

The portfolio is designed to provide the students in the Recreation and Tourism Management Department with documentation to show prospective employers the quality of work the student/graduate can do, as well as, the variety of professional experiences in which the student has participated.

### *What Is a Portfolio?*

You may want to think of your portfolio in metaphorical terms as a "tool box". Inside your toolbox are various types, styles and sizes of instruments that you have mastered that can be used to facilitate the successful undertaking of a job. All jobs are not the same, and therefore all "tool boxes" do not have the same tools within them. A brain surgeon and a plumber use different tools to accomplish their respective tasks. Therefore, a "tool box" or portfolio is a documented collection of skill sets and knowledge you have honed or mastered; allowing you to demonstrate to a prospective employer how well you measure up to a advertised position.

A portfolio is a collection of one's best work and should also contain some personal reflection related to these works. Portfolios are very individual and should represent the creator in the most excellent light. The portfolio should not be just a collection of papers and experiences but rather documentation of a synthesis of work based on skills and knowledge sets that students have acquired.

### *How Do I Put My Portfolio Together?*

Students should select the work of which they are most proud and demonstrate acquisition and development of specific skills and knowledge sets for their portfolio. Certainly, revisions based on professor feedback will strengthen each individual work. Faculty in each of your courses will lead a discussion with the class reviewing potential skill sets related to the course learning outcomes that can become exciting portfolio

items. Some work, whether academic or practical, has significant impact on the student's professional growth. It is these works that should include a written reflection.

As you proceed through your education program within our department you will master many skill sets; most of these will be based on NRPA Accreditation Standards as well as CSUN Student Learning Outcomes. You will find these items identified on your course outlines you receive from the faculty in our department.

A small sample of these might include:

- Event Planning
- Budgeting
- Group dynamics
- Working with a diversified team
- Team building
- Basic statistics
- Evaluation
- Hard copy promotional materials
- Power point oral presentations
- Ability to evaluate, analyze and synthesize concepts and other written/oral materials

Indeed, you may attain, refine, or master these skills and knowledge in multiple classes. And you may also gain skill sets and knowledge from application, work, or other "hands-on" experiences while here at CSUN.

The challenge is to develop a strategy that demonstrates your skill sets and knowledge in an organized and easily read document that best represents you and your unique abilities for your career objectives. Employers will not spend a lot of time during an interview process reading all the details found in the papers you wrote for your classes. Therefore, just a collection of papers from classes would not be considered an effective portfolio. However, a logical grouping of skill sets and knowledge identified on a cover page with a brief description regarding how you gained these skills and knowledge as reflected in the papers attached would. Indeed, you would have many of these skill set/knowledge groupings within your portfolio. Finally, you may want to identify how you were introduced to a skill/knowledge in a particular class, refined the skill/knowledge in a second class, and mastered the skill/knowledge in a third or fourth class.

In the end, you want a document that demonstrates your skill sets and knowledge sets which essentially represents and *sells* you; and also reflects clearly how you and your abilities "fit" the specific job/position for which you are applying.

### *Ways in Which Employers Use Portfolios*

- ☒ **Hiring:** Portfolios are useful for employers to view during the recruiting process as visual samples of your work. For each interview it is important that the pages you share are related to the position you would be applying for.
- ☒ **Consultation:** When working within the organization - you might be trying to "sell" an idea to a manager or a group of managers. The use of a visual example of how this has worked elsewhere can help to provide clarity for the management team and create credibility for your work.
- ☒ **Performance Review:** During either the semi-annual or annual performance review process, a portfolio provides an on-going record of your work. It can assist you in drafting your appraisal, or providing input for your appraisal to your manager.
- ☒ **Promotion:** When applying internally for a new position, it serves again as an effective recruiting tool. Many adults are visual and portfolios assist in bringing your experience to life in a way that a resume cannot.