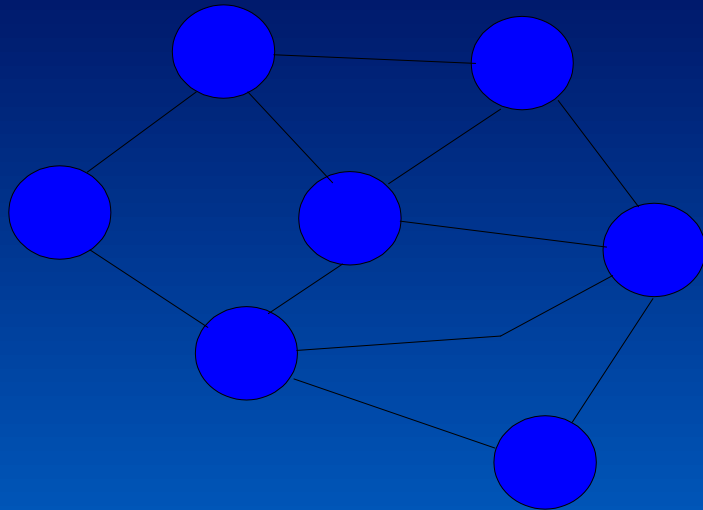


Fall 2011

**Recreation and Tourism
Management Department**

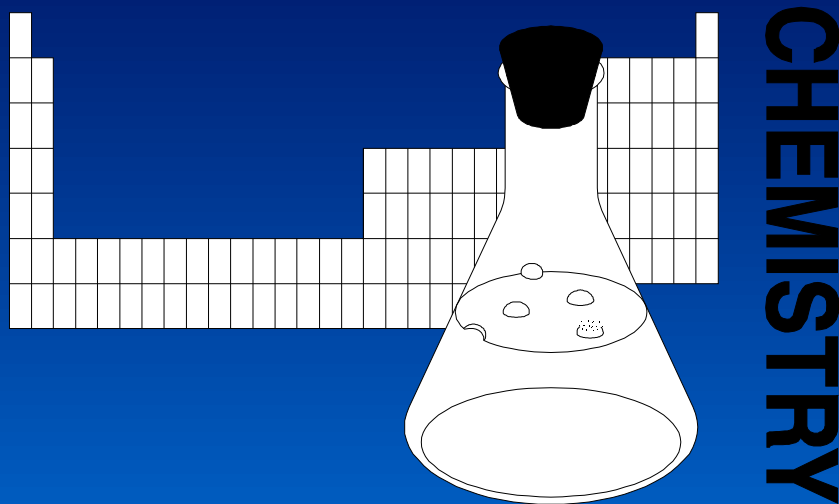
New Majors Orientation

Connecting Games



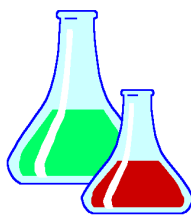
The Metaphor

Creating the right chemistry

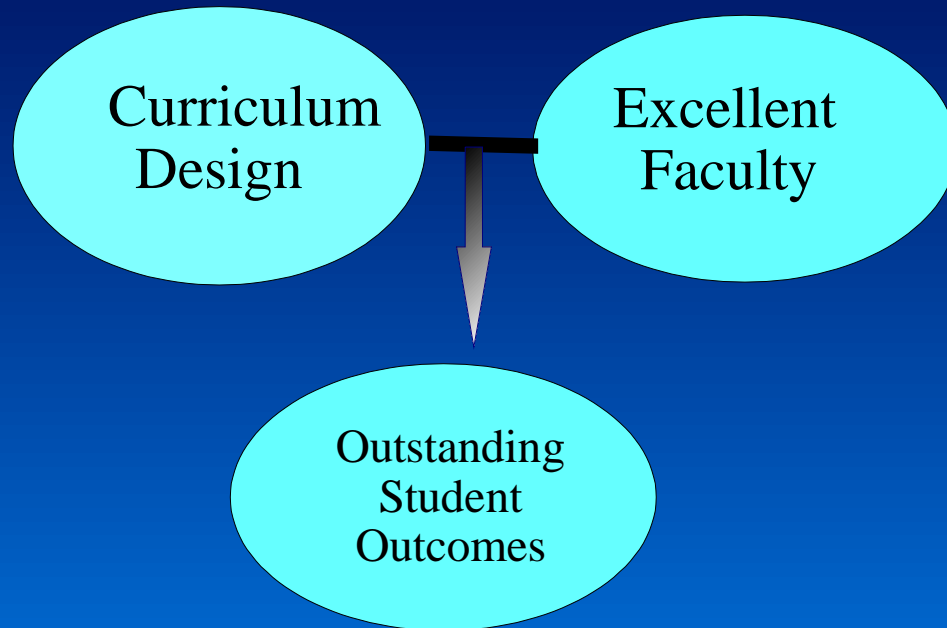


Two Basic Chemicals to create

“A Working Compound”



The RTM Compound



the Mission

- We provide a challenging, experiential, student-centered education to prepare professionals to enhance the quality of human life through recreation, leisure and play.

Core Identity Statements for RTM Department

Edited 10/16/10

- 1. The work of the Department has a core value to society.
- 2. The Department values a people/events/ experience matrice.
- 3. Faculty are involved and have diverse expertise and interests.
- 4. The Department maintains academic rigor based on theoretical and research based foundations.

Core Identity Components for the RTM Department

- 5. The Department is committed to expanding scholarship and knowledge.
 - 6. There is a commitment to community service and outreach in the CSUN, regional, and global societies.
 - 7. Professional level experiences are offered as part of the academic experience and students develop transferable skills and abilities.
 - 8. The Department has an application oriented and experiential focus.
-

Core Identity Components for the RTM Department

- 9. The Department is committed to student centered and student focused learning and experiences. There is an authentic commitment to being open and caring toward students through actions not just words.
- 10. The Department values the personal growth and development of the student.
- 11. There is a commitment to learning by faculty, students and the larger community involved with the Department and to functioning as a learning community.

Potential Identity to Resist

by internal activities and perceptions (ourselves) and external perceptions (others view of us):

- Vocational and job focused
- Easy place to get a degree
- Tries to be everything to everybody
- So flexible that we are “all over the place”
- Being so accommodating that academic/procedural standards are compromised
- Theoretical foundations not important

Working “Together” to Fulfill the Mission

- Cooperative Work Style
 - Open dialogue
 - Supportive and Encouraging
 - Respect
 - Consultative decision making
- Have Fun & Celebrate Successes
- Willingness to try New Things

Basic Elements of the Curriculum Compound

Its more than just faculty beliefs!!

- Faculty Values
- University Goals and Values
- Program Rewards
- Professional Demands and Expectations
- Perceived Needs of Students
- Current Faculty Resources
- New Faculty Resources

Curriculum Values

Restatement of Core Identity

- Professional focus (Relevancy)
- Student centered learning
- Strong Ties with the Community
- Continue our Experiential / Service Learning
- Quality Control through Assessment
- Alliances with other Campus Units & Centers

Curriculum Values (2)

- Academic rigor
- Expanding knowledge (research)
- Critical thinking (beyond content)
- Balance theory and practice

Overall SLO - Undergrad Program

Student Learning Outcomes

- 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 toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.

Overall SLO - Undergrad Program

Student Learning Outcomes

- 3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through 600 hours of professional internship in preparation for pursuing employment.
- 4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree(s) objectives as measured by an Emotional Intelligence survey instrument at point of entry and exit from the degree program.

Undergraduate Curriculum

B. S. Recreation, Tourism, and Hospitality Management

- Generalist Core for all RTM majors
- Core of 36 units including internship
- Student readiness for the professional setting
 - ▶ Program/Event Planning
 - ▶ The profession's breadth and theoretical core
 - ▶ Diversity of people and communities
 - ▶ Management core - leadership, marketing, business
 - ▶ Evaluation and integration
 - ▶ Practice based learning

Core Courses List

1. Lower Division Core (9 Units)

- RTM 278 Recreation and Leisure in Contemporary Society (3)
- RTM 202/L Planning Programs and Events for the Recreational Experience and Lab (2/1)
- RTM 204 Foundations of Recreation Therapy and Special Populations (3)

Core Courses List

- RTM 300 Recreation and Community Development (3)
- RTM 302 Dynamics of Leadership in Recreation and Human Services (3)
- RTM 303 Promotion of the Recreation Experience (3)
- RTM 304 Entrepreneurial Ventures in Recreation and Human Services (3)

Core Courses List

- RTM 402 Models of Play, Recreation and Leisure
- RTM 403 Evaluation Research in Recreation and Human Services (3)
- RTM 490 Challenges in Leisure Services Seminar (3)
- RTM 494ABC Senior Internship (6)

Undergraduate Curriculum Electives

Career Focus Opportunities through Electives

- Readiness for multiple settings (career plan)
- Readiness for external certifications
- Student career focus is 'both/and' versus 'either/or' within the department
- Traditional Delivery Systems (Public/ NPO/ Private/ or Content Areas)
- New Content/Systems (Hospitality and Tourism)

Graduate Program

M.S. in Tourism, Hospitality, and Recreation Management

- Management Core
- Specialty Track in Tourism Management
- Specialty Track in Recreational Sport
- Review and Assessment Time
 - Tseng College delivery system

Assessment: What is it?

- Assessment is the systematic collection, review, and use of information about educational programs (especially outcomes). The purpose of assessment is improving student learning and development. (Adapted from T. Marchese, 1987)

Assessment Steps:

- Develop learning objectives.
- Check for alignment between the curriculum and the objectives.
- Develop an assessment plan (must use direct measures).
- Collect assessment data.
- Use results to improve the program.
- Routinely examine the assessment process and correct, as needed

Important Assessment Ties

- Portfolio

- ▶ Key Assignments/Evidence collected throughout the undergraduate experience
- ▶ RTM 490 is the polish point not the creation point

- Internship

- ▶ Internship manual identifies procedures
- ▶ Student driven/ faculty facilitated reflection

Questions and Discussion
