

PRT Integrated Core – Fall 2020
PRT 2101, PRT 2320, PRT 2520, and PRT 3780 (13 credits)

Tuesdays 9:10 am to 1:00 pm (on Canvas)
Thursdays 9:10 am to 12:45 pm (on Canvas)
Fridays 9:10am to 1:00 pm (on Canvas)

Faculty Instructors:

Jeff Rose, PhD
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Office Hours: M, T 2:00 to 4:30 p.m.

*Until further notice, for Jeff's Office Hours, please schedule a time to meet through email so that he can send you a Zoom appointment.

Mary Sara Wells, PhD
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Office Hours: T, H 1:30 to 4:00 p.m.

*Until further notice, for Mary's Office Hours, please schedule a time to meet through email so that she can send you a Zoom appointment.

Discussion Section Leaders:

Mandy Schenkemeyer
Scott Couch

Required Readings:

Readings will be posted on the Integrated Core Canvas Page

Teaching and Learning Methods:

Lecture and discussion are the primary teaching and learning methods for the Integrated Core. Activities, simulations, and applications may be used to facilitate learning and discussions.

****Last Day to Drop:** Friday, September 4th

****Last Day to Withdraw:** Friday, October 16th

Course Descriptions, Standards, and Objectives

PRT 2101: Foundations of Parks, Recreation, and Tourism

Course Description: Introduction to the study of parks, recreation, and tourism. Special attention to the study of public, nonprofit, and for-profit agencies that provide park, recreation, and tourism services. Also includes investigation of history, conceptual foundations, and career opportunities in parks, recreation, and tourism.

Prerequisites: QA AND WR2

Relevant Professional, University and PRT Curriculum Standards

Professional Accreditation Standards: 7.01, 7.02, 7.03

PRT Curriculum Standards: Core course, required of all PRT majors.

Student Learning Outcomes: After successfully completing this course, students will be able to:

1. Articulate the role and significance of recreation in contributing to social equity, environmental sustainability, and health and wellness;
2. Identify social psychological factors influencing recreation participation and benefits over the lifespan;
3. Communicate the theoretical, philosophical, and historical roots of PRT;
4. Describe opportunities available for employment and participation in a variety of recreation settings;
5. Define the role of various local, state, and federal governments (including enabling legislation, ADA, Title IX, etc.) in the delivery of recreation and leisure services; and
6. Demonstrate knowledge of and interest in current trends and issues within and affecting the field of PRT.

PRT 2320: Recreation Programming and Leadership

Course Description: Development and leadership of park, recreation, and tourism programs and services and facilitation of experiences of visitors and recreationists.

This course will offer a theoretical and applied understanding of leadership and programming within the various fields related to parks, recreation, and tourism. Students will explore personal leadership styles, program planning and preparation, and activity implementation through individual and collaborative learning experiences. Upon completion of this course, students will have a Special Event Program Planning Portfolio that reflects the many theoretical and logistical elements that comprise parks, recreation, and tourism planning.

Corequisites: C- or better in PRT 3100

Relevant Professional, University and PRT Curriculum Standards:

Professional Accreditation Standards: 7.01, 7.02, 7.03

University Standards: Community Engaged Learning Designated Course

PRT Curriculum Standards: Core class, required of all PRT majors.

Student Learning Outcomes: After successfully completing this course, students will be able to:

1. Create an overall special event program planning portfolio that uses an array of involvement levels and activities from a range of program areas;
2. Identify and create recreational opportunities using diverse resources for leisure experiences;
3. Demonstrate the ability to conduct a needs assessment and utilize information to plan and develop recreation programs and resources;
4. Adapt and modify leisure activities and services as participants and needs require;
5. Demonstrate essential leadership skills and techniques;
6. Identify and use the appropriate leadership style in order to enhance the leisure experience of participants in a variety of settings; and
7. Gain insight into one's own leadership style and construct a personal philosophy of leadership.

PRT 2520: Liability and Risk Management

Course Description: This course provides an introduction to the principles of legal liability as they pertain to parks, recreation, and tourism. An examination of the pervasive nature of risk as it pertains to the provision of parks, recreation, and tourism programs and opportunities and the concepts and methods of risk management.

Prerequisites / Corequisites: None

Relevant Professional, University and PRT Curriculum Standards:

Professional Accreditation Standards: 7.01, 7.02, 7.03

PRT Curriculum Standards: Core class, required of all PRT majors.

Student Learning Outcomes: After successfully completing this course, students will be able to:

1. Understand the nature of the American legal system and its relationship to governing bodies in parks, recreation, and tourism;
2. Be cognizant of the potential liability for injuries in the supervision, management, and conduct of sport and recreation, and of strategies for limiting liability;
3. Understand the rights and responsibilities of management, employees, participants, and clientele, and the potential for management liability;
4. Know the basic components of a risk management plan and be able to apply them to a given sport or recreation setting;
5. Be able to apply selected legal principles to cases involving civil rights and civil liberties of personnel, participants, and clientele;
6. Increase awareness of current legal issues in sport and recreation;
7. Learn to think critically and analytically about the mutual interaction between the law and society.

PRT 3780: Program and Service Evaluation in Parks, Recreation, and Tourism

Course Description: Methods of evaluation and research in parks, recreation, and tourism. Includes investigation of a variety of approaches to research and evaluation including use of surveys, cost-benefit analyses, importance by performance analysis, personnel evaluation, data processing analysis, and display and interpretation of data.

This course provides an introduction to methods of program and service evaluation in parks, recreation, and tourism settings. We will focus on the types of information needed to make management decisions and a variety of means through which those data may be obtained. This class seeks to provide you with a “toolkit” of evaluation resources.

Prerequisites: QA AND WR2

Relevant Professional, University, and PRT Curriculum Standards

Professional Accreditation Standards: 7.01, 7.02, 7.03

University Standards: Meets Quantitative Intensive and Quantitative Reasoning requirements (QI and QB).

PRT Curriculum Standards: Core class, required of all PRT majors.

Student Learning Outcomes: After successfully completing this course, students will be able to:

1. Incorporate fundamental assumptions about knowing and ethics into the evaluation process;
2. Recognize assumptions and procedures associated with statistical sampling;
3. Calculate, interpret, and report essential descriptive statistics;
4. Compile and interpret qualitative data;
5. Construct and interpret visual displays of data;
6. Design contextual and reductionist evaluation projects; and
7. Identify and apply quantitative models to facilitate managerial decision making.

The Code of Student Rights and Responsibilities:

The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.

The Americans with Disabilities Act:

The University of Utah and the Parks, Recreation, and Tourism Program seek to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; <http://disability.utah.edu/>; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the CDA.

Addressing Sexual Misconduct:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement:

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.

Utah Safety Statement:

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Other course policies may be found in the *Parks, Recreation, and Tourism Program Undergraduate Manual*.

PRT Integrated Core Instructor Expectations and Policies

These integrated courses are taught using a combination of lectures, class discussions, guest speakers, media presentations, and experiential activities. To create an environment that best supports learning, we all must be prepared for class, challenge each other to think critically, express ourselves effectively, experiment with new ideas, respect and listen to everyone's ideas, and correct mistakes, misunderstandings, and errors in an encouraging manner. The following frequently asked questions will help you become familiar with the expectations and policies.

When do I need to come to class? Why is attendance important?

You are expected to punctually attend class sessions. While attendance is important, you must also take an active role in the learning process and, therefore, you are responsible for all class materials. If you do miss class, make sure you ask a classmate for any handouts, notes, assignments, etc. You are responsible for any material you may have missed. If you will be absent for religious observances or official university business you need to notify your TA and make arrangements to turn in all work in advance.

How do I inform the instructors that I will be absent?

If you expect to miss class, please send a private message to your TA for your discussion group. Extenuating documented situations will be handled on an individual basis.

What does it mean to be professional in the community setting?

We take professionalism very seriously. You will all work with participants in a professional capacity and represent both the University of Utah and the Parks, Recreation, and Tourism Program. Therefore, it is extremely important to us that you behave appropriately, take initiative, are on time, and prepared for every community-based activity.

When are assignments due?

Electronic copies of all assignments will be submitted through the assignments page on Canvas and are due at 8:00 am on the day listed on the student outline. These assignments must be in either a word, excel, or pdf file. If you have a question about when an assignment is due, check your syllabus or ask a classmate, TA, or instructor.

What if my internet crashed or I missed the bus, etc.?

Computer problems and other issues are unacceptable excuses. Plan ahead and have a back-up plan. Despite contingency plans, sometimes issues do arise, and in that case, late papers and assignments will be penalized 10% per day (the 10% deduction begins immediately—as in 1 minute into class). If you are not done on time, just accept the 10% penalty with grace and come to class. You have 24 hours to get it turned in before the next 10% deduction. After three days, late papers will not be accepted unless prior arrangements were made with your TA. We do understand, however, that emergencies happen and if one occurs, please notify us immediately so that we can determine appropriate potential accommodations.

How important are the reading assignments?

Student participation is critical for the success of this class. Therefore, it is expected that the student will come to class prepared by having read the assigned materials and being able to

discuss the material in an intellectual and critical manner. You will need to spend some time outside of class to complete assignments and readings. Reading is essential to your learning; so vital, in fact that all assignments require some connection to the readings. Our class time is used to extend and amplify the material from the reading; therefore, you should have read the assignment before each class section.

How are my assignments graded?

As instructors we do not give grades; as students, you earn them. To earn an “A” on your exams/assignments you must do exceptional work. Exceptional means that your work makes a creative contribution, and is well-written, insightful, coherent, and professional looking. A “B” means that your work is above average and that you do have a grasp of the content, but that some improvements can still be made. You will earn a “C” if your work is average, if you simply follow the assignment while limited in scope. A “D” means that the work is poorly done or has significant flaws. Furthermore, in order to receive a passing grade on any assignment, it must be your own original work for this class. Those who show evidence of effort, thought, and synthesis of the class material with their projects will likely receive higher grades. An easy way to think about it is the prouder you are of the work you turn in, the more likely you will earn a higher grade.

What happens if I earn below a C- in any of these courses?

Students earning below a C- in any of the courses will be required to retake that course in order to progress in the major. Individual courses in the IC tend to be offered independently in the summer and can be retaken then.

What are the standards for writing assignments?

Writing is one of the most powerful tools for learning in any college course and is important for clearly and effectively communicating your ideas and/or thoughts to a specific audience. When writing is required outside of the classroom, assignments are to follow the standards of written work in the syllabus. Although members of the instructional team do not necessarily have time to “proofread” student papers in advance, we are available during office hours to talk through ideas or read a paragraph or two. Also, learn to use the other members of the class to give and receive feedback. If you have consistent difficulty in writing well, it may be beneficial to contact the University’s Writing Center. Please feel free to utilize this resource on your own by calling 801-587-9122 or checking out the website at <http://writingcenter.utah.edu/>.

Can I be excused from certain course content?

We do not make content accommodations. Each reading, assignment, and class activity has been carefully selected to meet instructional goals of the class.

How can I be wrong or get a bad grade on something that “I believe” when I am asked to include my own opinion?

There are effective ways to defend your thoughts and ideas, but there is also skill and practice required to do it well. The strength of an argument lies in how the ideas are explained and supported with evidence. This means it is important to thoroughly explain your ideas and support them through facts and/or previous research. Be sure to explore the different types of writing and

speaking to better understand how logical arguments and critical thinking are used in various professional settings.

Will group grades ever be assigned?

Yes, just like in the sports world, in the professional world our fate is often tied to someone else. In the IC you will frequently receive a group grade (an average or sum of your individual contributions). We make some exceptions when project group members identify a member who has not contributed to the process or product. You will be informed when we intend to utilize this strategy. This design is to encourage you to help each other prepare, complete assigned readings, and be accountable to yourself and your peers. Your effort on group assignments may be assessed by your peers and that assessment will contribute to your final grade on the assignment.

What should I do if I'm late to class or need to leave early?

As an adult, we expect you to show respect for the instructors, guests, and your fellow classmates, displaying good, professional, and appropriate manners. If unusual circumstances require you to come to class late, please sit near the door and get up to speed as quickly as possible without disturbing your classmates. If you need to leave early, please tell the instructor before class, sit near the door and make your exit quietly.

What is the policy regarding cell phones, computers, and texting during class?

We value the use of appropriate technology during class time (taking notes, looking up a pertinent article that advances our discussion, etc.) in ways that support and advance our learning. However, emailing, texting, Facebooking, chatting, checking scores, and shopping online are not appropriate during our meeting times. This is an issue of respecting the instructors and your fellow students and if it becomes a problem, we reserve the right to institute a “no-electronics classroom” and the use of computers, phones, etc. will no longer be allowed in class. Furthermore, please remember our major is not limited to traditional classroom walls, so this policy applies to field trips, community programs, etc. Especially in environments where you represent the university, department, and your fellow students, it is important to act as the professionals you are.