July 1, 2002

Dr. Douglas Kennedy, Ed.D., CPRP, Professor & Chair
Department of Recreation and Hospitality Management
Virginia Wesleyan University
Wesleyan Drive
Norfolk, VA 23502

Dear Dr. Kennedy:

The Department of Recreation and Hospitality Management at San José State University received the re-accreditation report from Site Visitor Dr. Debra Jordan. Upon review of Dr. Jordan’s evaluation of standards met (72), substantially met (3), partially met (7), and not met (2), the department respectfully submits this response addressing those standards partially met and not met, as well as major concerns identified in the report. In addition and in the interest of accuracy, other corrections are noted here.

CORRECTIONS

Page 2 first paragraph and page 3 last paragraph: Dr. Paul Marsh should be Dr. Paul Brown, and Dr. Gonzaga de Gama should be Dr. Gonzaga da Gama.

Pages 2-3 last paragraph: The new course “Legislative and Legal Aspects in Sport and Leisure Activities” will not be offered until Spring 2003.

Page 3 first paragraph: Hospitality Management will become a separate department effective fall 2003.

STANDARDS PARTIALLY MET

4.02
As alluded to by Dr. Jordan in her report, Dr. Perry, prior to his appointment as Assistant Professor, served over 30 years in the nonprofit sector. He was recruited because he represents an aspect of the recreation profession and leadership administration that requires his expertise as an administrator, practitioner, and more specifically, his background in Human Resources and Organization and Development. He is a valued member of the faculty. As well as coordinating the Leadership Emphasis, he also teaches in the areas of supervision, finance, budgeting, and human resources.
6.02
Space on campus is at a premium. As the university grows, so too does the need for growth with respect to facilities in which to house and instruct students. University administrators are aware of the situation and are attempting to address this challenge. However, according to the California State University system formula, all faculty offices, except for that of the department chair, may be occupied by two full-time faculty.

6.08
Due to budget constraints felt not only within the California State University System, but throughout the system of higher education as well, funds are not made readily available for purchase of computers for use by part-time faculty. However, the department chair does recognize this concern and, based on the recommendation of the site visitor, will request additional funds during the 2002-2003 fiscal year for the purchase of two laptop computers for use by part-time faculty. In addition, as funds become available, every effort will be made to provide computer workstations for part-time faculty.

8.06
A course is being developed for submission to the College Curriculum Committee in Fall 2002. Once approved, the course will become part of the curriculum for the 2003-04 academic year. Until such time as the course is implemented, efforts will be made to further strengthen the provision of information regarding “the impacts of planning, design, and development on natural resources...” in the Recreation curriculum. Moreover, RECL 142, Recreation and Tourism for a Sustainable Future, and RECL 094, Outdoor Recreation, will be further enhanced to additionally support this effort.

8.24
The department has recognized that this area is in need of improvement in the curriculum. Beginning Fall 2003, the department will offer RECL 135, Legislative and Legal Aspects in Recreation, which will include a design component to be facilitated by a professional in the field of architecture.

8.27
Offering of the current research methodology course (RECL 160) has been revised to address this concern. Effective Fall 2002, the course will be divided into two courses: RECL 160, Introduction to Research Methods in Recreation, and RECL 160B, Evaluating Leisure Research. This revision was underway prior to the accreditation visit.
8.40
As stated in the accreditation report, the area of risk management will be addressed in the new course titled Legislative and Legal Aspect in Recreation. This course will be offered fall 2003. A course syllabus was included in earlier materials sent to council members.

STANDARDS NOT MET

8.23
Please refer to 8.24.

8.32
Please refer to 8.24.

MAJOR CONCERNS

- As stated by Dr. Jordan in the report, the issue of budget is a systemic one. As alluded above (see response 6.08), budget constraints preclude additional financial support. It is the hope of the chair to assist and encourage faculty to apply for grants to supplement travel and research funds provided by the university administration.

- Please see response 6.02.

- Please see response 6.08.

SECONDARY CONCERNS

Discussion with college and university administrators regarding the separation of the Hospitality Management Program from the department leads us to believe that, although Hospitality Management will become a separate entity, continued faculty and resource support for the Department of Recreation will be forthcoming.

The department believes it has been proactive in responding to concerns expressed by the evaluator. Curricular deficiencies had, for the most part, been recognized and addressed prior to the re-accreditation visit. Additional concerns expressed are those that are administratively driven and have been managed to the best of the department’s ability (e.g., office space and budget). The department welcomes the re-accreditation process as it provides an opportunity for reflection and revision as well as an objective perspective. The department appreciated the thoroughness of the evaluator and her objective assessment of the Recreation curriculum.
Should you have questions or require additional information, please do not hesitate to contact Dr. Charlie Whitcomb either via telephone at (408) 924-3009, or via email at cwhitcom@email.sjsu.edu.

Sincerely,

[Signature]

Robert L. Caret
President

RLC:ms

c:      Dr. Marshall Goodman, Provost
       Dr. Leon Dorosz, AVP for Undergraduate Studies
       Dr. Michael Ego, Dean, College of Applied Sciences and Arts
       Dr. Charles Whitcomb, Chair, Recreation and Hospitality Management
       Dr. Debra Jordan, Accreditation Site Visitor
       Ms. Sara Hensley, Council Vice Chair
       Dr. Edward Heath, Council Lead
       Ms. Vergie Mingo, Council Second
       Ms. Jeanne Houghton, Accreditation Coordinator
May 21, 2002

Dr. Robert Caret, President
Office of the President
San Jose State University
One Washington Square
San Jose, CA 95192-0002

Dear Dr. Caret:

As you know, the Department of Recreation and Hospitality Management has been accredited by the NRPA/AALR Council on Accreditation since 1987 and is currently undergoing the fifteen-year review of this accreditation. Enclosed is the report of the accreditation site visitor, Dr. Debra Jordan, who was hosted by the Department on May 1-4.

The Council requires that you respond to this report, according to these instructions:

Institutions must submit a Response to the Visitation Team Report, addressing specifically their position with respect to major concerns identified in the Visitation Report and to any standards identified as “not met” or “partially met.” The Response must be submitted within 30 days of receipt of the report. No materials received less than 30 days before the Council hearing will be considered in the Council’s decision.

Please submit your response to Dr. Douglas Kennedy, Council Chair, and send copies to this office (address above) and to Dr. Jordan. I will expect your response by June 27 and will distribute copies to all the Council members.

The program head, Dr. Charles Whitcomb, or his representative and Dr. Jordan will be expected at the next Council meeting on October 14-15 in Tampa, Florida. The exact schedule will be arranged with Dr. Whitcomb.

The Council is pleased that San Jose State University has chosen to maintain accreditation. We hope that participation in this program of peer review will be valuable to the program and to the institution. If at any time you have suggestions for improving this accreditation process, the Council would be pleased to entertain them.
Continuing Accreditation Visitation Report

San Jose State University

Chief Executive Officer
Dr. Robert Caret
Office of the President
San Jose State University
San Jose, CA 95192

Department of Recreation and Hospitality Management
College of Applied Sciences and Arts

Dr. Charles Whitcomb
Department Chair
San Jose State University
One Washington Square
San Jose, CA 95192

Visitation Dates
May 1–4, 2002

Visitor
Dr. Debra J. Jordan
INTRODUCTION

The Department of Recreation and Hospitality Management in the College of Applied Sciences and Arts at San Jose State University desires to receive continuing accreditation for its Professional Preparation Program. The program was granted initial accreditation in 1987; it was reviewed again in 1992 and in 1997. The current application is for a 15 year review of the general program, with no options. The visitor addressed all evaluative criteria required of the institution’s application for continuing accreditation.

The visitor was warmly received by the institution and provided full cooperation throughout the visit. The visitor met with all the unit faculty as well as Dr. Michael Ego, Dean of the College of Applied Sciences and Arts, and Dr. Paul Marsh, Assistant to the Provost. Opportunities were also provided for the visitor to meet with part-time faculty, students, alumni, internship supervisors, and representatives from several other offices on campus.

The following report will serve to convey the visitor’s effort to clarify and verify the Self Study Report, evaluate the Recreation and Hospitality Management program with respect to the accreditation standards, and to communicate her findings to the Council on Accreditation.

Historical Information

The Recreation and Hospitality Management program has evolved with regard to staffing, as well as curriculum development over the past several years. The 1986 and 1992 Council on Accreditation Visitation Teams raised concerns over the ratio of full-time to part-time faculty teaching core classes. Changes were made and the part-time faculty teaching assignments currently are in line with accreditation standards. Also expressed as a concern was the lack of a long term strategic plan. This, too was addressed with a strategic planning team being developed. The team was comprised of 14 practitioners, students and faculty and a meaningful long term plan was developed and is in use.

The faculty at SJSU developed and utilized the accreditation process as an opportunity to evaluate and make adjustments in the curriculum. While the faculty self-identified weaknesses in meeting some of the 8.00 standards, they have already taken steps to address those concerns. Two new courses, “Legislative and Legal Aspects in Sport and Leisure Activities” and “Recreation, Eco-tourism and a Sustainable Future,”
have been developed and are on schedule to be taught in the Fall 2002 to address the weaknesses. Another course addressing areas and facilities is yet to be developed.

Within the department, emphases have replaced the programmatic concentrations; the emphasis areas within the department are therapeutic recreation, private/commercial recreation, and leadership/administration. Hospitality Management was added to the Department of Recreation and Leisure Studies in 2001, and a corresponding name change occurred at that time. This decision was reversed in April 2002, and Hospitality Management will become its own department in the Fall 2002. A new name for the Department of Recreation and Hospitality has not yet been identified.

Faculty Changes

Dr. Charles Whitcomb is now the department chair, replacing Dr. Paul Marsh, who is now the Vice Provost. New faculty have been added to the Department of Recreation and Hospitality Management since the last accreditation visit. Dr. Pettis Perry and Dr. Gonzaga de Gama were added in 2000, and Dr. Tsu-Yong Yen joined the faculty in January 2002.
## EVALUATION OF STANDARDS

### 1.00 UNIT CHARACTERISTICS

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OVERALL EVALUATION: All three standards in this section are met.

### 2.00 PHILOSOPHY AND GOALS

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<td>2.03</td>
<td>Met</td>
<td>There has been a good deal of curricular review and updating in the past few years, which strengthens the program.</td>
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OVERALL EVALUATION: The faculty periodically meet and address goals, outcomes, and curriculum.

### 3.00 ADMINISTRATION

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<td>3.04</td>
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<tr>
<td>3.05</td>
<td>Met</td>
<td>A long range plan is well developed and is being utilized to guide the unit in its decision making.</td>
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<tr>
<td>3.06</td>
<td>Substantially Met</td>
<td>Consultation with practitioners occurs through classroom teaching, task forces, internship supervision, and through the many hours of practical experience required of students. In addition, part-time faculty are practitioners who share their skills in the classroom.</td>
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OVERALL EVALUATION: The 3.00 series of standards are well met.
### 4.00 FACULTY

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<th>STANDARD</th>
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<td>4.01</td>
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<tr>
<td>4.02</td>
<td>Partially Met</td>
<td>While Dr. Pettis Perry does not hold a degree in parks, recreation, or leisure services, his degrees are well aligned with what he teaches. Dr. Perry's degrees and expertise are in nonprofit management, human resources, and the YMCA system. He teaches administration, human resources management, and (at times) the foundations course.</td>
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<tr>
<td>4.03</td>
<td>Met</td>
<td>Faculty are involved in many opportunities on and off campus.</td>
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<tr>
<td>4.04</td>
<td>Met</td>
<td>There is widespread diversity among the faculty. They differ in terms of institutions attended, age, sex, and race/ethnicity.</td>
</tr>
<tr>
<td>4.05</td>
<td>Met</td>
<td>A faculty matrix was requested and received, which explicates the strong diversity of faculty in this program.</td>
</tr>
<tr>
<td>4.06</td>
<td>Met</td>
<td>Part-time faculty are extremely committed and loyal to the program. These individuals are practitioners who have taught within the Department of Recreation and Hospitality Management for a long time (range is 1 to 25 years). These individuals are evaluated on a regular basis and are fully accepted by all involved as important and contributing members of the unit.</td>
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<td>4.07</td>
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<td>4.08</td>
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<td>4.09</td>
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<td>4.10</td>
<td>Met</td>
<td>The faculty teach a 4/4 load, meeting the teaching mission of the university. Scholarship differs among the faculty, but again it is in line with the mission of the university.</td>
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**OVERALL EVALUATION:** Faculty are well aligned with the areas in which they teach, and they serve the unit well. In addition, faculty hold appropriate state and national certifications.

### 5.00 STUDENTS

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<th>EVALUATION</th>
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<td>5.01</td>
<td>Met</td>
<td>While there is no formal system for student involvement in policy formation, there is an extremely high degree of informal student involvement. Students felt welcomed and stated that the faculty and department chair were 'always' available to them.</td>
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<td>5.02</td>
<td>Met</td>
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<td>5.03</td>
<td>Met</td>
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<td>5.04</td>
<td>Met</td>
<td>The advising process was straightforward and faculty advisors were available to students.</td>
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<td>5.08</td>
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**OVERALL EVALUATION:** Students were well satisfied with the services and policies related to them.
### 6.00 INSTRUCTIONAL RESOURCES

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<td>6.01</td>
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<td>6.02</td>
<td>Partially Met</td>
<td>All faculty share small offices. This is a concern because student privacy rights may be compromised, and space for personal books and instructional materials is limited. At this time, this is a similar situation all across campus.</td>
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<td>6.07</td>
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<td>6.08</td>
<td>Partially Met</td>
<td>Part-time faculty currently share computers with the full-time faculty with whom they share offices. This makes it difficult for people to work as they need.</td>
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<tr>
<td>6.09</td>
<td>Substantially Met</td>
<td>Students have many opportunities for field experiences that enhance their coursework. In addition, there is a 1000 hour pre-internship requirement.</td>
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**OVERALL EVALUATION:** Overall, the instructional resources are very strong. There is a need for additional office computers to be available to the part-time faculty.

### 7.00 FOUNDATION UNDERSTANDINGS

San Jose State University is accredited by the Western Association of Colleges and Schools (WASC) thereby meeting standard 7.00.

### 8.00 PROFESSIONAL COMPETENCIES

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<td>8.01</td>
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<td>Some demographic issues are addressed in core courses, however, elements of diversity (gender, race/ethnicity, physical and cognitive disabilities, sexual orientation, etc.) could be addressed more broadly across the curriculum.</td>
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<td>8.06</td>
<td>Partially Met</td>
<td>Environmental ethics are addressed in one course as related to involvement in outdoor recreation activities. The impacts of planning, design, and development on natural resources is addressed minimally. This limitation should be alleviated with the development of a new course; the syllabus was not available for review at the time of the visit.</td>
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<td>LEISURE SERVICES PROFESSION</td>
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<td>Substantially Met</td>
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**LEGISLATIVE & LEGAL ASPECTS**

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<td>8.39</td>
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<tr>
<td>8.40</td>
<td>Partially Met</td>
<td>Risk management and risk management plans are addressed in a minimal fashion. This entire area will be strengthened with a new course coming on line in the Fall 2002. A syllabus has been developed and indicates that the course will help in meeting the standards 8.37-8.40.</td>
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**FIELD EXPERIENCES**

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<td>8.41</td>
<td>Substantially Met</td>
<td>It should be noted that the 1000 hours of experience is required, not suggested as written in the Self Study Document. Of those, 500 hours are structured hours for those students in the therapeutic recreation emphasis area.</td>
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<td>8.42</td>
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**OVERALL EVALUATION:** San Jose State University has a very strong curriculum. The three areas of weakness (areas and facilities, evaluation, and legal issues) are being addressed in new coursework. The new courses have been approved through the curriculum development process and are slated for the 2002-2003 academic year. The practical experiences and quality of courses are noteworthy.

**SUMMARY**

**STRENGTHS OF THE PROGRAM**

This is a strong Department of Recreation and Hospitality Management and it has many identifiable strengths:

- Faculty and the program are well respected by administrators and across campus.
- The faculty are accessible, available, and committed to the students. They are seen as being progressive, passionate about the discipline and caring by all constituents.
- Faculty members make strong use of field experiences for many courses. These opportunities in real world experiences for students adds a richness to the program.
- Faculty engage in periodic internal reviews that enable them to address curriculum and other issues of importance to the unit.
- Library resources are strong; faculty and students have access to monographs, serials, and governmental documents that match their research needs and course requirements.
The integration of practitioners into courses as part-time (long term) faculty adds a richness to courses, opens opportunities to students, and enhances the relationship between the faculty and practitioners in the area.

The Recreation 10: Creating a Meaningful Life General Education course is a wonderful way for the Recreation and Hospitality Management program to teach others about the program. It also enhances credit hour production, which aids the unit with resources.

MAJOR CONCERNS

♦ There is a lack of resources for on-going faculty development (off campus). Travel funds are minimal. This is systemic on campus and throughout the CSU system.
♦ The crowding of multiple faculty in small office space is a concern as student privacy may be compromised. The faculty currently have 'workable' systems to address this.
♦ The sharing of office computers between full-time and part-time faculty can be disruptive to one's work; privacy of records may also be an issue.

SECONDARY CONCERNS

♦ The Department of Recreation and Leisure Studies merged with Hospitality Management a year ago. Recently, the decision was made to revert and separate the two units into distinct departments. While neither faculty nor administration are anticipating any problems with this (most find the move to be favorable), there is a concern that the split could cause an overall loss in faculty lines.

Accreditation Visitor Report for San Jose State University
May 1 – 4, 2002

Respectfully submitted,

Debra J. Jordan, Re.D., Visitor

Date
5-13-02
Department of Recreation and Hospitality Management

College of Applied Sciences and Arts

San Jose State University

Self Study Report
Spring 2002
CONTINUING ACCREDITATION APPLICATION
COUNCIL ON ACCREDITATION

Council on Accreditation
National Recreation & Park Association
22377 Belmont Ridge Road
Ashburn, VA 20148

PLEASE PRINT OR TYPE

I. INSTITUTION
San Jose State University

II. PROGRAM
(Name of recreation, park resources, and/or leisure services program)
Department of Recreation and Leisure Studies

Program Head
Dr. Charles Whitcomb

Title
Chair

Address
One Washington Square
San Jose, Ca 95192-0060

Phone  (408) 924-3000  Fax  (408) 924-3061

III. INITIAL ACCREDITATION INFORMATION

Date of initial accreditation (month & year)  April, 1987

Date of most recent accreditation (month & year)  April, 1998

Options currently accredited  N/A

IV. CONTINUING ACCREDITATION INFORMATION

Options for which continuing accreditation is requested
(Accreditation may be granted only for these four options.)

Leisure Services Management  Natural Resources Recreation Management

Leisure/Recreation Program Delivery  Therapeutic Recreation  None

Emphases or identified career thrusts, beyond the approved options checked in sections IV.
(Give titles as they will be publicized. These will not be eligible for accreditation but may be reviewed as part of the overall assessment of the program.)

N/A
V. DATELINES

Self Study Report _______________ October 8
Indicate when report will be completed. It must be at least seven weeks prior to the visit.

Accreditation Visit _______________ November 26 through December 7
Please indicate a two-week time period at least seven weeks after the self-study completion date. Note any conflicts within this time period.

VI. PROGRAM CHANGES

If any major changes have occurred since the previous accreditation (e.g., names of administrators, options, etc.), please provide updated information on an attached page.

Please see attached.

VII. APPLICATION FEE

An invoice for $950.00 is sent separately.

All answers and statements in this application are true to the best of my knowledge and belief.

PROGRAM HEAD

Name & Title: Charles Whitcomb, Chair

Signature: ________________________________

ADMINISTRATOR OF THE DEPARTMENT, DIVISION, SCHOOL, OR COLLEGE IN WHICH PROGRAM IS LOCATED:

Name & Title: Michael Ego, Dean, College of Applied Sciences and Arts

Signature: ________________________________

CHIEF EXECUTIVE OFFICER OF THE INSTITUTION OR DESIGNEE:

Name & Title: Lee Dorosz, Associate Vice President, Undergraduate Studies

Signature: ________________________________

SIGNATURE AND SEAL OF NOTARY PUBLIC

Name & Title: ________________________________

Signature: ________________________________
VI. PROGRAM CHANGES

1. All concentrations have been eliminated. The Department now has “emphases” which reflect previous concentrations. They are: therapeutic recreation; recreation/park resource management; private/commercial recreation; and leadership and administration.

2. The Department Chair is now Dr. Charles Whitcomb. Dr. Paul Brown is currently in the Office of the Provost as the Vice-Provost, with retreat rights into the Department of Recreation and Leisure Studies.

3. Currently there are two new tenure-track faculty members: Dr. Gonzaga da Gama and Dr. Pettis Perry.

4. The Hospitality Management Program and Department of Recreation and Leisure Studies will merge as of the Fall 2001 semester. In order to accurately reflect the academic content, the name will be changed to The Department of Recreation and Hospitality Management.
Leisure Services Delivery System

8.12 Understanding of and ability to use diverse community, institutional, natural, cultural, and human service resources to promote and enhance the leisure experience

90 – Students experience the diverse community cultural, instutional, and natural resources in the Bay Area through field visits.

94 – Cover the outdoor recreation resource system, private enterprise, industrial recreation, local municipal resources, and the functions of the states and those of the federal government in outdoor recreation.

97 – (refer to sections 8.16, 8.18, and 8.19)

110 – Application assignments for Flow theory and lectures and assignments for each stage cover a diversity of resources/conditions to suggest the breadth of potential for creating opportunities for the leisure experience by meeting life stage-appropriate developmental needs. Use examples from municipal, business, therapeutic, park, and travel services.

133 – Seek donations, guest lectures, field trips into community for networking opportunities. Since workshops are designed to teach in-service training to meet professional development needs, workshops often focus on environmental or cultural issues.

194 – Through the 30-hour field experience, students are exposed to institutionally and culturally diverse resources available for minority group members and persons with disabilities.

195 – Continuing emphasis throughout semester in examples, problem-solving, and student feedback about experiences. Use the Wellness Wheel to learn assessment and goal-setting. Read ch. on "Education for Leisure: A Model for Implementation." Review a systems approach model based on consumer skills for leisure awareness, self-awareness, leisure skills, decision making, and social interaction.

Courses not teaching to 8.12: 134, 135, 160, 165, 170
Understanding of the roles and interrelationships of diverse leisure service delivery systems, including such specialties as the therapeutic recreation and the business enterprise system.

90 — Students are introduced to the variety of leisure service delivery systems typical of public, private, and non-profit sectors and a number of special-function systems such as therapeutic recreation, adventure recreation, tourism, and voluntarism. This is achieved through discussion and agency visitation.

97 — refer to section 8.19

135 — Theories of fiscally based organizational structure (non-profit and tax-supported, not-for-profit, and for profit) are presented in light of apparent current demand (service wanted) and ideal service provision (under-represented groups and opportunity-types).

194 — Taught throughout the semester via lecture, fieldwork experiences, and discussion of personal experiences. Emphasized by guest speakers who provide leisure services to a variety of populations in different settings.

195 — Examples within lectures which expand knowledge of ADA (Americans with Disabilities Act), integration and mainstreaming, and the responses of municipal and private sector systems.

Courses not teaching to 8.13: 94, 110, 133, 135, 160, 165, 170
Understanding of inclusive practices as they apply to the design and operation of recreation programs, services, and facilities.

90 – Statistics and patterns of population change and service provision are presented and discussed to understand concepts of discrimination, privilege, affirmative action, and community-building.

97 – Two class lectures on the responsibilities and impact of ADA and Title IX.

110 – Life stage-appropriate needs for developmental challenge and growth primarily relate to age-group and normative-group populations across the lifespan, including social, cultural, and minority groups (ex. disabled, gay-Lesbian-bi-sexual-transgendered, ethnic-racial-religious, outwardly different...). Also included are special population effects which occur at each life stage (birth of disabled child, divorce, etc.) and interact with normal development. Students analyze, create, and evaluate program ideas about 2-3 hours per week, in class or for homework.

133 – Cultural awareness, chapter 9 Jordan. "Diversity and leisure service leadership. Discuss the role of the leader in modeling and gearing workshops to target audience needs as determined by assessment. (Partial-program)

134 – Special/minority populations and the process of achieving equal opportunity hiring and inclusive staffing practices are the focus of one lecture-discussion applied in later assignments.

135 – The comprehensive strategic planning process is designed to create situations where students are able to share what they have learned from their emphasis areas (TR, mgt., outdoor, hospitality) with their classmates as they plan to open and operate a fictitious agency. As part of the overall planning requirements, students have to consider and justify the mix of programs they will offer.

165 – Often discussed in-depth; however, this is not studied on a regular basis.

194 – Developed throughout the semester via lecture, personal wheelchair experience, fieldwork experiences, and discussion of personal experiences. Emphasized by guest speakers who provide leisure services to a variety of populations in different settings.

195 – Read and discuss Wellness Wheel by Travis and Managing Stress by Seaward. Cover the probability of stress responses induced by disabling conditions. Use concepts and terms all semester that broaden the term disability and use functional examples to speak to hidden disabilities. When using the Wellness Wheel, provide examples of the long-term effects associated with low scores in any domain and the importance of balance in lifestyle and commitments.
8.15 Ability to promote, advocate, interpret, and articulate the concerns of leisure service systems for all populations and services

90 – Students learn the concept of “person-first” language, and they are required to use it in all of their written assignments.

110 – Learn to understand and justify program and facility-development decisions in relation to life-stage-generated growth needs. Complete a funding proposal for adolescent program, case study of a mid-life adult with a recreation prescription, and an Elderhostel program.

133 – Introduction to marketing, advertising and funding sources.

134 – Discussions and reading about diverse populations and their relationships to the centers of power are explored. Students have assigned readings regarding minorities and women as well as the powerful and powerless within organizations. The roles of managers and supervisors are explored as these roles relate to doing what is right versus what is easy using difficult scenarios.

135 – Using the major agency planning assignment, students must justify their decisions in terms of populations to be served. Different justifications may be used to advocate and articulate the needs and purposes for planning decisions, depending on the fiscal management model being used by each group.

170 – Internship offers opportunity to serve a variety of populations through agencies and businesses.

194 – One and one-half hours are spent addressing promotion and advocacy concerns for minority group members and persons with disabilities. This also includes class discussion on advocacy and debates related to media representation of the minority culture.

195 – Read chapter on "Stress-Prone and Stress-Resistant Personalities" in Seaward. Definitions of various populations are broadened to include ethnic and gender identities and to debate services and resources.

Courses not teaching to 8.15: 94, 97, 160, 165
Programming Strategies

8.16 Knowledge of the role and content of leisure programs and services

90 – Discuss historical and contemporary functions of leisure service delivery: scope of program, facilities, services available through the various systems operating today.

94 – Cover the history and structure of public and private outdoor recreation agencies, spending three hours on municipal, county, and regional park systems; three hours on the California State Park System; three hours on the National Park Service, and three hours on services provided by other federal agencies. One class period is spent discussing the role of fish and wildlife agencies in outdoor recreation.

97 – Read chapter 2, (program theories), and chapter 6, (agency culture, vision, and mission statements). One class lecture on defining programs. By the end of the semester, each student designs a seasonal recreational program (3-month program) for a designated agency. Project includes: (1) agency description, mission, service area; (2) program format, target population, and goals and objectives; (3) proposed budget; (4) description of facilities, equipment, supplies; (5) staffing requirements; (6) publicity campaign; and (7) evaluation procedures.

110 – Learn how developmental needs influence participant choices (Rappoport & Rappoport’s developmental needs theory of recreation choice) and the disciplinary knowledge-base which leaders, programmers, and facility developers must acquire for participant-centered planning. Critical analysis and justification of activities, programs, leadership (ex. methods of discipline, facilitation of group development and community development), and program settings continues all semester using Optimal Experience theory and Lifesstage Development theories (psycho-social, moral judgment, cognitive, psycho-sexual, and physical).

133 – Review basic programming concepts and practices taught in Rec 97 (programming class). Major programming goal for the semester is a practical, seven-hour workshop using design, implementation, and evaluation process. Leadership, group facilitation, and program content areas are taught in-depth.

135 – Students demonstrate entry-level professional understanding of and critical thinking about programs which are used to realize the missions of the fictitious agencies designed as a major, culminating experience.

170 – Students are directly involved with program and services responsibilities.

194 – Spend four and one-half class-hours on the role and content of leisure programs. Study Service Continuum Model (Peterson & Gunn) and the TR process in-depth as it pertains to varied diagnostic groupings. Students create individual treatment plans to ameliorate specific disabling conditions.

195 – Read and discuss chapters about modalities to reduce stress. Practice evaluating area programs in light of customer needs, education & wellness.

Courses not teaching to 8.16: 134, 160, 165
8.17 Ability to develop outcome-oriented goals and objectives for individuals and groups

97 - Students work within committees to plan, promote, conduct, and evaluate a one-hour activity on campus for the general student population (by week 4) and a two-hour program as an off-campus special event at an approved agency (by week 6).

110 - Students discuss, write, and analyze goals and action-objectives to facilitate lifestage development through recreation as a quality of life outcome.

133 - Practical seven-hour workshop design, implementation, and evaluation process. Review of Rec 97 (programming class)

134 - The use of mission statements, vision statements, goals, objectives, action, steps, job analysis, job descriptions, and evaluation systems are explored in relationship to the overall organizational strategic planning process. Students are required to locate and evaluate a mission statement, to analyze a job, and to write a job description.

135 - The mechanism used by students is to develop, prepare, and incorporate mission statements, vision statements, goals, objectives, and action steps in the comprehensive strategic planning assignment to create a new agency.

194 - This is covered during the 30-hour fieldwork assignment and the individual treatment plan.

195 - Students are introduced to an array of programming challenges in which leisure wellness and/or leisure education can happen, such as during experiences organized for other purposes as windows or moments of opportunity and the importance of balance. Reading includes "Philosophical Considerations" in Mundy & Odum which leads to in-depth discussion about settings, opportunities, and timing.

Courses not teaching to 8.17: 90, 94, 160, 165, 170
8.18 Understanding of human growth and development throughout the lifecycle, including the contributions of leisure to growth, development, and self-expression.

90 – Very basic introduction.

94 -- The course emphasizes the natural world and the effect that outdoor recreation has upon people's personal well-being, making the general point that recreating out-of-doors is wholesome for people of all ages

110 – Major thrust of the course, from putting into practice concepts associated with Flow or Optimal Experience as a theory for leisure experience and recreation planning to conceiving of personal development as the driving motivational force throughout life. Coping well to mature successfully is the source of happiness—ways to develop the needed skills is what people gravitate toward in their free time. Each lifestage (from early childhood to later adulthood) is studied using a human development textbook, and leisure, recreation, play, and programming are related to developmental theories as frameworks suggesting how to create stimulating recreational challenges at each lifestage. Csikszentmihalyi's text is also used as is Kleiber's text.

133 -- Chapters 3 and 4, Jordan. Learn about age, gender, and lifespan. Study group dynamics and human development. The 2nd test in the semester requires student knowledge of human growth (moral judgment, physical, language, social, emotional, cognitive) with leadership considerations.

194 – Briefly covered in special discussions about developmental stages and the implications for development of leisure-related skills.

195 -- This is one of the underlying principles studied throughout the semester. Lectures are targeted at each lifestage in a four-part series describer earlier in this document. Seaward's chapters 1-6 help teach about stress and the mind-soul connection. Leisure constraints and resolution strategies are discussed. Mundy & Odum's chapter on The Scope and Sequence of Leisure Education provides the target concepts to be addressed for each lifestage in order to achieve healthy leisure lifestyles.

Courses not teaching to 8.18: 90, 97, 134, 160, 165, 170
Understanding of group dynamics and processes and the ability to use various leadership techniques and strategies to enhance the individual’s recreative experiences.

97 – One class lecture is devoted to leadership techniques and principles. For both on-campus and off-campus events, students conduct all aspects of the program. For the off-campus event, students often select agencies serving the disabled or the elderly.

110 – One lecture on the group-building process and the relationship to lifestage developmental skills and current problems with untrained personnel in face-to-face leadership jobs (with children through older adults). Discuss the relationships between developmentally delayed lifestage progress (not the DSM IV meaning), the impact of individual delayed growth on ability to integrate well in society (using the small recreational group as less complex model), and how to improve function of individuals and, thereby, groups with facilitative leadership. Class examines own and other observed behaviors and group progress.

133 – Study of communication skills, verbal and non-verbal, group dynamics, participant motivation and conflict management. This is a major thrust of the course.

134 – Leadership and decision-making styles are explored through the administration of a decision style inventory in order for the individual student to understand his/her style and how it might impact a work group. Various leadership styles and the MBTI are also presented as a means of comparing methods for making decisions in groups.

135 – Students have to work through group dynamics in an intense and protracted strated strategic planning process. Groups experience stress and have to learn skills which are direct (positive/group-building) means of coping with their feelings and frustrations to maintain focus and complete the planning assignment.

194 – Group facilitation theory and techniques are presented throughout the semester with respect to delivery of services to each population group. The practice of these techniques, such as sighted guide, wheelchair transfers, etc. occurs during class lectures so all participate in practice and with guest-professionals in their presentations. Students have the opportunity to use these techniques firsthand during their fieldwork experience.

195 – Major emphasis given to teaching and discussing developing a "therapeutic" working relationship with consumers. Students practice leading in class, analyze outcomes, and apply feedback in another practice scenario. Material from Downes' Ethnic Americans for the Health Professional and Lipson's Culture and Nursing Care create awareness and sensitivity for a client-centered leadership style which responds in harmony with culture, gender, and age.

Courses not teaching to 8.19: 90, 94, 160, 165, 170
Understanding of the concept and use of leisure resources to facilitate participant involvement.

90 – Brief introduction to concepts of finite resources.

97 – Lecture on Edginton's Twelve Program Planning Factors for both the on-campus and off-campus events being planned by students. Students are required to secure facilities and equipment, obtain donations for all supplies, and implement a successful targeted publicity campaign.

110 – Course takes the view that “anything” can be a resource for the leisure experience; it is up to the professional to teach people how to recognize the potentials in an environment and to learn to self-structure one's own thinking and experience for optimal outcomes/personal reward. Ciskszentmihalyi's, Kleiber's, and Rossman’s theories about the mental process and symbolic act of interaction with self, others, and environment are taught, experienced, and actively analyzed.

133 – Learn leisure counseling and education as well as motivational techniques, customer-service satisfaction orientation, and other facilitation techniques.

135 -- Primary emphasis is placed upon personnel and financial resources as they contribute to participant involvement.

194 -- Three hours are spent on activity analysis, using discussions, guest presentations, and hands-on practice to understand appropriate adaptations needed to facilitate participant involvement. Strategies for adaptation are presented throughout the semester for each disability group covered.

195 – This is a second major premise for this course. Students examine constraints to their own experiences and cooperatively problem-solve finding resources to meet the challenges they have posed. The LEP assignment is an application with a specific consumer group which requires needs identification, intervention planning, and intervention implementation. A variety of scaling instruments and exercises are used in class and discussed as models for use to achieve learning-domain goals in their LEP (ex. "My Leisure Experiences," Inventory of Preferred Activities," etc.) to actively involve participants.

Courses not teaching to 8.20: 90, 94, 134, 160, 165, 170
Assessment, Planning, and Evaluation

8.21 Understanding of and the ability to analyze programs, services, and resources in relationship to participation requirements

3 (Partial) 110 -- In-class, homework, and testing experiences focus on analyzing situations, developmental needs, resources, and program opportunities to facilitate optimal developmental experiences. Developmental needs are the participation requirements to be learned in this course.

3 133 -- Assessment of target population needs is a huge aspect of the course. Assessment of personal strengths and evaluation of needs improvement in self and program are key.

2 135 -- Strategic planning assignment employs needs assessment, feasibility studies, and customer/outcome surveys.

2 194 -- Four and one-half hours are devoted to analysis of programs and services based on consumer needs. Throughout the semester, this topic is informally covered as students share experiences gained during fieldwork hours.

3 195 -- Students study Sections III (Coping Strategies) and IV (Relaxation Techniques) in Seaward and prepare class presentations on different modalities promoted in the text. Analysis of the utility of each intervention modality centers on availability, appropriate consumer groups, resource availability, and potential for continued use/availability once agency support is withdrawn. Reading "Education for Leisure: A Systems Approach Model" provides basis for critical thinking to analyze and evaluate programs and interventions. Travis' workbook is used to understand domains of learning and link them with possible interventions.

Courses not teaching to 8.21: 90, 94, 97, 134, 160, 165, 170
Understanding of procedures and techniques for assessment of leisure needs

94 – One hour is used for planning for outdoor recreation, and one hour is used to learn how to estimate use-rates

97 – Read and discuss chapter five which deals with assessment strategies. Two class lectures are devoted to program needs assessment.

110 – After preliminary discussions, on-site observations, and analysis assignments, students demonstrate skill to do a lifestage case-study of a middle-aged adult by the end of the semester. They apply developmental theory in an interview assessment approach, and assessing daily life for Flow-producing opportunities. Their findings are summarized in regard to developmental progress (is the individual coping appropriately with life at this age) and recommendations are made to increase/improve opportunities for Flow in daily life.

133 – Target population assessments shown and discussed. (See also 8.20)

135 – Students must design a needs assessment tool as part of their strategic planning assignment. They also use demographic and trend data in establishing justification or need for their agency missions and services.

160 – To complete major research assignment, students learn about various assessment tools in order to select the most appropriate instrument or process for data collection based on their individual problems/projects.

194 – The assessment tools, techniques, or methods used to assess needs, for example, observation, record reviews, participant interviews, and team collaboration, are discussed in 2 class periods.

195 – The Systems Approach Model provides students with a mental pathway for assessing why a client engages in a particular activity and what referral recommendations may be appropriate. Diversity of people's needs and professional responses are emphasized.

Courses not teaching to 8.22: 90, 94, 134, 165, 170
Understanding of principles and procedures for planning leisure services and assessing and evaluating resources, areas, facilities, and associated environmental impacts.

94 — Six weeks of the course the focus is on park management, including resource management, ranger and interpretive services, managing risk recreation, managing wilderness and backcountry trail use, politics, and the role of special interest groups. We also cover land acquisition, laws and administrative policy, and the future of park management.

97 — One lecture on Rossman's Program Planning Cycle. Students apply these principles in their individual research project (refer to 8.15)

133 — The most significant way this knowledge is obtained is through a major workshop assignment which includes practical experience writing goals, planning programmatic content, working with on- and off-campus professionals to acquire facilities, food, etc...

135 — Lectures focus on fiscal and human resource allocation (and reallocation), contract services, co-venturing, and venture capital. Students complete a capital investment homework assignment.

(Partial) 194 — In-class and homework assignments using IPP assessment tools and learning to utilize those data to create programmatic interventions.

195 — Build on previous instruction provided in RECL 97 by asking students to offer examples from their work experience which illustrate topics of facilitation and resources.

Courses not teaching to 8.23: 90, 110, 134, 160, 165, 170
8.24 Knowledge of principles and procedures for proper social, cultural, and environmental design of leisure services, areas, and facilities.

110 — Discuss text lifestyle focus areas related to developing gender and racial awareness, cultural stereotyping, and variety of interpretations of “family” and explore ways leadership, programs, promotions, and structures like timing, participants, equipment, and setting can foster or limit inclusion. Present Farrell & Lundegren's Program Evaluation Cube as a model for judging service equity but not inclusiveness. Use of natural settings for exploration, wilderness travel, natural science and gardening-related programming, expressive and indigenous arts, and social and culturally appropriate (and environmentally sound) programs is part of the overall balanced approach to programming taken in the course. Principles are examined, procedures are not part of this course.

133 — The most significant way this knowledge is obtained is through a major workshop assignment which includes practical experience writing goals, planning programmatic content, working with on- and off-campus professionals to acquire facilities, food, etc...

135 — Course centers around limitations, opportunities, and strategies for responding to social and cultural aspects in designing leisure services.

194 — Two hours of lecture-discussion focus on the components of program design in creating leisure programs in TR, including age-appropriateness, cultural sensitivity, and legislative mandates.

195 — Build on previous instruction provided in RECL 97 by asking students to offer examples from their work experience which illustrate topics of facilitation and resources

Courses not teaching to 8.24: 90, 97, 134, 160, 165, 170
8.25 Knowledge of the purpose, basic procedures and interpretation, and application of research and evaluation methodology related to leisure services.

90 -- Students are introduced to the topic of conducting research, and each one completes a literature review on topic of choice pertaining to the profession by the end of the semester.

110 -- Introduction to Csikszentmihalyi's ESM method, a brief overview of developmental research methods with chapter in text, developmental theories and text-stimulated critiques of some developmental research. Emphasis would be on encouraging positive attitude about research and an inquiring mind to critique process or findings and to identify utility of research-based knowledge as a guide for professional decision-making. Students complete a limited case study of a mid-life adult.

133 -- Learn and practice evaluation skills by designing an evaluation tool for peer programs. Five class periods are devoted to lecture, analysis, and practice designing evaluation approaches for participatory workshops.

135 -- Consumer research data are used to set the stage for the strategic planning process. Students receive a number of handouts depicting trends for a variety of recreational activities. In addition, they receive demographic data for a fictitious community and must apply what they learn from the data to the planning process.

160 -- Students are provided with the knowledge and skills necessary to systematically design, conduct, and evaluate empirical research and evaluation. The course introduces students to the nature of scientific inquiry, the research process, and the vocabulary and principles of empirical design. To complete the course all students conduct and report (orally and in writing) their own approved research project.

Courses not teaching to 8.25: 94, 97, 134, 160, 165, 170, 194, 195
8.26 Ability to apply computer and statistical techniques to assessment, planning, and evaluation processes.

94 – An elective project using the Web as a resource was so successful that this will become a required component for all students in the course this fall.

135 – Students spend 4.5 hours in the computer lab, learning to use Excel software. Each student has to prepare his/her own program budget worksheets and departmental budget which is then compiled into an agency budget. The students are also required to use word processing programs in order to complete assignments.

160 – Students learn to apply concepts of sampling, to calculate measures of central tendency, and to interpret findings. Learn to use SPSS to analyze quantitative research and evaluation data and NUDIS*T to analyze qualitative data. Each completes a research project and uses appropriate data analysis techniques for the topic and data generated.

Courses not teaching to 8.26: 90, 97, 110, 133, 134, 165, 170, 195, 195
8.27 Understanding of principles and procedures for evaluation of leisure programs and services.

97 -- Read and discuss chapter 13, "Evaluation and Quality Assurance" and Edginton's 6 approaches. One class lecture on evaluating programs and two lab meetings evaluating the off-campus events

110 -- Students learn to extrapolate or apply theory and findings from research-base in _optimal experience_ and human development which inform our planning decisions. Again, students use Program Evaluation Cube, Six Elements of Place, developmental appropriateness from the planner's perspective, and suggestions are made about use of subject-centered interviews, expert observers, personal journals, and socially appropriate coping skills as means of judging program quality. Thus, _principles_ are covered and at a problem-solving level only since course content is so great.

133 -- Learn and practice evaluation skills by designing an evaluation tool for peer programs. Five class periods are devoted to lecture, analysis, and practice designing evaluation approaches for participatory workshops.

134 -- The role of employee performance systems in general and the 360° employee evaluation system in particular are presented as mechanisms for assessing leadership outcomes.

194 -- Discussed from the perspective that on-going evaluation, both formative and summative evaluation, must take place to determine effectiveness. Addressed when examining components of program design.

195 -- Build on previous instruction provided in RECL 97 by asking students to offer examples from their work experience which illustrate topics of facilitation and resources.

_Courses not teaching to 8.27: 90, 94, 135, 160, 165, 170_
8.28 Ability to formulate, plan for implementation, and evaluate extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met.

97 -- Chapter 6, "Establishing Direction," is accompanied by three class lectures on developing program goals and objectives, using models by Farrell & Lundegren and Edginton. Three assignments require students to prepare behavioral goals and performance objectives.

110 -- Theoretical planning and analysis of goal accomplishment in sample program/facility opportunities for specific life stage populations and sub-groups. Must be able to state/identify goals and theoretical and empirical justifications for program decisions.

133 -- Must write goals and self-evaluate as well as receive peer oral and written evaluations. Faculty evaluation is also oral and written. Oral evaluations are conducted within a discussion context to guide learning.

134 -- The development, implementation, and evaluation of goals, objectives, policies, methods, rules, and regulations are emphasized in a two-week unit.

194 -- Students write goals and objectives to self-direct their fieldwork experience, and, with the assistance of their fieldwork supervisors, they evaluate their progress. Students work with their fieldwork supervisors to develop goals and objectives and implement programs to meet consumer needs. Formative and summative evaluation methods are employed to determine effectiveness.

195 -- Personal Wellness Project (PWP) is a practical application of planning theory for wellness. Students assess themselves, identify a wellness deficit, and develop a single growth area and goal that is achievable by the end of the semester. Objectives are written with 2-3 specific outcomes. A lesson plan and monitoring tool (evaluation instrument) are developed to manage time and track progress. Semester project, the LEP, requires targeting a population, identifying one wellness issue, defining the issue, creating goals and objectives to combat assessed deficit, and implementing a three-lesson education plan. Evaluation of the project is done by the program consumers.

Courses not teaching to 8.28: 90, 94, 160, 165, 170
8.29 Knowledge of marketing techniques and strategies.

97 – Read chapter 10, "Program Promotion" which describes the communication process, channels, and tools for promoting programs and services. Two class lectures on program publicity methods. Sample promotional materials are discussed and reviewed. Students conduct on-campus programs that must be promoted to achieve minimum attendance of 100 persons. Promotional materials are assessed as part of the program grade.

133 – Must create a bulletin board, see a promotional slide show, evaluate promotional brochures, and discuss marketing procedures. Promotions plan is evaluated as part of the workshop grade.

135 – Students explore the role of marketing in the strategic planning process and formulate their plans using marketing data. The concept of the 4-Ps is used to discuss the importance of planning to implement services.

195 – Lecture-discussion on soliciting clients for LEP project and promoting similar services community-wide.

Courses not teaching to 8.29: 90, 94, 110, 160, 165, 170, 195
8.30 Understanding of the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies.

97 -- Sixty percent of coursework is performed in the committee format. Two lectures are provided on small group dynamics and committee effectiveness.

110 -- Only insofar as lifestage needs mutually affect and are affected by work environments and management practices.

133 -- Read and discuss Jordan, chapter 4, "Group Dynamics," and chapter 7, "Managing Difficulties." Debriefing of experiential learning activities involves recalling experience to analyze outcomes in relation to concepts of accountability, interpersonal relations, risk-management, and decision-making processes.

134 -- The theoretical construct of the organization as a social system is a major theme of this course. Organization culture and climate are explored with the emphasis of understanding the implications for employee goal behavior. Attrition is studied as a process rather than an event that begins with the selection process, integration into the organizational system, and the factors most likely leading to the attrition process. The roles of leaders, managers, and supervisors are explored as part of this process.

135 -- Case studies are used to facilitate discussion about the contemporary strategic planning role of leisure service professionals. Planning systems originally designed for use in practice by the instructor are used to teach the development of organizational mission statements, visioning, goals, objectives, action steps, and job descriptions. Students learn accountability through budget defense and negotiating sessions.

170 -- Students complete weekly narrative, reporting one or two experiences in depth, and synthesize what was learned about management, leadership, communications, and other concepts which create an effective, mission-directed organization.

194 -- About two and one-half hours are spent addressing the nature of the helping relationship, qualities of an effective helper, confidentiality, and other issues of professional concern such as transference/counter-transference and enabling.

Courses not teaching to 8.30: 90, 94, 110, 160, 165, 170, 195
8.31 Understanding of and ability to apply personnel management techniques, including job
analysis, recruitment, selection, training, supervision, career development, and evaluation
of staff and volunteers.

97 – Each student evaluates him- or herself, and all members of his/her committee
relevant to performance during the planning phase of the major projects.

110 – (Partial) Discussed in relation to facilitating personal growth and optimal experience
in work environments for paid personnel and volunteers (important in adolescence-
career planning, young adulthood—career entry and professional development,
middle adulthood—as record of accomplishment/generativity and career redirection
decisions, and in later adulthood—as opportunities for mentoring and
volunteering).

133 – Employ an activity called success motivation; evaluation is discussed and
implemented.

134 – Using the model presented in Gordon (1999), Maslow’s Hierarchy of Needs model,
and other more recent theories of motivation, a diagnostic approach to working
with employees (paid and volunteer) is developed as a framework for developing
compensation and benefits packages. Employee motivation, recruitment of
personnel, employee training and development, compensation and benefits, are
major topics discussed in class. Assignments pertaining to the development of job
analysis and descriptions and performance appraisals are required of students.

Courses not teaching to 8.31: 90, 94, 135, 160, 165, 170, 194, 195
8.32 Understanding of and ability to implement principles and procedures related to operation and care of resources, areas, and facilities

94 -- See 8.23

97 -- Appropriate facility utilization is discussed and experienced through implementation of two events by each student group.

110 -- Brief -- Discussed in relation to life-stage appropriate facility/area design and safe utilization.

133 -- Safety, clean-up, maintenance, and supervisory regulations are discussed in-depth and implemented and evaluated as appropriate for each student workshop.

Courses not teaching to 8.32: 90, 110 (limited), 134, 160, 165, 170, 194, 195
<table>
<thead>
<tr>
<th>0123</th>
<th>8.33 Understanding of various techniques of financing, budgeting, and fiscal accountability.</th>
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<tbody>
<tr>
<td>94</td>
<td>Three class hours on financing outdoor recreation and land acquisition and planning for outdoor recreation</td>
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<tr>
<td>97</td>
<td>Read and discuss chapter 11 which defines budgeting, resource attainment strategies, and presents various budget models. Spend two classes lecturing on alternative resources and pricing of programs. Individual project requires students to prepare a three-month program budget</td>
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<tr>
<td>133</td>
<td>Create a budget for actual expenses and donations, one lecture and group assignment demonstrating program budgeting skill</td>
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<tr>
<td>135</td>
<td>One of the primary instructional objectives of this course is to provide students with a solid background in budgeting and fiscal accountability. They spend a significant portion of class time learning about and developing program and facility-wide budgets. Students are also exposed to various methods of financing operations.</td>
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Courses not teaching to 8.33: 90, 110, 134, 160, 165, 170, 194, 195
8.34 Understanding of and ability to promote the agency, the services, and the profession through marketing, public relations, and promotion strategies.

97 – For their on- and off-campus events, students are required to plan and implement targeted, promotional strategies.

110 – Only point out how promotion provides symbols which function as choice-making triggers or associations for developmental needs resulting in decisions to act or not to act.

133 – See 8.28. Pre- and post-event marketing strategies are discussed, including thank you notes, invitations, bulletin board, and tickets created for the workshop.

134 – Students are required to present an off-campus public relations program either individually or in pairs.

Courses not teaching to 8.34: 90, 94, 110 (limited), 160, 165, 170, 194, 195
8.35 Ability to utilize effectively the tools of communication, including technical writing, speech, and audio-visual techniques.

90 – Students give Powerpoint and overhead presentations in class and complete writing assignments.

97 – During lab sessions and in planning and program evaluations, students are coached to improve communications effectiveness within their committees and in their group leadership roles.

100W – A required general education course taught within the department which includes technical writing with APA guidelines as reference. Weekly writing assignments range from speech-writing to an advocacy letter to an editor, information dissemination for professional journals, and a literature review in addition to reflective writing and oral presentations in class.

110 – Homework is essay-style and is reviewed for APA punctuation and mechanics, spelling accuracy, and ability to defend points logically and with defensible arguments based on empirical fact, theory, and critical thinking.

133 – Audio visual, slides, flip charts, overheads, videos are experimented with. Role play and lecture on communication skills, Chapter 5 & 6 Jordan.

134 – Students undergo a 2.5 hour workshop on the design and delivery of their public relations presentation. Techniques for using presentation boards and audio-visuals are also explored. As before: students give public relations presentations to high school and community college groups, regarding majoring in recreation.

135 – Students must present their comprehensive strategic plans to a panel of experts from the field of recreation. The students must use effective presentation skills, including various media during their presentations.

160 – Students present research studies and findings formally and produce a research report that is revised until approved by the instructor. All are required to use Powerpoint presentation format.

165 – Student-planned seminars include oral presentations which may also use of audio-visual materials and equipment. Every student assumes a shared-leadership role.

170 – Interns write bi-weekly reports which are reviewed by site supervisors and faculty supervisors. They provide a professional in-service presentation to site personnel and collect and assemble three copies of a portfolio of descriptive and researched information and supporting materials designed to inform future possible interns visiting the site or from within this department.

194 – In-class presentations, reflective journal writing, and written book reports are required.

Courses not teaching to 8.35: 94, 195
8.36 Ability to utilize computers for basic functions, including word processing, spread sheets, specialized programs related to leisure services

90 – Word processing is used to write all assignments.

94 – In Spring 1997 class, several students carried out extensive research on the WEB. Fall 1997, all students will make use of the WEB to gain access to needed information, replacing textbook

97 – Students complete program books, reporting all planning functions with their group evaluations using word processing. Flyers must be produced using a color graphics program.

110 – All 6 essay/technical writing homework assignments must be completed using word processing

133 – Several homework assignments must be completed using word processing. Many now choose to use Powerpoint in their workshop presentations.

134 – All assignments are required to be word processed.

135 – All assignments are required to be word processed. Instruction and applications requiring use of Excel are part of the course. The final group presentations must use Powerpoint.

160 – All students use the Powerpoint program to present their research project in a department research seminar. They learn to use SPSS and NUDIS*T for elementary data analysis.

170 – Portfolios are produced using at least three different computer program types: word processing, graphics, and either spreadsheet, scheduling, or other site-specific program.

194 – Several homework assignments must be completed using word processing

195 – Homework must be by word processor

Courses not teaching to 8.36: none
0 1 2 3 Legislative and Legal Aspects

8.37 Knowledge of the legal foundations and responsibilities of leisure service agencies and of the legislative process and the impact of policy formation on leisure behaviors and service in all levels of government, community organizations, and business enterprise.

90 — Basic introduction to legislation and impact on leisure services and personal experience. Enabling legislation is the foundation of discussion regarding public-sector service provision.

1 133 — Read chapter 11, in Jordan’s book, and risk management, tort liability, and negligence are discussed along with supervisory responsibility

2 134 — Compliance with federal employment laws, regulations, and personnel policies and practices are reviewed and discussed. Discussions are supplemented through readings in the course text.

3 194 — Three hours of lecture-discussion. Address historical development of legislation impacting individuals with disabilities

Courses not teaching to 8.37: 94, 97, 110, 135, 160, 165, 170, 195

Note: RECL 135 has been revised into a 2-semester, 6 unit total, course to allow 15 hours of instruction on legal aspects by a legal professional.
8.38 Understanding of legal concepts, including contracts, human rights, property, and torts, as applied to leisure service agencies.

94 -- One hour is spent covering law and administrative policy and another hour discussing recreational torts

97 -- Two class lectures on contractual agreements and tort liability as they relate to programming

110 -- Only mention age/lifestage appropriateness as a basis for defending certain program/experiential offerings if legally challenged. Traditional programs are critiqued relative to risk and human rights from a developmental perspective.

133 -- See 8.37.

134 -- Laws, policies, rules, and regulations as they relate to leisure service agency supervisors are studied in detail. Liability and torts are discussed in 6 hours of class.

135 -- One class period was taught by an attorney from a recreation business. He provided basic information, cases, and in-class practice for students on all topics.

Courses not teaching to 8.38: 90, 160, 165, 170, 195

Note: RECL 135 has been revised into a 2-semester, 4 unit total, course to allow 15 hours of instruction on legal aspects by a legal professional.
8.39 Knowledge of regulatory agents and the ability to demonstrate how to comply with professional, legal, and regulatory standards

110 – Discussions occur to accompany text reading about child and spousal abuse and professional responsibility to report/assist individuals. Access is discussed across the lifespan for inclusiveness.

133 – ADA is discussed, including access for persons across the lifespan and various populations.

160 – The role of Human Subject Review Boards is presented, and all students whose research project uses human subjects indicates at what point in their research plan they would have contacted a review board. In course-related research at SJSU, students are not required to apply to the review board; it is up to the professor to review, recommend, and oversee changes if needed.

194 – Regulatory requirements, i.e., Title 22, OBRA, JCAHO, HCFA, and CARF are briefly discussed.

Courses not teaching to 8.39: 90, 94, 97, 134, 135, 165, 170, 195
8.40 Understanding of the principles and practices of safety, emergency, risk management planning and the ability to develop and implement risk management plans that assure health and safety of participants and staff

97 – Lecture regarding role and purpose of waivers of liability, permission agreements, and use of permits.

110 – Same comment as in 8.38

133 – Lecture-discussion about waivers, photo-release, parental/guardian permission, informed consent, and other guidelines which protect individual rights and health

135 – At least two class periods are devoted to risk management and other legal issues confronting leaders and managers in recreation. One class period is taught by an attorney from a recreation business.

160 – Human subjects review as noted in 8.39

Courses not teaching to 8.40: 90, 94, 134, 165, 170, 194, 195
Field Experiences

8.41 Field experience prior to internship

97 -- Refer to sections 8.16 to 8.19

133 -- Student-led workshop, evaluation, and semester-long group experience of planning, designing, implementing and evaluating three-stage in-service training programs. Encourage students to attend seminars and conferences to broaden their experience relative to training

170 -- 1,000 hours of experience are suggested prior to internship. Categories of experience encourage some concentration-specific experience:
TR -- Variety to include 200 hours with each population:
   (1) developmentally disabled
   (2) older adults
   (3) mentally ill
   (4) physically disabled
   (5) professional development/specialization/general

194 -- A 30-hour fieldwork assignment is required with this course. Students complete volunteer or paid hours at an agency providing recreation and leisure services to individuals (children to later adults) who are ill, at-risk, or disabled.

Courses not teaching to 8.41: 90, 94, 110, 134, 160, 165, 195
8.42 Internship, essentially a full-time, continuing experience in a leisure services assignment, of at least 400 clock hours over an extended period of time, not less that 10 weeks (If an option is accredited, the internship should be directly related to such option.)

(NOTE: the first ten courses listed below are required to be completed before internship is done. Internship is done in the last semester in this program.)

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165 — Accompaniles internship program and includes pre- during- and post-internship meetings on campus to integrate professional development with developing professional practice skills

170 — 520-hour internship program, lasting 13 weeks on-site with two, on-site visits by supervising faculty provided site is within a 100-mile radius from the University. Weekly written reports containing description of a key learning experience and insights gained from the experience and a comprehensive final portfolio of accomplishments are required to guide and evaluate learning
## Course Summary Matrix

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1 Note that many explanations list this course as providing partial support at given levels.
2.00 PHILOSOPHY AND GOALS

2.01 There shall be an up-to-date written statement of the philosophy, purposes and goals of the academic unit, which is consistent with the mission of the academic institution and the recreation, park resources, and leisure services profession.

SAN JOSE STATE UNIVERSITY MISSION AND GOALS

San Jose State University (SJSU) is a major, comprehensive public university located in the center of San Jose and in the heart of Silicon Valley. SJSU is the oldest state university in California. Its distinctive character has been forged by its long history, by its location, and by its vision – a blend of the old and the new, of the traditional and the innovative. Among its most prized traditions is an uncompromising commitment to offer access to higher education to all persons who meet criteria for admission, yielding a stimulating mix of age groups, cultures, and economic backgrounds for teaching, learning, and research. SJSU takes pride in, and is firmly committed to, teaching and learning with a faculty that is active in scholarship, research, technological innovation, community service, and the arts.

Mission of San Jose State University

To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

Goals of San Jose State University

For both undergraduate and graduate students, the University emphasizes the following goals:

- in-depth knowledge of a major field of study
- broad understanding of the sciences, social sciences, humanities, and the arts
- skills in communication and in critical inquiry
- multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds
- active participation in professional, artistic, and ethnic communities
- responsible citizenship and an understanding of ethical choices inherent in human development

Department Philosophical Statement

Leisure and recreation experiences are essential to one's overall well-being and help to develop creativity and knowledge of self. The Department of Recreation and Hospitality Management at San Jose State University is committed to preparing culturally diverse students who are self-aware and competent to be ethical professionals capable of addressing the needs of an ever-changing society. The curriculum reflects societal and critical issues facilitated by professional educators and expert practitioners who guide students' understanding of meaningful leisure experiences within public, private, commercial, and clinical settings.

DEPARTMENT MISSION STATEMENT

The Department of Recreation and Hospitality Management is committed to advancing professional practice through an academic course of study and career-focused learning
experiences affiliated with recreation, parks, tourism, therapeutics and hospitality. Concurrent with the ideal of quality professional education is a commitment to preparing leaders to meet the needs of the diverse population within Silicon Valley.

The Department emphasizes theory, scholarship, and research, as well as application of theoretical knowledge through community involvement and professionally supervised practice, in accordance with established policy, and following guidelines determined at the University level. Faculty are committed to the ideal of contributing to the extension of the base of knowledge within our profession through scholarship and/or professional contributions.

**DEPARTMENT GOALS**

1. To prepare students to accept and value diversity by providing opportunities for participation in discussion settings and interactions with participants who represent diverse cultures.

   **Strategic Initiative**
   **Students will:**
   - Understand the potential for a multiplicity of community values, traditions, power structures, resource needs and social roles.
   - Explain processes for respectful consultation and facilitative interaction with stakeholders and constituents before making decisions affecting them.
   - Demonstrate knowledge of leadership and democratic governance and the relationship to economic environments.
   - Recognize personal values associated with creativity in the leisure experience and respond to diverse personal needs in designing creative environments and opportunities.
   - Understand the relationship between sectors, constituents, stakeholders, dominant power and oppressed groups and values.

2. To prepare students to develop ethical standards and personal responsibilities as leisure professionals.

   **Strategic Initiative**
   **Students will:**
   - Demonstrate knowledge of standards of practice and ethical code of conduct.
   - Develop interpersonal and intrapersonal skills, allowing leisure ideals to be recognized and modeled.
   - Train, teach, intervene, and lead so others can learn, advance, and achieve independence in leisure pursuits.

3. To insure that students understand theory and process of being in the leisure-state-of-mind, in order to program recreational activities and events.

   **Strategic Initiative**
   **Students will:**
   - Understand the history and evolution of leisure, recreation, tourism, and play in the United States and the world.
   - Understand historical and evolutionary underpinnings of leisure services.
   - Understand the possibilities for re-creation of the human spirit through positive leisure development.
4. To recognize the conditions under which play, recreation, games, and other modalities of self-expression can be constructed firsthand by participants to achieve the outcome of knowing themselves more clearly, authentically, and joyfully because they have experienced the leisure state-of-mind and being.

**Strategic Initiative**

**Students will:**

- Understand the life long development process of people and recognize the unique life stage physical, psychological, cognitive, social and moral reasoning needs of individuals.
- Understand the role of recreation and play as a socially integrative and personally developmental mechanism.
- Think holistically and understand the social ecology of diverse communities and groups.
- Demonstrate skills related to the natural world, be they urban, suburban or rural, as well as the customs of socio-cultural service populations in order to protect and sustain resources to provide equitable and positive recreation experience.

5. To further define, describe and analyze core competencies that illustrate the standards for successful completion of the Baccalaureate Degree in Recreation and Hospitality Management.

**Strategic Initiative**

**Students will:**

- Be able to describe core competencies and apply these in direct practice.
- Design and apply systematic research techniques to advance the organization's cause and the profession's status, including needs assessment feasibility studies, outcome/evaluation assessment, predicative analysis, and theory-based research.
- Analyze and evaluate information and situations logically and reflectively for problem-solving, decision-making.
3.00 ADMINISTRATION

3.01 The Administration of the recreation, park resources, and leisure services academic unit shall be responsible for the operation of that unit, including, but not limited to:

3.01:01 Management of the teaching, research and public service functions
The administrator is responsible for the management of the teaching, research, and public service functions of the department.

3.01:02 Preparation and management of the budget
The administrator is responsible for the preparation and management of all phases of the department budget, which includes: operating expenses; regular travel; supervision travel; minor capital outlay; replacement equipment; regular equipment; postage; telephone; concurrent enrollment funds; and temporary help.

3.01:03 Implementation of policies and procedures related to students
The administrator is responsible for the implementation of policies and procedures that have been developed at the Department, College, University, and system-wide levels relating to students.

3.01:04 Maintenance of records
The administrator, with the aid of the department secretary, is responsible for the maintenance of all records (budget, students, faculty, alumni, curriculum, and others).

3.01:05 Provision of opportunities for professional growth of the faculty
The administrator is responsible for supporting professional development opportunities for faculty, including, but not limited to, attendance at professional meetings, conferences, and workshops. In addition, the administrator should provide support and guidance in preparing dossiers, obtaining sabbatical leaves, and in general, assisting with academic, professional and personal growth.

3.01:06 Development, management and evaluation of the curriculum
Specific guidelines and procedures for curriculum development, management, and evaluation have been developed at various levels within the University. The administrator is responsible for implementation of these established procedures.

3.01:07 Faculty personnel policies and procedures
Policies and procedures for faculty personnel matters such as retention, promotion, tenure, grievances, and disciplinary action have been established at the Department, College, University, and System levels. The administrator is responsible for implementing those procedures.

3.02 The administrator of the recreation, park resources, and leisure services academic unit shall hold a full-time appointment with the rank of associate or full professor.
The administrator holds a full-time appointment at the rank of full professor.
3.03 The administrator shall receive released time and compensation consistent with the prevailing practice within the academic institution. The administrator’s time is currently split as follows:
   .35 Administrative Time
   .40 Athletics
   .25 Department of Recreation and Hospitality Management

3.04 There shall be evidence of faculty and administrator participation in a formal manner in setting policies within the academic unit. All policies adopted at the level of the academic unit are determined by the Department faculty and administrator. In many cases, appropriate administrators and students are consulted. Policies adopted by the department have been in such areas as follow: internship placement; agency responsibilities as they relate to internship; faculty recruitment; curriculum development and standards; emphasis requirements; and advisory board guidelines.

ROLE OF THE DEPARTMENT CHAIR
San Jose State University

The Department Chair is, or must become, the key on-line administrator within the total structure of academic administration at each campus of the California State University System. It is at the level of the department chair position where much academic-administrative policy is implemented, and where feedback is generated to school and campus levels that will determine whether given policy is continued, modified, or discontinued. Whether on a nine- or twelve-month base, the position itself requires the performance of duties and responsibilities common to the role of each administrator within the system. In the following description, the chores within each department of a more clerical nature, are, of course, not cited, although most administrators are required by insufficient clerical-technical support to perform many of them. The description format follows the multiple roles required of the position; however, the emphasis upon the administrator’s various administrative responsibilities may vary substantially by campus, and in many such responsibilities s/he may have a shared role with other administrators and campus offices.

One point bears emphasis; in virtually every area discussed herein, the effectiveness of the administrator is in direct relation to the extent to which s/he observes the obligation to consult with her/his departmental faculty colleagues and the extent to which the administrators recognize that while the academic-administrative structure above the departmental level to which s/he must articulate the department’s needs and views may be hierarchical in nature, collegial governance at the departmental level is a joint and cooperative endeavor and is not basically hierarchical.

JOB DESCRIPTION FOR THE POSITION OF DEPARTMENT CHAIR
San Jose State University

I. Recruiter
A. The administrator maintains staffing continuity to accommodate existing and anticipated long-term program needs and departmental objectives and to adjust for faculty turnover and leaves.
B. The administrator evaluates potential faculty appointees through recommendations, personal interviews, reference checks, and in-depth examination into areas involving each candidate such as (1) evidence of teaching
ability; (2) scholarly productivity; (3) performance in previous teaching posts; (4) educational preparation and earned degrees; (5) evidence of ability to work with colleagues and maintain departmental cohesiveness and momentum.

C. The administrator recommends each new member of the departmental faculty for appointment, whether full- or part-time, and whether in regular or lecturer status.

D. The administrator recruits and recommends for appointment a clerical and technical staff to support the department's instructional program.

II. **Evaluator – Orientor – Counselor**

A. The administrator must evaluate the performance of faculty (1) to aid each faculty member in his/her individual professional growth in light of their perceived potential; (2) to motivate both below-average and average performers to improve; (3) to identify those who should be advanced and those who should be terminated; (4) to provide full and accurate data to all faculty committees and academic administrators who assist in making decisions on retention, tenure, and promotion. The administrator likewise evaluates the departmental clerical-technical staff.

B. In making an evaluation of each faculty member, the administrator coordinates his/her own efforts and those of other senior faculty within the department in developing an evaluation profile with full perspective, which may include such factors as (1) student evaluation of teaching performance; (2) class visitation conducted by the administrator and other senior faculty; (3) information obtained from a faculty member's colleagues in assessment of his/her scholarly contribution; (4) the overall contribution of each faculty member to the department, school, campus, and community.

C. The administrator discusses with faculty individually the degree to which the work of each meets the needs of the department's instructional program and how s/he might upgrade her/his performance. The administrator counsels each on her/his prospects for tenure, promotion, and merit salary adjustments.

D. At the time of hiring and at regular intervals throughout the career of each faculty member, the administrator discusses with him/her their professional objectives, correlates those objectives with departmental needs, and indicates to each faculty member the criteria upon which his/her performance will be judged.

E. The administrator is responsible for providing leadership in the development and coordination of activities to improve instructional performance, such as departmental conferences for interchange on the use of classroom materials and techniques of classroom teaching. This requires this person to maintain liaison with audio-visual services and other related instructional support areas.

F. In the case of joint appointments or team teaching, the administrator does everything possible to insure that reliable and fair evaluations are made.

G. The administrator ensures that new faculty, who are frequently fresh Ph.D.'s with heavy research backgrounds, are oriented to the demands and objectives of the basically instructional mission of the California State University. In addition, s/he orientes lecturers and part-time faculty, who are normally outside the mainstream of departmental activities, to assure that they properly complement the role of the regular, full-time departmental faculty.

H. The administrator must build and maintain the kind of general climate for personnel development which guides each faculty member and encourages him/her to grow throughout their career at the university in terms of discipline, interpersonal relations with students, and effective involvement in departmental decision-making processes. The administrator must be sensitive to the needs of
individual faculty and must foster cooperative interrelationships among departmental faculty.

III. Curricular and Intellectual Leader

A. The administrator must stimulate his/her faculty to keep abreast of developments within their disciplines, to develop and constantly reevaluate innovative curricular programs such as those with an interdisciplinary approach, and to plan the department's long-range objectives with respect to the needs of both graduate and undergraduate students.

B. The administrator encourages scholarly involvement and the pursuit by faculty of instructionally-related research.

C. The administrator encourages her/his faculty to undertake an ongoing program of updating existing instructional programs.

D. The administrator is actively involved in related professional organizations at the local, state, and national levels.

IV. Advocate

A. The position of Department Administrator requires that the incumbent have the ability to share both a faculty and administrative perspective. The administrator articulates the needs, problems, and views of the faculty to school and campus administrative levels and is, at the same time, the most immediate on-line representative of campus administration. The administrator is responsible for implementation and supervision within the department of policies developed at higher levels.

B. Respecting allocation by the dean of school resources, the administrator advocates and justifies her/his department's needs so as to assure continuation and further development of the department's instructional program.

C. The administrator is frequently called upon to provide community contact as the representative of the department before civic and professional organizations and in hosting on- and off-campus community-related activities. The administrator may also serve a key role in the articulation of departmental and school programs with the programs of high schools and community colleges.

V. Student Counselor

A. The administrator is the member of the departmental faculty who may be the most frequently sought out to advise students at both graduate and undergraduate levels concerning their degree and career objectives. The administrator provides coordination of the involvement of his/her faculty in their regular advisement responsibilities and insures the existence of an effective, ongoing advisement program.

B. The administrator recommends action by the dean on student petitions for waiver of school and departmental regulations and has the responsibility of articulating student requests and recommendations on curricular matters to her/his faculty so that the departmental curriculum is appropriately responsive to student needs.

VI. Teacher

The administrator is a classroom teacher and must, along with the responsibility of overall departmental administration, prepare his/her course presentations, assignments,
and examinations with the skill and diligence demanded of a senior faculty member. The administrator’s teaching must be of sufficient excellence to validate his/her position as the basic evaluator of the teaching competence of his/her faculty.

VII. **Budget Developer and Administrator**
With implementation of program budgeting and the need to delegate fiscal responsibility downward, the administrator’s function of preparing and administering the Department’s budget is of growing importance among his/her overall responsibilities. The administrator must, therefore, be able to allocate the listed resources allotted him/her so as to strengthen the department.

VIII. **Guardian of Departmental Continuity Throughout the Calendar Year**
A. The administrator assures smooth, fully operative functioning of the department by means of appropriate class and faculty scheduling and space allocation well in advance of each academic year. All other advance planning and administrative chores required before each academic year are also the administrator’s responsibility. The administrator schedules her/his department’s summer offerings and must make sure that sufficient curricular breadth and depth are offered to permit those students pursuing summer term course offering reasonable program continuity. This adds to the administrator’s staffing responsibilities. As regards campuses on quarter system year-round operation, these functions of the administrator are intensified, and there is even greater need for operational continuity since there is no summer hiatus.

B. The administrator facilitates the administrative support operations of the department so as to insure effective use of clerical services, proper space allocation, adequate supplies, etc.

IX. **Committee Work**
Not only may the administrator serve ex officio on all departmental committees, (as well as some at school and University levels), but the administrator provides focus and direction for their attention to issues. Committee service is a keystone of academic governance, and the administrator’s role as chief departmental representative and spokesperson places particular emphasis upon the administrator’s skill of advocacy in committee service at higher levels.

3.05 There shall be a comprehensive long-range plan for the academic unit, based upon goals set forth in 2.01, which is updated regularly. The current status of the implementation of the long-range plan shall be documented.

In assessing our curriculum, we have determined that particular strengths exist in the areas of fiscal management, leadership and advocacy, ethics and professionalism, programming, development of services, supervision, and trends and issues. In addition, emphasis placed on practical application of theoretical concepts continues to serve to enhance our program. Diverse cultures and recreation opportunities abound in the Bay Area, presenting unique employment and professional potential for students and graduates of our Department.

The Department Strategic Plan focuses on objectives developed for the purposes of serving as a guide for action and implementation during the period of five-years (2000 to 2005).
Within the constraints currently imposed by the University and College administration, the Department has developed a long-range plan as follows:

The long-range plan is focused on five basic objectives:
1. Continue to improve marketing strategies to attract new students (this includes continuous updates to information on website for the Department and maintenance of a "marketing kit" for use by faculty and students).
2. Continue to increase opportunities for resource development.
3. Infuse curriculum with learning opportunities for computer competence.
4. Continue efforts to increase enrollment in graduate program.
5. Modify existing courses to strengthen marketing, legal issues, and use of technology in the curriculum.

STRATEGIC LONG-RANGE PLAN 2000-2005

GOALS:

1. Recreation Technology

To engage in discussion of developing an interdisciplinary program designed for Leisure Service Professionals. This program to be directed at integrating current and future technology into our professional environments; i.e., website design, marketing, virtual reality simulations, theme park development and design.

2. Curriculum

To further develop and enhance the business component of the Leadership and Administration emphasis. This will strengthen the preparation for students choosing to work in the area of human resources.

3. Graduate Program Development: Non Profit Track

Design and administer a graduate curriculum to train leaders and administrators employed in the Non-Profit Sector.

4. Institute for Human Potential:

Explore the possibility of developing an institute for the study of Human Potential.

5. Change of Status

Explore the plausibility of creating a School of Leadership, Administration and Service. This school would be the umbrella for the Department of Recreation and Hospitality Management and the New Non-Profit Graduate Degree Program.

6. Diversity Enhancement

Further develop strategies to recruit students who reflect the diversity of the state of California in general, and the Bay Area specifically.
7. Therapeutic clinic

Explore the feasibility of creating a leisure clinic on or near the main campus. This clinic would provide therapeutic and general recreation services for residents/clients in the community. This endeavor would, in addition, strengthen relationships between the University and members of the community (including clients, practitioners, and municipal leaders).

8. Faculty Development

Seek support from the College and University to facilitate faculty professional development in the areas of scholarship, professional projects, and fields of interest/expertise. As well, identify and cultivate sources both within and outside of the University to assist in this endeavor in order to increase Department and faculty distinction.

A Comprehensive time-line for the Strategic Long-Range Plan can be found in Appendix M.

3.06 There shall be evidence of consultation with practitioners.

Advisory Boards are convened within each emphasis. Advisory Boards meet as needed and are an important source of support and guidance for the Department. They are called upon to discuss current issues affecting the faculty and discipline and are consulted on such topics as curriculum, recruitment, retention, and skills and abilities of potential employees in the field. In addition, board members are often involved in the planning, development, and implementation of departmental projects and events.
### 4.00 FACULTY

**4.01** All faculty (full-time, part-time, adjunct) shall be qualified in their area of designated responsibilities.

See faculty vitae in Appendix B.

**4.02** Full-time faculty members shall hold a minimum of one degree, baccalaureate or above, from a regionally accredited institution with a major in recreation, park resources, and leisure services and a competency in the subject matter for which they are responsible.

See faculty vitae in Appendix B.

**4.03** The faculty shall demonstrate appropriate continuing professional development.

See faculty vitae in Appendix B.

**4.04** The faculty backgrounds shall be diverse with respect to academic institutions attended, age, gender and ethnic background.

There are currently nine (9) full-time faculty (including the Dean of the College of Applied Sciences and Arts and the Vice Provost for the University) assigned to the department. Six male (two are African-American, one is Indian, two are Asian, and one is Caucasian) and three female (all are Caucasian). They represent a diversified age range (three between 30 and 39, two between 40 and 49, and three between 50 and 59 and one over 60). All hold degrees from a variety of accredited universities (see Appendix B for vitae).

**4.05** There shall be at least three full-time equivalent faculty members of the academic unit serving the baccalaureate program. Two faculty in the academic unit shall be full-time. There shall be, in addition to the foregoing, another full-time faculty member for each option.

There are six (6) full-time (excluding the Dean of the College) and eleven (11) part-time faculty members. The department’s current FTE/F allocation is 10.60. Each concentration has a full-time faculty member as its coordinator.

**4.06** Part-time faculty shall not be instructing more than forty (40) percent of required recreation, park resources, and leisure services professional courses.

Nine (9) part-time faculty teach from one to three of either required or elective courses annually. Part-time instructors are professionals in the field and do not advise undergraduate majors or conduct independent study courses. In total, they do not teach more than 40% of the required courses. Below is a breakdown of courses taught by part-time instructors.

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<td>RECL 097*</td>
<td>Stephen Dowling</td>
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<tr>
<td>Leisure Culture/Comparison</td>
<td>RECL 111**</td>
<td>Linda Levine</td>
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<tr>
<td>Principles of Recreation Leadership</td>
<td>RECL 133*</td>
<td>Linda Levine</td>
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4.07 There shall be a written statement delineating the method by which faculty loads are determined and it shall be consistent with that applied to other academic units within the institution.

The University policy regarding faculty workload reads as follows:
"The annual full-time assignment for faculty members normally shall be fifteen (15) Weighted Teaching Units (WTUs) per semester. The assignment shall normally be composed of twelve (12) WTUs for instruction and three (3) WTUs for instruction-related responsibilities per semester, including office hours and committee assignments. With the approval of the College Dean, an overload for one semester may be adjusted in another, but only within the same fiscal year."

4.08 There shall be a written policy regarding the outside employment and consultation activities of faculty members.

The faculty must follow the written University policy concerning outside employment and consultation activities. (See Appendix C for a description of this policy.)

4.09 Faculty shall have salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, time and financial support for professional development and involvement that are comparable with those of other faculty in the institution.

Faculty members have salaries (see Appendix D), promotion and tenure privileges (see Appendix E), sabbatical leaves and leaves of absence policies (see Appendix F) and other support services as appropriate with resources available.

4.10 There shall be evidence of continuing scholarly productivity by faculty, consistent with the institutional objective.

See faculty vitae in Appendix B.
5.00 STUDENTS

5.01 There shall be student involvement in those aspects of academic unit policy formulation that affect their professional preparation.

An officer of the Recreation Student Association (RSA) attends faculty meetings and is consulted regarding student feedback concerning policies and procedures related to students. Student evaluations at the end of each semester are important in changing course content and instruction. Officers of RSA also organize a student/faculty retreat to facilitate active involvement and communication, which acts to further enhance the academic program.

5.02 There shall be written policies and procedures for admission, retention and dismissal of students from the academic unit.

The Department adheres to University policy regarding student admission, retention and dismissal. Briefly, students will qualify for regular admission as a first-time freshman if they:

1. are a high school graduate
2. have a qualifiable eligibility index (see pg. 394, University Catalogue, 2000-2002)
3. have completed with grades of C or better the courses in the comprehensive pattern of college preparatory subject requirements. Courses must be completed prior to first enrollment in the California State University.

Requirements of retention and dismissal of students within the Department are the same as for all departments within the University. Written policies for admission, retention, and dismissal may be found in the 2000-2002 University Catalogue.

Students are required to have a 2.0 GPA in order to begin their senior recreation internship experience.

5.03 The resources available to the academic unit and its educational objectives shall be sufficient to serve the number of students admitted to the unit and enrolled in its courses.

Enrollment limits are set on all classes. Supplies, faculty travel, telephone, internship supervision, and computer equipment budgets have been deemed adequate.

5.04 There shall be a program of student advising which will assist students in making informed academic program decision.

Academic advising of majors is conducted by full-time faculty members representing various areas of interest. Students are assigned a faculty advisor in their selected emphasis. A current file is maintained on each advisee, which includes records of pre-internship fieldwork hours, personal records, advising records, and a General Education checklist.

Each full-time faculty member advises between 20 and 50 students per semester. Students may make appointments for individual conferences with specific advisors. Touch-tone registration has streamlined the registration process, however, and many
students, while required to meet each semester with an advisor, may register independently via telephone or Internet.

General education advisement is available at the University Student Services Center on a drop-in or appointment basis throughout the year. The College of Business operates a Business Student Advising Center (BSAC), where students with a Business minor may go for advisement.

At the University level, the Office of Career Planning and Placement offers advisement by appointment. The Counseling Center is also available to assist students with personal and/or academic issues.

As well, faculty members maintain an open door policy with students to aid in coping with academic and personal issues.

5.05 Students' cumulative records shall be maintained in compliance with accepted confidentiality practices.

As alluded to in 5.04, a confidential academic file on each student is maintained in the Department office. Files are updated and managed by office staff. Students may view their own files, but may not remove them from the office premises. Grade reports are available through electronic mail and via the SJSU website. Students may view their academic records through this website using a Personal Identification Number (PIN). Faculty and other authorized University personnel may view grades via the University Student Information System (SIS); however, no changes may be made to grades using this medium.

5.06 There shall be evidence of substantial student participation and involvement in professional organizations and activities.

Membership in the Recreation Students Association (RSA), an active student organization in the Department, is open to all Department majors and minors. Association functions include educational, community service, and social activities. Full-Time faculty advisors assume advisory responsibility for the RSA on a rotational basis.

Students are strongly encouraged to participate in both on- and off-campus professional activities, which include:

1. College and University Committees (Student Affairs and Associated Students)
   Traditionally, Recreation and Hospitality Management majors are recruited and hired for positions in Associated Students Leisure Services, the campus recreation unit at San Jose State University. Currently, a RSA member (and past RSA President) holds a position as Intern to the President of the University.

2. California Parks and Recreation Society (CPRS)
   Students are encouraged to become members of CPRS. Through RSA a student representative is elected to serve on the District IV Board. This representative attends monthly meetings regarding legislative, environmental, and management issues on the regional and state levels. A report is then made to the RSA body. A number of students have served at the state level in a variety of capacities. A majority of students attend the District IV Bay Area Institutes, the state conference, and the Bay Area Therapeutic Recreation Association Workshops.
3. National Recreation and Park Association (NRPA)  
   Students are encouraged to join NRPA, to participate in the Student Branch of  
   this organization, and to attend the annual Congress. Last year, two students  
   were awarded lottery grants via the College of Applied Sciences and Arts to help  
   cover expenses to attend, and present at, the NRPA Congress.

4. Additional student membership affiliations include:
   ◆ American Therapeutic Recreation Association (ATRA)
   ◆ Bay Area Therapeutic Recreation Association (BATRA)
   ◆ National Employee Services and Recreation Association (NESRA)
   ◆ National Therapeutic Recreation Society (NTRS)
   ◆ Resort and Commercial Recreation Association (RCRA)
   ◆ Tri-County Industrial Recreation Association (local chapter of NESRA)

5.07 There shall be career assistance by the academic unit or by the educational  
   institution.

   The Department provides assistance for students seeking career placement in the  
   following ways:

1. Utilizing the resources of the campus Career Planning and Placement Center (CPP),  
   instructors frequently invite speakers as guests to discuss skills such as resume  
   writing, career self-assessment, job search techniques, and interviewing expertise.  
   Students are regularly informed of on-going services and workshops provided by  
   CPP. In addition, CPP offers various on-line services.

2. Job listings are posted on a bulletin board outside of the main office. The NRPA and  
   CPRS job bulletins are maintained in a binder in the main office and are available for  
   viewing and can be copied.

3. Job opportunities are announced regularly in classes and recent graduates  
   disseminate employment opportunities/information to the Department faculty and  
   staff. Due to the large percentage of students who remain in the Bay Area following  
   graduation, a network is well developed and information regarding opportunities is  
   often provided to the Department.

4. Opportunities for student interaction with leisure service professionals abound as a  
   result of guest presentations, special workshops, fieldtrips, professional organization  
   meetings hosted on-site, departmental functions (such as the Department's 50th  
   Anniversary Celebration and Annual Golf Tournament), and alumni sponsored  
   events.

5.08 There shall be opportunity for individualized study and/or research by the  
   students under the supervision of qualified faculty.

   Individualized study is available to students through RECL 180 – Individual Studies, and  
   RECL 184 – Directed Readings. A course of study is cooperatively designed by faculty  
   and students to meet specific goals and objectives. Additionally, an individual research  
   project is required for each student prior to graduation and is built into the curriculum in  
   RECL 160 – Research Methods in Recreation and Leisure.
6.00 INSTRUCTIONAL RESOURCES

6.01 There shall be support services including, but not limited to, secretarial, clerical, duplication, and telephone services comparable to other academic units.

The department is assigned one full-time secretary and funds are made available for work-study student(s). The Department owns a copy machine and each faculty office is equipped with two telephone lines. Duplication services are offered by the University and utilized when large or special projects are required.

6.02 There shall be properly located and equipped faculty offices of sufficient number and size for work and consultation.

Faculty offices are assigned and equipped in accordance with the California State University system regulations and practices. Each faculty station includes a desk, chair, bookcase, and file cabinets. Each full-time faculty workstation is equipped with a computer and printer. In addition, as supplementary resources are made available, part-time faculty workstations are equipped with computers. A single-station office is defined as occupying 110 square feet; a phone and Local Area Network (LAN) line are provided for access to the Internet.

Full-time faculty (with the exception of the Chair) share office space with at least one part-time instructor.

The Department is located in the Spartan Complex building and occupies seven offices on the first floor. These include the office of the Administrator, a reception/administrative support area, a duplicating room (which also houses student work stations), and faculty offices.

6.03 There shall be adequate conference rooms, study areas and space for student organizations.

A conference room for classroom and meeting usage is available on the first floor, as is the meeting room on the second floor. In addition to study areas in the campus libraries, there are study stations and meeting and conference rooms available in the Student Union of the University. A large room on the second floor of Spartan Complex, controlled by the Department, holds a gated area known as "the cage." This area holds Departmental audio-visual equipment and various classroom aids. The remaining area in this room has been allocated as a small meeting area and lounge for the RSA. The RSA was able to secure donations of furniture, a refrigerator, and a microwave, and recently purchased a computer to be placed in "the lounge" for student use.

6.04 There shall be classrooms, laboratory and teaching areas and appropriate content-specific instructional areas for the academic unit

Instructional spaces, allocated through College and University administrative channels, are adequate and available within the academic unit's assigned space in Spartan Complex. Other campus areas utilized for specific times or purposes (such as on-campus RECL 097 events, convocations, receptions, etc.) are requested and allocated on the basis of availability. Due to cooperative partnerships developed with agencies such as the City of San Jose Department of Parks, Recreation, and Neighborhood
Services, appropriate community facilities are sought and utilized according to availability and necessity.

6.05 There shall be adequate instructional resources available to implement properly the curriculum of the academic unit, including special services for individuals with disabling conditions.

Instructional resources are extensive in scope, including the availability to students and faculty of audio-visual equipment, an extensive library of films and videotapes, and University rental of most current films and videotapes (see Appendix G). Television sets linked to the Instructional Resources Center (IRC) are located in each classroom and instructors may arrange showing of videos with IRC staff. Instructors may then dial into IRC from the classroom telephone (located in all campus classrooms and labs) to ask that showing of the video commence.

6.06 There shall be adequate instructional resources available to implement properly the curriculum of the academic unit, including special services for individuals with disabling conditions.

Instructional areas, faculty offices and educational facilities are all accessibly by ramp, elevator, or are on ground level. Public telephones, water fountains, and restrooms have also been adapted for use by individuals with disabling conditions. Designated parking spaces and curb cuts throughout the campus and the downtown area facilitate full access.

6.07 There shall be adequate library materials available including, but not limited to, books, periodicals, reports, microfilms and other unpublished reference materials.

The library liaison for the Department, Mr. Robert McDemmand, maintains a catalogue of resources and is available for consultation with faculty and students. In addition, Mr. McDemmand updates recreation and leisure resources per faculty requests. The University library contains a wide variety of publications in the area of recreation and leisure studies with many of the significant journals in our field in the collection (see Appendix H for details).

6.08 There shall be adequate computer and statistical services available to faculty and students of the academic unit for instructional, research, and administrative publication.

The Department currently possesses nine (9) IBM compatible computers, seven LaserJet printers, and extensive software for these systems.

In addition, the College of Applied Sciences and Arts possess an IBM compatible laboratory equipped with extensive hardware and software resources and is available to both faculty and students.

Finally, the University has computer facilities throughout the campus available to faculty and students, as well as a laboratory reserved for faculty use only (see Appendix G).
There shall be adequate opportunities related to practical learning activities including, but not limited to, observation, volunteer participation, and practical experiences related to course work.

Opportunities for practical learning experiences are included in courses in the required core, as well as in elective courses. A minimum of 1000 hours of relevant volunteer or paid experience is prerequisite to students' enrollment in the culminating internship and seminar courses. Students within the therapeutic concentration have a specific pattern of distribution for these hours, which include involvement in each disability category. Field experiences or observations within the professional core are included in all of the following courses:

- RECL 090 Foundations of Leisure and Recreation
- RECL 094 Outdoor Recreation
- RECL 097 Event Planning
- RECL 110 Leisure and Human Development
- RECL 134 Human Resource Management in Recreation & Hospitality
- RECL 135 Principles of Recreation Administration
- RECL 165 Recreation Seminar
- RECL 170 Internship in Recreation
- RECL 194 Introduction to Therapeutic Recreation
- RECL 195 Leisure Education and Wellness

One of the strongest areas of the curriculum is the well-established internship program. A 40-hour per week, 13-week internship program continues to be an important assessment tool of this curriculum. Students are required to demonstrate their classroom knowledge, skills, and abilities in a practical setting. Under the joint supervision of University faculty and agency personnel, the internship becomes an all-inclusive, culminating experience during the students’ last semester. A rich source for internship in recreation exists in the state of California, and, particularly, within a 90-mile radius of San Jose State University. Students are encouraged to seek a site that is meaningful to them and one that may lead them down a preferred career path. (See Appendix K for details).

The Recreation Seminar (RECL 165), taken concurrently with the Internship, requires interns to participate in week long pre- and post-internship classroom discussion and three one-day seminars. These seminars are an opportunity for students to share internship experiences and to learn from one another about problem solving as interns.

Of note, graduates of the Department are customary recipients of a variety of scholarships offered within the field. In the years since our last accreditation, students have been awarded 30 scholarships from agencies such as the National Recreation and Park Association, the California Parks and Recreation Society (Districts III and IV), The California Foundation for Parks and Recreation, The Peg Connolly Foundation, SJSU College of Applied Sciences and Arts, and the SJSU Financial Aid Office.
7.00 FOUNDATION UNDERSTANDINGS

The program will meet the 7.00 series standards if the institution is in compliance with the regional accrediting body's general education requirements. As evidence of compliance, the program must provide in its self study the name of the regional accrediting body, the date of the institution's last review by that body, and an explanation of the institution's general education requirements. When the general education requirements do not meet the requirements of the regional accrediting body, the program must provide evidence of student preparation in comparable foundation understandings that enhance their quality of life, enable them to function effectively in society as professionals, and provide an education base from which professional competencies can evolve.

San Jose State University is in compliance with the general education requirements of the Western Association of Schools and Colleges (WASC). The last review was conducted in 1995-95, with the next review scheduled for 2002-03.

General Education Requirements

1. All students must complete 51 units of approved GE courses with letter grades. If a requirement is waived without unit credit, additional approved GE courses must be taken to complete a minimum of 48 GE units.

2. All three areas described below must be completed by all students: Core GE (39 units), Advanced GE (12 units) and American Institutions (0-6 units).

3. Transfer students may satisfy all Core GE by completing an Intersegmental GE Transfer Curriculum (IGETC) or a CSU 39-unit breadth certification prior to transfer. Second baccalaureate students satisfy Core GE with their first baccalaureate.

4. All students must satisfy Advanced GE at SJSU regardless of GE completed at other institutions. Exception: Written Communication II may be satisfied prior to transfer.

5. If a course is listed as a sequence (AB), the entire sequence must be completed to satisfy the requirement.

6. Written Communication, Mathematical Concepts, Critical Thinking and Oral Communication courses require a minimum grade of "C."

7. To find approved courses, check the GE designator listed for the requirement. This designator is printed by each GE class section in the SJSU Schedule of Classes.

8. All GE courses must be on the approved list of the California Community College (CCC), California State University (CSU) or University of California (UC) for CSU Breadth Requirements or the Intersegmental General Education Transfer Curriculum (IGETC) where and when the course is taken.

9. The following GE courses require prerequisites to enroll:
   Written Communication IA and IB: English Placement Test (EPT)
   Mathematical Concepts: Entry Level Math Test (ELM)
   Advanced GE: Writing Skills Test (WST)
See the SJSU Schedule of Classes or this catalog for additional information about these tests.

10. Complete information on specific requirements and approved courses is found each semester in the SJSU Schedule of Classes.

**Distribution of Requirements**

Students who began continuous enrollment in Fall 1991 or later at a California Community College or other California State University must follow requirements described here.

Students who entered SJSU prior to Fall 1993 may follow these requirements or the Prior to Fall 1991 requirements.

**Distribution of Required Courses**

<table>
<thead>
<tr>
<th>CORE GE</th>
<th>39 units</th>
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<tr>
<td><strong>A. Basic Skills</strong></td>
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<tr>
<td>Oral Communication</td>
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<td>Written Communication IA</td>
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<td>Critical Thinking</td>
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<td><strong>B. Science (including lab) and Mathematics</strong></td>
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<td>Life Science</td>
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<td>Physical Science</td>
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<td>Mathematical Concepts</td>
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<td><strong>C. Humanities and the Arts</strong></td>
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<td>Arts</td>
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<td>Letters</td>
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<td>Written Communication IB</td>
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<tr>
<td><strong>D. Social Science</strong></td>
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<td>Human Behavior</td>
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<td>Comparative Systems</td>
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<td>Social Issues</td>
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<td><strong>E. Human Understanding and Development</strong></td>
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<tr>
<th>Advanced GE</th>
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<td>R. Earth and Environment</td>
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<td>S. Self, Society and Equality in the U.S.</td>
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<tr>
<td>V. Culture, Civilization and Global Understanding</td>
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<tr>
<td>Z. Written Communication II</td>
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<tr>
<th>American Institutions</th>
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<td>F1. American History</td>
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*courses with a GE designator in parentheses may also satisfy Core GE areas.
3.00 PROFESSIONAL COMPETENCIES

Summary

In reviewing our assessments we have noted particular strengths in regard to fiscal management, leadership and advocacy, professionalism, program and services, supervision, and trends and issues. What strengthens many courses is the emphasis we place on the practical assignments possible in this region of abundant recreation opportunity and diverse cultures. In agencies, schools, businesses, and medical facilities, students plan and lead programs, address student assemblies, conduct informational interviews, do community and individual assessments, and carry out a variety of other projects. The town-gown relationship means that coursework is professionally relevant, often under the scrutiny of current professionals, and is put into practice.

Academic areas such as computer expertise, facilities, marketing, and natural resources need to be strengthened. Limitations are imposed administratively by the university. We are unable to add to the teaching load, add to the number of required courses, or make major course changes, whether or not additional resources were required. In addition, more than 50 percent of our students do not own computers. Since virtually all students need to work (many fulltime), and almost all also commute (and therefore spend little time on campus), enthusiasm for developing computer expertise through the curriculum has lagged.

Assessment

Each competency is scaled as follows for the Leisure Service Management course of study:

0 = not covered
1 = basic knowledge (limited scope of depth; introductory; briefly covered...)
2 = intellectual understanding or competence accomplished (integrated into concept of professional practice); repetition and hours spent in class and on study
3 = functional ability accomplished; professional performance-competence (put into practice so skill is developed in applying concept); repetition and hours spent actively practicing or creating

Interpretative Detail

In cases where values greater than 0 have been indicated, interpretive information has been provided to assist reviewers in understanding how faculty arrived at their assessments. A variety of justifications have been provided by faculty, each using what criteria seemed more relevant in his/her teaching. Among the verifying information presented, reviewers will see references to number of class hours, number of topical lectures, specific content, description of assignments completed, and textbook chapters read by students.
**Results**

During the past six years, a high level of curricular competency is supported for the following 28 standards:

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Less support is provided for the following 12 standards.

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Based on our self-assessment, course content review will be done to strengthen the curriculum in regard to these 12 standards.
Conceptual Foundations

8.01 Understand the conceptual foundations of play, recreation, and leisure for all populations and settings

90 -- Two weeks are devoted to understanding the scope and significance of leisure in the patterns of behavior and culture across all elements of American society.

94 -- Cover the recreational experience, social and economic foundations, demographic foundations of park populations, and the characteristics of the park visitor. Also discuss the many recreational minorities.

97 -- Read chapter 2, "Programming Concepts," in the text Leisure Programming by Edginton, Hanson, & Edginton. One class lecture focuses on Edginton et al's. nine tenets of program philosophy.

100W -- The required General Education writing course taught in the department requires reading, discussion, and critical writing based on a speech (by Murphy, Godbey, or Goodale), a philosophical text (Deep Play), and a culturally focused memoir by someone who has experienced growing up in a non-majority culture or with minority status in the U.S.

3 (partial) 110 -- 3 weeks studying Csikszentmihalyi’s flow theory; Kleiber’s Leisure Process Model; Rossman's programming framework (6 elements of planning); social interaction as the meaning in the recreational opportunity; 12 weeks on human development (early childhood through later adulthood), including practical programming applications, life stage or developmental identification, and the leisure/flow/optimal experience as the opportunity to enjoy one’s self growing developmentally. Visit child-care ctr. and elementary school, interview adolescent through older adult panels in class, analyze toys, games playground and other facilities, social recreation, sport, and art and outdoor recreation. Cannot cover the conceptual foundation for other than U.S. populations and settings.

133 -- Involve students in practical experience, facilitating play, recreation, and leisure with varied populations. Discuss specific leadership adaptations for special populations.

135 -- A basic review of professional foundations is provided

194 -- First week review of definitions and interrelationships between recreation, play, and leisure for all populations and in all settings.

195 -- Reading in Mundy & Odum, (1) "Educating for Leisure in Recreation, Leisure, and other Service Systems" and (2) "Education for Leisure: A Model for Implementation." Lectures: Role of public recreation & leisure systems in leisure education; Responsibility of public systems for leisure environment; Educating for leisure in public service systems and therapeutic systems; and The scope and sequence of leisure education, pre-kindergarten through retirement.

Courses not teaching to 8.01: 134, 160, 165, 170
8.02 Understanding of the psychological, sociological, and physiological significance of play, recreation, and leisure from an historical and cultural perspective of all populations and settings.

90 -- Incorporated in course lectures, readings, and discussions. Students develop an historical and philosophical perspective of leisure patterns and the ability to relate these to the growth of the leisure movement.

94 -- Cover the evolution of outdoor recreation and the history of the development of the outdoor recreation providers. Discuss the park visitor, who they are, where the come from, and what they do in parks. We also have a lecture on social-economic factors.

110 -- Current social science perspectives are emphasized, and interrelated with historical, cultural, and other environmental antecedents which affect human development and leisure service; lightly touch on wide variety of populations, emphasize adapting developmental leisure opportunities in all settings and for diverse cultural groups.

133 -- Historical prospective on leadership in recreation, and an introduction to the history of therapeutic recreation. Leisure as a right of all people, and leisure's role in wellness.

160 -- Competency is accomplished through selected research topics identified by students and approved by the instructor.

194 -- Review historical and cultural perceptions about the role of leisure in the lives persons with disabilities.

195 -- Major project: LEP. Students apply principles of leisure education and wellness by designing and then implementing a series of educational sessions to address a particular population's leisure and/or wellness concerns.

Courses not teaching to 8.02: 97, 134, 135, 165, 170
8.03 Understanding of the technological, economic, political, and cultural significance of play, recreation, and leisure in contemporary society.

90 -- Through readings, guest lectures, culturally specific agency visitations, and library research, students develop an awareness and understanding of evolution of the leisure service profession in an ever-changing, culturally diverse, contemporary society.

94 -- In the first section of the course, we talk about the economic impact of outdoor recreation. We also have a special sections on politics of outdoor recreation and the roles of special interest groups in the development and implementation of policy and procedures in park management and the impact of new technology on park management.

100W -- As in 8.01: The required General Education writing course taught in the department requires reading, discussion, and critical writing based on a speech (Murphy, Godbey, or Goodale), a philosophical text (Deep Play), and a culturally focused memoir by someone who has experienced growing up in a non-majority culture or with minority status in the U.S.

110 -- Insofar as these factors limit, facilitate, or decrease well-being, play, recreation, leisure, and human development across the lifespan.

133 -- Study leisure and healthy and appropriate leadership as significant in decreasing social ills (gangs, violence, addiction...). Women and Bay Area communities are discussed in light of Jordan's text and class visit to a neighborhood rec. center and opportunity to speak with leisure service professionals.

195 -- Reading: "Ethnic Americans for the Health Professional" with lecture on facts, communication ground rules, implications for professionals, gender biases and definitions.

Courses not teaching to 8.03: 134, 135, 160, 165, 170, 194
8.04 Understand the significance of play, recreation, and leisure throughout the life cycle relative to the individual's attitudes, values, behaviors, and use of resources.

90 -- Readings, discussion, and written assignments help students examine and understand the formation of values relative to the importance of play and recreation in people's lives (Leisure Awareness Assignment: I Have a Dream”).

94 -- Cover the characteristics of parks and park users, including trends in outdoor recreation use as fully as possible.

97 -- Two lectures on the ten basic recreational needs and their application to various target populations. Assigned reading in course text: ch. 5, Re. needs, wants, values, and attitudes.

110 -- Significance in relation to developmental need (human and personal) and how those needs change across the lifespan and explain changes and continuities in taste and leisure pursuits. Discuss the modeling effect/role of leisure services in regard to attitudes, values, behaviors, and use of resources. Programming, proposal writing, and case study assignments cover each lifestage.

133 -- Discuss leadership of persons of all ages and stages in the life cycle. Read and discuss Jordan chapter 3, "Leadership and Human Development”.

194 -- Examined in-depth via 3 class hours, 25-hour field-work assignment (including 2 written reports), reading Acorn People, and an 8-hour wheelchair assignment (with subsequent reflection paper on the experience)

195 -- Read Mundy & Odum "The Scope and Sequence of Leisure Education." Analyze self-awareness, attitudes, decision making, social interaction, and leisure skills across the lifespan.

Courses not teaching to 8.04: 134, 135, 160, 165, 170
8.05 Knowledge of the interrelationship between leisure behavior and the natural environment.

90 -- Reading, discussion, and park visitations develop understanding of the historical perspective and contemporary consequences of human leisure behavior in and on the natural environment.

94 -- The entire course emphasizes the natural environment and the effect recreation has upon it. We have a complete section on recreation carrying capacity, recreation resources management, policies and procedures, the role of government, wilderness, and basic ecological principles. Also discuss the future of outdoor recreation as it pertains to the impact on the environment. Another section focuses on resource protection planning, managing visual resources, and preservation vs. conservation. The present final exam deals with a scenario that has the student manage a park that has received a great deal of use and impact. The student must answer to special interest groups, neighbors, etc. to solve the problem. There is a three-hour lecture on park rangers and their duties, three hours on interpretation and education, plus several field trips to the offices of local parks. Guest speakers from local agencies are used.

97 -- Discuss adventure/risk recreation programs and potential environmental impacts.

110 -- Treat it as a prime setting for personal development and source of important developmental challenges ranging from environmental appreciation to wilderness activity and as a setting for the arts, sport, medication and personal reflection, and social activism and voluntarism.

133 -- Discuss risk and outdoor recreation experiences. Leadership considerations include safety and environment. Implications - physical and psychological carrying capacity.

195 -- Discuss functional examples throughout the semester.

Courses not teaching to 8.05: 134, 135, 160, 165, 170, 194
8.06 Understanding of environmental ethics, the relationship of environmental ethics to the philosophy of planning, design, and development, and the potential impact of planning, design, and development upon the environment.

90 – Discussion builds awareness of the responsibility of the leisure service profession related to environmental ethics and stewardship of the environment, including capitalism, commercialism, and recreation technology.

94 – As before: The entire course emphasizes the natural environment and the effect recreation has upon it. We have a complete section on recreation carrying capacity, recreation resources management, policies and procedures, the role of government, wilderness, and basic ecological principles. Also discuss the future of outdoor recreation as it pertains to the impact on the environment. Another section focuses on resource protection planning, managing visual resources, and preservation vs. conservation. The present final exam deals with a scenario that has the student manage a park that has received a great deal of use and impact. The student must answer to special interest groups, neighbors, etc. to solve the problem. There is a three-hour lecture on park rangers and their duties, three hours on interpretation and education, plus several field trips to the offices of local parks. Guest speakers from local agencies are used.

110 – very little except to treat it as a prime setting for personal development

133 – Discuss risk and outdoor recreation experiences. Leadership considerations include safety and environment. Implications - physical and psychological carrying capacity.

194 – Discuss universal access and design. The individual wheelchair experience also facilitates learning and discussion of impact of design on the environment and individual access.

Courses not teaching to 8.05: 134, 135, 160, 165, 170
Leisure Services Profession

8.07 Understanding of the history and development of the leisure services profession.

90 -- Approximately two weeks are devoted to understanding the development of the leisure service profession, including specific time periods, the prime actors, and the historical developments and artifacts.

94 -- One hour of lecture is spent on the history of the development of public lands and one hour on the evolution of the park ranger. As each public agency is discussed, the agency's historical background is covered.

110 -- Secondary to purposes of the course, but changes and need for changes in professional service ethic and management to incorporate lifestage development philosophy are covered.

133 -- Historical perspective on recreation development of American playground Association through NRPA. Joseph Lee, Luther Gulick, Jane Addams, Beatrice Hill, Mary Wiley and more discussed. Professions, professionals, and professionalism discussed. These are placed within the socio-political and historical framework of the social, development of the United States which includes a discussion of development of the field of recreation and social services.

135 -- As a groundwork for understanding and using current management practices, the founding motives for the professional playground and recreation movements are examined. Management theories introduced in RECL 134 are elaborated, creating a context for recognizing the influence of history on the development of management as a professional practice.

194 -- Three hours are spent on the historical development of the therapeutic profession.

Courses not teaching to 8.07: 97, 160, 165, 170, 195
8.08 Understanding of contemporary professional issues and the trends impacting leisure and human services agencies.

90 — Students examine philosophies of multiculturalism and diversity, wellness vs. stress, fee-for-service, leisure as a basic right vs. privilege, availability of services for varied populations as they relate to service delivery in the recreation profession. Reading and discussion is followed by a written assignment on future trends.

94 — One hour is spent discussing the future of parks in America and the problems of managing the "park islands" that development is creating.

97 — One lecture regarding the assumptions and challenges of cultural diversity.

100W — The required General Education writing course taught in the department requires reading, discussion, and critical writing based on a speech (Murphy, Godbey, or Goodale) and a philosophical text (Deep Play).

110 — Analyze and evaluate recreation opportunities/problems, involving leadership and delivery system issues, generally, and specifically in regard to life-stage appropriate program and facility provision in all sectors. Discuss factors such as economic trends-perspectives, social values, inclusion, peace and non-violent relations, crime-punishment.

133 — Jordan, ch. 13, two lectures on selected social and professional issues affecting leisure service leaders. Encourage (extra credit) attending conferences: District IV conference in the fall and state conference in spring) to be up-to-date on issues. Following conferences, students report and class discusses current and emerging trends represented in conference programs.

134 — Real-world examples, case studies, and simulations facilitate discussion about the role of leisure service professionals in real-world settings. The Annual Editions: Human Resources 2001/2002 provides a collection of readings about contemporary professional issues. Students form groups related to various specialty areas and provide written and oral reports as experts.

160 — Addressed through selected student project and lectures preparing students to interact with businesses and agencies in completing implementation of their research project.

165 — Students share and discuss issues and trends as firsthand observations during internship.

194 — Focused discussion on trends and pressures impacting the leisure service delivery and the practice of therapeutic recreation (inclusive recreation, reduced hospital stays, community provision of therapeutic services, educational qualifications, staff training and certification...).

195 — Field trips to centers for day-care for at-risk youth to observe play in an everyday environment with guest lectures from staff on current issues affecting the population and to discuss adjustments and safeguards. In-class lecture-discussion on wellness in adulthood to explore challenges of integrating work, family, and leisure lifestyle. Discuss wellness and aging to explore misconceptions and variety of benefits and issues associated with later adulthood and leisure Read articles from Mercury News, S. F. Chronicle, and CA Parks and Recreation.

Courses not teaching to 8.08: 134, 135, 160, 165, 170, 194
8.09 Understanding of the concept of a profession and professional organizations and the responsibilities of professionals in leisure and human service agencies

90 — Students are required to examine different professional career paths and national and state organizations through reading promotional materials, website investigation, conference attendance (not required), and guest lectures.

94 — We have several guest speakers from a variety of park agencies. We also discuss the structures of governmental organizations which employ the guest speakers.

133 — Historical perspective on recreation development of American playground Association through NRPA. Joseph Lee, Luther Gulick, Jane Addams, Beatrice Hill, Mary Wiley and more discussed. Professions, professionals, and professionalism discussed.

134 — A general discussion about CPRS, unions, union/management relations, and the role and significance of involvement in professional organizations occurs throughout the course of the semester. Students are also encouraged to participate in student organizations and/or the events of these organizations such as the Recreation Students Association (RSA), the Hospitality Management Club (HMC), and Eta Sigma Delta as precursors to involvement in professional associations.

165 — Professional organizations, missions, service sector, membership benefits and professional development are explored in-depth.

170 — Students are expected to become involved in association which are related to their internships.

194 — Acquired through 30 field-work hours, guest speakers who are current professionals in the field, and writing 2 reflective journal entries. Approximately one and one-half hours is spent on types and importance of professional organizations. Students are introduced to NTRS, ATRA, and CPRS; are encouraged to enroll; and are provided with application materials.

*Courses not teaching to 8.09: 97, 110, 135, 160, 195*
Understanding of ethical principles and professionalism as applied to all professional practices, attitudes, and behaviors in leisure services delivery.

90 — During research of professional organizations, students are required to find evidence of professional ethics or guidelines for practice. Discussion pertaining to appropriateness and value of codes of ethics is conducted.

97 — One class lecture on Edginton et al.'s. nine tenets of program philosophy.

110 — Focused in regard to philosophical foundations and the need for knowledge of human, personal, and social (community) development as ethics driving practice.

133 — Chapter 10, Jordan, formal discussion and hands-on learning of values and ethics in leadership, practice during workshops. Students discuss ethical leadership dilemmas and build a personal philosophy based on NRPA code of ethics and personal belief systems.

134 — Significant time is given through lectures to discussing ethics, moral decision-making, and values. The social systems model is used as the backdrop for understanding the importance of ethical and moral decision-making and their impact on the culture of the organization and, ultimately, on the goal behavior of the individuals within the organization.

135 — Ethics are discussed conceptually and in light of trends within the profession. Ethics become real during analysis and debriefing of in-class learning simulations and course assignments.

160 — One week of instruction is devoted to discussion of professionalism and ethics with the expectation that students will conduct their research in an ethical and professional manner.

165 — Experiences which have occurred on internship are explained and shared, and a series of professional seminars are student-planned to extend their knowledge of professionalism and ethics as well as to build skills needed to function as the entry-level professional.

170 — A firsthand opportunity to observe professional practices is central to the internship experience.

194 — Approximately three hours are spent reviewing the role as a helping professional, including discussion of ethics specific to therapeutic recreation.

195 — Discuss examples which illustrate ethical and non-ethical practices related to leisure counseling and leisure education.

Courses not teaching to 8.10: 94
8.11 Understanding of the importance of maintaining professional competence and use of resources for professional development.

90 – Students are made aware of the nature and value of professional certifications available at the state and national levels to enhance credibility of the profession.

110 -- Need for lifelong learning as a prime resource to facilitate continuing optimal experiences in work and leisure lifestyles is discussed as a general part of young and middle adult development.

133 -- Mentoring program with District IV CPRS, extra credit for attending conferences.

134 -- Resume writing and competence analysis, employment interview preparation, and engaging in a simulated and critiqued interview process stress the importance of competence. Professional organization leadership and conferences, other types of topic-focused seminars, and continuing academic education are stressed as essential marks of a developing professional.

160 – Students are encouraged to submit their final research reports to state and national professional research symposia for presentation.

165 – Career Planning and Placement personnel provide guest lectures and individual guidance within the course. Students learn to plan professional development seminars to advance their learning during their internship which is taken at the same time as this course.

170 – Agency supervisors (practitioners) are requested to guide professional development during internship, making time for professional conferences, in-house training, and meeting other colleagues who can serve as mentors.

194 – One and one-half hour lecture is provided on resources for professional development. Discussion includes certification in TR, professional organizations, and related conferences, workshops, and scholarships.

Courses not teaching to 8.11: 94, 97
San José State University

Administrative Division

10/02/01
FORWARD

In developing this document, the review process and content were formulated by utilizing the expertise of all faculty members. The focus of this study is the baccalaureate degree curriculum for the Professional Program. The Appendix includes vitae for all faculty who teach core courses offered in the undergraduate program, course syllabi, and University/Departmental data as requested. Additional explanatory materials have also been included for review and can be found, in most cases, in the Appendices section of the report.

The report represents the intent of the faculty to quantify and qualify the structure of the Department to meet re-accreditation standards. Beyond these criteria, the self-study has provided a context of valuable analysis for continuing study. The broader goal then becomes that of the achievement of distinction and continuous improvement to meet the changing dynamics within the student body as well as the University's mission, while maintaining the integrity and philosophy of recreation and meeting the professional needs of the field.
COMMENTS REGARDING THE 1997 RE-ACCREDITATION

The Department of Recreation and Leisure Studies (now known as Department of Recreation and Hospitality Management) had its last accreditation visit November 16-19th, 1997. The accreditation team consisted of Dr. David Compton, Chair, Mr. Ron Pies and Dr. Thomas Skalko. Following that visit we received the Accreditation Team’s report for review and response. A copy of the Department’s response can be located in Appendix N of this document. Additional comments pertaining to that document are as follows:

Standard 2.01

Explanation: Mission statements of the department, college and university do not appear to be synchronous. Examination of these may take place in a comprehensive strategic planning effort.

Follow up comment: The Department appreciated the committee members’ observations and, as stated later, followed up with a meeting of the Department’s Strategic Planning Committee, assisted by an outside facilitator. As a result of this meeting the Department’s Mission Statement was modified to read:

Mission Statement: second paragraph, first sentence. “The Department emphasizes theory, scholarship, and research, as well as application of theoretical knowledge, through community involvement and professionally supervised internships.

Standard 3.05

Explanation. The Department submitted a revised comprehensive long-range plan to the visitation team, which was available upon arrival, which included more detailed than the one submitted in the self-study report. However, neither submittal provided time-lines for the goals or an action plan to accomplish stated goals.

Follow up comment: The long-range plan included in this document clearly provides an action plan, steps to achieve stated goals, a timeline, and outcome measures. In addition, below is a brief synopsis of progress toward goals stated in the aforementioned long-range plan submitted in 1997.

WHAT WE WANT TO ACHIEVE DURING AY 1998/99

1. Prepare a university mandated program plan that will receive a favorable review. 
   Done.
2. Develop an image package that will aid in the marketing of the Department Utilizing University-allocated resources through AIM project to complete.
3. Consolidate undergraduate concentrations into one degree program. 
   Done.
4. Consolidate two areas of specialization that are offered at the graduate level into one program. 
   N/A to this process.
5. Review undergraduate curriculum and revise to assure compliance with accreditation standards. 
   See 8.0 standards assessment.
   *Added RECL 010—Creating a Meaningful Life as lower division GE course. Currently offering between 16 and 18 sections (with between 1000 and 1200 students attending) per semester.*

7. Re-evaluate Department mission statement and revise if appropriate.  
   *Done.*

8. Justify employment of a tenure track faculty member to coordinate the Therapeutic Recreation concentration.  
   *Hired Dr. Gonzaga da Gama as tenure-track Therapeutic Coordinator.*

9. Create a Steering Committee to aid in the implementation of the Strategic Plan.  
   *In progress.*

10. Review Strategic Plan after first year and make appropriate adjustments.  
    *Ongoing—see Appendices A & M.*

WHAT WE WANT TO ACHIEVE THROUGH 2003

1. Increase the number of undergraduate majors to at least 150.  
   *Currently working through AIM project to develop comprehensive marketing plan to assist in this endeavor. Taking into consideration the current State budget constraints, among other external challenges, which negatively affect availability of resources, the Department has continued to explore avenues of recruitment. As a result of the RECL 010 course, we have seen an increase in the number of interested students (to date we have welcomed approximately 15 new majors as referrals from RECL 010).*

2. Explore and develop external sources of funding.  
   *Currently working with the City of San Jose, Department of Parks, Recreation and Neighborhood Services (PRNS) to develop partnerships for training workshops and other collaborative endeavors. Department faculty recently facilitated a Leadership Training Workshop for managers in the PRNS (August, 2001).*

3. Promote Department through various mediums (internal and external)  
   *Reference the PRNS Leadership Training Workshop (recruited three students for the graduate program as a result). The Department also will host the training workshop for the PRNS Recreation Leader Training in June, 2002. In addition, the increased visibility of students and faculty as a result of membership in, presentations for, state and national professional organizations positively promotes the Department.*

4. Marketing Strategy  
   *Reference the AIM project—in progress.*

5. Expand/enhance resources through collaboration with public and private agencies  
   *Reference partnership with PRNS—in progress*

6. Explore and expand role(s) with internal facilities  
   *The Department in currently in discussion with PRNS and the Department of Human Performance (HUP), SJSU, to develop a wellness facility on campus. In addition, we have developed a partnership with HUP to utilize campus facilities.*

7. Develop classrooms in the community  
   *In the process of developing two courses for delivery at various sites, including community centers and clinical facilities.*

8. Develop mentor program  
   *In conjunction with CPRS, we have developed a mentor program whereby students are paired with professionals in their areas of career interest.*

9. Support faculty research and continuing education  
   *While budgetary challenges exist in this area, we are making every effort to be supportive in terms of soliciting financial and release time support from the University. In addition, we are pursuing grants at the state and federal level.*
Standard 4.03

Explanation. Faculty demonstrates continuing professional development though professional activities. It appears, however, that several of the curriculum vitae demonstrate inconsistent professional development. Feedback from graduates and practitioners indicate an acceptable level of maintenance.

Follow up comment
Since the 1997 visit three new tenure-track faculty members have been hired: Drs. Pettis Perry, Gonzaga da Gama and Tsu-Hong Yen. Prior to their employment two of the full-time tenured faculty were assigned .25 and .40 outside of the department; therefore, their professional involvement was in areas related to the discipline.

With the addition of the new faculty the Department has already seen an increase in professional involvement, which correlates directly to their professional development. As part of the requirements for retention, tenure, and promotion, each will be supported and encouraged to continue these efforts.

Standard 4.06

Explanation: As calculated, part-time faculty teaches 58.3% of core classes. This can be attributed the changing face of the university and the state system in California. The quality of part-time faculty, however, appears to be exceptionally high. The part-time faculty is practicing professionals who have a long relationship with the university in a teaching capacity – some for nearly two decades. This long-term relationship has offered continuity to the university and breadth to the degree program. Alternative approaches that access these part-time resources to teach specialty courses versus core classes may free available full-time faculty to concentrate on core classes, allowing part-time faculty to respond to option education.

Follow up comment
Currently our full-time faculty teaches seventy-five percent of our core classes. Though we still employ excellent part-time faculty we have reduced their teaching of core classes.

Standard 4.10

Explanation: Discrepancy exists between university, school, and department interpretations of the role of scholarship within the system. Although each level of the university embraces a Boyer System interpretation of scholarship, university administrative officials perceive the broad perspective of scholarship to be based upon the formal dissemination of knowledge or applied practice and evaluation via a wide range of written and presented works. The interpretation of this standard is further complicated by a dual expectation of faculty performance in scholarship. Tenured senior faculty has and continues to operate on an interpretation that allows for the substitution of service for scholarship/research. This is reinforced through the allocation of merit within the PSSI review process for service versus scholarship. A separate, more stringent interpretation of the scholarship expectation exists for non-senior tenured and tenure-earning faculty with regard to promotion and tenure. The PSSI merit increments, however, are consistently applied for service regardless of scholarship. Therefore, limited incentives exist to engage in scholarship versus service. The key is whether faculty is actively engaged in scholarship as interpreted by University Administrative Officials. A review of faculty scholarship productivity over the past few years, as evidenced by their curriculum vitae, indicated potential discrepancies between productivity and the expectations of the central administration. It is, therefore recommended that the faculty of the department, as a whole, critically examine their productivity levels in scholarship to insure consistency with interpretation of university administrative personnel.
Follow up comment
The comment submitted by Dr. Paul Brown clearly states the position of the Department and is supported by the University. Recreation faculty has been recognized for their scholarship. In addition, in recruiting new tenure-track faculty, strength in, and evidence of, scholarship was a primary focus. Two of the three new tenure-track faculty have strong evidence of scholarship and are continuing to produce scholarly works.

Standard 7.10

Explanation: Although the Department includes computer applications within the curriculum, student feedback indicates a general sense of inadequacy in computer applications. It is recommended that the Department investigate avenues to enhance student-computing competencies either through formal curricular-offerings within the general education course selections, department offerings or other means that do not demand additional academic credit.

Follow up comment
Our WASC approved general education program covers compliance of this standard. In addition, specific courses in our core require the use of computer application: RECL 135 and 160. Computer application in other courses consists of word processing, spreadsheet development, and power-point presentation.

Standard 8.01

Explanation: The courses listed as meeting the standard do not specify where the conceptual foundation of play, recreation and leisure are offered for all populations and settings. Of specific concern is the information for special populations. Additionally, it would be helpful if the department would specify outlines in a clear manner the learning objectives in course.

Follow up comment
Each instructor is required to review the course syllabus at the start of each semester (first class period) and clearly articulate the learning objectives for the course. In addition, RECL 194 – Introduction to Therapeutic Recreation – was added to the core. This course clearly articulates the importance of recreation for special populations.

Standard 8.05

Explanation: The source of obtaining this information is in RECL 94, which is not a core course. Other courses listed appear to contain serendipitous and intermittent learning opportunities.

Follow up comment
RECL 94 has since been added to the core. The Department has recently undergone a curriculum review, Fall 2003 being the first semester that implementation of new courses will commence. RECL 109 (formerly RECL 142 – Eco-tourism) has been included in the core in place of RECL 94. It is believed that this course will provide a breadth and depth of knowledge as relates to outdoor recreation and the importance of ecology and environment with respect to recreation.
Standard 8.11

Explanation: Course content and learning activities address an understanding but the application of (ability to use) diverse resources to enhance the leisure experience beyond personal application.

Follow up comment
Under the direction of a full-time faculty member course we believe we have addressed the concern.

Standard 8.12

Explanation: Limited content across the curriculum with regard to an in-depth understanding of therapeutic recreation and services for person with disabilities

Follow up comment
Following the accreditation visit and based upon their recommendation, RECL 194 – Introduction to Therapeutic Recreation was added to the core curriculum for all majors.

Standard 8.13

Explanation: The curriculum possesses limited content with regard to the professional responsibilities of all recreation and park professionals to respond to the special need of person with disabilities and diverse populations.

Follow up comments
As stated, RECL 194 – Introduction to Therapeutic Recreation – is a core class for all majors. Additionally, in all of our classes diversity is included as an element of the course content.

Standard 8.21

Explanation: Although techniques and procedures for the assessment of leisure needs is identified as being well met in several courses, course syllabi and learning activities do not support the conclusion that this standard is fully met. It appears that some level of needs analysis is included in several courses (i.e., 110, 135, 160), however, the depth of understanding is difficult to determine.

Follow up comments
We believe we have now addressed this concern with our full-time faculty assigned to teach these courses. RECL 160 specifically requires an understanding of methodologies to conduct such analyses.

Standard 8.22

Explanation: The curriculum focuses on direct service delivery versus planning leisure services, resource areas, and facilities from a systems perspective. RECL 135 does address this standard. The reading and content analysis of RECL 194 does not support the standard nor is RECL 194 a core requirement for all students. Although the Schleien and Ray test does include community analyses the reading assignments do not go beyond Chapter 4. Suggest greater inclusion of broader systems analysis be included as an aspect of courses such as RECL 97 or other means.
Follow up comment
The courses are all part of the core. All but one are taught by our full-time faculty, therefore, the need for consistency and clarity in incorporating the suggestions have been clearly understood and implemented.

Standard 8.23

Explanation: The Self Study Report indicates limited content dedicated to this standard. Although competency development (e.g., RECL 135). Since the standard reflects, “knowledge” versus application, the standard is considered, “partially met”.

Follow up comment
Curriculum assessment reflects the standard as met at level two and three in three of the courses where applicable.

Standard 8.25

As indicated in the self-study and through an analysis of course materials, it appears that this standard is “not met”. There appear to be opportunities for expansion of this standard across the curriculum and that instructors are including computer applications within their classes.

Follow up comment
Computer assisted software has become a major component in most courses. Students enter class having different levels of computer literacy. Those with limited skills are encouraged to take computer application courses to help prepare them for their upper division coursework. Two courses specifically required mid-level skills. RECL 135 and RECL 160 require the use of specific spreadsheet programs and statistical packages.

Standard 8.28

Explanation: As per the self-study this standard is only “partially met”. Although content is included on marketing techniques, limited time is spent on the standard across curriculum.

Follow up comment
This particular standard is highly encouraged in all of our classes. The Faculty realizes the importance of recruitment and many have used their classes and directed assignments to assist with this endeavor.

Standard 8.30

This standard, as per the Self Study Report, is partially met. Only one class embraces the content of the standard

Follow up comment
Per the standards assessment this standard is currently incorporated in a number of our core classes.

Standard 8.31

Explanation: As per the Self-Study Report and following an investigation of the curriculum, it does not appear that sufficient content or learning activities are devoted to this standard. The only course offering that addresses the issue in any depth is not a core class.

Follow up comment
RECL 094 was added to the core following the recommendation of the accreditation team.
Standard 8.33

Explanation: As implied in the self-report and through curriculum content review, this standard is partially met. Students receive instructional content and learning activities that address this standard in one class (RECL 134). Incorporations of additional learning activities in other classes would prove valuable.

Follow up comment
Per our assessment this standard is a part of four other identified courses in our curriculum.

Standard 8.35

Explanation: Students suggest the need for additional instruction in the knowledge and application of computer software programs. This can be accomplished through the inclusion of general education course work in computer applications or through workshops and learning activities within and external of the department.

Follow up comment
It is recommended this be accomplished through computer workshops.

Standard 8.36

Explanation: It appears that although students are exposed to legislative and legal aspects in several courses, the self-study indicated this standard to be less than fully met. It would appear that the recognition of university general education curricula (e.g., U.S. Constitution and California Government) that address this standard might alter the perceived status.

Follow up comments
This standard will be addressed in a new course, RECL 135 – Legislative and Legal Aspects to commence in Fall, 2003 (see Appendix L)

Standard 8.37

Explanation: As indicated in the self-study, limited content is allocated to this standard. Increased attention across the curriculum will easily correct the deficit.

Follow up comment
A new course, RECL 135 – Legislative and Legal Aspects (Fall 2003), will enhance student understanding of legal concerns in addition other courses in the curriculum, which will continue to address these issues on a smaller scale.

Standard 8.38

Explanation: Limited content, as per self-study and content analysis, is devoted to this standard. Infusion of content is strategic classes would prove valuable.

Follow up comment
This standard is addressed in our RECL 134 and 165 courses.
1.00 UNIT CHARACTERISTICS

1.01 There shall be a program or other clearly identifiable administrative unit concerned with recreation, park resources, and leisure services.

The Department of Recreation and Hospitality Management is one of ten (10) departments/programs housed within the College of Applied Sciences and Arts.

1.02 The academic institution shall be accredited currently by the appropriate regional accrediting association approved by the Council on Postsecondary Accreditation (COP).

San Jose State University is accredited by the Western Association of Schools and Colleges (WASC) and will be due for re-accreditation in the 2002-2003 Academic Year.

1.03 There shall have been in operation for at least three full years an academic major in recreation, park resources, and leisure services leading to the baccalaureate degree.

The Department of Recreation and Hospitality Management has been in operation since 1947, is the oldest recreation department in the State of California, and is the second oldest program in the country (preceded only by the University of Minnesota).