

MICHIGAN STATE  
UNIVERSITY

October 5, 2007

**MEMORANDUM**

TO: Dr. Douglas Estry, Associate Provost for Undergraduate Education  
and Dean of Undergraduate Studies

FROM: Dr. Linda O. Stanford, Associate Provost for Academic Services

RE: Request to Require a Grade-Point Requirement in the Bachelor of Science  
Degree in Park, Recreation and Tourism Resources

For Transmittal to the University Committee on Academic Policy (UCAP)

The request referenced above is being sent to you for action by the University Committee on Academic Policy (UCAP).

UCAP Response Requested:

Please ask the UCAP to consider the request referenced above at its meeting on October 25, 2007. Please mail the related materials referenced under the heading Attachments at the end of this memorandum to the members of the UCAP.

The academic program and course requests referenced above will be included on the agenda for the October 18, 2007 meeting of Subcommittee B, University Committee on Curriculum (UCC). Requests that are approved by Subcommittee B on October 18 will be before the Full Committee, UCC, for action on October 25, 2007. Requests that are approved by the Full Committee on October 25 will be included in the November 20, 2007, Report of the UCC to the Academic Council.

If you have any questions about this memorandum or the attached materials, please call me at 5-8420.

Thank you for your help.

Attachments:

1. Request to Change the Requirements for the Bachelor of Science Degree in Park, Recreation and Tourism Resources and attachments.



UNIVERSITY  
CURRICULUM  
and CATALOG

Michigan State University  
176 Administration Building  
East Lansing, Michigan  
48824-1046

PH: 517/355-8420  
FAX: 517/353-1935

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## Speas, Joy

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**From:** Shari Dann [sldann@carrs.msu.edu]  
**Sent:** Wednesday, September 26, 2007 5:30 PM  
**To:** Speas, Joy  
**Cc:** Norris, Pat; E.F. Foster; Richard Paulsen  
**Subject:** PRTR Major and 2.0 GPA requirement

**TO:** Joy Speas, University Curriculum Administrator  
**FROM:** Shari Dann, Associate Professor, and Chair Undergraduate Affairs & Curriculum Committee, CARRS

The CARRS Undergraduate Affairs & Curriculum Committee today (9/26/07) reviewed our requirement for PRTR Majors to maintain a 2.0 GPA in all ACR and PRR courses listed in part 3.a of the Major. We decided to maintain this requirement in our new proposed major.

Our rationale for this requirement is as follows. The PRTR major is accredited through the Council on Accreditation for Recreation, Park Resources and Leisure Services Curricula sponsored by the National Recreation and Park Association and the American Association for Leisure and Recreation. The CARRS Department desires to ensure that students graduating from the PRTR major exhibit a minimum level of competency in the required curriculum as they enter the workforce. This minimum level of competency requirement is in line with the University requirement that students must have a cumulative GPA of 2.0 in order to receive a Bachelor's degree from MSU.

Please do not hesitate to contact me or Pat Norris if you have any questions or need additional information.

of the Registrar

**View a Program**

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Tuesday, 9/4/2007

peas, RO

**Program Name:** Park, Recreation & Tourism Res **Degree Name:** BS **Sequence Number:** 2

**Effective Dates:** Spring 2008 - Open

**Status:** Interim

**Initial Action:** Change

**Requested Date:** 8/24/2007 3:01:52 PM

**Department/School/College:**  
02241 .... Department of Community, Agriculture, Recreation and Resource Studies

**Name of Program:**  
Park, Recreation & Tourism Res

**Name of Degree:**  
BS

**1. Type of Program:**  
Major

**5. Effective Start Semester:**  
Spring 2008

**6. Target student audience for the program:**  
MSU undergraduates interested in tourism and recreation careers.

**7. Enrollment:**  
What is the expected enrollment per year:  
70  
What is the minimum enrollment acceptable:  
50

**8. Source of budget for the program:**  
Internal

**9. Projected Costs as compared to other programs in unit:**  
Same

**10. Staff requirement:**  
How many additional staff will be required:  
0

Who will provide the primary instruction. Describe any external linkages(industry, government, etc.):  
Sarah Nicholls, CARRS and Geography Dr. Murari Suvedi, CARRS Dr. Rick Paulsen, CARRS Dr. Gaylan Rasmussen, CARRS Dr. Wynne Wright, CARRS Dr. Jennifer Rivera, CARRS Other faculty in CARRS provide support for key courses in the professional options from which students may select if desired, including: Dr. Chris Vogt, CARRS Dr. Ed Mahoney, CARRS Dr. Gail Vander Stoep, CARRS The Park, Recreation and Tourism Resources major is accredited by the Council on Accreditation for Recreation, Park Resources and Leisure Services Curricula sponsored by the National Recreation and Park Association (NRPA) and the American Association for Leisure and Recreation (AALR).

**11. Will additional equipment be required:**  
**Approximate cost:**  
0

Source of funding:

of the Registrar

**Will additional library materials be required:**

Approximate cost:

0

Source of funding:

**Will additional space be required:**

**Type:**

Approximate amount:

**If the program requirements contain a named concentration, do you wish for the concentration to be noted on the student's transcript?:**

No

**5. Detailed Description:**

a. Background information.

The College of Agriculture (later College of Agriculture and Natural Resources) has offered a recreation-related undergraduate program since 1935. The program found a permanent home in the Department of Park and Recreation Resources with that Department's creation in 1969. The Department and the undergraduate major took the name Park, Recreation and Tourism Resources (PRTR) in 1994. In 2003, the Department of Park, Recreation and Tourism Resources was eliminated, and its programs were integrated into a new academic department, the Department of Community, Agriculture, Recreation and Resource Studies (CARRS). The PRTR major continues within the CARRS Department. The major is accredited by the Council on Accreditation for Recreation, Park Resources and Leisure Services Curricula sponsored by the National Recreation and Park Association (NRPA) and the American Association for Leisure and Recreation (AALR). That accreditation was reviewed and renewed in 2005, following the creation of CARRS.

The Department of Kinesiology in the College of Education has some recreation-related emphasis. However, based on its Mission Statement, the focus in Kinesiology is "physical activity and sport across the lifespan, with a special emphasis on youth", and the stated goal of the department's educational program is to "prepare individuals for positions of research and leadership in educational, sport, and clinical settings." In contrast, the PRTR program, in the CARRS Department, is designed to prepare students for professional positions in park, recreation, tourism and leisure services, predominantly related to natural resource-based recreation and tourism, but with an additional focus on community recreation.

The Department of Recreation, Parks and Leisure Services at Central Michigan University also has an NRPA/AALR accredited program. The program there is specifically accredited in the Leisure Services Management, Leisure/Recreation Program Delivery and Therapeutic Recreation program areas. They do not focus on Natural Resource Recreation Management. The School of Health Promotion and Human Performance at Eastern Michigan University offers accredited programs in Recreation and Park Management and Therapeutic Recreation, and the Recreation, Leisure Services and Wellness Department at Ferris State University offers an accredited major in Recreation Leadership and Management. Again, neither of these programs focuses on Natural Resource-based Recreation or Tourism.

b. Rationale for changing the program at MSU

ACR 205	Agriculture and Natural Resources Communication Theory and Practice.....	3
PRR 213	Introduction to Parks, Recreation and Leisure.....	3
PRR 215	Recreation Program Management.....	3 4
PRR 293	Field Work in Parks and Recreation Resources.....	1 to 4
PRR 370	Administration and Operation of Park and Recreation Systems (W).....	3
PRR 371	Management of Park and Recreation Agencies and Organizations.....	3
PRR 388	Physical Resource Management in Parks, Recreation and Tourism.....	3
PRR 393	Professional Seminar.....	1
ACR 415	Program Planning and Evaluation.....	3
ACR 492	Senior Seminar.....	1
PRR 493	Professional Internship in PRTR.....	3 to 6

Students must maintain a cumulative 2.00 grade-point average in all ACR and PRR courses listed in part 3.a. *UCAP*

- b. One of the following courses:..... 3 or 4
  - STT 200 Statistical Methods..... 3
  - STT 201 Statistical Methods..... 4
  - FW 324 Wildlife Biometry..... 3
  - PSY 295 Data Analysis in Psychological Research..... 3
- c. One sociology or psychology course of at least 3 credits..... 3  
 Psychology 295 may be used to satisfy either requirement 3.b. or 3.c.  
 but not both of those requirements.

A 3-credit course in psychology or sociology that is used to satisfy a requirement for one of the concentrations below may also be used to satisfy requirement 3.c.

- d. Professional concentration..... 19  
~~21-30~~  
 Students must select from the following concentrations: Natural Resource-based Recreation Management, Commercial Recreation and Tourism, Community-based Recreation, Community Engagement and Education, or Zoo and Aquarium Science.

**Natural Resource-based Recreation Management Concentration**

Federal, state, county and municipal park systems offer a variety of career opportunities in natural resource recreation management. Careers may also be found in the private and nonprofit service sectors managing both public and private lands for recreational purposes. Natural resource recreation managers are responsible for developing and managing recreational facilities such as campgrounds, trails and boating, and swimming sites. They work with wildlife biologists, landscape architects, historians, archaeologist, park interpreters, and others in the planning of sites and managing of visitors to minimize environmental impacts and optimize recreational experiences. Graduates many assume middle and upper management positions in municipal, metropolitan, county, state and national park systems.

**Requirements for the Natural Resource-based Recreation Management Concentration**

- 1. One of the following courses.....\$..... 3
  - PRR 210 Our National Park and Recreation Lands..... 3
  - PRR 302 Environmental Attitudes and Concepts..... 3
- 2. Both of the following courses..... 6
  - PRR 448 Foundations of Natural Resource Based Recreation Management..... 3
  - PRR 449 Natural Resource Based Recreation Management Applications..... 3
- 3. At least 12 additional credits, with no more than 6 credits at the 100-200 level, selected from a list of approved courses in consultation with the student's academic advisor.

**Commercial Recreation and Tourism Concentration**

Commercial recreation and tourism continue to be growth industries requiring professionals and entrepreneurs who are skilled in recreation and tourism marketing, management and planning. This concentration is designed to prepare students for careers in commercial recreation, and in natural resource- and community-based tourism. Professional opportunities for students who are interested in commercial recreation include starting and managing businesses such as marinas and natural resource-based resorts. Students with an interest in tourism will find careers in state tourism marketing agencies, tourism consulting firms, visitor and convention bureaus, natural resource management agencies, and international commercial recreation and tourism.

**Requirements for the Commercial Recreation and Tourism Concentration:**

- 1. Both of the following courses:..... 6
  - PRR 214 Introduction to Travel and Tourism..... 3
  - PRR 473 Commercial Recreation and Tourism Businesses and Organizations..... 3
- 2. Five of the following courses:..... 15
  - PRR 272 Recreational Boating Systems and the Boating Industry..... 3
  - PRR 360 Marketing Communications in Commercial Recreation and Tourism..... 3
  - PRR 474 The Tourism System..... 3
  - GEO 259 Geography of Recreation and Tourism..... 3
  - GEO 459 Tourism in Regional Development..... 3
  - ACC 230 Survey of Accounting Concepts..... 3
  - GBL 323 Introduction to Business Law..... 3
  - MGT 325 Management Skills and Processes..... 3
  - FI 320 Introduction to Finance..... 3
  - MSC 327 Introduction to Marketing..... 3

**Community-Based Recreation Concentration**

Students who select this concentration focus on enhancing the quality of life within urban and rural communities through the management of recreation and park programs and services. They gain an understanding of community

recreation systems and work directly with people in an inclusive manner, programming with and for them in various types of agencies such as public recreation, non-profit agencies, employee recreation and campus recreation. They also acquire knowledge regarding community agencies and diverse cultures.

Students gain an understanding of the nature of programs and the facilities used in the provision of these recreation and park programs. They learn about the management of a variety of recreation facilities such as urban (large city/and metropolitan) and rural (small towns) parks, sports complexes, golf courses, health and fitness centers, and community centers.

**Requirements for the Community-Based Recreation Concentration:**

- 1. All of the following courses:..... 9
  - PRR 473 Commercial Recreation and Tourism Businesses and  
~~Operations~~ *Organizations*..... 3
  - PRR 488 Community-based Recreation Programming..... 3
  - KIN 454 Facility Planning and Construction..... 3
  
- 2. Youth and Family – One of the following courses:..... 3
  - PSY 244 Developmental Psychology – Infancy Through Childhood..... 3
  - SOC 315 Family and Society..... 3
  - SOC 316 Youth and Society..... 3
  
- 3. Diversity – One of the following courses:..... 3
  - SOC 215 Race and Ethnicity..... 3
  - SOC 216 Sex and Gender..... 3
  - FW 211 Introduction to Gender and Environmental Issues..... 3
  - FCE 442 Ethnic ~~Minority~~ Families in America..... 3
  - PSY 239 Psychology of Women..... 3
  - KIN 465 Adapted Physical Activity..... 3
  
- 4. Community – One of the following courses:..... 3
  - PLS 302 Urban Politics..... 3
  - PLS 304 Minority Politics..... 3
  - PLS 310 Public Bureaucracy in the Policy Process..... 3
  - PSY 270 Community Psychology..... 3
  
- 5. Urban and Rural Planning and Design – One of the following courses..... 3 or 4
  - UP 201 The Role of Planning in Urban and Regional Development..... 4
  - GEO 151 Cultural Geography..... 3
  - GEO 459 Tourism in Regional Development..... 3
  - ~~HED 458 Housing from a Human Ecological Perspective~~..... 3
  - andid SS07*  
HRT 100 ~~Plants and People~~ *horticulture*..... 3
  - HRT 311 Landscape Design and Management Specifications..... 4
  - IDES140 Design for Living..... 3

**Community Engagement and Education Concentration**

Students who select the Community Engagement and Education concentration will develop and conduct educational programs in non-formal settings, assist with formal, school-based educational programs,

organize workshops and seminars, develop leadership programs for recreation and tourism organizations, government agencies, and non-profits, and design environment, natural resource, agriculture, and recreation education and outreach programs for adults and youth in a variety of settings. There are many professional opportunities in non-profit organizations, trade associations, and federal, state and local government agencies, as well as volunteerism.

**Requirements for the Community Engagement and Education Concentration:**

a. All of the following courses:.....	13
ACR 415 Program Planning and Evaluation.....	3
ESA 335 Engaged Learning and Teaching.....	3
ESA 434 Professional Skills for Nonformal Educators.....	3
ESA 435 Conservation Education.....	3
ESA 436 Conservation Education Practice.....	1
b. Two of the following courses:.....	6
ESA 412 Special Topics in Leadership and Education.....	3
ESA 413 Grant Writing and Fund Development (w).....	3
PRR 451 Interpretation and Visitor Information Systems.....	3
TSM 251 Information Technology in Agricultural Systems.....	3



### Zoo and Aquarium Science Concentration

The operation of modern zoo and aquarium facilities requires an integrated, interdisciplinary team to address such areas as animal care and health, the management of species survival programs, fundraising, landscape and enclosure design, visitor management, and interpretation and education. Increasingly, a bachelor's degree is required for employment in zoos and aquaria. The zoo and aquarium science concentration is designed to prepare students for careers in management and interpretive education within zoo and aquarium environments.

#### Requirements for the Zoo and Aquarium Science Concentration:

- 1. All of the following courses:..... 17
  - ESA 435 Conservation Education..... 3
  - PRR 451 Interpretation and Visitor Information Systems.....<sup>3</sup>
  - PRR 473 Commercial Recreation and Tourism Enterprises, Businesses, and Organizations.....<sup>3</sup>
  - ZOL 313 Animal Behavior..... 3
  - ZOL 369 Introduction to Zoo and Aquarium Science..... 3
  - ZOL 489 Seminar in Zoo and Aquarium Science..... 2

(minimum of two semesters of 1 credit per semester)  
 (The PRTR internship must be by the approved zoo and aquarium science program.)

*Add to req. core 493 PRR 473*

- 2. Thirteen additional credits in either the Interpretation/education area or management area selected from a list of courses that is available from the Department of Community, Agriculture, Recreation and Resource Studies.

#### Course Approvals

STT 200 and STT 201

RE: CARRS Curriculum

Pat Norris

Page 1 of 2

From: Vince ~ e l f [m i e l f i @ s t t . m s u . e d u ]

Sent: Monday, September 18, 2006 3:53 PM

To: Pat Norris

Subject: RE: CARRS Curriculum

Dear Pat,

I don't have a problem with your plan to list STT 200 and 201 as possible avenues for fulfilling the Statistics requirement, or as prerequisites for your new Risk and Decision Science course.

Best regards,

Vince

-----Original Message-----

From: Pat Norris [~a~no:~.0~s~.@.a~nr~\_n\_lsu~.ed~.1

Sent: Mon 9/18/2006 12:34 PM

To: Vince Melfi

Subject: FW: CARRS Curriculum

Dr. Melfi:

Have you had a chance to review this? I need to get our paperwork to the committee members tomorrow, and I would like to be able to share an e-mail indicating your approval if possible.

Thanks.

From: Pat Norris [!ni!to:norris~L@.msu,ed~.1

Sent: Thursday, September 14, 2006 5:15 PM

To: 'melfi@stt.msu~.edu'

Subject: CARRS Curriculum

Dr. Melfi:

Our proposal is that students in a new major would satisfy a statistics requirement, using STT 200, STT 201, FW 324 or PSY 295. (Students in the Communications option could use COM 200).

I would estimate that, in the long run, approximately 50 students will be looking for a course to satisfy this requirement in any given year.

Probably 35 or so will choose one of the STT courses. This compares to our current situation, with about 40 students per year choosing from among STT 200, STT 201, PSY 295 and FW 324. Probably about 30 of those pick STT 200 or 201.

We want to include each of those Statistics choices as a pre-requisite for a new Risk and Decision Science course (syllabus attached).

In order to do that, we need an e-mail from your department indicating that you are agreeable with that.

Thanks for your help. Let

**Course Approval for PSY 295**

**RE:**

undergraduate curriculum

**Pat Norris**

**Page 1 of 2**

**From:**

**Jim Zacks [zacks@msu.edu]**

**Sent:**

**Tuesday, August 15, 2006 12:32 PM**

**To:**

**Pat Norris**

**Cc:**

**[schmitt@msu.edu](mailto:schmitt@msu.edu)**

**Subject:**

**RE: undergraduate curriculum**

**Pat,**

**With numbers that low we can agree to it. We are getting concerned because of the number of seats we provide in service courses in general and in meeting the demand for seats in that course in particular, so that was the reason for our concern. But your numbers are small enough that it isn't a**

concern. Thanks for contacting us.

Jim

**Jim and Neal:**

I spoke with our advisors about student numbers. Apparently, it is quite rare for an environmental studies major to take PSY 295 (their other choices are STT 200, STT 201 and FW 324). However, there are about

We will be requiring statistics for a group of students who have not previously had to take it. That would add about 113 more students to the mix that would be selecting from among STT 200, STT 201, FW 324 and PSY 295. If the same percentage select PSY 295, then three to five more per year. The "new" group of students is going to have agricultural and natural resource interests, so I would expect them to opt for FW 324 if they do not take regular STT courses.

I hope this information helps.

Approval for FW 324

Pat

Norris JL3 - L' !

*From:*

*Jim Schneider Lschnel81 @msu.edu]*

*Sent:*

*Wednesday, August 30, 2006 11 :27 AM*

*To*

**: Pat Norris**

**Cc:**

**Scott Winterstein**

**Subject:**

**Re: FW: more on curriculum**

**Hi Pat,**

**Per our discussion. At this point**

**optional courses within your new curriculum, but noting that both of these courses will be changing in the next year. FW 205 will most likely be merging with FW 100 into a new course. CARRS students will be welcome in this new course. FW 324 will either be switching to a new STT course or a special section of STT 23 1, with either MTH 103 or one of the calculus courses as a prereq.**

**Our other FW courses are open to all students as long as they meet the prerequisites. Since FW 410 and FW 424 are going to be unofficial options and only a handful of students will be enrolling in any given semester,**

**Thanks for contacting us and giving FW an opportunity to comment. Let me know if you have any other questions.**

**I don't see any issue with CARRS listing FW 205 and FW 324 as I don't see this being an issue either. ■ Jim Schneider**

**five Park, Recreation and Tourism students-per semester who take PSY 295.I would expect maybe**

**16. Type(s) of change(s):**

Changes in course titles, alpha codes, core requirements, concentrations.

**17. Students who will be affected by the proposed changes:**

**18. Will the proposed change(s) have a negative impact on students? If so, which ones?:**

**Describe impact and explain what accommodations will be made:**

**19. Reason(s) for change(s):**

Creation of CARRS dept, leverage teaching resources for all majors.

**DEPARTMENT LEVEL APPROVAL STATUS**

Approved by: Department of Community, Agriculture, Recreation and Resource Studies  
8/27/2007 3:53:14 PM by Mary Pierce for Scott Witter, Acting Chairperson

**COLLEGE LEVEL APPROVAL STATUS**

Approved by: College of Agriculture and Natural Resources  
8/31/2007 5:39:03 PM by Eunice Foster for Eunice F. Foster, Associate Dean

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## Speas, Joy

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**From:** Norris, Pat [norrisp@anr.msu.edu]  
**Sent:** Wednesday, October 03, 2007 4:36 PM  
**To:** Speas, Joy  
**Subject:** FW: PRTR major - use of KIN 454

Joy:

Here is the permission for KIN 454.

-----Original Message-----

**From:** Feltz, Deborah [mailto:dfeltz@msu.edu]  
**Sent:** Wednesday, October 03, 2007 2:36 PM  
**To:** Norris, Pat  
**Subject:** RE: PRTR major - use of KIN 454

Pat,  
You have our permission to use KIN 454 as a requirement in the community-based recreation concentration.

--

Deborah L. Feltz, Ph.D.  
Professor and Chairperson  
Department of Kinesiology  
Michigan State University  
East Lansing, MI 48824  
(517) 355-4732  
FAX: (517) 353-2944  
<http://edweb6.educ.msu.edu/kin/Directory/Profiles/feltz.htm>

**Speas, Joy**

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**From:** Norris, Pat [norrisp@anr.msu.edu]  
**Sent:** Tuesday, September 25, 2007 1:57 PM  
**To:** Speas, Joy; Foster, Eunice  
**Subject:** FW: GEO 259 and 459

Here is the permission from GEO for the two courses.

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**From:** Richard Groop [mailto:groop@msu.edu]  
**Sent:** Tuesday, September 25, 2007 1:53 PM  
**To:** Norris, Pat  
**Subject:** Re: GEO 259 and 459

Pat,

I have no problem including them in the curricula you mentioned.

The only issue that may pose a problem is that 459 is currently only offered every other spring.

Sarah may want to address that issue vis-a-vis number of potential enrollees.

Dick

At 12:25 PM 9/25/2007, you wrote:

Dick:

Our CARRS undergrad curriculum is finally reaching university governance, and Joy Speas is helping identify holes that need to be filled.

We included Sarah Nicholl's GEO 259 and 459 in the Commercial Recreation and Tourism Concentration for the PRTR major. Also, while GEO 259 was already listed as an elective for students in the Community-based Recreation concentration, we also added GEO 459 there as well.

I need a note from you indicating that it is okay for us to include those courses in those two concentrations.

Thanks for your help. (If you have any questions about student numbers or anything else, let me know.)

Patricia E. Norris

Professor

Guyer-Seevers Chair in Natural Resource Conservation

Department of Community, Agriculture, Recreation and Resource Studies

Michigan State University

East Lansing, MI 48824

ph: 517-432-4129

fax: 517-432-3597

9/25/2007

**Speas, Joy**

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**From:** Norris, Pat [norrisp@anr.msu.edu]  
**Sent:** Wednesday, September 26, 2007 5:21 PM  
**To:** Speas, Joy  
**Subject:** PLS 304

oy - here is the permission for PLS 304.

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**From:** Richard Hula [mailto:rhula@msu.edu]  
**Sent:** Wed 9/26/2007 3:08 PM  
**To:** Norris, Pat  
**Subject:** Re: curriculum question

No problem

At 11:47 AM 9/26/2007, you wrote:

Rick:

The Department of Community, Agriculture, Recreation and Resource Studies is making curriculum revisions to its majors, including Park, Recreation and Tourism Resources.

As part of that major, there is a concentration called Community-based Recreation, which requires students to take several courses to cover competency areas related to policy, community relations, diversity and others.

We would like to include PLS 304 Minority Politics in a list of courses from which students might choose. Right now we have about 20 students in that concentration, so as many as 10 per year might be selecting from among four courses, one of which is PLS 304. So, if they split evenly, that might mean 2-3 students per year.

Is it acceptable for us to include PLS 304 on that list?

Thanks for your help with this matter.

Patricia E. Norris

Professor

Guyer-SeEVERS Chair in Natural Resource Conservation

Department of Community, Agriculture, Recreation and Resource Studies

Michigan State University

East Lansing, MI 48824

ph: 517-432-4129

fax: 517-432-3597

Richard Hula  
Professor and Chair  
Department of Political Science  
Michigan State University

9/27/2007



## **PARK, RECREATION and TOURISM RESOURCES**

The Department offers a Bachelor of Science degree in Park, Recreation and Tourism Resources. The program has been accredited by the National Recreation and Park Association (NRPA) with the American Association for Leisure and Recreation (AALR). By combining a body of specialized professional knowledge with the study of natural, social, management, and behavioral sciences, the program provides an opportunity for the student to obtain a broad, interdisciplinary, liberal education and to emphasize one or more interdisciplinary professional areas. The park, recreation and tourism resources major is designed to prepare students for professional positions in park, recreation, tourism, and leisure services. Persons in such positions administer programs and manage facilities and operate businesses designed to serve people's leisure needs and enhance their quality of life.

Students in the Park, Recreation and Tourism Resources major must acquire an understanding of conceptual foundations of recreation and leisure, leisure service delivery systems, leadership and programming principles, leisure behavior, recreational needs of special populations, policy and administration, and principles and procedures for assessment, planning, and evaluation of park, recreation and tourism services. They also must acquire the ability to integrate theory with practice in the area of park, recreation, tourism, and leisure services. In addition to the professional program, students in the department complete at least one of the following interdisciplinary professional emphasis areas designed to provide additional breadth and depth, **concentrations**

### ~~**Natural Resource-Based Recreation Management**~~

Federal, state, county, and municipal park systems offer a variety of career opportunities in resource management. Careers may also be found in the private and nonprofit service sectors managing both public and private lands for recreational purposes.

Resource managers are responsible for developing and managing recreational facilities such as campgrounds, trails and boating, and swimming sites. They work with wildlife biologists, landscape architects, historians, archaeologists, park interpreters, and others in the planning of sites and management of visitors to minimize environmental impacts and optimize recreational experiences. Graduates may assume middle and upper management positions in municipal, metropolitan, county, state, and national park systems.

### ~~**Community-Based Recreation**~~

Students enrolled in this emphasis focus on enhancing the quality of life within urban and rural communities through the management of recreation and park programs and services. They gain an understanding of community recreation systems and work directly with people in an inclusive manner, programming with and for them in various types of agencies such as public recreation, non-profit agencies, employee recreation and campus recreation. They also acquire knowledge regarding community agencies and diverse cultures.

Students gain an understanding of the nature of programs and the facilities used in the provision of these recreation and park programs. They learn about the management of a variety of recreation facilities such as urban (large city/and metropolitan) and rural (small towns) parks, sports complexes, golf courses, health and fitness centers, and community centers.

Students, as facility managers, need to have a deep understanding of facility planning, design and operations, knowledge about the programs that occur in the facility, program strategies and operations, and program development, planning, implementation and evaluation. In the management of facilities, programs, and services, students will also learn about essential legal considerations within community-based recreation systems.

~~Tourism and Commercial Recreation~~

Tourism and commercial recreation continue to be growth industries requiring managers who are skilled in recreation, marketing, and planning. This emphasis is designed to prepare students for careers in commercial recreation, natural resource-based tourism, and community-centered tourism. Students who are interested in commercial recreation may select courses related to starting or managing businesses such as marinas, natural resource-based resorts, or recreation lodging establishments. Students who are interested in tourism may select courses related to careers in state tourism marketing agencies, tourism consulting firms, visitor and convention bureaus, or natural resource management agencies, or in international commercial recreation and tourism.

**Zoo and Aquarium Science**

The operation of modern zoo and aquarium facilities requires an integrated, interdisciplinary team to address such areas as animal care and health, the management of species survival programs, fund-raising, landscape and enclosure design, visitor management, and interpretation and education. Increasingly, a bachelor's degree is required for employment in zoos and aquaria. The zoo and aquarium science emphasis is designed to prepare students for careers in management and interpretive education within zoo and aquarium environments. Students in this emphasis complete courses in zoology and other departments, as well as courses in park, recreation and tourism resources.

~~Admission as a Junior~~

To be considered for admission to the Park, Recreation and Tourism Resources major, the student must have:

1. Completed at least 56 credits.
2. Completed the following courses with a grade of at least 2.00 in each:
  - a. Park, Recreation and Tourism Resources 213.
  - b. Park, Recreation and Tourism Resources 215.

For additional information about admissions criteria and procedures, students should contact the Department of Community, Agriculture, Recreation and Resource Studies.

**Requirements for the Bachelor of Science Degree in Park, Recreation and Tourism Resources**

1. The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Science degree in Park, Recreation and Tourism Resources.

The University's Tier II writing requirement for the Park, Recreation and Tourism Resources major is met by completing ~~Agriculture and Natural Resources 480 and Park and Recreation Resources 251. These courses are referenced in items 2. and 3. a. below.~~

2. The requirements of the College of Agriculture and Natural Resources for the Bachelor of Science degree.

Certain courses referenced in requirement 3. below may be counted toward College requirements as appropriate.

3. The following requirements for the major:

a.	All of the following courses:	CREDITS
	CSE 104 Computing Concepts and Competencies	<del>30 to 36</del> 31 to 37
	PRR 213 Introduction to Parks, Recreation, and Leisure	3
	PRR 215 Recreation Program Management	4
	PRR 293 Field Work in Park and Recreation Resources	1 to 4
	<del>PRR 361 Recreation and Natural Resources Communication (W)</del>	
	PRR 370 Administration and Operation of Park and Recreation Systems (W)	3
	PRR 371 Management of Park and Recreation Agencies and Organizations	3
	PRR 388 Physical Resource Management in Parks, Recreation and Tourism	3

Park, Recreation and Tourism Resources 370. That course is referenced in item 3. a. below.

Insert ①

- ~~PRR 380 Planning and Evaluation in Parks, Recreation and Tourism . . . . . 3~~
  - ~~PRR 393 Professional Seminar . . . . . 1~~
  - ~~PRR 493 Professional Internship in Park, Recreation and Tourism Resources . . . . . 3~~ —to 6
- ~~Students who pass a waiver examination will not be required to complete Computer Science and Engineering 101.~~

Insert (2)

~~In addition to the requirements listed under items 1, 2, and 3, a student must maintain a cumulative 2.00 grade point average in all of these Park, Recreation and Tourism core professional courses.~~

- b. One of the following courses: . . . . . 3 or 4
- ~~FOR 206 Natural Resource Data Analysis . . . . . 3~~
  - ~~PLS 201 Introduction to Methods of Political Analysis . . . . . 4~~
  - ~~PSY 295 Data Analysis in Psychological Research . . . . . 3~~
  - ~~STT 200 Statistical Methods . . . . . 3~~
  - ~~STT 201 Statistical Methods . . . . . 4~~
  - ~~STT 216 Introduction to Probability and Statistics for Business . . . . . 3~~

FW 324 Wildlife Biometry

3

- c. One sociology or psychology course of at least 3 credits. . . . . 3
- Psychology 295 may be used to satisfy either requirement 3.b. or 3.c. but not both of those requirements.

A 3-credit course in psychology or sociology that is used to satisfy requirement 3.d. may also be used to satisfy requirement 3.c.

- d. One of the following ~~four emphases:~~ . . . . . 21 to 30 concentrations

~~Natural Resource-Based Recreation Management (21 credits):~~ Insert (3)

- (1) One of the following courses (3 credits):
  - ~~PRR 210 Our National Parks and Recreation Lands . . . . . 3~~
  - ~~PRR 302 Environmental Attitudes and Concepts . . . . . 3~~
- (2) Both of the following courses (6 credits):
  - ~~PRR 448 Foundations of Natural Resource Based Recreation Management . . . . . 3~~
  - ~~PRR 449 Natural Resource Based Recreation Management Applications . . . . . 3~~
- (3) At least 12 additional credits, with no more than 6 credits at the 100-200 level, selected from a list of approved courses in consultation with the student's academic adviser.

Insert (4)

~~Community-Based Recreation (21 credits):~~ Insert (5)

- (1) All of the following courses (9 credits):
  - ~~PRR 485 Legal Aspects of Community-Based Recreation . . . . . 3~~
  - ~~PRR 487 Community-Based Recreation Facility Management . . . . . 3~~
  - ~~PRR 488 Community-Based Recreation Programming . . . . . 3~~
- (2) At least one course from each of the following areas (12 credits):
  - Youth, Family, and Youth at Risk
    - ~~FCE 212 Children, Youth and Family . . . . . 3~~
    - ~~PSY 244 Developmental Psychology: Infancy Through Childhood . . . . . 3~~
  - SOC 316 Youth and Society . . . . . 3
  - SOC 315 Family and Society . . . . . 3
  - KIN 460 Developmental Bases of Motor Skills . . . . . 2
  - Diversity
    - ~~FCE 442 Ethnic Minority Families in America . . . . . 3~~
    - ~~FOR 211 Introduction to Gender and Environmental Issues . . . . . 3~~
    - ~~KIN 465 Adapted Physical Activity . . . . . 3~~
    - ~~PSY 239 Psychology of Women . . . . . 3~~
    - ~~SOC 215 Race and Ethnicity . . . . . 3~~
    - ~~SOC 216 Sex and Gender . . . . . 3~~
  - Community
    - ~~PLS 302 Urban Politics . . . . . 3~~
    - ~~PLS 310 Public Bureaucracy in the Public Process . . . . . 3~~
    - ~~PSY 270 Community Psychology . . . . . 3~~
    - ~~RD 201 Environmental and Natural Resources . . . . . 3~~
  - Urban and Rural Planning and Design
    - ~~GEO 151 Cultural Biography . . . . . 3~~
    - ~~GEO 259 Geography of Recreation and Tourism . . . . . 3~~
    - ~~HED 140 Design for Living . . . . . 3~~
    - ~~HED 458 Housing from a Human Ecological Perspective . . . . . 3~~
    - ~~HRT 100 Horticulture: Plants and People . . . . . 3~~
    - ~~HRT 311 Landscape Design and Management Specifications . . . . . 4~~
    - ~~KIN 454 Facility Planning and Construction . . . . . 3~~
    - ~~UP 201 The Role of Planning in Urban and Regional Development . . . . . 4~~

~~Tourism and Commercial Recreation (21 credits):~~

- (1) Both of the following courses (6 credits):
  - ~~PRR 473 Commercial Recreation and Tourism Enterprises . . . . . 3~~
  - ~~PRR 474 Community and Natural Resource Based Tourism . . . . . 3~~
- (2) All of the following courses (15 credits):
  - ~~ACC 230 Survey of Accounting Concepts . . . . . 3~~
  - ~~FI 320 Introduction to Finance . . . . . 3~~
  - ~~GBL 323 Introduction to Business Law . . . . . 3~~
  - ~~MGT 325 Management Skills and Processes . . . . . 3~~
  - ~~MSC 327 Introduction to Marketing . . . . . 3~~

Insert (6)

~~Zoo and Aquarium Science (30 credits):~~ Insert (7)

- (1) All of the following courses (17 credits):

<del>FW 484 Environmental Education</del> . . . . .	<del>3</del>	<b>ESA 435 Conservation Education</b>
PRR 451 Park Interpretive Services and Visitor Information Systems . . . . .	3	
PRR 473 Commercial Recreation and Tourism Enterprises . . . . .	3	<b>Businesses and Organizations</b>
ZOL 313 Animal Behavior . . . . .	3	
ZOL 369 Introduction to Zoo and Aquarium Science . . . . .	3	
ZOL 489 Seminar in Zoo and Aquarium Science . . . . .	2	

(2) Thirteen additional credits in zoo and aquarium science from a list of approved courses available from the Department of Community, Agriculture, Recreation and Resource Studies.

~~The student may complete an emphasis other than one of the ones referred below to satisfy this requirement. Examples of other emphases are Park Law Enforcement and Park Interpretation and Visitor Information Service. Both the emphasis and the related courses must be approved by the student's academic adviser.~~

Insert ①

ACR	202	Problem Solving in Community, Agriculture and Environmental Systems	3
ACR	205	Agriculture and Natural Resources Communication Theory and Practice	3
ACR	415	Program Planning and Evaluation	3
ACR	492	Senior Seminar	1

Insert ②

Students who select the Zoo and Aquarium Science concentration must have Park, Recreation and Tourism Resources 493 approved by their academic adviser.

Students must maintain a cumulative 2.00 grade-point average in all courses referenced in item 3. a.

Insert ③

Federal, state, county, and municipal park systems offer a variety of career opportunities in resource management. Students who select this concentration will find career opportunities in the private and nonprofit service sectors managing both public and private lands for recreational purposes.

Natural resource recreation managers are responsible for developing and managing recreational facilities such as campgrounds, trails and boating, and swimming sites. They work with wildlife biologists, landscape architects, historians, archaeologists, park interpreters, and others in the planning of sites and management of visitors to minimize environmental impacts and optimize recreational experiences. Graduates may assume middle and upper management positions in municipal, metropolitan, county, state, and national park systems.

Insert ④

**Commercial Recreation and Tourism (21 credits):**

Commercial recreation and tourism continue to be growth industries requiring professionals and entrepreneurs who are skilled in recreation, marketing, and planning. This concentration is designed to prepare students for careers in commercial recreation, natural resource-based tourism, and community-centered tourism. Students who are interested in commercial recreation may select courses related to starting or managing businesses such as marinas, natural resource-based resorts, or recreation lodging establishments. Students who are interested in tourism may select courses related to careers in state tourism marketing agencies, tourism consulting firms, visitor and convention bureaus, or natural resource management agencies, or in international commercial recreation and tourism.

(1)	Both of the following courses:			6
	PRR	214	Introduction to Travel and Tourism	3
	PRR	473	Commercial Recreation and Tourism Businesses and Organizations	3
(2)	Five of the following courses:			15
	ACC	230	Survey of Accounting Concepts	3
	FI	320	Introduction to Finance	3
	GBL	323	Introduction to Business Law	3
	GEO	259	Geography of Recreation and Tourism	3
	GEO	459	Tourism in Regional Development	3
	MGT	325	Management Skills and Processes	3
	MSC	327	Introduction to Marketing	3
	PRR	272	Recreational Boating Systems and the Boating Industry	3
	PRR	360	Marketing Communications in Commercial Recreation and Tourism	3
	PRR	474	The Tourism System	3

Students who select this concentration focus on enhancing the quality of life within urban and rural communities through the management of recreation and park programs and services. They gain an understanding of community recreation systems and how to work directly with people in an inclusive manner to develop programming with and for communities. They also acquire knowledge of non-profit, public recreation, employee recreation, and campus recreation agencies and of diverse cultures.

Students study the nature of programs and the facilities used in the provision of these recreation and park programs. They learn about the management of a variety of recreation facilities such as urban (large city/and metropolitan) and rural (small towns) parks, sports complexes, golf courses, health and fitness centers, and community centers.

(1)	All of the following courses:			9
	KIN	454	Facility Planning and Construction	3
	PRR	473	Commercial Recreation and Tourism Businesses and Organizations	3
	PRR	488	Community-Based Recreation Programming	3
(2)	At least one course from each of the following areas:			12
	<i>Youth and Family</i>			
	PSY	244	Developmental Psychology – Infancy Through Childhood	3
	SOC	315	Family and Society	3
	SOC	316	Youth and Society	3
	<i>Diversity</i>			
	FCE	442	Ethnic Families in America	3
	FW	211	Introduction to Gender and Environmental Issues	3
	KIN	465	Adapted Physical Activity	3
	PSY	239	Psychology of Women	3
	SOC	215	Race and Ethnicity	3
	SOC	216	Sex and Gender	3
	<i>Community</i>			
	PLS	302	Urban Politics	3
	PLS	304	Minority Politics	3
	PLS	310	Public Bureaucracy in the Policy Process	3
	PSY	270	Community Psychology	3
	<i>Urban and Rural Planning and Design</i>			
	GEO	151	Cultural Geography	3
	GEO	459	Tourism in Regional Development	3
	HRT	100	Horticulture: Plants and People	3
	HRT	311	Landscape Design and Management Specifications	4
	IDES	140	Design for Living	3
	UP	201	The Role of Planning in Urban and Regional Development	4

**Community Engagement and Education (19 credits)**

Students who select the Community Engagement and Education concentration will learn to develop and conduct educational programs in non-formal settings; assist with formal, school-based educational programs; organize workshops and seminars; develop leadership programs for recreation and tourism organizations, government agencies, and non-profits; and design environment, natural resource, agriculture, and recreation education and outreach programs for adults and youth in a variety of settings. They will be prepared for professional positions in non-profit organizations, trade associations, and federal, state and local government agencies, as well as for volunteer opportunities.

(1)	All of the following courses:				13
	ACR	415	Program Planning and Evaluation	3	
	ESA	335	Engaged Learning and Teaching	3	
	ESA	434	Professional Skills for Nonformal Educators	3	
	ESA	435	Conservation Education	3	
	ESA	436	Conservation Education Practice	1	
(2)	Two of the following courses:				6
	ESA	412	Special Topics in Leadership and Education	3	
	ESA	413	Grantwriting and Fund Development (W)	3	
	PRR	451	Interpretation and Visitor Information Systems	3	
	TSM	251	Information Technology in Agricultural Systems	3	

The zoo and aquarium science concentration is designed to prepare students for careers in management and interpretive education within zoo and aquarium environments. The operation of modern zoo and aquarium facilities requires an integrated, interdisciplinary team to address such areas as animal care and health, the management of species survival programs, fundraising, landscape and enclosure design, visitor management, and interpretation and education. Increasingly, a bachelor's degree is required for employment in zoos and aquaria.