

Proposal Summary

Title: Recreation Park Tourism Management (RPTM) Diversity Proposal

Subject Specification: Proposal to designate RPTM 36085 - Leisure and Culture as a diversity course.

Background Information: This course is required for students in the Recreation and Parks Management concentration of RPTM, but it also provides another option for students within the school and across campus who want to take a diversity course outside their major. As such, this course may increase enrollment from other departments on campus, particularly Exploratory students. This course covers definition of, and issues surrounding, six core cultural identity markers including: race/ethnicity, disability, gender, SES, sexual identity, and age. In addition, these topics are explored in terms of their relation to leisure activities, leisure values, and expressions of self through leisure. This course meets all of the criteria outlined by the university for this designation.

Alternatives and Consequences: Impact on Students: This course offering will allow students within the Recreation and Parks Management concentration of RPTM and the School of Exercise, Leisure and Sport to add a diversity component to their education. In addition, it will attract students from other departments that want to add a diversity component to their educational experience at Kent State University. Impact on Other Courses: This course offering will not have an impact on other courses.

Specific Recommendation and Justification: It is recommended that this curricular change be approved as it is in the best interests of the students of the University.

Timetable and Actions Required: SELS approved: Nov. 4, 2008. This proposal would require the approval of the appropriate committees in Fall 2008 so that it may be implemented in the Fall 2009.

Diversity Course Proposal Questionnaire

Please review the Diversity Requirement Objectives and Criteria before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Certification of Curriculum Proposal (CCP), Basic Data Sheet (BDS) and a typical course syllabus.

Department/School: Recreation, Parks, and Tourism Management/ School of Exercise, Leisure, and Sport

Course Number: RPTM 36085

Credit Hours: 3

Course Title: Leisure and Culture

Diversity Category: Domestic (U.S.)

Prerequisite(s): none

Your responses should reflect the needs and resources of the integrated eight-campus system.

1. Explain how the course addresses specific diversity requirement objectives and criteria as a primary purpose. Please be explicit and concrete; this is the heart of the proposal.

The purpose of this course, as stated in the course description, is "To provide students with the opportunity to gain knowledge of diverse cultures, beliefs, and values as they relate to leisure and the provision of leisure services. Students will learn how to respond to people from diverse cultures, ethnic, racial, and related backgrounds from planning, programmatic, and administrative perspectives. Furthermore, the course objectives state that students will be able to demonstrate the following:

1. an understanding of diversity and potential responses to diversity issues.
2. an understanding of cultural identity markers and their relationship to leisure values and expressions.
3. an understanding of specific American cultural values (i.e., consumerism, sport, work ethic, and deviance) and their relationship to leisure values and expression.
4. an understanding of how to address various cultural issues in the delivery of leisure services
5. an understanding of how to address various cultural issues in the administration of leisure services

Leisure plays a significant part in the lives of humans. It is an important context for human psychological, social, emotional, and physical development. This course examines leisure from a cultural perspective; both in the way that a person's leisure is a reflection of and influenced by his or her cultural identity, and how leisure practices can influence culture. The course begins with a discussion of the concepts of diversity, discrimination, culture, and identity. Roughly the first half of the course is spent examining six primary identity markers: (dis)ability, race/ethnicity, gender, age, social class, and sexual orientation. The second half of the course examines dominant American cultural values associated with work, consumerism, sport, and

deviance expressed in leisure. Within these discussions, both of the diversity course objectives of "to promote awareness of differences" and to "identify shared values" are met. The lectures and discussions are designed to present information about the experience of individuals who identify with each identity marker. With each topic, individual differences and the pitfalls of overgeneralizations are emphasized, along with the commonalities that identify a cultural group. Through class discussion, students are encouraged to "explore and respect differences." by presenting stereotypes in order to question their validity. Students are required to bring in "cultural artifacts" representing the current topic and concepts related to that topic for discussion. For example, a student may bring in a story of a woman hockey player and discuss the woman's participation in hockey as resistance to dominant gender ideology and the gender appropriateness of certain activities. Within each of the six primary identity markers, unequal and/or discriminatory treatment are discussed; positive and negative implications of centric perspectives (e.g., What are the arguments for and against a leisure service agency providing specific programs and services targeted toward individuals who are LGBT?) Students are also encouraged to understand their own culture by interviewing someone from a cultural group different than their own in order to compare and contrast the different cultures. Frequently students choose someone from a different race or ethnic group, but it is clear in the assignment that other identity markers are viable options. Students have interviewed persons with disabilities and different sexual orientations from their own.

Within each topic the issue of appropriate and respectful language is reiterated and students "explore ways to communicate and participate constructively in a diverse community." Students are also called to examine ways in which individual behaviors, professional practices, policies, and/or procedures either reinforce, indicate passive acceptance of, or facilitate change in relation to stereotypes and discrimination

2. Describe the history of previous course offerings. Attach a summary of student course evaluations. To what extent, if any, has this course been modified to meet the objectives and criteria of the diversity requirement?

This course was first offered in the Fall of 1993. A summary of student course evaluations is attached. The course was not modified to meet the objectives and criteria of the diversity requirement.

3. For what audience would this be a particularly good diversity course? Explain.

Any student would benefit from this course. Leisure is a major aspect of quality of life and many students would benefit on a personal level in terms of understanding how their leisure practices and values are shaped by culture and how those practices and values shape the culture in which they live. This course would "help educate students to live in a world of diverse communities, many of which are becoming increasingly permeated with cultural and ideological differences." As these differences increase, it is highly likely that our students will be working with individuals who are different than themselves. In human services fields, it is also highly likely that future professionals will be responsible for providing services for people who are different than themselves.

4. What faculty will teach this course? Have any special efforts been made to prepare these faculty members to deal with the diversity issues of this course? Explain.

Dr. Mary Parr currently teaches the course and has for the past 4 years. Dr. Mary Ann Devine is also qualified to teach the course and has taught it in the past. No special efforts have been made to prepare these faculty. Both faculty have been interested in cultural issues for many years and are knowledgeable regarding issues of diversity. Dr. Devine is a nationally recognized expert on inclusion of individuals with disabilities in recreation and leisure.

5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?

A maximum of 30 students per section is proposed. With our current resources, we anticipate offering one section per year. Given the discussion orientation of the course, it is important to keep enrollment per section low. Dependent upon enrollment, a larger section could be offered with graduate teaching assistance for small group discussions. Additional sections could be added, but this would require additional faculty load time.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

Learning is evaluated through the course assignments, exams, and class participation. Students are required to bring in a minimum of 4 artifacts, along with a summary analysis of the artifact and its relation to course concepts. This assignment is designed to get students to actively identify cultural messages they encounter on a regular basis that reinforce or challenge cultural beliefs. The presentation of these artifacts stimulate class discussion and debate, allowing opportunities for additional learning. Students are also required to write two analysis papers. Students can select to interview someone from a different cultural background, analyze a movie or tv show, or analyze the positives and negatives of an artifact of children's leisure such as violent video games or Barbie dolls. The artifacts and papers are evaluated largely on the basis of the student's ability to demonstrate their understanding of course concepts and how it is reflected in the subject of their analysis. Students are given participation credit for bringing a question related to the current topic for discussion during class time.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

This course addresses primarily domestic issues

Name of person preparing form: Mary Parr Submission date: 10/13/08

Signature of chair/director verifying curriculum committee approval

Date

SEI Summary Table – Fall '04 – Fall '07

Fall '07

Course #	Total 7-16 Mean*	Unit M	Item 19 Mean	Unit M
LEST 36085 (Leisure and Culture, n=26)	4.30	4.25	4.12	4.01

Fall '06

Course #	Total 7-16 Mean	Unit M	Item 19 Mean	Unit M
LEST 36085 (Leisure and Culture, n=14)	4.43	4.29	4.43	4.02

Fall '05

Course #	Total 7-16 Mean	Unit M	Item 19 Mean	Unit M
LEST 36085 (Leisure and Culture, n=28)	4.46	4.21	4.5	3.94

Fall '04

Course #	Total 7-19 Mean**	Unit M	Item 20 Mean	Unit M	Item 21 Mean	Unit M
(reverse coded) LEST 36085 Leisure and Culture, n=21)	1.93	2.01	2.10	2.16	2.55	2.40

* 1 = strongly disagree, 5 = strongly agree

** 1 = strongly agree, 5 = strongly disagree

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Oct-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department **RPTM/SELS**
 College **EH - Education, Health and Human Services**
 Proposal **Revise Course**
 Course Subject **RPTM** Course Number **36085**
 Course Title **Leisure and Culture**
 Minimum Credits **3** Maximum Credits **3**

- | | | |
|---------------|---|---|
| | <input type="checkbox"/> Subject | <input type="checkbox"/> Cross-Listed / Slash |
| | <input type="checkbox"/> Number | <input type="checkbox"/> Grade Rule |
| | <input type="checkbox"/> Title | <input type="checkbox"/> Credit by Exam |
| Checked items | <input type="checkbox"/> Title Abbreviation | <input type="checkbox"/> Course Content |
| are new | <input type="checkbox"/> Credit Hours | <input type="checkbox"/> Liberal Education Requirements (LER) |
| or revised | <input type="checkbox"/> Prerequisites | <input type="checkbox"/> Writing-Intensive (WIC) |
| | <input type="checkbox"/> Description | <input checked="" type="checkbox"/> Diversity |
| | <input type="checkbox"/> Schedule Type | <input type="checkbox"/> Other |

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
Designating the course as a diversity course may increase enrollment from other departments on campus, particularly Exploratory students. Significant increases may require graduate teaching assistant(s) or additional faculty load. Increased enrollment also provides positive exposure for SELS and RPTM. Students in the Recreation and Parks Management concentration of RPTM are required to take this course, but it provides another option for students within the school and across campus who want to take a diversity course outside their major.

Units consulted (other departments, programs or campuses affected by this proposal):
None were consulted

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean		/ /
College Dean		/ /
Executive Dean of Regional Campuses / Dean of Graduate Studies		/ /
Senior Vice President for Academic Affairs and Provost		/ /

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **13-Oct-08** Requested Effective Term **Fall 2009**
 Course Subject **RPTM** Course Number **36085**
 Course Title **LEISURE AND CULTURE**
 Title Abbreviation **Leisure And Culture**
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **3** to or Maximum Credit **3** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours Lecture Minimum Hours **3.00** to or Maximum Hours **03.00**
 Per Week Laboratory Minimum Hours to or Maximum Hours _____
 Other Minimum Hours to or Maximum Hours _____
NOTE: Contact hours should be per week.
 Repeat Status **NR - Course may not be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **DIVD - Diversity/Domestic**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite
 Course(s) **NONE**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."
 Test Score(s) **N/A**
 Corequisite(s) **N/A**

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____
 OBR Subsidy Code _____
 OBR Course Level _____
 CIP Code _____

Registration is by special approval only Yes No
NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **N/A**
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **Leisure behaviors and beliefs for people from diverse cultures, factors perpetuating inequity in the United States, and strategies for leisure programming in a pluralistic society**

(do not include prerequisites)

Complete the following only if applicable:

Previous Title _____

Previous Subject _____

Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	I. Introduction A. guidelines B. working assumptions C. terminology D. oppression discussed
12.00	II. Influences on leisure beliefs and behaviors A. race and ethnicity B. religion C. gender and sexual orientation D. age E. socioeconomic status
6.00	III. Leisure patterns of different cultures A. Understanding personal heritage and leisure behaviors B. Similarities and differences of leisure behaviors
9.00	IV. Leisure and Ethnicity A. leisure in a pluralistic society B. impacts on U. S. leisure behavior from diverse cultures
9.00	V. Leisure programming strategies A. Coalition building B. Multicultural programming
3.00	VI. Leisure a right or a privilege
3.00	VII. Considerations for the future
45.00	Total Contact Hours

Textbook(s) Used in this Course	Diversity and the Recreation Profession (2000). M. Allison & I. Schneider, Eds., State College PA: Venture.
Writing Expectations	research paper, journal, and essay examinations
Instructor(s) Expected To Teach	Parr, Devine
Instructor(s) Contributing to Content	Parr

REQUIRED ENDORSEMENT

 Department Chair / School Director / Campus Dean

_____/_____/_____
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