University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **RECREATN 440/640 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Commercial and enterpreneurial recreation

**25-Character Abbreviation:** Commercial rec.

**Sponsor(s):** Thomas F. Gustafson, Ph.D. and Karen Barak, Ph.D.

**Department(s):** HPRC

**College(s):**

# **Consultation took place**: NA Yes (list departments and attach consultation sheet)

Departments:

**Programs Affected:** **Submajor: Physical Education - Health Human Performance Recreation & Coaching. Minor: Recreation Leisure Studies (Educ) Minor: Recreation Leisure Studies (L&S).**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** none

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):** HPRC

**Instructor:** Dr. Thomas Gustafson

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 48

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:**

Approximately 80% of the career positions and growth in the recreation profession are in the commercial sector. This course provides those interested in a recreation career the requisite skills and knowledge to perform entry level tasks. In addition, with public sector recreation facing increasing budget constraints and being asked to operate more entrepreneurially, the skills and material from this class are increasingly relevant to those entering careers in public recreation.

**Relationship to program assessment objectives:**

The recreation/leisure studies program recently hired additional faculty to increase program offerings which has been a program objective. In addition, converting special studies classes to traditional format is a current objective of the program.

**Budgetary impact:**

None. This course is currently being taught as a Special Studies course.

**Course description:** (50 word limit)

Students in this class will explore commercial recreation, entrepreneurialism, and basics of travel and tourism. Topics include an overview of entrepreneurial recreation, economics, marketing and financing commercial recreation endeavors, and exploring various opportunities available in the commercial and private sector.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)

Graduate students - Graduate students will do an industry analysis that will comprise 40% of their grade and present the analysis to the class. Parameters for the industry prospectus include but are not limited to a brief history of the industry, the current status of the industry, and prospects for development of the industry. Element to include are financial and economic status job prospects, salaries for entry level positions, mid career positions, and executive positions; job descriptions for previously stated positions, and skill needed to progress in one’s career track.

1. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

The graduate project comprises 40% of graduate student evaluations, while quizzes comprise 60% of the graduate students’ grade. This weighting differs from undergraduate requirements.

1. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)   
   The graduate project allows latitude for students to research careers in areas of specific interest to their professional direction and to define their personal professional development path.

**Course objectives and tentative course syllabus:**

See attached syllabus

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Brayley, R.E. & McLean D.D. (2008). *Financial resource Management: Sport Tourism, and Leisure Services.* Sagamore Publishing, Champaign, IL.

Crompton, J. L. & Lamb, C.W. (1986). *Marketing Government and Social Services.* John Wiley and Sons, New York, NY.

Horner, S. & Swarbrooke, J. (2005). *Leisure Marketing: A Global Perspective.* London, ENG.

Hurd, A. Barcelona, B. & Meldrum, J.T. (2008). *Leisure Services Management.* Human, Kinetics, Champaign, IL.

Janes, P.C. (2006). *Marketing in Leisure and Tourism: Reaching New Heights*. Venture Publishing: State College, PA.

Kelly, J.R. & Warnick, R.B. (1999). *Recreation Trends and Markets: The 21st Century.* Sagamore Publishing, Champaign, IL

McCarville, R.E. (2002). *Improving Leisure Services Through Marketing Action.* Sagamore Publishing, Champaign, IL.

O’Sullivan, E.L. & Spangler, K.J. *Experience Marketing: Strategies for the new Millennium. Venture Publishing*, State College, PA

Pfister, R. E. & Tierney, P.T. (2009). *Recreation, Event, and Tourism Businesses: Start up and Sustainable Operations.* Human Kinetics, Champaign, IL.

Tribe, J. (2005). *The Economics of Recreation, Leisure and Tourism.* Elsevier, London, ENG.

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