

University of Wisconsin-Whitewater  
Curriculum Proposal Form #3

**New Course**

**Effective Term:** 2141 (Spring 2014)

**Subject Area - Course Number:** RECREATN 423/623 **Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Research and Evaluation in Recreation and Leisure Services

**25-Character Abbreviation:** ResearchEvalRecreation

**Sponsor(s):** Dr. Thomas F Gustafson and Dr. Karen L Barak

**Department(s):** HPRC

**College(s):** Education

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

**Programs Affected:** **Major: Physical Education: Health, Human Performance, & Recreation emphasis. Minors: Recreation and Leisure Studies**

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

NA  Yes  will be at future meeting

**Prerequisites:** Junior Standing

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

**Course will be offered:**  Part of Load  Above Load  
 On Campus  Off Campus - Location

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

**Instructor:** Dr. Thomas F 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: Select one:

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:

**Course justification:**

The Physical Education major’s Health, Human Performance, and Recreation [HHPR] emphasis offers students options for coursework in a variety of professional preparation areas, including the area of research. The increase in students enrolled in the HHPR program demands further offerings in the research area so that students can make appropriate progress toward their degree. There are currently only two course offerings in this area for students to select: EDFOUND 423 Measurement and Evaluation and HEALTHED 471 Research in Health and Physical Activity. This course (Research and Evaluation in Recreation and Leisure Services), as a third option in the area, will provide additional opportunities for students to complete their degree in a timely manner. Additionally this course will expand the elective options available in the Recreation and Leisure Studies minors.

**Relationship to program assessment objectives:**

Converting special studies classes to traditional format is a current objective that has arisen from assessment data gathered from the program. Assessment pointed our programs in this direction and progress toward these program directions and efforts to meet student enrollment needs will continue to be assessed. Our recent faculty hire as been able to offer this course as part of load for the HPRC Department.

The table below shows relevant student learning outcomes from the assessment matrix for Recreation and Leisure Studies minors and identifies each student learning outcome that is Introduced, Developed and/or Applied in RECREATN 423 Research and Evaluation in Recreation and Leisure Services.

<b>Standard I: Entry Level Knowledge</b> <i>Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in those industries; and c) the foundations of the profession in history, science, and philosophy.</i>	
	RECREATN 423
1C. Students graduating from the program shall demonstrate the ability to apply knowledge of professional practice and the historical, scientific, and philosophical foundations of the recreation profession in decision making.	D
<b>Standard II: Design, Implement and Evaluate Services</b> <i>Students graduating from the program shall demonstrate the ability to design, implement and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</i>	
	RECREATN 423
IIB. Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.	D
<b>Standard III: Management and Administration</b> <i>Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.</i>	
	RECREATN 423
IIIA. Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.	D
IIIB. Students graduating from the program shall be able to apply entry-level concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.	D
<b>LEAP Essential Learning Outcome: Intellectual and Practical Skills</b> <i>Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	
	RECREATN 423

Inquiry and Analysis	D
Critical Thinking	D
Problem Solving	D
Written Communication	D
Oral Communication	I
Quantitative Literacy	D
<b>LEAP Essential Learning Outcome: Personal and Social Responsibility</b> <i>Anchored through active involvement with diverse communities and real-world challenges.</i>	
	RECREATN 423
Ethical Reasoning and Action	D

The table below shows relevant student learning outcomes from the assessment matrix for the Health, Human Performance and Recreation major and identifies each student learning outcome that is Introduced, Developed and/or Applied in RECREATN 423 Research and Evaluation in Recreation and Leisure Services.

<b>Standard IV: Programming</b> <i>Students graduating from the program shall demonstrate the ability to design, implement and evaluate programs and services for health, human performance and recreation.</i>	
	RECREATN 423
IV.B. Students graduating from the program shall demonstrate entry-level knowledge of methods available to evaluate programs and services and in order to use evaluation data to improve the quality of programs and services.	D
<b>LEAP Essential Learning Outcome: Knowledge of Human Cultures and the Physical and Natural World</b> <i>Focused on engagement with big questions, both contemporary and enduring.</i>	
	RECREATN 423
Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.	A
<b>LEAP Essential Learning Outcome: Intellectual and Practical Skills</b> <i>Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	
	RECREATN 423
Inquiry and Analysis	D
Critical Thinking	D
Problem Solving	D
Written Communication	D
Oral Communication	I
Quantitative Literacy	D
<b>LEAP Essential Learning Outcome: Personal and Social Responsibility</b> <i>Anchored through active involvement with diverse communities and real-world challenges.</i>	
	RECREATN 423
Ethical Reasoning and Action	D

**Budgetary impact:**

None. This course is currently taught as a special studies course.

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

This course places emphasis on research involving recreation and leisure service provision, evaluation of leisure service programs, and research methodology. Topics will include: review of existing literature, research design, data collection, and data analysis.

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

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

Graduate students will create a research project, including an introduction, review of literature, and methodology section.

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

The graduate research project is in addition to undergraduate requirements thus providing additional intensity through the application of research techniques to a real-world situation.

Evaluation differs as indicated in the following information.

**Evaluation:**

**Undergraduate**

- |                                    |     |
|------------------------------------|-----|
| 1. Reviews of 15 research articles | 20% |
| 2. Excel statistical exercise      | 20% |
| 3. Midterm Examination             | 30% |
|                                    | 25% |
| 4. Final Examination               | 30% |

**Graduate**

- |                                   |     |
|-----------------------------------|-----|
| 1. Review of 15 research articles | 15% |
| 2. Excel statistical exercise     | 20% |
| 3. Midterm examination            |     |
| 4. Final examination              | 20% |
| 5. Research Project               | 20% |

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Students will have the ability to create their research project around a recreation/leisure services area geared toward their personally self-identified professional interests.

**Course objectives and tentative course syllabus:**

Course Syllabus  
RECREAT N423/623 Research and Evaluation in Recreation and Leisure Services  
University of Wisconsin – Whitewater  
Health, Physical Education, Recreation & Coaching Spring 2014

Instructor: Dr. Thomas F. Gustafson  
E-mail: [Gustafst@uww.edu](mailto:Gustafst@uww.edu)  
Office: 132 Williams Center  
Phone: (262) 472-1649  
Office Hours: W: 5–6pm; M/W: 8:45–9:45am; T/ R: 11:30am–12:30pm

Course Requisites: Junior Standing

Course Description: This course places emphasis on research involving recreation and leisure service provision, evaluation of leisure service programs, and research methodology. Topics will include: review of existing literature, research design, data collection, and data analysis. 3 units.

Text: Blankenship, D.C. (2010). *Applied research and evaluation methods in recreation*. Champaign, IL: Human Kinetics.

Course Objectives:

Upon completion of this course, the student will have the ability to:

1. Explain the relationship between research and the provision of recreation and leisure services
2. Evaluate an existing research critique
3. Identify the steps in the research process
4. Systematically review literature in various recreation and leisure topics
5. Write hypotheses and define the concept of hypothesis testing
6. Identify sampling methods and data collection methods
7. Conduct data analysis and basic statistical calculations
8. Define qualitative research
9. Utilize APA writing style
10. Identify the appropriate implementation of subject rights and informed consent statements

Paper and Examination Policies:

1. Late work will not be accepted without approval of the instructor prior to the due date of the paper. If prior approval is not given, a score of zero will be recorded. Papers will be accepted in hard copy during class time or as an attachment to e-mail.
2. There will be no make-up examinations without approval prior to the examination date. If prior approval is not given a score of zero will be recorded. If, for reasons that can be documented, you will miss the final examination, you will be required to take the examination prior to the date listed in the final examination schedule.
3. Work submitted for credit in this class may not be submitted for credit in other classes without written permission from the instructor of both classes.
4. There will be a writing component in the evaluation for the previous tasks, where applicable, that will be assessed as 10% of the grade on that assignment.
5. All students will do their own work on all graded material submitted for all departmental course requirements.

**Classroom Decorum:** Please note the following regarding cell phones. Students are expected to turn cell phones off while in class. Students who answer cell phones during class, will be asked to leave for the day.

**Attendance Policies:** If you must be absent from class, you are responsible for arranging with a classmate to "cover" any material to be made up, including picking up your handouts, notes, etc., or turning in any due assignments. Students may miss 2 classes without penalty. After 2 unexcused absences, students will lose 2 percentage points per absence from their final grade average unless absences are excused.

Excused absences must be supported with written material, and include: university sanctioned events with notes from the appropriate faculty member or coach indicating dates; illness with a written confirmation including date of absence from the health center, clinic, hospital, physician, or dentist; funeral in your immediate family; and military service.

Unexcused absences include things such as: picking up family members from the airport, going on vacation, attending a friend to a funeral, conferences, oversleeping, car breakdowns, work, sickness without documentation, or court dates for traffic tickets, etc. Three 50 minute absences are allowed with minimal consequences so that you can take care of your personal needs.

If you arrive late to class it is likely you have been marked absent; it is your responsibility to wait for the instructor to have time available after class to change your attendance status. Late arrivals and frequently leaving and returning to class are interruptive, unprofessional, and discourteous to others.

**Tests, assignments, and/or Evaluations:**

**Grading Scale:**

A	94-100	B	83-86	C	73-76	D	63-66
A-	90-93	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	59 & below

**Evaluation:**

**Undergraduate**

1. Reviews of 15 research articles 20%
2. Excel statistical exercise 20%
3. Midterm Examination 30%
4. Final Examination 30%

**Graduate**

1. Review of 15 research articles 15%
2. Excel statistical exercise 20%
3. Midterm examination 25%
4. Final examination 20%
5. Research Project 20%

**Guidelines for Review of 15 Research Articles:**

Read and compare 15 research articles. Students will answer the following questions on each of the 15 articles.

- 1) The title of the article
- 2) The title of the journal in which it is published
- 3) The author(s)
- 4) The research hypothesis and/or purpose of the study

- 5) The sampling method and sample
- 6) The data collection method
- 7) The statistical analysis used
- 8) The results of the study, particularly the statistically significant results
- 9) The conclusions reached by the authors

Differentiation between Undergraduate and Graduate requirements:  
Content, Intensity, & Self Direction

In addition to completing undergraduate requirements, Graduate students will create a research proposal on a topic of their choosing, including an introductory section, a literature review, and a methodology section. This paper is to be written in conformance with The Publication Manual of the American Psychological Association.

Course outline by week including dates (subject to change) for major projects, assignments, exams In class exercises will occur throughout the semester	
Week 1	Introduction, Overview of class
Week 2	The research and evaluation process
Week 3	The research problem
Week 4	Review of literature
Week 5	Variable, hypotheses, measurement scales, ethics, confidentiality, parental permission
Week 6	APA Writing style
Week 7	Sampling techniques, issues, defining the population
Week 8	Midterm examination
Week 9	Instruments, defining a population, instrument considerations
Week 10	Validity, reliability, internal validity
Week 11	Statistical analyses, mean, median, mode, standard deviation, descriptive statistics, inferential statistics
Week 12	Survey research, Dillman method
Week 13	The research report
Week 14	Student presentations
Week 15	Student presentations
Week 16	Final Examination

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*The UW System standard for work required per credit is that students are expected to invest at least 3 hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of 9 hours of work per week (144 hrs./semester).*

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

Berg, B.L. (2011). *Qualitative research methods for social sciences* (8th ed.). Upper Saddle River, NJ: Pearson.

Berg, K.E. & Latin, R.W. (2007). *Essentials of research methods in health, physical education, exercise science, and recreation* (3rd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Blankenship, D.C. (2010). *Applied research and evaluation methods in recreation*. Champaign, IL: Human Kinetics.

Dillman, D.A., Smyth, J.D., Christian, L.M. (2008). *Internet, mail, and mixed-mode surveys: The tailored design method*. Hoboken, NJ: John Wiley & Sons, Inc.

Long, J.A. (2007). *Researching leisure, sport and tourism: The essential guide*. New York, USA: Sage Publications.

Mitra, A. & Lankford, S. (1998). *Research methods in park, recreation, and leisure services*. Champaign, IL: Sagamore Publishing.

Neuman, W.L. (2009). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Upper Saddle River, NJ: Pearson.

Nykiel, R.A. (2007). *Handbook of marketing research methodologies for hospitality and tourism*. Binghamton, NY: Haworth Hospitality and Tourism Press.

Sirakaya-Turk, E., Uysal, M. Hammit, W. Vaske, J.J. (2011). *Research methods for leisure, recreation and tourism*. London, UK: CABI.

Skott, B.P. (2012). *Active learning exercises for research methods in social sciences*. New York, USA: Sage.

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**Course Objectives and tentative course syllabus** with [mandatory information](#) (paste syllabus below):



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Health, Physical Education, Recreation & Coaching Spring 2014

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