

**The Ohio State University
Environment and Natural Resources 5640
Natural Resources Program Planning
Fall Semester 2022 – 3 credits**

- Course Website: Information will be posted on Carmen.
- Instructor: Kristi Lekies, Ph.D., Associate Professor
Room 320C Kottman Hall (office)
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Office hours: By appointment
Zoom link:
<https://osu.zoom.us/j/8894434162?pwd=U2lMRkorVnZTMWMzR1NiUEcyQmZ4dz09> Meeting ID 889443 4162, Passcode 272264
- Teaching Assistant: Lily Mank, M.S., PLA, ASLA, Doctoral Student
Mank.5@osu.edu
Office hours: Tuesdays after class or by appointment
- Class Meeting Times: Tuesday & Thursday 8:00-9:20 a.m. 202 Animal Sciences
- Prerequisites: ENR 3600 Management of Public Lands
Pre-req or concur: ENR 3700 Introduction to Spatial Information for Environment and Natural Resources and
ENR 3200 Environmental and Natural Resources Policy OR Grad standing
- Course description: Inventory and evaluation of natural resources for program planning with consideration of goals, objectives and actions, budgeting, and planning documents
- General Overview: The purpose of this course is to facilitate understanding of major concepts, theories, and frameworks in the field of natural resources program planning. Through lectures, readings, assignments, and class discussions, students will learn about various program planning efforts aimed at addressing important topics (e.g., visitor services; biodiversity conservation and land management; diverse audiences)
- Objectives: Through this course, students will be able to:
- Describe natural resources planning approaches, particularly in relation to the planning of recreational programs for diverse audiences over the life course

- Understand the role of various federal, state, municipal, and non-governmental agencies/organizations in program planning in different settings
- Critically examine the benefits and challenges to recreational and related programs
- Articulate appropriate processes by which to discover new audiences and their needs in relation to program offerings
- Discuss current outdoor recreation trends and how they may affect program planning
- Demonstrate knowledge of the components of program management, including budgeting, evaluation, and volunteer management

This course will cover various types of federal, state, and local lands and other settings in which recreational and related programs can take place. We will address the question of “For Whom?” and examine who is and can be served by programs over the life span. We will examine planning frameworks and key considerations in the planning process. We will look at visitor experiences, challenges, conflicts, and impacts on communities and the environment. Finally, we will address key components of the planning process—setting objectives, budgeting and grant writing, volunteer management, evaluation, and ethics. Students will have an opportunity to apply ideas and concepts from the course to develop a program plan.

Textbook:

Readings, videos, and other materials will be posted on Carmen for each week’s topic. Students are required to read or view the materials prior to each week’s topic. There is no required textbook for this course.

Method of Instruction:

This course meets twice per week. Class time will include lecture material, presentation and discussion of ideas and concepts, and work in small groups. Films, videos, and guest presentations will also be used to enhance learning. Staying up to date on readings, attending class, completing assignments, and participating in discussions will help to you to succeed in this class. If you are aware of a time in which you will not be able to attend class, please talk with the instructor in advance. In case of illness or emergency, contact the instructor as soon as possible.

Grading:

Your grade will be based on the following:

1. Weekly quizzes (10) – 200 points
2. Site selection and description – 50 points
3. Social Explorer assignment – 100 points
4. Interview – 100 points
5. Development of program plan – 200 points
6. Presentation of program plan – 50 points
7. Peer reviews – 50 points
8. In-class participation (10) – 70 points

Total 820 points

More information about the assignments and activities will be presented in class. All assignments are due at the designated time unless other arrangements are made with the instructor.

Letter Grade	Percentage
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	60-66.9%
E	Below 60

Policies and Course Assignments:

1. *Cell phones and laptops:* You are expected to be attentive in class in order to follow the presentation of material, examples of problems, and computations. Please limit use of devices to course-related activities and materials.
2. *Lecture Notes:* It is suggested you get acquainted with others in class to share notes in the event you need to miss class. Lecture slides and related materials will be posted on Carmen.
3. *Attendance:* To gain the most from this course, you are expected to attend class regularly. You will be given participation credit for 10 selected discussion and small group work activities in class throughout the semester.
4. *Assignments:* There are 5 written assignments due throughout the semester: 1) Site selection and description; 2) Social Explorer; 3) Interview; 4) Program plan write up; and 5) Peer reviews of other students' presentations. Assignments 1-3 are shorter assignments (typically 1-3 pages) designed to help you complete your program write up (approximately 8-10 pages) which you will present to the class at the end of the semester.

Assignments are to be turned in on the day they are due at the designated time. Any assignments turned in after this time will be considered late and will receive a 10% penalty. For each additional day (24 hours) the assignment is late, a 10% penalty will be deducted from the final grade. No assignment will be accepted after 3 days in which it is due, unless documentation of a valid excuse is provided or other arrangements are made with the instructor.

3. *Online quizzes:* Throughout the semester, 10 weekly online quizzes will be assigned for you to complete (10 points each). These quizzes are based on assigned readings, videos, and material covered in lecture. To get credit, the quiz must be completed by the designated time, Friday at 5 p.m. on most weeks.
4. *Concerns:* If you have concerns about the course, please schedule a time to meet with the instructor or teaching assistant to discuss them. **Any questions regarding grades must be received within one week of receiving the grade.**
5. *Illness:* **Do not come to class if you are ill.** Contact the instructor or teaching assistant as soon as possible. As noted above, lecture materials will be available on Carmen.

Accommodation of students with disabilities:

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Safe and Healthy Buckeyes

The website <https://safeandhealthy.osu.edu> provides health-related information, resources, and updates. All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Student Concerns and Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may

lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766.

24 hour emergency help is also available through the 988 Suicide and Crisis Lifeline at 988 (or text the Crisis Text Line by texting HELLO to 741741), or the call National Suicide Prevention Hotline at 988 or 1-(800)-273-TALK. More information is available at 988lifeline.org. If you are a Veteran, you can call 988 or the Veterans Crisis Line at 1-800-273-8255 (or text 838255).

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

Creating and Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

In addition, this course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

Academic Misconduct/Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must

recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute Academic Misconduct.

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)
- *Eight Cardinal Rules of Academic Integrity* (go.osu.edu/cardinal-rules)

Academic Integrity in this Course

Quizzes

Quizzes are included as self-checks to ensure you are learning the material and are graded. They are expected to be completed on your own. You may use your notes to complete the quizzes.

Written assignments

Your written assignments should be your own original work. In formal assignments, you should follow APA style (<https://apastyle.apa.org/>) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in for editing purposes, but no one else should revise or rewrite your work. The Writing Center (<https://cstw.osu.edu/our-programs/writing-center>) offers free help with writing at any stage of the writing process for any member of the university community.

Presentation

Your presentation should be your own original work. You are encouraged to practice your presentation in front of others (when safe to do so), but no one else should revise or rewrite your work but yourself.

All Assignments

While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

Zoom Video/Audio Recording

This course may include video and audio recordings of class lecture, lab, guest speakers, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Copyright for Instructional Materials

The materials used in connection with this course may be subjected to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright now must be considered before copying, retaining, or disseminating materials outside of the course.

Land Acknowledgement Statement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Class schedule, readings, and important dates:

Week of August 21 (Week 1): Introduction to the course; current trends

Outdoor Foundation (2021). *2021 Outdoor Participation Trends Report*.

Outdoor Industry Foundation and Naxion Research/Consulting (2021). *The New Outdoor Participant (Covid and Beyond)*.

Week of August 28 (Week 2): Federal, state, and local lands and parks

Quiz 1 due Friday, September 2 at 5 p.m.

Ewert, A. (1991). Outdoor recreation and global climate change: Resource management implications for behaviors, planning, and management. *Society and Natural Resources*, 4, 365-377.

Jedd, T., Hayes, M., Carrillo, C. M., Haigh, T., Chizinski, C. J., & Swigart, J. (2018). Measuring park visitation vulnerability to climate extremes in U.S. Rockies National Parks tourism. *Tourism Geographies*, 20(2), 224-249.

Schwartz, M. W., Redford, K. H., & Leslie, E. F. (2019). Fitting the US National Park Service for Change. *BioScience*, 69(8), 651-657.

Gorud-Colvert, K., Lubchenco, J., & Barner, A. K. (Eds). Seas the day: A bluer, saltier, second century for American parks. In S. R. Beissinger, D. D. Ackerly, H. Dorumus, & G. E. Machlis (Eds)., *Science, conservation, and national parks*. Chicago Scholarship Online. DOI:10.7208/chicago/9780226423142.003.0002

Week of Sept. 4 (Week 3): Serving diverse audiences: Addressing diversity, equity, and Inclusion

Quiz 2 due Friday, September 9 at 5 p.m.

Stanfield McCown, R., Laven, D., Manning, R., & Mitchell, N. (2012). Engaging new and diverse audiences in the national parks: An exploratory study of current knowledge and learning needs. *The George Wright Forum*, 29(2), 272-284.

Rigolan, A., Keith, S. J., Harris, B., Mullenbah, L. E., Larson, L. R., & Rushing, J. (2020). More than “just green enough”: Helping park professionals achieve equitable greening and limit environmental gentrification. *Journal of Park and Recreation Administration*, 38(3), 29-54.

Flores, D., & Sanchez, J. J. (2020). The changing dynamic of Latinx outdoor recreation on national and state public lands. *Journal of Park and Recreation Administration*, 38(4), 58-74.

Powell, R. A. (2021). Who is responsible for normalizing black bodies in white spaces? *Journal of Park and Recreation Administration*, 39(1). 171-174.

Cohen, D. A., Williamson, S., & Han, B. (2021). Gender differences in physical activity associated with urban neighborhood parks: Findings from the National Study of Neighborhood Parks. *Women's Health Issues*, 31-3, 236-244.

Reports and Plans:

National Recreation and Park Association. *Park and Recreation Inclusion Report*.

National Recreation and Park Association. LGBTQ Inclusion in Parks.

National Recreation and Park Association. Guidelines for Disability Inclusion in Parks and Recreation.

Huron-Clinton Metroparks Diversity, Equity, and Inclusion Plan. (2020).

Minneapolis Parks Racial Equity Action Plan. (2021). Working document.

Washington State Parks and Recreation Commission State Parks Diversity Equity Inclusion Strategic Plan (2021).

Western Australia Disability Access and Inclusion Plan 2021-2025. Western Australia Department of Biodiversity, Conservation, and Attractions.

Supplemental Reading:

Taylor, D. (2016). Key concepts informing early conservation thought. In D. Taylor (Ed.), *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection*, Ch. 1. Duke University Press.

Carroll, C. (2014). Native enclosures: Tribal national parks and the progressive politics of environmental stewardship in Indian Country. *Geoforum*, 53, 31-40.

Kanzangu, J. (2021, August 27). The deep roots of outdoor recreation's diversity gap. *Mother Jones*.

Byrne, J., & Wolch, J. (2009). Nature, race, and parks: Past research and future directions for geographic research. *Progress in Human Geography*, 33, 743-765.

Rakow, D., & Brown, L. (2021). Anti-racism in the outdoors: Resources related to justice, equity, diversity, and inclusion of black, indigenous, and people of color in parks and greenspaces. <https://www.campusnature.com/anti-racism-in-the-outdoors>

Week of Sept. 11 (Week 4): Serving diverse audiences: Nature and the life course
September 13: Attend EPN Breakfast
Quiz 3 due Friday, September 16 at 5 p.m.

Wolf, K. L. (2017, April). The health benefits of small parks and green spaces. *Parks and Recreation*, 28-29.

Chawla, L. (2015). Benefits of nature contact for children. *Journal of Planning Literature*, 30(4), 433-452.

Jones, D. B. (2003). "Denied from a lot of places" barriers to participation in community recreation programs encountered by children with disabilities in Maine: Perspectives of parents. *Leisure/Loisir*, 28(1-2), 49-69.

Ward Thompson, C., Travlou, P., & Roe, J. (2006). *Free range teenagers: The role of wild adventure space in young people's lives. Final Report.* Natural England.

Lekies, K. S., Yost, G., & Rode, J. (2015). Urban youth's experiences of nature: Implications for outdoor adventure recreation. *Journal of Outdoor Recreation and Tourism*, 9, 1-10.

Wen, C., Albert, C., & Von Haaren, C. (2018). The elderly in green spaces: Exploring requirements and preferences concerning nature-based recreation. *Sustainable Cities and Society*, 38, 582-593.

Supplemental reading:

Ardoin, N. M., Bowers, A. W., Wyman Roth, N. M., & Holthuis, N. (2018). Environmental education and K-12 student outcomes: A review and analysis of research. *The Journal of Environmental Education*, 49(1), 1-17.

Freeman, C., & Kearns, R. (2015). Campgrounds under canvas: Campgrounds as spaces of resistance to protective parenting. *Childhood*, 22(1), 101-120.

Mygind, L., Kjeldsted, E., Hartmeyer, R., Mygind, E., Bølling, M., & Bentsen, P. (2019). Mental, physical, and social health benefits of immersive nature experience for children and adolescents: A systematic review and quality assessment of the evidence. *Health and Place*, 102136.

Barrable, A. (2019). Refocusing environmental education in the early years: A brief introduction to a pedagogy for connection. *Education Sciences*, 9, 61.

Crandell, S. (2018). Bit by bit: How one preschool increased its natureness. *The International Journal of Early Childhood Environmental Education*, 6(3), 64-77.

Rigolan, A. (2017). Parks and young people: An environmental justice study of park proximity, acreage, and quality in Denver, Colorado. *Landscape and Urban Planning*, 165, 73-83.

Loukaitou-Sideris, A., Brozen, M., & Levy-Storms, L. (2014). *Placemaking for an aging population: Guidelines for senior-friendly parks.* Los Angeles: UCLA Luskin School of Public Affairs/Complete Streets Initiative. <https://escholarship.org/uc/itme/450871hz>

Pathway to Stewardship and Kinship (2017). <https://campkawartha.ca/pdf/Pathway-to-Stewardship.pdf>

Ward Thompson, C., Travlou, P., & Roe, J. (2006). *Free range teenagers: The role of wild adventure space in young people's lives. Final Report.* Natural England.

Week of September 18 (Week 5): Planning frameworks and stakeholder engagement
Quiz 4 due Friday, September 23 at 5 p.m.

- Foster, M. (2020). Examining collaboration within U.S. National Park Service Advisory Committees. *Journal of Park and Recreation Administration*, 38(4), 75-89.
- Lachapelle, P. R., & McCool, S. F. (2005). Exploring the concept of “ownership” in natural resource planning. *Society and Natural Resources*, 18, 279-285.
- Selin, S., Blahna, D. J., & Cervený, L. K. (2018). How can collaboration contribute to sustainable recreation management? In *Igniting research for outdoor recreation: Linking science, policy, and action*. General Technical Report PNW-GTR-987.
- McCool, S. F. (2020). Recreation planning isn’t about planning for recreation. *Journal of Park and Recreation Administration*, 38(1), 155-157.
- Metropolitan Park District of Tacoma. SWOT Analysis.
- University of Wisconsin Extension Logic Models.
<https://fyi.extension.wisc.edu/programdevelopment/logic-models/>
- Hamilton, J., & Bronte-Tinkew, J. (2007). *Logic models in out-of-school time programs: What are they and why are they important?* Child Trends Research to Results Brief #2007-01.

Supplemental Reading:

- Knowlton, L. W., & Phillips, C. C. (2009). *The Logic Model Guidebook: Better Strategies for Great Results*. Los Angeles: Sage.

Week of September 25 (Week 6): The Land and Water Conservation Fund and the Great American Outdoors Act; Visitor experiences and management frameworks

Quiz 5 due Friday, September 30 at 5 p.m.

- Ohio Department of Natural Resources (2018). *Ohio Statewide Comprehensive Outdoor Recreation Plan (SCORP)*.
- IVUMC Interagency Visitor Use Management Council (2016). *Visitor Use Management Framework: A Guide to Providing Sustainable Outdoor Recreation*. Denver, CO.
- IVUMC Interagency Visitor Use Management Council (2019). *Visitor Capacity Guidebook: Managing the Amounts and Types of Visitor Use to Achieve Desired Conditions*. Lakewood, CO.
- Cahill, K., Collins, R., McPartland, S., Pitt, A., & Verbos, R. (2018). Overview of the Interagency Visitor Use Management Framework and the uses of social science in its implementation in the National Park Service. *The George Wright Forum*, 35(1), 32-41.
- Miller, Z. D., Fefer, J. P., Kraja, A., Lash, B., & Freimend, W. (2017). Perspectives on visitor use management in the national parks. *The George Wright Forum*, 34(1), 37-44.

Week of October 2 (Week 7): Visitor management and monitoring
Assignment 1 Site Selection due Thursday, October 6 at 8 a.m.
Quiz 6 due Friday, October 7 at 5 p.m.

IVUMC Interagency Visitor Use Management Council (2019). *Monitoring Guidebook: Evaluating Effectiveness of Visitor Use Management*. Denver, CO.

Gstaettner, A. M., Lee, D., & Weiler, B. (2020). Responsibility and preparedness for risk in national parks: Results of a visitor survey. *Tourism Recreation Research*, 45, 485-499.

Krinsky, A., & Kuehn, D. (2020). Managers' perceptions of crowding and noise in New York State Parks. *Journal of Park and Recreation Administration*, 38(4), 123-134.

Read, J. B. IV, Daniels, M. J., & Harmon, L. K. (2021). Implementing technology-based visitor counts in parks: A methodological overview. *Journal of Park and Recreation Administration*, 39(1), 85-103.

Thomsen, J. M., Fowler, J., & Lang, T. (2021). A proposed research agenda on professional and recreational drone use in national forests and national parks. *Journal of Park and Recreation Administration*, 39(2), 119-128.

Week of October 9 (Week 8): Community impacts
Fall break (no class Thursday, October 13)
No quiz

Bender, A. K., & Kerstetter, D. L. (2020). Residents' Attitudes Toward Tourism Development in a Rural Community: A Qualitative Approach. *Journal of Park and Recreation Administration*, 38(4), 90-108.

Smith, K., & Kraaij, T., (2020). Research note: Trail runners as agents of alien plant introduction into protected areas. *Journal of Outdoor Recreation and Tourism*, 31, 100315.

Week of October 16 (Week 9): Human and Environmental Needs: New challenges for management
Quiz 7 due Friday, October 21 at 5 p.m.

Neild, M., & Rose, J. (2019, January 7). Addressing homeless in public parks. *Parks and Recreation*. [Jordan River case study]

Homelessness in Parks: An Inclusive Practices Guide. 8-80 Cities.

https://www.880cities.org/portfolio_page/homelessness-in-parks-an-inclusive-practices-guide/

Shepley, M., Sachs, N., Sadatsafvi, H., Fournier, C., & Peditto, K. (2019). The impact of green space on violent crime in urban environments: An evidence synthesis. *International Journal of Environmental Research and Public Health*, 16, 5119.

Dayer, A. A., Redford, K. H., Campbell, K. J., Dickman, C. R., Epanchin-Niell, R. S., Grosholz, E. D., Hallac, D. E., Leslie, E. F., Richardson, L. A., & Schwartz, M. W. (2020). The unaddressed threat of invasive animals in U.S. National Parks. *Biological Invasions*, 22, 177-188.

Week of October 23 (Week 10): Trails and facilities

Assignment 2 Social Explorer due Thursday, October 27 at 8 a.m.

Quiz 8 due Friday October 28 at 5 p.m.

Greer, K., Day, K., and McCutcheon, S. (2017). Efficacy and perception of trail use enforcement in an urban natural reserve in San Diego, California. *Journal of Outdoor Recreation and Tourism*, 18, 56-64.

Perry, M., Cotes, L., Horton, B., Kunac, R., Snell, I., Taylor, B., Wright, A., & Devan, H. (2021). “Enticing” but not necessarily a “space designed for me”: Experiences of urban park use by older adults with disability. *International Journal of Environmental Research and Public Health*, 18, 552.

James, L., Shing, J., Mortenson, W. B., Mattie, J., & Borisoff, J. (2018). Experiences with and perceptions of an adaptive hiking program. *Disability and Rehabilitation*, 40(13), 1584-1590.

Supplemental Reading and Resources:

Baughman, M., & Serres, T. (2006). *Trail Design for Small Properties*. St. Paul, MN: University of Minnesota Extension.

Trails CD (material from a trail design course)

Week of October 30 (Week 11): Budgeting and funding

Quiz 9 due Friday, November 4 at 5 p.m.

Buckley, R. (2003). Pay to play in parks: An Australian policy perspective on visitor fees in public protected areas. *Journal of Sustainable Tourism*, 11(1), 56-73.

Walls, M. (2014). *Private Funding of Public Parks: Assessing the Role of Philanthropy* (Issue Brief 14-01). Washington, DC: Resources for the Future.

Walls, M. (2013). *Paying for State Parks: Evaluating Alternative Approaches for the 21st Century*. Washington, DC: Resources for the Future.

Week of November 6 (Week 12): Grant writing
No quiz

Week of November 13 (Week 13): Volunteer management
Assignment 3 Interview due Thursday, November 17 at 8 a.m.
Quiz 10 due Friday, November 18 at 5 p.m.

Henderson, K., & Silverberg, K. (2002, November). Good work, if you can get it: How to attract and retain dedicated volunteers. *Parks and Recreation*, 26-35.

Supplemental Reading:

Merelender, A. M., Crall, A. W., Drill, S., Prysby, M., & Ballard, H. (2016). Evaluating environmental education, citizen science, and stewardship through naturalist programs. *Conservation Biology*, 0,1-11.

McCurley, S., & Lynch, R. (2006). Volunteer management: Mobilizing all the resources of the community, 2nd edition. Kemptville, Ontario: Johnstone Training and Consultation Inc.

Week of November 20 (Week 14): Program evaluation; Thanksgiving

Review materials on logic models.

Week of November 27 (Week 15): Ethics, professional organizations, and careers; class presentations

Refer to ethics statements of professional organizations.

Week of December 4 (Week 16): Class presentations

Project paper due: Tuesday, December 13 at noon.