



**Department of Parks, Recreation, & Tourism Management**

**PRTM 2700: Introduction to Recreation Resources Management  
Spring, 2016 (3 credit hours)**

**Class Meeting Times:** Tuesdays & Thursdays, 2:00-3:15pm

**Class Location:** 230 McAdams Hall

**Course Start Date:** January 7, 2016

**Course End Date:** April 28, 2016

**Course Website:** <http://bb.clemson.edu>

**Instructor:** Dr. Lincoln Larson

**Email:** [LRL@clemson.edu](mailto:LRL@clemson.edu)

**Office Phone:** 864-656-1244

**Office Location:** 298 Lehotsky Hall

**Office Hours:** 3:30-4:30pm on Tuesdays and Thursdays, and by appointment

**Course Description:**

Overview of the fundamentals of recreation resources management, including general management frameworks, management of specific environmental and cultural resources, management of visitors, and management of services.

**Student Learning Outcomes:**

Following this course, students should be able to:

1. Define outdoor recreation and benefits associated with recreation.
2. Describe outdoor recreation motivations and trends.
3. Describe the history and development of public land management in the United States, including the role of various federal, state, municipal, and non-profit agencies/organizations.
4. Describe impacts associated with outdoor recreation, including effects on the natural environment, visitor experiences, communities, and recreation infrastructure.
5. Explain key components of a recreation resources management system (e.g., policy and planning, regulations and law enforcement, visitor services and facilities, education/interpretation and public relations).
6. Analyze contemporary challenges in recreation resources management and develop potential solutions.
7. Identify a variety of careers and certifications associated with outdoor recreation.

**Course Requirements:**

The following materials are required for successful participation in the course:

- Zaslowsky, D., & Watkins, T. H. (1994). *These American Lands*. Washington, DC: Island Press and the Wilderness Society. ISBN 1-55963-240-2. (Book is available “new” on Amazon.com for approximately \$37.)
- Supplementary readings and information (resource links, slides, etc.) are provided through the course website on Blackboard.

### Course Content:

Material in this course is arranged around three inter-related thematic content areas (Figure 1).

- **Recreation Activities, Benefits, & Impacts** – This theme focuses on defining and describing diverse types of outdoor recreation. Students will analyze the positive outcomes associated with recreation, the potential impacts of recreation activities (on natural/cultural resources, visitors, and infrastructure), and the skills needed to pursue recreation-related career opportunities. An enhanced understanding of recreation benefits and impacts will help students identify important recreation management goals and objectives.
- **America's Public Lands** – This theme covers the history of public land management in the United States, focusing on major land management agencies (federal, state, municipal, and non-profit) and the people who were instrumental in their development. Students will discuss the missions of each agency, management philosophies, and potential paths to employment in the public lands arena.
- **Recreation Management Systems** – This theme examines a variety of structures, strategies, and tools used to manage outdoor recreation. Effective management systems typically include core elements such as policy and planning, regulations and law enforcement, visitor services and facilities, education/interpretation, and public relations. Students will apply management frameworks that incorporate these elements to address contemporary (real and hypothetical) recreation management issues.

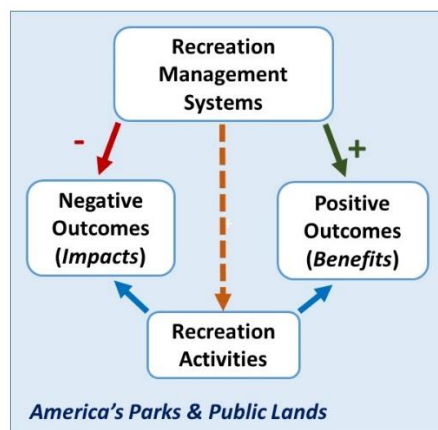


Figure 1. Diagram depicting relationships among thematic content areas of course. Recreation activities produce positive outcomes (benefits) and negative outcomes (impacts). Recreation management systems are designed to maximize benefits and minimize impacts through planned provision and facilitation of recreation activities. America's public lands are a key setting for many recreation management systems.

Lectures, guest lectures, activities, readings, labs, and assignments associated with each theme will be scattered throughout the semester. For the most part, however, "Public Land Management in the United States" and "Recreation Activities, Outcomes & Impacts" will be emphasized early in the semester, and "Recreation Resource Management Strategies" will be emphasized later in the semester.

### **Course Assignments & Evaluation Criteria:**

More details and directions for completing course assignments are provided on the Blackboard website. A brief synopsis of each appears below:

- **Class Participation:** Students who actively contribute to discussion and class activities throughout the semester with pertinent arguments and insights from the readings, current events, and personal experiences will receive a higher participation grade than students who do not participate. In many ways, participation in this course is designed to prepare you for the professional recreation work environment where you will often have to speak and interact with the public.
  - **Evaluation:** Up to 50 class participation points may be earned throughout the semester.
  
- **Quizzes:** Quizzes may be given in class or online at the professor's discretion, and may be given without advance notice. Quiz format will vary depending on the course content to be covered and may include reading worksheets, online discussion prompts, and in-class exercises. Completion of the assigned readings and attendance at all class meetings (including guest lectures) is highly recommended for adequate performance on the quizzes.
  - **Evaluation:** The number of quizzes given varies each semester, but the sum of all quiz scores will add up to 250 points.
  
- **Exams:** Two exams will be given in the class. The mid-term exam will cover all of the material discussed during class and contained in class assignments through the end of February. The comprehensive, cumulative final exam will be given during the scheduled exam period\*, and will cover all of the material in the course. Exam format may consist of definitions, matching, multiple choice, fill-in-the-blank, and/or short essay questions. Test dates are tentative, and may be rescheduled if necessary.

\*If University policy allows you to take your final exam during an alternate time due to having too many exams scheduled on one day, then you are responsible for following University policy and notifying your instructor ahead of time as required by the University.

  - **Evaluation:** Midterm Exam = 150 points (test date Feb. 23); Final Exam = 200 points (test date Apr. 28).
  
- **Outdoor Recreation Labs:** Labs are designed to get students outside of the classroom to enjoy outdoor recreation experiences and explore the diverse challenges facing recreation managers at each site. Students will develop a better understanding of recreation resource management issues and potential solutions. There will be TWO lab experiences in the course. Each will be graded based on attendance\*, active participation and attitude, and written lab report assignments.
  - **South Carolina Botanical Garden:** For this lab, we will meet at the South Carolina Botanical Garden (Heritage Garden parking lot near the red caboose) during the normal class time. We will explore the Garden and analyze recreation impacts and important aspects of the visitor experience along the way. A 1-2 page written assignment will be due 2 class periods after the lab (see Blackboard for details).
    - **Evaluation:** 100 points total (Trip on Mar. 24, report DUE Mar. 31)
  - **Nantahala River Rafting Trip:** This lab, run by the Clemson Outdoor Recreation and Education program (CORE), will occupy an entire Sunday (7:30am – 5:00pm on April 10). We will depart from Campus Beach at 7:30am and travel to

the Nantahala River in NC. We will enjoy a whitewater rafting experience through the lens of visitors, students, and recreation professionals, developing a more comprehensive understanding of recreation resource management in the process. Students will be responsible for the \$45 cost associated with this trip, and payments will be made directly to CORE. A 1-2 page written assignment will be due 2 class periods after the lab (see Blackboard for details).

- ***Evaluation:*** 100 points total (Trip on Apr. 10, report DUE Apr. 14)

\*Field Trip Attendance Policy: If you miss a field trip during normal class time *without an excused absence*, you will receive a grade of “0” for that particular assignment. If you obtain an excused absence for these trips, then an alternate assignment may be arranged. Please see your instructor at least 1 week before the trip if alternate arrangements are necessary. If you are unable to attend the Sunday rafting trip for any reason, you will be required to write a 5-7 page recreation management plan for a national park in the United States. The paper should be formatted to APA standards, include reputable sources, and be well conceived and documented. Since the student would have spent a long day on the Nantahala field trip, he/she should spend a similar amount of time on this replacement paper. Please see your instructor for more details about this assignment.

- ***Group Project - Current Management Issues in Parks and Recreation:*** Recreation resource management is often a contentious issue, and managers are forced to balance a range of stakeholder perspectives and concerns when making key decisions. This assignment gives student an opportunity to play the role of recreation managers or consultants by analyzing a contemporary issue in parks and recreation management and devising potential solutions. Working in assigned groups of 3 or 4, students will develop and lead a class presentation that identifies a controversial topic, issue, or challenge in the field of park and recreation management and highlights potential solutions. Issues/challenges must be approved by the instructor at least ONE week prior to the group presentation date. Presentations should last 10-15 and include the following components: (1) overview of the recreation resource management issue; (2) description of potential management alternatives for addressing the issue; and (3) statement of your group’s preferred management alternative, with a clear explanation of why this is the best course of action (considering benefits, impacts, future implications, etc.). Please see Blackboard for more assignment details and grading rubric.
  - ***Evaluation:*** Up to 100 points can be earned for the group project. All group members will receive the same grade. Presentation dates vary by group.
- ***OPTIONAL Extra Credit: Application for Job in Parks & Recreation:*** In this course, you will learn about a variety of potential careers in the field of parks and recreation and develop skills that will help you to become effective professionals. To apply these skills, of course, you will have to get a job! This requires finding the appropriate employment announcement and developing an application that demonstrates your passion, skills and qualifications that make you the ideal candidate for the position. The optional extra credit assignment (which could add up to 2 points to your overall final grade) is designed to help you land a parks/recreation job or internship of your choice. To receive maximum credit, you will submit (1) a printout of the job ad you’re applying for, (2) a cover letter expressing your interest in the position, addressed to the prospective employer, and (3) a resume highlighting your relevant skills and experience.
  - ***Evaluation:*** up to 25 extra credit points (application DUE Apr. 22)

#### **Assignment Completion and Submission Policies:**

**Most course assignments** (quizzes, tests, presentations) **will be completed in class, though some quizzes may be administered online through the Blackboard website.** Please include your full name on all assignment submissions. Failure to include your name on a submission may result in a grade of “0.” In-class assignments, announced or unannounced, may not be made up unless the absence is excused. Online quizzes not completed by the specified due date may not be

made up. Any exam that was scheduled during a class cancellation due to inclement weather will be given at the next class meeting unless otherwise noted. Extensions or postponements of assignments/exams must be granted by the instructor via email or Blackboard within 24 hours of weather related cancellations.

**Files submitted electronically (e.g., labs) must be submitted as .docx or .pdf documents through Blackboard Turnitin by 11:59pm on the day they are due.** Submission links can be found under the respective assignments on Blackboard, along with detailed instructions. If a Turnitin submission is not working for any reason, the assignment should be emailed to the instructor before the specified due date. *Late assignments will be accepted, but there is a 10% (one letter grade) penalty for each 24 hours the assignment is late.* Late assignments will not be accepted more than 5 days after the assignment deadline. Plan ahead for the unexpected! You should keep back-up copies of all assignments. If an assignment is misplaced by the student or instructor, or if there is an issue with the transfer of the assignment through technology, the instructor will allow the student to produce the back-up copy by 5:00pm on the day the mistake is discovered. Students who do not or cannot produce the back-up by the required time may be receive a “0” for that assignment. You are accountable for staying on schedule should technological problems or other issues arise.

Contact the instructor immediately if an emergency affects your ability to meet course deadlines.

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**Course Grading:**

You are treated as a professional in this course. Accordingly, the grading is strict, but fair. Reading the directions and grading criteria provided for each assignment is the key to understanding how you will be graded. Following those directions is the key to doing well.

The final grade reflects student performance in several areas. Performance is based on point values, broken down below. A **total of 1000 points** can be earned in the course. Assigned letter grades will follow the standard Clemson University policy, where:

- A = 90 to 100%
- B = 80 to 89%
- C = 70 to 79%
- D = 60 to 69%
- F = 0 to 59%

**Course Grading Structure:**

<b>Assignment</b>	<b>Details</b>	<b>Total Points</b>
Class Participation	14 weeks of class = 50 points	50 points
Quizzes	Number to be determined (likely 10-15)	300 points
Outdoor Recreation Labs	2 @ 100 points each	200 points
Group Project: Current Management Issues in Parks & Recreation	1 @ 100 points	100 points
Exams	Midterm @ 150 points Final @ 200 points	350 points
	<b>Total:</b>	<b>1000 points</b>
<i>OPTIONAL Extra Credit: Application for Job in Parks/Recreation</i>	<i>1 application @ 25 points</i>	<i>25 points</i>

**Receiving Grades & Instructor Feedback:**

Assignment grades and feedback are generally provided within **72 hours** after the assignment is due and always before an assignment of the same type is due. Unless otherwise stated, grades and feedback will be available via the **Grades** area of the course Blackboard site.

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**Course Schedule & Calendar<sup>1</sup> (Spring 2016):**

Refer to the course calendar for specific meeting dates and times. Key dates for the academic semester (e.g., drop/add) can be found at [www.registrar.clemson.edu](http://www.registrar.clemson.edu). Activity and assignment details will be explained in detail on the course Blackboard website. If you have any questions, please contact your instructor.

Content Theme Codes:

- Recreation Activities, Benefits, & Impacts (ABI)
- America’s Public Lands (APL)
- Recreation Management Systems (RMS)
- Outdoor Recreation Labs (Lab)

Date	Theme	Topic/Activity	Reading <sup>2</sup>	Assignments <sup>3</sup>
Jan. 7 (Th)	ABI	Introduction to Course; Outdoor Recreation Activities & Benefits		
Jan 12 (T)	ABI	Why People Recreate: Understanding Recreation Motivations	Manfredo et al. (1996)	
Jan 14 (Th)	APL	The Power of Parks; Utilization vs. Preservation		
Jan. 19 (T)	APL	Public Lands: National Parks	<i>These American Lands</i> (Chp. 1)	
Jan 21 (Th)	ABI	Impacts of Outdoor Recreation on the Natural Environment		
Jan 26 (T)	API	Impacts of Outdoor Recreation on Visitors, Communities, & Infrastructure		
Jan. 28 (Th)	ABL	Public Lands: National Forests	<i>These American Lands</i> (Chp. 2)	
Feb. 2 (T)	ABI	Impacts of Outdoor Recreation (continued)		Group 1 Presents
Feb. 4 (Th)	APL	Public Lands: BLM & Wildlife Refuges	<i>These American Lands</i> (Chp. 3-4)	
Feb. 9 (T)	APL	Public Lands: State Parks, Municipal Parks, and Non-profit Land Managers		Group 2 Presents
Feb. 11 (Th)	APL	Public Lands: Wilderness	<i>These American Lands</i> (Chp. 5)	
Feb. 16 (T)	ABI	Recreation Trends & Challenges ( <i>Guest Speaker: Dr. Viniece Jennings, USFS</i> )		
Feb. 18 (Th)		Midterm Exam Review		Groups 3 & 4 Present
Feb. 23 (T)		<b>MIDTERM EXAM</b>		<b><u>MIDTERM Exam</u></b>
Feb. 25 (Th)	ABI	Outdoor Rec Careers & Certification ( <i>Guest Speaker: Robert Taylor, CORE</i> )		
Mar. 1 (T)	RMS	Recreation Management Systems; Management Strategies: Policy & Planning		Group 5 Presents
Mar. 3 (Th)	RMS	Management Strategies: Visitor Services & Facilities, Regulation/Enforcement	Lankford et al. (2011), Chp. 10	

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<b>Mar. 8</b> (T)	RMS	Management Strategies: Education, Interpretation & Public Relations		Group 6 Presents
<b>Mar. 10</b> (Th)		NO CLASS due to Lab #2 Field Trip		
<b>Mar. 15</b> & <b>17</b>		SPRING BREAK!		
<b>Mar. 22</b> (T)	RMS	Carrying Capacity & Visitor Management Frameworks	Rees et al. (2007)	
<b>Mar. 24</b> (Th)	Lab	<b>Outdoor Rec Lab #1:</b> SC Botanical Garden (meet at Botanical Garden at 2:00pm)		
<b>Mar. 29</b> (T)		Topic TBD...		Groups 7 & 8 Present
<b>Mar. 31</b> (Th)	RMS	Managing Risk in Parks & Recreation ( <i>Guest Speaker: Dan Anderson, PRTM</i> )		<b><u>Lab Report 1</u></b> <b><u>DUE</u></b>
<b>Apr. 5</b> (T)	RMS	Case Studies: Visitor Monitoring & Management ( <i>Guest Speaker: Dr. Jeff</i> <i>Hallo, PRTM</i> )		
<b>Apr. 7</b> (Th)	RMS	Managing Conflict in Parks & Recreation ( <i>Guest Speaker: Katie Krafte, PRTM</i> )	Hammitt & Schneider (2000)	
<b>Apr. 10</b> (SUN)	Lab	<b>Outdoor Rec Lab #2:</b> Rafting at the Nantahala River (meet at Campus Beach at 7:30am)		
<b>Apr. 12</b> (T)		NO CLASS due to Lab #2 Field Trip		
<b>Apr. 14</b> (Th)	RMS	Adaptive Resource Management Managing	Larson & Poudyal (2012)	<b><u>Lab Report 2</u></b> <b><u>DUE</u></b>
<b>Apr. 19</b> (T)	RMS	Recreation Management Challenges ( <i>Guest</i> <i>Speaker: Phil Gaines, SC State Parks</i> )		
<b>Apr. 21</b> (Th)		Final Exam Review		<b><u>Extra Credit</u></b> <b><u>DUE</u></b>
<b>Apr. 28</b> (Th)		<b>FINAL EXAM</b> (8:00-10:30am)		<b><u>FINAL</u></b> <b><u>Exam</u></b>

<sup>1</sup>Schedule is tentative and subject to change.

<sup>2</sup>Additional readings may be assigned and posted under each content area on the Blackboard site.

<sup>3</sup>Group presentations will occur throughout the semester at times assigned on Jan. 13.



### **Attendance Policy & Expectations:**

To be successful in this course, you must be willing to allocate sufficient time to attend class (including field experiences), access course materials, complete all of the assignments on time, and participate in course discussions. Class attendance is vital to your success (part of your grade is based on participation), and you are expected to be in class and on time. Excused absences must be prearranged with your instructor. Field trips for other classes, attending professional conferences, personal illness, and serious immediate-family illness or death are legitimate reasons for an excused absence. You are expected to offer documentation supporting your request for an excused absence if you were incapacitated and could not prearrange the absence. When documentable absences are necessary and excused, the instructor will make arrangements for those students to make up graded work that takes place during those necessary absences. The time, location, and nature of the make-up work will be at the discretion of the instructor. For every 3 unexcused absences, a letter grade may be deducted from the student's final grade.

I intend to be in the classroom ready to start classes and discussions on time. However, if for some reason I am not present, please wait 15 minutes from the official start time for class before leaving.

### **Class Conduct Standards:**

To align with expectations of employers in the field of parks and recreation management, you are encouraged to conduct yourself in a respectful and professional manner during all class periods (on and off campus). This includes, but is not limited to:

- Cell phone use – Cell phones are not be used during class. This includes texting. Cell phones are allowed to be turned on during class specifically to receive important University safety notifications. However, if a student reads or responds to texts, emails, or calls in class, he/she may be asked to leave.
- Laptop use – Laptops, if used, should ONLY be used for class purposes (e.g., note taking). Do not disrespect the instructor and your classmates by using your laptop during class for non-class purposes. If the instructor determines that laptop use is interfering with student learning, laptops may be banned from class.
- Disruptive behavior – Students should not disrupt class and should pay full attention for the duration of each class period. Students are of course allowed (and in most cases, encouraged) to speak to each other about course-related topics, but disruptive behavior will not be tolerated.
- Respectful behavior – Students come from a variety of different backgrounds and their views on certain topics might differ from yours. All students in this class can freely express their opinions without any form of mockery or negative repercussions.

You are required to abide by this code of conduct during all academic endeavors, inside or outside of the classroom, 100% of the time. Any violation of respect and/or lack of adherence to the student code of conduct may result in dismissal from class and, potentially, being dropped from the course. If you ever feel as though our classroom environment is inappropriate or uncomfortable, please contact your instructor with your concerns.

### **Communication in the Course:**

I will often communicate with the class about assignments, important dates, etc., via bulk class emails through Blackboard. You are responsible for information that is distributed through these emails, and you should ensure that your mailbox is empty enough to receive these messages.

You have numerous ways of communicating with your instructor in this course: email (preferred), phone, the “Q & A” Discussion Forum on Blackboard, and live consultations during office hours or by appointment.

- If you have a question about an assignment or class procedure, consider posting it in the “Q & A” forum so that other members of the class can benefit from it, too. A lot of group learning can happen in this forum if you use it, so please do!
- If you have a personal concern (such as a question about a grade), please contact me directly through email, phone, or office hours.
- I am here to help you, so please ask questions and seek clarification as early and as often as needed. Delay will only hinder your learning.

***Notes Regarding Email Communication:***

Because of privacy regulations, University faculty and staff communicate with students only through Clemson email. Therefore, you must use your Clemson email account in this course for all email communications. Check your Clemson account at least three times per week for important messages. The instructor will respond to all inquiries, questions, and other electronic correspondence within a timely manner. Electronic communications posted in Blackboard or sent via email will be answered within 48 hours (and typically much faster). This response times excludes weekends, official University closures, and other times as noted by the instructor.

**Course Syllabus Agreement:**

If you disagree with any of the policies or procedures spelled out in this syllabus or cannot accept the demands of the course (i.e., the amount of time and work required), you need to drop the course as soon as possible. By staying in the course, you agree to comply with all the policies and procedures described in this syllabus. Occasionally, circumstances require the instructor to change the syllabus. Should the instructor find a change necessary, you will be notified as soon as possible.

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**Navigating the Course:**

The electronic classrooms for this course are located in *Blackboard* and *Adobe Connect*. To gain access to the course you need your Clemson University student ID (username) and password.

**Blackboard (course website):**

- Open your Internet browser and enter the Clemson Blackboard URL:  
<http://bb.clemson.edu>.
- Login with your Clemson University Username and Password.
- The Welcome page will list your current courses.
- Select this course and enter the Blackboard classroom.

***The Blackboard Classroom:***

The buttons in the course menu provide access to these content areas:

<b>Announcements</b>	Includes updates and reminders for the course.
<b>Syllabus &amp; Schedule</b>	Explains the course objectives, assignments, grading criteria, student expectations and responsibilities; provides an overview of the course calendar.
<b>Class Meetings &amp; Content</b>	Provides access to daily course content and related documents such as required readings. Content is archived and displayed in folders by thematic content area (not by date). Specific classes associated with each content area are displayed in chronological order within each theme. Each week, overviews of the two upcoming classes will be displayed in the main “Class Meetings & Content” folder for quick reference (prior to being archived).
<b>Assignments</b>	Provides information about all of the key assignments in the course (e.g., labs, projects), including grading rubrics, and Turnitin submission links .
<b>Quizzes &amp; Tests</b>	Provides an overview of all quizzes and tests assigned in the course. Unannounced quizzes will be added retroactively as the semester progresses.
<b>Discussions</b>	Features Discussion Forums (including general Q&A) and involves students in responding to questions and replying to classmates. Discussion forums may be utilized for some reading response quizzes.
<b>Groups</b>	Group pages for group presentation teams
<b>Grades</b>	Displays instructor feedback and grades. If you see an exclamation mark for an assignment, it means the assignment has been submitted and will be reviewed by the instructor. If you see a score for an assignment, you can click on it to read feedback from your instructor.
<b>Faculty Bio</b>	Describes the instructor's background and includes contact information.
<b>Resources</b>	Offers online resources, readings, and other information for to supplement learning in this course.
<b>Tools</b>	Includes email and interactive features.
<b>Help</b>	Help Manual

For technical assistance with the Blackboard course website, students should contact [ithelp@clemson.edu](mailto:ithelp@clemson.edu) or visit [http://www.clemson.edu/ccit/help\\_support/](http://www.clemson.edu/ccit/help_support/).

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### **General Policies & Procedures at Clemson University:**

Students are expected to adhere to all policies and procedure outlined by Clemson University at: <http://www.clemson.edu/administration/student-affairs/student-handbook/universitypolicies/index.html>.

### **Academic Integrity:**

I take academic integrity very seriously. Do not cheat, lie, steal, mislead, or plagiarize in any form. Doing so will result in a grade of “0” for that assignment and potential disciplinary action by the University. In other words, please be sure to abide by Clemson’s academic integrity policy:

***The Clemson University Academic Integrity Statement:*** “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

Anyone caught cheating on a quiz or test will receive a grade of “F” on that assignment and will be turned in to the University for further disciplinary action. The instructor will deal with plagiarism on a case-by-case basis. A simple definition of plagiarism is when someone presents another person’s words, visuals, or ideas as his or her own. The copying of more than a five-word phrase without crediting the source is considered an act of plagiarism. Referencing an idea without giving credit is also considered plagiarism. Coursework must be documented appropriately in APA format. Content from previous classes may not be submitted. The most serious offense within this category occurs when a student copies text from the Internet or from a collective file. This type of academic dishonesty is a serious offense that will result in a failing grade for the course as well as the filing of a formal report to the University. **If you become aware of academic dishonesty by another student, you are expected to report that person's actions to the instructor.** See the [Academic Integrity](#) section of Clemson’s website for additional information about academic integrity and the University’s procedures and policies regarding scholastic dishonesty.

### **Copyright Notice:**

The materials found in this online course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws.

### **The Clemson University Title IX (Sexual Harassment) Statement:**

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. For additional information contact the Clemson University Title IX Coordinator located at 111 Holtzendorff Hall, 864.656.3181.

### **Student Disability Services:**

Student Disability Services coordinates the provision of accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable and specific accommodations are developed with each student based on current documentation from an appropriate licensed professional. All accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment. Housing accommodations for a disability or medical condition are also coordinated through this office. Visit the [Student Disability Services](#) website for location, contact information, as well as official policies and procedures. You can also visit this link for additional details: <http://www.clemson.edu/campus-life/campus-services/sds/about.html>.

Students with disabilities requesting accommodations should make an appointment with Dr. Margaret Camp (864-656-6848, [sds-1@clemson.edu](mailto:sds-1@clemson.edu)), Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

### **Academic Support Services:**

Students may access a variety of academic support services to support your learning in the online classroom. Here are links to services available:

- Academic Success Center <http://www.clemson.edu/asc/staff.html>
- The Writing Center <http://www.clemson.edu/centers-institutes/writing/>
- Clemson Online Library Guides <http://libguides.clemson.edu/distanced>
- Online Library Resources <http://www.clemson.edu/library/>
- Academic Advising <http://www.clemson.edu/academics/advising/index.html>
- Registrar <http://www.registrar.clemson.edu/html/indexStudents.htm>
- Clemson Computing and Information Technology <http://www.clemson.edu/ccit/>

### **Academic Grievances:**

Information on Clemson's Academic Grievances policies can be found here: <http://www.clemson.edu/administration/student-affairs/student-handbook/universitypolicies/academic-grievance.html>

Students are advised to visit the Ombuds Office prior to filing a grievance.

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### **About Your Course Instructor:**

I am an assistant professor in the Department of Parks, Recreation, and Tourism Management at Clemson University. My research and professional interests revolve around sustainable interactions between people and the natural environment, with an emphasis on the conservation-, recreation-, and education-related benefits associated with parks and protected areas.

I have worked as a researcher and educator in a diverse range of settings including Tambopata National Reserve (Peru), Yellowstone National Park (WY), Alligator River National Wildlife Refuge (NC), Chilkoot State Park (AK), multiple Georgia State Parks, the State Botanical Garden of GA, and Discovery Creek Children's Museum (DC). My degrees include a B.S. in Biology (Duke University – Go Devils!) and an M.S. and Ph.D. in Natural Resources Recreation and Tourism (University of Georgia – Go Dawgs!). Prior to starting as a faculty member at Clemson (Go Tigers!) in August 2014, I worked as a postdoctoral research associate in Cornell University's Department of Natural Resources, where my projects explored a variety of issues in nature-based recreation resource management.

I have been married to my wife, Emily, for 7 years and we have two children, a daughter (Aliya, almost 3 years old), a son (Collin, 6 months old), and a dog (Leo). In my free time, I enjoy hanging out with my family, spending time outdoors, traveling, and watching/playing various sports.

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