Dear Student:

Congratulations on selecting the Department of Recreation, Parks and Tourism for your career path. The faculty in the Department hope that you will find the profession rewarding - intellectually, emotionally, and monetarily. Today, Americans have more discretionary time than any society in the history of the world. As a result, there has been extensive expansion in a variety of employment opportunities within the profession. An expression of concern for individuals of all ages with physical, mental, emotional, and social disabilities has resulted in the recognition of leisure services as a viable component in the social adjustment and rehabilitation of individuals with disabilities. The use of natural environments and commercial resources for leisure experiences has also increased dramatically during the past decades.

In an attempt to meet the needs and concerns regarding the use of recreation and leisure, the Department of Recreation, Parks and Tourism prepares students for leadership roles. These roles might include employment in public parks and recreation, youth-serving agencies, health care and rehabilitation agencies, correctional institutions, churches and religious-affiliated agencies, camping and outdoor settings, federal and state governmental units, resorts, adventure travel, tourism organizations, and commercial/profit-generating businesses.

In addition to core requirements, the recreation, parks and tourism curriculum provides the opportunity for students to select one or more concentrations. These areas include tourism and special events, recreation therapy, and outdoor recreation and leadership. The National Recreation and Park Association accredits the program of study leading to either a Bachelor of Arts or Bachelor of Science degree in recreation, parks and tourism. Courses in the recreation therapy concentration, plus an internship and recommended electives, meet eligibility requirements for individuals to take the Certified Therapeutic Recreation Specialist (CTRS) examination. The National Council for Therapeutic Recreation Certification conducts this national examination. Other graduates qualify to take the Certified Park and Recreation Professional (CPRP) examination under the auspices of the National Recreation and Park Association.

This manual has been prepared to assist the student in planning a program of study in the Department of Recreation, Parks and Tourism. It was designed to provide information about the Department, the program of study, experiential learning, service learning, and the internship experience. The faculty wish every student the very best in the pursuit of his/her degree. If you have problems or questions, please consult with your advisor, other faculty, or the Department Chair.

Sincerely,

The Faculty

Disclaimer: Students are responsible for reading and understanding the contents of this manual. If you do not understand any of the contents, consult with your faculty advisor for clarification. Procedures outlined in the manual must be followed in a sequential manner for the best professional preparation.
This manual and its contents are protected under current copyright laws and cannot be used without the written permission from the Chair of the Department of Recreation, Parks and Tourism at Radford University, Radford, Virginia.
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Welcome to the College of Education and Human Development (CEHD). The College is renowned for developing responsive and engaged professionals who teach, lead, and serve. Programs are characterized by an emphasis on integrating theory with practice in the classroom and through on- and off-campus practicum experiences. Recreation, Parks and Tourism faculty are committed to teaching and promoting student development, advancing scholarship within the disciplines, and providing professional service.

Dean: Dr. Kenna Colley
Office: A119 Peters Hall
E-mail: pshoemak@radford.edu
Telephone: (540) 831-5439

Associate Dean
Office: A114 Peters Hall
E-Mail: fjsteiger@radford.edu
Telephone: (540) 831-6311

The College of Education and Human Development consists of three departments and one academic school:

Department of Counselor Education

Department of Health and Human Performance
• Athletic Training
• Fitness, Strength, and Conditioning
• Health Education/Health Promotion
• Sports Administration
• Sports Medicine
• Nutrition and Dietetics Program

Department of Recreation, Parks and Tourism (RCPT)
• Recreation Therapy
• Tourism and Recreation Management
• Outdoor Recreation and Leadership

School of Teacher Education and Leadership
• Elementary Education
• Middle Education
• Early Childhood/Early Childhood Special Education
• Special Education: Deaf and Hard of Hearing
• Special Education/General Curriculum
Academic Advising

Purpose

The primary purpose of academic advising within the College of Education and Human Development is to encourage students to develop a meaningful educational plan that is compatible with their life and career goals. In the College, faculty advisors and the Advising Center staff are available to assist students in: exploration of educational and career options; clarification of university and departmental requirements; selection of appropriate courses; evaluation of academic progress; and obtaining referral information for academic and student support services.

You, the student, are ultimately responsible for making decisions about your educational plans and meeting the requirements of your academic program; however, you are not alone in the process. Within the College of Education and Human Development, you are part of your own individual advising team. The team members include you, your faculty advisor, and the Advising Center staff. We challenge you to view academic advising as a shared responsibility in which you use your advising team, not just as a mechanism to register for classes, but rather as a continuous process of clarification and evaluation of your progress toward your educational and life goals. You can make the advising team work for you by making and keeping regular advising appointments, planning class schedules in conjunction with your advisor, and monitoring your progress toward the completion of your degree program.

Advising Center

The Advising Center serves students and faculty within the College of Education and Human Development. The Center is staffed by a full-time Advising Coordinator, Assistant Advising Coordinator, and graduate students trained to assist in advising.

Office: A107 Peters Hall
E-mail: ed-adv@radford.edu
Telephone: (540) 831-5424

The Advising Center staff will assist all students in:

- Locating a faculty advisor;
- Clarifying University and College procedures and policies such as questions about registration, transfer credit, and graduation requirements;
- Exploring educational options and clarifying life and career goals;
- Evaluating academic progress;
- Discussing overall academic progress (strengths & weaknesses);
- Calculating GPA requirements;
- Suggesting academic success strategies;
- Locating appropriate referral sources for academic and student support;
- Describing the advising process and recommending an advising schedule for the semester;
- Scheduling and registration;
- Assessing academic performance including mid-semester grade reviews; and
- Adjusting to college issues.
**Faculty Advisor**

When you declare a major in Recreation, Parks and Tourism, you will be assigned a member of the faculty who will act as your academic advisor. Together, a program is constructed through advisement each semester. It is the faculty advisor's responsibility to help the student develop an academic program and understand course sequences, prerequisites, and requirements. If the student is new to the program, he/she may contact the Department office to find out the name of their faculty advisor or check the student's degree works found on the portal. A progress sheet will be provided at the time of entry into the major. See this link for appropriate progress sheet by academic year: http://www.radford.edu/content/cehd-advising/home/programs/progress-sheets.html

Your faculty advisor will:

- Describe the advising process within your department and recommend an advising schedule;
- Assist in defining your educational/career goals;
- Provide clarification of university, college, and departmental procedures;
- Provide appropriate referrals; and
- Maintain regular posted office hours.

**University Requirements**

This is a reminder that completing all degree requirements is the responsibility of the student. Policies for grading, degree requirements, credit limits, probation and suspension, transfer credit, etc. are described in detail under "Academic Policies" and "Academic Programs" in the appropriate Radford University Undergraduate Catalog. Some of those requirements are listed below:

- At least 45 semester credits must be completed at Radford University.
- At least 50% of major requirements, as defined by the Department, must be completed at Radford University.
- Of the last 39 semester credits for the degree, 30 must be completed at Radford University.
- To graduate with Latin Honors (i.e., cum laude), the student must graduate with at least a 3.5 overall GPA and complete at least 60 semester credits at Radford University.
- Students may withdraw from five courses while at Radford University.
- Students may repeat up to three courses (where the grade earned in the repeat course will replace the original grade) and retake as many classes as needed (grade earned will be averaged with original grade).

To remain in good standing and graduate from Radford University, each student must maintain a minimum grade point average (GPA) of 2.0 on a 4.0 scale. In addition, Recreation, Parks and Tourism majors must maintain a 2.5 GPA overall and a 2.5 GPA in RCPT to remain in the major. This also applies for enrollment in RCPT 413 Professional Issues in Recreation, Parks and Tourism and to secure placement in RCPT 470 Internship.

Information regarding academic integrity and current official policies governing student life may be found in the Radford University Student Handbook. Students are expected to uphold the Radford
University Honor Code: “I do hereby resolve to uphold the Honor Code of Radford University by refraining from lying, from the stealing or unauthorized possession of property and from violating the Standards of Student Academic Integrity.”

Registration Procedures

Students should make an appointment with their faculty advisor at least two weeks prior to the beginning of registration and remove all registration blocks (e.g., parking, library, Student Accounts, Health Center). Schedules and availability of classes can be accessed through the Student Information System. A degree audit system is also available that allows students to monitor progress toward degree requirements. Students should come prepared with a tentative schedule to the meeting with their faculty advisor and a copy of the degree audit. Failure to complete the registration process in a timely manner will severely limit class choices and may delay graduation.

Evaluation

During academic preparation in recreation, parks, and tourism, the student will be evaluated in and out of the classroom by faculty and peers relative to his/her competency to practice in the recreation profession. Results of these evaluations may be satisfactory and positive, or they may suggest that the student seek personal and/or academic counseling or change to another major. These results may also impose limitations on the student’s internship placement. The Department goal is for graduates to reflect those qualities necessary for entry and continued success in the profession. If a concern or problem is noted, consult with your faculty advisor to discuss the matter. All students are expected to abide by the code of ethics established by the National Recreation and Park Association, American Therapeutic Recreation Association, and/or Association for Experiential Education (Appendix B).

Assistance for students who have a documented disability or medical problem is offered through the Disability Resource Office (DRO). Services may include providing reasonable academic accommodations, career counseling, study skill assistance, and personal counseling. Additional support for writing, science, math/statistics, test-taking, and study skills is available from the Learning Assistance Resource Center (LARC).

Application for Graduation

An application for graduation form can be obtained from the College Advising Center two semesters prior to graduation. If the student has only the internship experience to complete (12 semester hours) during the summer, she/he may file an application (Petition for Participation in the Spring Commencement Ceremony also available from the Advising Center) and participate in the May graduation preceding the internship. The form can also be found at: http://www.radford.edu/content/cehd-advising/home/student-resources/forms.html

Financial Aid

In addition to awards based on demonstrated financial need, scholarships that are based on leadership, character and academic achievements at Radford University (refer to the University Catalog) are
available through the Radford University Foundation. The Virginia Recreation and Park Society and other professional organizations offer other scholarships through various foundations and grants. If interested, consult with your faculty advisor.

Change of Major

In order for a student to declare or change their major to Recreation, Parks and Tourism, he/she must complete a “Declaration of Major/Minor” form available through the Department Office (Waldron 137). The application will be approved and the student will be assigned a faculty advisor at this time. The completed form should be taken to the Registrar’s Office (Heth 105).

Independent Study

An "Independent Study" application (Appendix C) can be obtained from the Department Office and requires completion and submission in the semester preceding the independent study. Consult with your advisor concerning any plans to conduct an independent study.

Incomplete Grades

If a student fails to complete a required portion of a course, the faculty member has the discretion to award an incomplete “I” grade. This grade will automatically revert to an “F” if not changed by the last day of classes of the following semester (fall or spring).
**DEPARTMENT INFORMATION**

Today, Americans have more discretionary time than any society in the history of the world. As a result, there has been extensive expansion in recreation, parks, and tourism provided through community agencies and private businesses. In addition, interest in the role recreation, parks, and tourism can play in the health, social adjustment, and rehabilitation of individuals of all ages has increased the demand for professionals with knowledge and skills in recreation therapy.

The Department of Recreation, Parks and Tourism prepares students for professional roles in municipal park and recreation agencies, youth-serving agencies, commercial for-profit facilities, health care and rehabilitation agencies, correctional institutions, church and religious affiliated agencies, camping and outdoor settings, federal and state governmental units, resorts, adventure travel, and commercial recreation agencies. The undergraduate program offers a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree accredited by the National Council on Accreditation for Park, Recreation and Leisure Services. Students choose a concentration in outdoor recreation, recreation therapy, and/or tourism and recreation management.

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Dr. Edward Udd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Cook Hall 220</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:eudd@radford.edu">eudd@radford.edu</a></td>
</tr>
<tr>
<td>Telephone:</td>
<td>(540) 831-7720</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Secretary:</th>
<th>Mr. Masood Hassan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Cook Hall 220</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:mulhassan@radford.edu">mulhassan@radford.edu</a></td>
</tr>
<tr>
<td>Telephone:</td>
<td>(540) 831-7720</td>
</tr>
</tbody>
</table>

**Website:** [http://www.radford.edu/content/cehd/home/departments/rcpt.html](http://www.radford.edu/content/cehd/home/departments/rcpt.html)

**Degrees Offered:** Bachelor of Arts and Bachelor of Science

**Degree Semester Hours Required:** 120 Semester Hours

**Major Offered:** Recreation, Parks and Tourism

**Concentrations Offered:**
- Tourism and Special Events
- Recreation Therapy
- Outdoor Recreation and Leadership

**Minor Offered:** Outdoor Recreation and Leadership
Fulltime Faculty

Dr. Edward Udd

Chair and Professor. B.S. (Forest Resources), University of Washington; M.S. (Renewable Natural Resources), University of Nevada-Reno; and Ph.D. (Park and Recreation Resources), Michigan State University. Academic interests: Natural resource recreation, management, planning, and ecotourism.

Dr. Jim Newman, CTRS

Associate Professor. B.S. (Recreation: Therapeutic Recreation), University of Northern Colorado; M.A. (Recreation: Recreation Administration), University of Northern Colorado; and Ph.D. (Education: Outdoor Therapeutic Recreation), University of Minnesota. Academic interests: Outdoor adventure therapy, historical interpretation, heritage tourism, and emergency management.

Dr. Mark Wagstaff

Professor. B.S. and M.S. (Recreation Resources Administration), North Carolina State University; and Ed.D. (Higher Education: Leisure Studies and College Teaching), Oklahoma State University. Academic interests: Outdoor leadership development and wilderness education.

Dr. Anja Whittington

Associate Professor. B.S. (Forestry), University of New Hampshire; M.Ed. (Science Education) & Ed.D. (Education), University of Maine. Academic interests: outdoor recreation, wilderness medicine, and girls' development.

Dr. Joshua Carroll

Assistant Professor. Program Coordinator. Ph.D. (Natural Resources, Recreation, and Tourism), Colorado State University; M.S. (Natural Resources and Recreation Management), Colorado State University; B.A. (Environmental Science), Franklin Pierce College. Academic interests: nature based tourism, sustainability, and resource management.
Adjunct Faculty

Mr. Ronald Downs
Director of the Dedmon Center (Retired), Adjunct instructor in ESHE. B.S. (Recreation Administration), Radford University; and M.S. (Recreation and Leisure Studies), Radford University.

Mrs. Paula Dawson-Downs
Ranger with National Park Service, Cape Hatteras 1973-1979, Radford University Student Affairs Student Activity Assistant Director 1979-1991, American Red Cross New River Valley Director 1991-2011. AA St. Mary's College Raleigh, NC, BS Parks & Recreation Radford College Radford, MS Leisure Services Radford University Radford. Focus areas: Administration, instruction, management, and development in planning and organization with respect to business/agency and program development; safety and security planning and procedures

Mrs. Katie Newman
Temporary Service Coordinator for the Infant and Toddler Connection of the NRV; Alternate programs manager for Recreation Therapy programs at RU: Toddler Time Club, Sensory Seekers Resource Group and Southwest Virginia Training Center Adventure Program, Adjunct instructor in STEL. B.A. (Special Education) at William Paterson University; and M.A. (Early Childhood Education), University of Northern Colorado.

Mr. James “Fred” Pierson
Director of the RCPT Experiential Learning Laboratory. B.S. (Recreation), Southern Illinois University; M.S. (Recreation Administration), Aurora University. Academic interests: Experiential learning and commercial recreation. Office: 141 Waldron Hall, (540) 831-7721.

Dean Crane
Director of the Blacksburg Parks and Recreation Department. M.S. from Recreation, Parks, and Tourism at Radford University.

Professional Organization Affiliations

The department maintains membership with the National Recreation and Park Association (NRPA), Virginia Recreation and Park Society (VRPS), Resort and Commercial Recreation Association (RCRA), Association for Experiential Education (AEE), and Wilderness Education Association (WEA). All students are urged to become student members in any of these organizations and participate in the Recreation, Parks and Tourism Majors Club sponsored by the department. Attempts are made to unite students with professionals and to further their interests in the field of recreation, parks, and tourism. Furthermore, students may want to join member organizations within NRPA, specifically, National Therapeutic Recreation Society (NTRS), American Park and Recreation Society (APRS), or National Society for Park
Resources (NSPR). Student memberships are also available for American Camping Association (ACA), American Alliance for Leisure and Recreation (AALR), American Therapeutic Recreation Association (ATRA) or other alternatives specific to the students’ professional interests.

National Certifications

Certified Park and Recreation Professional

Each graduate from the Department of Recreation, Parks and Tourism will be qualified to take the Certified Park and Recreation Professional (CPRP) examination. Requirements and further details can be obtained directly from National Recreation and Park Association (www.nrpa.org). The CPRP process is separate from university degree requirements and is the responsibility of each individual student and not the faculty nor Radford University.

National Council for Therapeutic Recreation Certification

Each graduate completing all of the designated degree requirements in the recreation therapy concentration will be eligible to take the national examination for a Certified Therapeutic Recreation Specialist (CTRS). Requirements and further details can be obtained directly from the National Council on Therapeutic Recreation Certification (www.nctrc.org). The CTRS certification process is separate from university degree requirements and is the responsibility of each individual student and not the faculty nor Radford University.

Employment

On-Campus Career Days

Throughout the academic year, a number of on-campus programs associated with careers are provided for students. A number of these programs involve recreation, parks, and tourism careers. The concept behind these programs is to give students an opportunity to hear from professionals in the field about job responsibilities, salaries, advancement, internships, as well as other related areas. Since these programs are to help students, please take advantage of these opportunities. Information will be available through classes, contact with your faculty advisor, bulletin boards, and other students.
Job Placement

The Department subscribes to the NRPA Employment Bulletin and various state employment publications. Faculty members are aware of employment opportunities through personal contacts. Position announcements, when available, are posted by the Department through a variety of media.

Supplemental Outdoor Facilities

Selu Conservancy

Radford University operates the Selu Conservancy, which is located fifteen minutes from the main RU campus and provides a variety of outdoor and environmental opportunities for students. Selu has 380 acres of forest and grasslands and is named after the Cherokee Grandmother Corn Spirit. Native grasses have been planted to provide a quail habitat and workshops related to native grasses and controlled burns have been held. Selu houses a retreat center and a science building complete with a laboratory and an observatory. Workshops, meetings, and classes are held at Selu by university and community organizations. Students have participated in the construction of several trails on the grounds, and a low ropes course has been completed. Students also have the opportunity to paddle on the Little River, which borders the Conservancy.

RU West Campus

Less than two miles from the main Radford University campus is the RU West Campus (formerly Carilion Saint Albans Center). The Department cooperates in the management and operation of an indoor and outdoor high ropes course and state-of-the-art helix climbing tower. This facility is the primary location for the five-day workshop in the Ropes Course Programming and Advanced Ropes Course Programming courses. During these courses, students can learn and apply technical, safety, leadership, and facilitation skills in conjunction with ropes course philosophy.
CURRICULUM

A major in recreation, parks, and tourism consists of a minimum of 63 semester hours in the major and 43-45 semester hours in the core curriculum (http://www.radford.edu/content/cehd/home/academic-advising/progress-sheets.html). Major requirements include 45 semester hours in a professional core (including a 12 semester hour internship) and 18-26 semester hours in one or more concentrations (i.e., outdoor recreation, tourism and special events, or recreation therapy). The student must have a total of 120 semester hours to qualify for graduation. Additional semester hours may be taken as RCPT electives, a minor, dual concentration, or other general electives as recommended by the advisor.

Students are expected to make progress toward their degree requirements. Students may attempt each RCPT course three times. If any one course is not passed after the third attempt, the student will no longer be allowed to take courses in the major.

Core Curriculum

Department of Recreation, Parks and Tourism requirements have been identified within the core curriculum. These requirements are dependent upon the specific area of study within the major. Please see the progress sheet (http://www.radford.edu/content/cehd/home/academic-advising/progress-sheets.html) for further details regarding these courses.

Curriculum Sheets: http://www.radford.edu/content/cehd/home/academic-advising/progress-sheets.html

Major Requirements

The student is required to complete the following 45 semester hours:

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>Activity Leadership and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>210</td>
<td>Introduction to Recreation, Parks and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>230</td>
<td>Introduction to Outdoor Recreation</td>
<td>3</td>
</tr>
<tr>
<td>313</td>
<td>Program Planning in Recreation, Parks and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>319</td>
<td>Introduction to Recreation Therapy</td>
<td>3</td>
</tr>
<tr>
<td>328</td>
<td>Planning and Operations</td>
<td>3</td>
</tr>
<tr>
<td>365</td>
<td>Legal Liability and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>413</td>
<td>Professional Issues in Recreation, Parks and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>414</td>
<td>Recreation Workshop</td>
<td>3</td>
</tr>
<tr>
<td>423</td>
<td>Recreation Administration</td>
<td>3</td>
</tr>
<tr>
<td>432</td>
<td>Research and Technology Applications</td>
<td>3</td>
</tr>
<tr>
<td>470</td>
<td>Internship</td>
<td>12</td>
</tr>
</tbody>
</table>

45 SH
Concentrations

In addition to completing the core courses, the student must complete courses in one of the following concentrations, including six to eight credits of supportive electives that meet the University non-teaching B.S. requirement. This is indicated on the progress sheet (see Appendix A, which also contains potential two, three, and four-year course, sequences for each concentration).

Tourism and Special Events

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCPT 350</td>
<td>Commercial Recreation</td>
<td>3</td>
</tr>
<tr>
<td>363</td>
<td>Special Events</td>
<td>3</td>
</tr>
<tr>
<td>431</td>
<td>Sustainable Tourism</td>
<td>3</td>
</tr>
<tr>
<td>435</td>
<td>Tourism &amp; Event Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Supportive Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Or</td>
<td>One 3-credit Principle Course (above) at RU and 9 credits from:</td>
<td>18</td>
</tr>
<tr>
<td>481</td>
<td>Tourism Institute (9)</td>
<td></td>
</tr>
<tr>
<td>Supportive Electives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recreation Therapy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>340</td>
<td>Processes in Recreation Therapy</td>
<td>3</td>
</tr>
<tr>
<td>342</td>
<td>Assessment in Recreation Therapy</td>
<td>3</td>
</tr>
<tr>
<td>344</td>
<td>Program Design and Evaluation in Recreation Therapy</td>
<td>3</td>
</tr>
<tr>
<td>445</td>
<td>Professional Advancement in Recreation Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 230</td>
<td>Lifespan Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 439</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 310/311</td>
<td>Human Structure and Function I and II</td>
<td>8 or</td>
</tr>
<tr>
<td>or BIOL 322</td>
<td>Human Anatomy and Physiology</td>
<td>6</td>
</tr>
</tbody>
</table>

Outdoor Recreation and Leadership (19 SH)

Option 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>317</td>
<td>Adventure Programming</td>
<td>3</td>
</tr>
<tr>
<td>325</td>
<td>Natural and Cultural Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>331</td>
<td>Outdoor Living Skills</td>
<td>3</td>
</tr>
<tr>
<td>421</td>
<td>Ropes Course Programming</td>
<td>3</td>
</tr>
<tr>
<td>430</td>
<td>Outdoor Leadership</td>
<td>3</td>
</tr>
<tr>
<td>460</td>
<td>Wilderness First Responder</td>
<td>4</td>
</tr>
</tbody>
</table>

OR (Option 2)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>325</td>
<td>Natural and Cultural Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>421</td>
<td>Ropes Course Programming</td>
<td>3</td>
</tr>
<tr>
<td>460</td>
<td>Wilderness First Responder</td>
<td>4</td>
</tr>
<tr>
<td>476</td>
<td>Wilderness Institute</td>
<td>9</td>
</tr>
</tbody>
</table>

Supportive Electives | 6
Total | 25
Electives

The student may choose recreation electives from the following courses and/or from one of the other concentration areas:

- 326  Leisure and the Aging Process 3
- 417  Topical Seminar 3
- 488H Final Honors Project 2-3
- 498  Independent Study (See Appendix C) 1-4

Outdoor Recreation and Leadership Minor

For information see: [http://catalog.radford.edu/preview_program.php?catoid=22&poid=2942](http://catalog.radford.edu/preview_program.php?catoid=22&poid=2942)

Course Descriptions

RCPT 112. Activity Leadership and Analysis. (3) Three hours lecture. Prerequisite: Major in RCPT or permission of the chair. Survey of recreation activities through the fun of participation and practice of acceptable leadership techniques in play situations. Effects of outside dynamic forces on various recreation activities.

RCPT 210. Introduction to Recreation, Parks and Tourism. (3) Three hours lecture. Prerequisite: Major in RCPT or permission of chair. Studies significance and impact of recreation, parks and tourism on American lifestyles. Examines the history, philosophy and scope of the field of recreation, parks and tourism including the roles of professionals. Students are required to do service learning in a recreation setting.

RCPT 230. Introduction to Outdoor Recreation. (3) Three hours lecture. Prerequisites: Major in RCPT or permission of chair. Broad overview of the field of outdoor recreation. Emphasis is placed on land management agencies and strategies used by resource managers. Social and environmental issues that impact on land management policy are discussed.

RCPT 313. Program Planning in Recreation, Parks and Tourism. (3) Three hours lecture. Focuses on essential elements and basic principles in the development, implementation and evaluation of recreation programs. Emphasis on planning, conducting, and evaluating programs in recreation, parks and tourism.

RCPT 317. Adventure Programming. (1-3) Two hours lecture; two hours laboratory. Pre- or co-requisite: RCPT 112 or permission of chair. Focuses on the design, implementation and leadership of adventure activities and programs. The course involves weekly labs and some weekend field experiences in selected adventure activities. Field trips required.

RCPT 319. Introduction to Recreation Therapy. (3) Three hours lecture. Prerequisites: RCPT 112, 210. Provides knowledge of the theories and concepts of therapeutic recreation, leisure, social psychology, and human development as related to the nature and scope of health and human service delivery systems and the ability to integrate these in a variety of settings.
Also provides an essential knowledge of the diversity of the populations including diagnostic groups served, including etiology, symptomatology, prognosis, treatment of conditions and related secondary complications.

RCPT 326. Leisure and the Aging Process. (3) Three hours lecture. Considers a broad range of topics associated with the role of recreation and the aging process, including the use of activities as a therapeutic intervention in furthering the quality of life experiences as one grows older. Consideration is also given to community and institutionally oriented program planning and evaluation throughout the leisure service delivery process.

RCPT 328. Design and Maintenance of Recreation, Parks and Tourism Resources. (3) Three hours lecture. 
Prerequisite: Major in RCPT or permission of chair. Emphasizes planning principles and procedures in acquiring, developing, maintaining and providing for maximum return of use from parks and related recreation facilities. It focuses on technical design aspects of recreation facilities and maintenance principles needed for upgrading new and/or existing facilities.

RCPT 331. Outdoor Living Skills. (3) Three hours lecture/ laboratory. Prerequisite: Major in RCPT or permission of chair. Lab and field experiences in camping, backpacking, and orienteering. An emphasis is placed on environmental ethics, education, and philosophy. Field trips required.

RCPT 340. Processes in Recreation Therapy. (3) Three hours lecture. Prerequisites: RCPT 112, 210, or permission of the Chair. Provides a fundamental knowledge of the recreation therapy process and how it is influenced by diversity and social environment. Provides a fundamental knowledge of assistive devices/equipment, activity modification techniques, group interaction, leadership, and safety.

RCPT 342. Assessment in Recreation Therapy. (3) Two hours lecture; two hours laboratory. 
Prerequisites: RCPT 313, 319, 340; or permission of the chair. Co-requisite: RCPT 340. Provides a thorough understanding of the assessment process utilized within recreation therapy practice. Also provides a general understanding of current therapeutic recreation/leisure assessment instruments, inventories and questionnaires, and other sources of commonly used multidisciplinary assessment tools including standardized measures, selection of instrumentation, general procedures for implementation, and the interpretation of findings.

RCPT 344. Program Design and Evaluation in Recreation Therapy. (3) Two hours lecture; two hours laboratory. Prerequisite: RCPT 340. Provides detailed knowledge of the intervention planning process, including program or treatment plan design and development, programming considerations, types of programs, nature and scope of interventions, and selection of programs to achieve the assessed needs and desired outcomes of the person served.

RCPT 350. Commercial Recreation. (3) Three hours lecture. Prerequisites: RCPT 112, and 210 or permission of instructor. Introduction to the fundamentals and principles of commercial recreation as a field of service including delivery of goods, services, amenities, facilities, entrepreneurship and trends in commercial recreation, parks and tourism.

RCPT 363. Special Events. (3) Three hours lecture. Prerequisites: RCPT 313 or permission of instructor. Provides a solid understanding of the numerous tasks and details involved in developing and coordinating a special event. Application of creativity to develop events with unique purposes and
presentations combining elements such as site selection, décor, lighting, sound, and entertainment, as well as food and beverage to reflect the theme of the event. Field trips required.

RCPT 365. Legal Liability and Risk Management. (3) Three hours lecture. Prerequisites: RCPT 210 and RCPT 313, or permission of chair. Legal issues relating to park and recreation administration and programming, risk management planning and implementation in park and recreation settings.

RCPT 413. Professional Issues in Recreation, Parks and Tourism. (3) Three hours lecture. Prerequisites: Must have completed 86 semester hours, have a minimum 2.1 cumulative G.P.A. and a minimum 2.5 major G.P.A. Focuses on various professional concerns relative to recreation delivery. Emphasis given to internship/employment preparation, concept of a profession and professional organization, ethical principles and professionalism, and trends and issues in recreation, parks and tourism.

RCPT 414. Recreation Workshop. (3) Two hours lecture; four hours laboratory. Prerequisites: RCPT 112, 210 and 313. Students will simulate a park and recreation department. Programs will be planned, financed, coordinated, conducted, and evaluated for different groups throughout the community. Students are evaluated on their ability to deliver program services to different constituent groups, and well as their own ability to develop collaborative relationships.

RCPT 417. Seminar in Recreation, Parks and Tourism; Topical. (1-4) Prerequisite: Junior standing. Hours and credit to be arranged. Intensive inquiry into a specific topic (i.e., urban or rural recreation, rock climbing, outdoor leadership, project adventure). Students may repeat course for maximum of six hours credit.

RCPT 421. Ropes Course Programming. (3) Three hours lecture/laboratory. Pre- or co-requisites: RCPT 112, 210 and 313, and permission of the instructor. Students learn and apply the technical, safety, leadership and facilitation skills essential to safe and effective ropes course programming. Emphasis is given to understanding the theoretical underpinnings of ropes course philosophy. A five-day training workshop is a required component of this course.

RCPT 423. Recreation Administration. (3) Three hours lecture. Prerequisite: RCPT 112, 210 and 313 or permission of chair. Introduction to the administration of recreation, parks and tourism. Emphasis on fiscal management, personnel management, organizational structure, marketing techniques and legal foundations in recreation, parks and tourism departments.

RCPT 431. Sustainable Tourism. (3) Three hours lecture. Prerequisites: Junior or senior standing. Evaluates the impact of global issues on tourism and hospitality operators, organizations, and destinations. Investigates and analyzes how the tourism industry is influenced by governments and world affairs, and understands the role of tourism and hospitality professionals as global citizens in communities. Focuses on the nature of sustainability to preserve local, regional, national and international destinations and attractions.

RCPT 432. Research and Technology Applications in Recreation, Parks and Tourism. (3) Two hours lecture; two hours laboratory. Prerequisites: RCPT 210 and 313. Prepares students for research and evaluation in recreation, parks and tourism. Computer skills and/or applicable technology will be used to conduct a research project during the semester. Instruction is related to applied research projects including statistical analysis and how computer applications can be used to enhance assessment,
management, evaluation, and program delivery. May not receive credit for both RCPT 336 and RCPT 436.

RCPT 435. Tourism & Event Marketing. (3) Three hours lecture. Prerequisites: RCPT 210 and RCPT 313, or permission of instructor. An overview of marketing as applied to the tourism and events industries, including but not limited to: service marketing; customer service, promotion and publicity development, understanding consumers and consumer behavior, target marketing, and development and uses of social media.

RCPT 445. Professional Advancement in Recreation Therapy. (3) Three hours lecture. Prerequisite: RCPT 340. Provides ability to identify and understand components of professional competency within the realm of recreation therapy practice including requirements for certification, ethical practice, public relations, and general advancement of the profession. Also provides a broad understanding of organization and management of recreation therapy services and a basic understanding of published standards of practice and the influence that such standards have on the program planning process.

RCPT 460. Wilderness First Responder. (4) Four hours lecture/laboratory. Prerequisite: Permission of the instructor. Students will gain knowledge and practice wilderness medicine techniques based on national curricula. Successful completion of the course will result in National Wilderness First Responder Certification. Certification fee is not included in tuition for the course.

RCPT 470. Internship. (12) 40 hours per week for 14 weeks, 560 hours total. Prerequisites: A minimum 2.1 grade point average in overall work and a 2.5 in the major; RCPT 112, 210, 313, 314, 413 and 423. In addition, student must be in the process or have completed the courses within his/her concentration, and must have permission of the chair. Provides maximum opportunity to participate in professional laboratory experiences as a recreation professional.

RCPT 476. Wilderness Institute. (9) Lectures, labs and field trips integrated into an intensive, heavily experiential primarily off-campus course. Prerequisite: Permission of instructor. Incorporates a broad overview of the field of outdoor recreation. Emphasis is placed on land management agencies and the social and environmental issues that impact on management policy. This course involves skill acquisition and practical field experiences in hiking, orienteering, camping, backpacking, rock climbing, caving, ropes coursing and/or paddling.

RCPT 481. Tourism Institute. (9) Prerequisite: Permission of instructor. Lectures, labs and field trips integrated into an experiential, primarily off-campus, course. An overview of the field of tourism, with emphasis placed on tourism development, destination management/marketing organizations and the social and environmental issues that impact management policy. This course involves networking with professionals, touring facilities, and practical field experiences in areas such as tourism marketing, commercial recreation operations, customer service, and government operations.

RCPT 488. Final Honors Project. (2-3) Prerequisites: Enrollment in the Honors Academy, completion of all other Honors Academy requirements, a minimum 3.5 GPA in all courses and in the Department of Recreation, Parks and Tourism. Project and the topic to be explored will be determined by the student and the faculty member with whom student works. Honors project may be a written or a written- and performance-based project. In order to receive honors credit, a student must earn a grade of “A” or “B” for the final project. Course may not be repeated.
RCPT 498. Independent Study. (1-4) Hours and credit to be arranged. Prerequisites: Senior standing; permission from a departmental faculty member, who will supervise the project, must be obtained one semester prior to semester in which student enrolls in course. Offers opportunity to pursue in-depth a topic relevant to the recreation, park, and tourism field.

Experiential Education

While each learning experience will differ due to the type of agency, situation, and duration, faculty will guide and assist the student through a professionally oriented experience. The final internship, at the conclusion of the undergraduate academic curriculum, will prepare the student to enter the field with confidence so that he/she can be a successful professional in recreation, parks, and tourism. All students within the College of Education and Human Development are strongly advised to have health insurance coverage before they participate in any clinic or field-based experience. Radford University will not be responsible for any costs incurred by the student due to injury or illness.

When engaging in an experiential education activity, each faculty member has the responsibility to decide whether a student is competent to carry out his/her responsibilities. The faculty member has the authority to remove the student from a field/laboratory component of an RCPT course if client safety or welfare is or could be jeopardized by the student. Student removal may affect the course grade. Examples of cause for removal are when:

- The student is not prepared for field/laboratory experiences.
- The student is ill.
- The student’s behavior is impaired or disruptive.
- Other situations arise in which the faculty member deems that the student should not participate.

The RCPT faculty intends that these procedures be compatible with the Radford University Standards of Student Conduct as published in the Radford University Student Handbook. The student has the right to a formal hearing following suspension from the field/laboratory component of an RCPT course.

Wilderness Institute

The Recreation, Parks and Tourism Department offers a four-week intensive summer course for those students who desire a wilderness experience. The Wilderness Institute focuses on group processing, leadership development, adventure programming, and outdoor living skills. This course incorporates an overview of the field of outdoor recreation involving skill acquisition and practical field experience in hiking, orienteering, camping, backpacking, rock climbing, caving, ropes courses, and/or paddling. Students receive the Leave No Trace Trainer’s Certificate upon successful completion of the course.

Wilderness First Responder

Wilderness First Responder is a 4-credit class offered through the department. This national certification helps round out the student’s outdoor leadership development. In this semester long course, topics covered include patient assessment, body systems, equipment improvisation, trauma, environmental
medicine, toxins, backcountry medicine, and wilderness rescue. Registration information is available on the Department website.

Tourism Institute

Radford University's Tourism Institute is a four-week intensive course, offered in the summer term, which uses a regional destination as its teaching environment. The course is designed to utilize experiential learning to promote the development of an individual's leadership skills and ability to work within a group. The Tourism Institute exposes its participants to a variety of experiential activities while developing an understanding of tourism development and related economic development.

Tourism Institute incorporates a broad overview of the field of tourism. Emphasis is placed on tourism development, destination management organizations, commercial and public agencies and the social and environmental issues that influence tourism management. After being exposed to a variety of examples, students are given the opportunity to develop their own tourism plans.

Study Abroad Opportunities

The Recreation, Parks and Tourism Department, in conjunction with the RU International Education Center and Université Blaise Pascal, offers several opportunities for students to have unique international travel experiences. For any questions you may have about study abroad opportunities, contact Dr. Josh Carroll.

Students may apply to take a semester or academic year abroad through the International Business with French (IBF) program at Université Blaise Pascal (UBP) in Vichy, France. RU tuition covers the cost of tuition at UBP. All non-language courses are taught in English, with course topic areas including tourism, business, communications, and marketing. Students are required to take Introduction to French language classes, as well. To learn more, visit http://intlprog.asp.radford.edu/blaisepascal.htm.

RCPT 480, Global Exchange, is offered during Spring Break or other times as posted. The course is open to all RU students, with preference to students who have not had an international travel experience. Students will spend the semester preparing for, and reflecting upon, a spring break study experience in Clermont-Ferrand and Vichy, France. Projects with international students will be assigned.

Field Trips

A number of courses within the curriculum include required field trips. Field trips supplement class activities and provide an opportunity to actually view recreational facilities and programs or to participate and put into practice material considered within the classroom. When possible, field trips will be scheduled during class time. In other cases, the field trip may be two or more hours in length and may be conducted during a weekend or evening. Trips involving a lengthy period of time are discussed at the beginning of the course with dates and times set early in the semester. If a field trip interferes with one or more courses where a class attendance policy exists, the student should contact the field trip instructor. An approved request to be absent from class must be obtained and signed by the instructor. Students may be expected to carpool to field trip sites. Examples of field trips include: Blacksburg Parks and Recreation Department, Fairview Home, Salem Veterans Administration Medical Center, Christiansburg Senior Citizens Center, Radford Parks and Recreation Department, Columbia Lewis-Gale Medical Center, Mt. Rogers National Recreation Area, James River Face on the Appalachian Trail, Fort Chiswell Animal Park, the Draper Mercantile, and Sinkland Farms.
Field Experience

As part of various courses, students may be required to volunteer in an agency during the semester or participate in a special project. Students may be asked to provide a report or log documenting these services and may be given the opportunity to select these volunteer assignments. All students are required to complete at least 100 total documented clock hours at appropriate professional organizations/agencies prior to their internship. Hours may be completed through volunteer experiences or paid employment, but no more than 50 hours may be completed at any one agency. For each agency, complete the Field Experience Documentation form (Appendix D) and submit a copy with your academic advisor. All students will be required to submit the Field Experience Summary form (Appendix E) in RCPT 413 Professional Issues prior to securing an internship. Examples of appropriate agencies include Carilion St. Albans Hospital, Fairview Homes, RU Outdoors, Camp Roanoke, Roanoke County Parks, Recreation, and Tourism, Claytor Lake State Park, and Norfolk FestEvents.

Service Learning

Opportunities exist for students to develop a direct link between learning and service. Student directed learning objectives are matched with various service projects that contribute to the community while providing valuable experience. These faculty-supported activities are focused and provide definitive outcomes for students.

Workshops

There are three workshop courses offered in the curriculum (RCPT 414, 344, and 476). These workshops are designed to provide students with an opportunity to participate in actual leadership roles. The requirements and responsibilities associated with each course are considered and discussed early in the semester.

Special Projects

Either faculty or students may identify individual and/or group projects. These projects frequently offer unique learning opportunities and may count for university or departmental electives.

Professional Development

Recreation, Parks and Tourism Majors Club

Faculty sponsor a club within the Department permitting students to pursue common issues and concerns related to the recreation, parks, and tourism profession. Club activities might include guest speakers about current issues, special events, internships, course offerings, etc. The club is directed by and for the benefit of students. For more information contact: Dr. Mark Wagstaff.

Recreation Therapy Club

The Department also sponsors a club specific to Recreation Therapy. Club activities are designed to promote professional and social interaction within the recreation therapy concentration.
Campus Speakers

On-campus speakers frequently relate issues to the parks and recreation profession. These topics include political concerns, legislation, accessibility for the disabled, park resources and land management, etc. The faculty encourages students to take advantage of these opportunities and to bring this information back to the classroom for further discussion.

Conferences, Workshops, and Seminars

District, state, regional, and national training programs are available to students and faculty. Presentations, committee involvement, special projects, networking, and publications are a few of the benefits. This type of professional development for faculty and students is encouraged and supported by the Department.

Rho Phi Lambda

Radford University is the home of the Omega Chapter of the Rho Phi Lambda National Honorary Fraternity. Rho Phi Lambda is an honor fraternity dedicated to outstanding students within the Department of Recreation, Parks and Tourism. Members are inducted once a year based on their class standing, grade point average, leadership, and service. Eligible students will be notified about the induction procedures. For more information contact: Dr. Anja Whittington. Requirements for nomination are as follows.

Scholarship

The student must show evidence of demonstrating knowledge, comprehension or mastery of leisure and recreation through study and experience from a professional preparation program. Undergraduate students must have (a) at least junior standing; (b) successfully completed at least 12 semester hours at RU in required RCPT prefix courses; (c) have a minimum cumulative GPA of 3.0 overall; and (d) have a minimum GPA of 3.2 in RCPT prefix courses.

Leadership

The student must show evidence of leadership. Leadership is defined as demonstrated authority and responsibility to direct the performance of activities of two or more people for the purpose of accomplishing explicit goals of an agency or organization. Leadership positions within the RU campus community, a community college, an agency, or to a larger community might include activities such as paid professional experience in a supervisory capacity, holding an office in an organization, leading an organized group, committee chairperson for a dorm, sorority or fraternity, director of a camp, event coordinator for an organization, and similar leadership experience.

Service

The student must show evidence of service. Service should be in a position or in a capacity in the past two years that supports the continuing operation of a leisure agency or organization. This could include activities such as attending professional conferences, serving on committees, membership in professional organizations, or coaching a team. Applicants for Rho Phi Lambda must show proof of a service project within the 6 months prior to their date of initiation. Rho Phi Lambda members, who wish
to wear honors chords at commencement, must show proof of a service project in the six months prior to the commencement date.

**Professional Portfolio**

As part of RCPT 413 Professional Issues in Recreation, Parks and Tourism, each student will be responsible for developing a portfolio that demonstrates their professional development and experience. Students are strongly encouraged to maintain documentation of all professional experiences including volunteer experience, workshops, conferences, trainings, service learning, grants, programs, and research projects.

**NRPA Standards**

The RCPT department is accredited by the Council of Accreditation for Parks, Recreation, Tourism and Related fields (COAPRT)–Part of the accreditation process involved the development of learning outcomes as a means for assessment. See appendix D for a copy of the current learning outcomes. The RCPT faculty developed these outcomes based on the strengths and uniqueness of the curriculum. These outcomes and associated learning points serve as foundation for program assessment and student success.
APPENDIX A

American Therapeutic Recreation Association

CODE OF ETHICS

ATRA Definition Statement
Therapeutic Recreation is the provision of treatment services and the provision of recreation services to persons with illnesses or disabling conditions. The primary purposes of treatment services which are often referred to as Recreational Therapy, are to restore, remediate or rehabilitate in order to improve functioning, and independence, as well as reduce or eliminate the effects of illness or disability. The primary purposes of recreational services are to provide recreation resources and opportunities in order to improve health and well-being. Therapeutic Recreation is provided by professionals who are trained and certified, registered and/or licenses to provide Therapeutic Recreation.

The American Therapeutic Recreation Association's Code of Ethics is to be used as a guide for promoting and maintaining the highest standards of ethical behavior. The Code applies to all Therapeutic Recreation personnel. The term Therapeutic Recreation personnel includes Certified Therapeutic Recreation Specialists (CTRS), therapeutic recreation assistants and therapeutic recreation students. Acceptance of membership in the American Therapeutic Recreation Association commits a member to adherence to these principles.

Principle 1 Beneficence/ Non-Maleficence
Therapeutic Recreation personnel shall treat persons in an ethical manner not only by respecting their decisions and protecting them from harm but also by actively making efforts to secure their well-being. Personnel strive to maximize possible benefits, and minimize possible harms. This serves as the guiding principle for the professional. The term "persons" includes, not only persons served but colleagues, agencies and the profession.

Principle 2 Autonomy
Therapeutic Recreation personnel have a duty to preserve and protect the right of each individual to make his/her own choices. Each individual is to be given the opportunity to determine his/her own course of action in accordance with a plan freely chosen.

Principle 3 Justice
Therapeutic Recreation personnel are responsible for ensuring that individuals are served fairly and that there is equity in the distribution of services. Individuals receive service without regard to race, color, creed, gender, sexual orientation, age, disability/disease, social and financial status.

Principle 4 Fidelity
Therapeutic Recreation personnel have an obligation to be loyal, faithful and meet commitments made to persons receiving services, colleagues, agencies and the profession.

Principle 5 Veracity/ Informed Consent
Therapeutic recreation personnel shall be truthful and honest. Therapeutic Recreation personnel are responsible for providing each individual receiving service with information regarding the service and the professional's training and credentials; benefits, outcomes, length of treatment, expected activities, risks, limitations. Each individual receiving service has the right to know what is likely
to take place during and as a result of professional intervention. Informed consent is obtained when information is provided by the professional.

**Principle 6 Confidentiality and Privacy**
Therapeutic Recreation personnel are responsible for safeguarding information about individuals served. Individuals served have the right to control information about themselves. When a situation arises that requires disclosure of confidential information about an individual to protect the individual's welfare or the interest of others, the Therapeutic Recreation professional has the responsibility/obligation to inform the individual served of the circumstances in which confidentiality was broken.

**Principle 7 Competence**
Therapeutic Recreation personnel have the responsibility to continually seek to expand one's knowledge base related to Therapeutic Recreation practice. The professional is responsible for keeping a record of participation in training activities. The professional has the responsibility for individual's welfare or the interest of others, the Therapeutic Recreation professional has the responsibility/obligation to inform the individual served of the circumstances in which confidentiality was broken.

**Principle 8 Compliance with Laws & Regulations**
Therapeutic Recreation personnel are responsible for complying with local, state

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**National Recreation and Park Association**

**CODE OF ETHICS**

The National Recreation and Park Association has provided leadership to the nation in fostering the expansion of recreation and parks. NRPA has stressed the value of recreation, both active and passive, for the individual growth and development. Its members are dedicated to the common cause of assuring that people of all ages and abilities have the opportunity to find the most satisfying use of their leisure time and enjoy an improved quality of life.

The association has consistently affirmed the importance of well-informed and professionally trained personnel to continually improve the administration of recreation and park programs. Members of NPRA are encouraged to support the efforts of the association and profession by supporting state affiliate and national activities and participating in continuing education opportunities, certification, and accreditation.
Membership in NRPA carries with it special responsibilities to the public at large, and to the specific communities and agencies in which recreation and park services are offered. As a member of the National Recreation and Park Association, I accept and agree to abide by this Code of Ethics and pledge myself to:

- Adhere to the highest standards of integrity and honesty in all public and personal activities to inspire public confidence and trust.
- Strive for personal and professional excellence and encourage the professional development of associates and students.
- Strive for the highest standards of professional competence, fairness, impartiality, efficiency, effectiveness, and fiscal responsibility.
- Avoid any interest or activity which is in conflict with the performance of job responsibilities.
- Promote the public interest and avoid personal gain or profit from the performance of job duties and responsibilities.
- Support equal employment opportunities.
The code of ethics for the Association of Experiential Education (AEE) includes these categories:

- **Competence**: Professionals provide services only within the boundaries of their competence based on education, training, supervision, experience, and practice. They also make efforts to maintain knowledge, practice, and skills they use.

- **Integrity**: Professionals are fair, honest, and respect others; they don’t make false, misleading, or deceptive statements. They strive to be aware of their own belief systems, values, needs, and limitations and the effect of these on their work.

- **Professional responsibility**: Professionals uphold ethical principles of conduct, clarify their roles and obligations, accept responsibility for their behavior and decisions, and adapt their methods to the needs of different populations.

- **Respect for people’s rights and dignity**: Professionals respect the fundamental rights, dignity, and worth of all people. These include the rights of individuals to privacy, confidentiality, and self-determination. Professionals strive to be sensitive to cultural and individual differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual preference, disability, and socioeconomic status. Professionals do not engage in sexual or other harassment or exploitation of participants, students, trainees, supervisees, employees, colleagues, research subjects, and so on.

- **Concern for welfare**: Professionals are sensitive to real and ascribed differences in power between themselves and their participants and avoid exploiting or misleading other people during or after professional relationships.

- **Social responsibility**: Professionals are aware of their professional responsibilities to the community and society in which they work and live. Professionals also encourage the development of standards and policies that serve the interests of participants and the public.
APPENDIX B
GUIDELINES FOR PROPOSAL FOR INDEPENDENT STUDY
CURRICULUM COMMITTEE STATEMENT ON INDEPENDENT STUDIES IN THE
COLLEGE OF HEALTH AND HUMAN SERVICES

1. The Independent Study form states that no regular course may be offered as an Independent Study.

2. Credit for Independent Studies will be approved according to the following guidelines:
   2 credits - Evidence of significant work
   3 credits - Evidence of significant work to include an in-depth paper
   4 credits - Extensive evidence of significant work to include an in-depth paper

3. Independent Studies will not be granted solely for work for which the student receives other compensation, whether financial or academic.

PROPOSAL FOR AN INDEPENDENT STUDY

Students may take as many as two Independent Studies with no more than four hours credit per study. These Independent Studies will be graded on a pass-fail basis. Independent Studies are to be "research oriented" and may not be substituted for a required course. No regular course may be offered as an Independent Study.

Student __________________________ Date Submitted __________________________

Address __________________________ Major __________________________

Semester which you plan to take the Independent Study:
   Fall ________ Spring ________ Summer ________ Credit Hrs: ________

Title of Independent Study (include department and course number)

________________________________________________________________________

The student must attach a 150-500 word typewritten statement which includes an outline of the work to be done, references to be used, the student’s reasons for doing the study, and the student's expected gain from the study or the expected use for the study results.

The student’s signature certifies that the student has prepared the attached statement and fully understands the grading procedure for the study.

________________________________________________________________________

Student’s Signature

Date: __________

Grade Point Average: ________ Hours Completed (including hours transferred): ______________________

Approvals:

1. __________________________ Date __________________________ 2. __________________________ Date __________________________
   Advisor of Student Director of Study

3. __________________________ Date __________________________ 4. __________________________ Date __________________________
   Major Department Chair College Curriculum Committee

This proposal must be completed, approved, and accepted in the Registrar's Office during the semester prior to which the student desires to undertake the study. It must be submitted to the Curriculum Committee two weeks before the last day of class of the semester prior to the semester in which the study is to be done.
APPENDIX C

NRPA STANDARDS

RCPT LEARNING OUTCOMES
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<th>Departmental Learning Outcomes</th>
<th>Primary Learning Points</th>
<th>Courses That Address Primary Learning Points</th>
<th>Overview of Content Topics That Address Learning Points</th>
<th>Method to Measure Outcome</th>
<th>Direct Measure</th>
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<td>Points of Pride - 4 core values of professional development</td>
<td>1.1 Theories and philosophies that support professional practice</td>
<td>112, 210, 230, 319</td>
<td>112 - Fundamental Group Development Theories 210 - Cover major theories and philosophies associated with the provision of leisure services 319 - Covers philosophical reasoning for inclusion 230 - Covers philosophies related to environmental stewardship</td>
<td>RCPT 112 - Test Questions RCPT 210 - Test Questions RCPT 230 - Test Questions, Paper &amp; Presentation 319 - Test Questions</td>
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<td>1.2 The purpose and benefits of leisure services and current trends</td>
<td>112, 210, 319</td>
<td>112-Value of Play 210 - Contemporary Trends 319- Benefits of inclusive leisure services</td>
<td>112 - Test Questions 210 - Test Questions 319-Test Questions &amp; Reaction Journal</td>
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<td></td>
<td>1.3 The scope of the profession and related services</td>
<td>210, 413, 423</td>
<td>210 - Explore Career Paths 413 - Research Abstracts &amp; Posters 423 - Organizational Structures</td>
<td>210 Exam Questions, Career Paper Rubric, Field Work Rubric 413 - Rubric for Abstract &amp; Poster Presentation 423 - Test Questions</td>
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<td></td>
<td>2.1 Program design, planning &amp; evaluation</td>
<td>112, 313, 414</td>
<td>112-Activity Plan 313 - Program Plan Proposal 414-Program Development</td>
<td>112-Activity Plan Rubric 313-Exam Questions, Program Plans (Group Grade) 414 - Program Plan Rubric (Group Grade)</td>
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<td>2.2 Program leadership and facilitation</td>
<td>112, 414, 319</td>
<td>112-Leadership Experience 414-Program Facilitation 319-Adaptive Activity</td>
<td>112-Observation/Rubric 414-Observation/Rubric 319-Activity Assignment Rubric</td>
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3 RCPT students will demonstrate competency in administrative and management functions by recalling, explaining, and applying:

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<tr>
<td>3.2 Marketing and promotions skills</td>
<td>313, 328, 423</td>
<td>313-Program Marketing 328-Match Local Market 423 - Marketing &amp; Promotion</td>
<td>313- Program Plans (Group Grade) &amp; Test Questions 328-Business Plan Assignment 423 - Test Questions</td>
</tr>
<tr>
<td>3.3 Risk management skills</td>
<td>414, 328, 365</td>
<td>414 - Program Risk Management Plan 328 - Risk Management Assessment 365 - Address Risk Management Planning &amp; Implementation. Also Address Fundamental Legal Issues of the Profession</td>
<td>414 - Risk Management Plan (Group Grade) 328 - Facility Plan (Group Grade) 365-Pre/Post Test Questions, Risk Management Plan (Group Grade) Assignment Rubric, Test Questions</td>
</tr>
<tr>
<td>3.4 Fundamental research skills</td>
<td>328, 432, 413</td>
<td>328 - Background and Needs Based Research for Facility Development 432-Research Project 413-Research Abstract/Literature Review</td>
<td>328 - Facility Plan (Group Grade) 432-Research Project Rubric 413-Abstract Rubric</td>
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4 RCPT students will demonstrate competency in professional skills, behavior, and attitude by applying:

| 4.1 a high level of skill in professional writing | 432, 413, 365 | 432 - Research Project 413-Research Abstract 365 - Risks Management Plan | 432 - Research Project Rubric 413- Abstract Rubric 470 - Final Report and Special Project |
| 4.2 a high level of professional communication | 230, 365, 413, 470 | 230-Fifteen Oral Presentation 365 - Legal Case Debate 413 - Portfolio 470 - Internship Supervisor Feedback | 230-Policy Act Presentations Rubric 365 - Debate Rubric 413 - Rubric for Portfolio 470 - Supervisor Evaluation Rubric |
| 4.3 the ability to consistently perform in a professional manner based on the RCPT building blocks and in the areas of time management, organizational skills, and professional attitude | 210, 414, 470 | 210-Field Work Supervisor Feedback 414-Peer Evaluations 470 - Supervisor Mid and Final Evaluation | 210-Field Work Supervisor Feedback Form 414-Peer Evaluation Grades (Rubric) 470 - Internship Supervisor Evaluation Rubric |
APPENDIX D

Field Experience Documentation

All recreation, parks and tourism students must complete at least 100 total documented clock hours in appropriate professional recreation organizations/agencies prior to their internship. Hours may be completed through volunteer experiences or paid employment, but no more than 50 hours may be completed at any one agency. Please complete this form for each recreation agency and give a copy to your academic advisor for your file.

Name: _______________________________________________________________

Student ID Number: _________________ Concentration: _________________

Recreation Agency: _____________________________________________________

Address: ______________________________________________________________

City: ____________________________ State: ________

Phone Number: ____________________________

Start Date: _______________ End Date: _______________ Total Hours: _____

Paid Employment? No Yes Class Requirement? No Yes

Description of Duties: ____________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Supervisor (please print): ______________________________________________

Supervisor’s Signature: ________________________________________________

Note: Any signed verification of hours (e.g., timecard, evaluation, etc.) may be substituted for this form.
APPENDIX E

Field Experience Summary

All recreation, parks and tourism students must complete at least 100 total documented clock hours in appropriate professional recreation organizations/agencies. Hours may be completed through volunteer experiences or paid employment, but no more than 50 hours may be completed at any one agency. This form must be submitted in RCPT 413 Professional Issues before securing an internship.

<table>
<thead>
<tr>
<th>Recreation Agency</th>
<th>Start Date/End Date</th>
<th>Hours Completed</th>
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I hereby declare that the information provided is accurate to the best of my knowledge. Total Number of Hours Completed: _______________________

__________________________
Name (Please Print)

__________________________
Student’s Signature

__________________________
Advisor’s Signature

__________________________
Concentration

__________________________
Date

__________________________
Date