

Recreation Parks and Tourism Student Manual



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Revised August, 27 2014

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.

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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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.

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Associate Dean	Dr. Fran Steigerwald
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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.

Advising Coordinator:
Office:
E-mail:
Telephone:

Ms. Donna Dunn
A107 Peters Hall
ddunn@radford.edu
(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/home/academic-advising/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.

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.

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Telephone:	(540) 831-7720
Website:	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:	None

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. Office: 150 Waldron Hall, (540) 831-7720.

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. Office: 140 Waldron Hall, (540) 831-7717.

Dr. Susan Van Patten

Director of Faculty Development. Associate Professor. B.S. (Forestry), Utah State University; M.S. (Recreation Resources Management), Utah State University; and Ph.D. (Leisure Studies) University of Illinois at Urbana-Champaign. Academic interests: Media images of place, movie induced tourism, childhood play, and recreation conflict. Office: 702 Fairfax C102, (540) 831-7644.

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. Office: 139 Waldron Hall, (540) 831-7724.

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. Office: 142 Waldron Hall, (540) 831-2476.

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.
Office: 149 Waldron Hall, (540) 831-7722*

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 91-2011. 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.

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:

No.	Course	Credit Hours
112	Activity Leadership and Analysis	3
210	Introduction to Recreation, Parks and Tourism	3
230	Introduction to Outdoor Recreation	3
313	Program Planning in Recreation, Parks and Tourism	3
319	Introduction to Recreation Therapy	3
328	Planning and Operations	3
365	Legal Liability and Risk Management	3
413	Professional Issues in Recreation, Parks and Tourism	3
414	Recreation Workshop	3
423	Recreation Administration	3
432	Research and Technology Applications	3
470	Internship	3
		<u>12</u>
		45

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

RCPT	350	Commercial Recreation	3
	363	Special Events	3
	431	Sustainable Tourism	3
	435	Tourism & Event Marketing	3
		Supportive Electives	<u>6</u>
		Or	18
		One 3-credit Principle Course (above) at RU and 9 credits from:	
	481	Tourism Institute (9)	
		Supportive Electives (6)	

Recreation Therapy

	340	Processes in Recreation Therapy	3
	342	Assessment in Recreation Therapy	3
	344	Program Design and Evaluation in Recreation Therapy	3
	445	Professional Advancement in Recreation Therapy	3
PSYC	230	Lifespan Developmental Psychology	3
PSYC	439	Abnormal Psychology	3
BIOL	310/311	Human Structure and Function I and II	8 or
or BIOL	322	Human Anatomy and Physiology	<u>6</u>
			24-26

Outdoor Recreation and Leadership (19 SH)

Option 1

	317	Adventure Programming	3
	325	Natural and Cultural Interpretation	3
	331	Outdoor Living Skills	3
	421	Ropes Course Programming	3
	430	Outdoor Leadership	3
	460	Wilderness First Responder	<u>4</u>
			19

OR (*Option 2*)

	325	Natural and Cultural Interpretation	3
	421	Ropes Course Programming	3
	460	Wilderness First Responder	4
	476	Wilderness Institute	<u>9</u>
			19

Supportive Electives			<u>6</u>
Total			<u>25</u>

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

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, back country 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

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.

**Association of Experiential Education
CODE OF ETHICS**

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.

_____ Date: _____
Student's Signature

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

Departmental Learning Outcomes Points of Pride - 4 core values of professional development	Primary Learning Points Target of success will be based on a 70% competency minimum	Courses That Address Primary Learning Points	Overview of Content Topics That Address Learning Points	Method to Measure Outcome Direct Measure
1 RCPT students will demonstrate competency in foundational knowledge associated with the profession by recalling, explaining, and recognizing:	1.1 Theories and philosophies that support professional practice	112, 210, 230, 319	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	RCPT 112 - Test Questions RCPT 210 - Test Questions RCPT 230 - Test Questions, Paper & Presentation 319 - Test Questions
	1.2 The purpose and benefits of leisure services and current trends	112, 210, 319	112-Value of Play 210 - Contemporary Trends 319-Benefits of inclusive leisure services	112 - Test Questions 210 - Test Questions 319-Test Questions & Reaction Journal
	1.3 The scope of the profession and related services	210, 413, 423	210 - Explore Career Paths 413 - Research Abstracts & Posters 423 - Organizational Structures	210 Exam Questions, Career Paper Rubric, Field Work Rubric 413 - Rubric for Abstract & Poster Presentation 423 - Test Questions
2 RCPT students will demonstrate competency in program leadership by formulating and applying:	2.1 Program design, planning & evaluation	112, 313, 414	112-Activity Plan 313 - Program Plan Proposal 414-Program Development	112-Activity Plan Rubric 313-Exam Questions, Program Plans (Group Grade) 414 - Program Plan Rubric (Group Grade)
	2.2 Program leadership and facilitation	112, 414, 319	112-Leadership Experience 414-Program Facilitation 319-Adaptive Activity	112-Observation/Rubric 414-Observation/Rubric 319-Activity Assignment Rubric

3 RCPT students will demonstrate competency in administrative and management functions by recalling, explaining, and applying:	3.1 Basic fiscal and human resource management skills	313, 328, 423	313-Program Budgeting 328 - Business Plan Budgeting 423 -Human Resource Management: Hiring, Evaluating, Standard of Conduct, Performance Plans. Budgeting: Capital & Operating Budgets, Purchase Orders, Revenue Generation	313-Program Plan Rubric & Test Questions 328 - Test Questions & Business Plan Rubric 423-Test Questions & Facility Business Proposal
	3.2 Marketing and promotions skills	313, 328, 423	313-Program Marketing 328-Match Local Market 423 - Marketing & Promotion	313- Program Plans (Group Grade) & Test Questions 328-Business Plan Assignment 423 - Test Questions
	3.3 Risk management skills	414, 328, 365	414 - Program Risk Management Plan 328 - Risk Management Assessment 365 - Address Risk Management Planning & Implementation. Also Address Fundamental Legal Issues of the Profession	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
	3.4 Fundamental research skills	328, 432, 413	328 - Background and Needs Based Research for Facility Development 432-Research Project 413-Research Abstract/Literature Review	328 - Facility Plan (Group Grade) 432-Research Project Rubric 413-Abstract Rubric
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
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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.

Recreation Agency	Start Date/ End Date	Hours Completed

I hereby declare that the information provided is accurate to the best of my knowledge.

Total Number of Hours Completed: _____

Name (Please Print)

Concentration

Student's Signature

Date

Advisor's Signature

Date

Appendix F

RCPT INTERNSHIP MANUAL (Revised August 2014)

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I. Introduction to Internship

All students majoring in Recreation, Parks and Tourism must complete a 14-week AND 560 hour internship as directed by the National Council on Accreditation for Park, Recreation, Tourism and Related Professions and the National Council for Therapeutic Recreation Certification. Upon successfully completing this experience, the student receives twelve (12) semester hours of credit on a pass/fail basis. This experience is considered by many educators and practitioners to be the most vital phase of professional preparation. It provides the student with the opportunity to make practical use of principles, methods, knowledge, and materials which have been developed or acquired in the academic program of study. The application of theory in a practical setting gives meaning and fulfillment to the formal educational experience.

The student's internship experience is done in a carefully selected agency under the supervision of an agency supervisor and a Department Internship Supervisor (not necessarily the instructor for RCPT 413). Utilizing an Agency Internship Survey form (Section AA), the agency is screened and approved to meet departmental and accreditation requirements for an internship. While the agency supervisor will supervise the student on-the-job, the Department Internship Supervisor will maintain communication with the student primarily using D2L (online) and through the internship visit. Progress toward meeting internship goals and issues of concern are discussed with the student and the agency supervisor during the visit. Other necessary communication with the student and/or the agency supervisor can be made via e-mail and/or phone calls.

II. Internship Experience

During the internship experience, an increasing responsibility for working with individuals and groups is assumed by the student through gradual involvement in the agency's program of service. The agency supervisor will assist the student with an appropriate support system that will provide instruction as a result of observations and trainings. The role of the student will progressively evolve from a part-time leadership role to full-time leadership responsibility. In many instances, the student will assume full-time leadership for several weeks before completion of the experience. In addition to practical experience, each student is required to complete six (or more) internship updates (found as "quizzes on D2L), a final report (Section CC) that reflects upon the experience, as well as a special project (Section DD). The special project will be mutually agreed upon between the student, the agency supervisor, and the academic supervisor. The agency supervisor must complete a midterm and final performance evaluation report (which will be sent directly to your supervisor as a "Qualtrics Survey" OR the site may choose to utilize the evaluation form that will posted in D2L which can be printed out and filled out and returned). Introductory information will appear in D2L reminding you of what you need to do in your internship shortly after the start of your internship. A daily journal is strongly recommended assisting you in monitoring your own progress, having a reference for preparing your Final Report, and recalling details in case of any discrepancies between your supervisor(s) and yourself. Do not become embroiled in internal strife that may develop or be present among agency personnel during the internship. If problems do develop and the student becomes involved, and it affects the internship, notify the faculty internship supervisor immediately.

It is your responsibility to develop a good rapport with your supervisor and your colleagues at your agency. This is typically not hard to do as both the agency and you are motivated to have a positive atmosphere to help both get the most from your internship.

Reminder: To remain in good standing and graduate from Radford University, each student must maintain a minimum GPA of 2.0. In addition, Recreation, Parks and Tourism majors must maintain a 2.5 GPA overall and 2.5 GPA in the major for enrollment in RCPT 413 Professional Issues and in order to secure placement in RCPT 470 Internship.

III. Internship Objectives

III.1 Student Objectives

There are numerous objectives associated with an internship experience. Those objectives are as follows:

1. Function as outdoor recreation, recreation therapy, or tourism and special events professionals.
2. Assist in developing a professional philosophy and attitude.
3. Apply, practice, and enhance the knowledge and skills acquired at Radford.
4. Engage in the process of program planning, implementation, and evaluation.
5. Participate in the administrative process including attendance at staff and budget meetings.
6. Test, develop, and/or enhance leadership and basic administrative and supervisory skills.
7. Apply assessment techniques for the purpose of determining the recreation needs and interests of individuals and groups.
8. Receive a continuum of supervised experiences in which they can develop self-awareness, self-discipline, and learn to make effective use of supervision to enhance professional development.
9. Engage in program development, staff trainings, and/or research projects.
10. Plan, implement, and evaluate projects and/or programs that move the agency towards its goals in providing for their clients.
11. Determine the appropriateness of recreation, parks, and tourism and special events as a career.
12. To achieve personal goals set prior to the internship and modified through the course of the internship.
13. To create a product of lasting value to the agency in the special project and writing a reflection paper on its value to assess what was learned.
14. To write a Final Report that tracks personal progress through the internship that is both reflective and evaluative on what was learned over the entire internship.

III.2 Agency and RCPT Objectives

1. Evaluate each student in terms of his/her skills, competencies, and appropriateness based on standards of professionalism for the field.

2. Provide suggestions to RCPT for curriculum improvement based on experiences with interns.
3. Involve site agency personnel in the preparation of future professionals.
4. Evaluate the effectiveness of agency services in terms of student involvement.
5. Enhance RCPT faculty supervisors by keeping them in touch with best practices in the field by practitioners.

IV. Internship Responsibilities

IV.1 Students

The responsibilities of the student in regard to the internship experience are to:

1. Meet all academic requirements for enrollment in RCPT 413 Professional Issues in Recreation, Parks and Tourism and RCPT 470 Internship. As part of RCPT 413, students will complete the Student Internship Check List (Section HH).
2. Select internship sites appropriate to the student's concentration (i.e., tourism and special events, outdoor recreation, or recreation therapy) from the approved list or initiate the approval process through completion of the Agency Survey Form (available through the Department Office or online <http://recparks.asp.radford.edu/agencyform.html>). Since not all agencies are unconditionally approved, check with the RCPT 413 Instructor FIRST to see if there is already a survey on file before contacting the agency.
3. Develop a professional quality resume, cover letter, portfolio, and internship goals as part of RCPT 413.
4. It is recommended to interview with at least two potential internship sites. Suggestions on how to interview for an internship experience are found in Section II. Each interviewer must complete the Internship Interview Survey (Section JJ) and return it to the Department.
5. Discuss your preferred internship agency with the RCPT 413 Instructor and notify all agencies in a timely manner regarding your internship decision. This should be done as soon as possible after completing the two interviews. When informing the preferred agency, request that they send an e-mail to the Department Admin AND the 413 instructor confirming your acceptance as an intern.
6. Complete 6 important items to be placed in your internship folder located in the RCPT main office, 137 Waldron. 1. "Student Internship Agreement" (Section KK), 2. "Agency Contact Information" (Section LL), 3. Copy of Student's Internship Goals, 4. Internship verification (this could consist of an e-mail stating you have position, a signed contract from the agency, etc.). (5) RU Internship Agreement. (6) Documentation for 100 hours of field experience.

NOTE: The 6 items described above must be in place before starting the contract process. Failure to comply with this requirement may necessitate a delay in starting the internship or its cancellation.

NOTE 2: The contact information MUST include a STREET ADDRESS so that you can be found for the visit. Be sure there is a working number to call in case your faculty

supervisor is delayed or needs additional directions on this form. Update this information if it changes during your internship.

7. Once the contact information is received the agency will receive a contract that **MUST** be signed by the agency and returned to our Department Admin (fax 540.831.7719) or scanned with signature and e-mailed to mulhassan@radford.edu This form is then signed by the appropriate contract administrator for Radford. It is returned, signed by the chair. THEN it is returned to the agency. **ONLY when ALL the signatures have been obtained, proper copies made, AND it is returned to the agency may you begin your internship. Failure to complete this step may lead to a delay in being able to start your internship.**
8. Remove all registration blocks so that the RCPT 413 Instructor **may register the student for RCPT 470 Internship (12 semester credits). Pay all fees to the Student Accounts Office when they are due. Failure to comply with this procedure may require a late registration fee and/or no credit for the course.** Note: Students intending to complete their internship during the fall must complete all previous steps during the spring semester.
9. **Within one week** of the start of the internship, the student is required to notify (by mail, telephone, or email) the Department Internship Supervisor of the identity of the immediate supervisor and updated contact information (e.g., direct telephone numbers, home address, cell phone, etc.). The purpose of this is to recheck any variation from the internship contract and agency contact information.
10. Complete internship updates (recall those are your quizzes which you will be able to find in D2L) throughout the course of the internship in a timely manner.
11. Complete a special project as agreed to by the agency and approved by your faculty supervisor. This project usually involves leaving a concrete product behind that you have done for the agency. The project should be something above and beyond your normal duties. It can be a manual, a program plan handbook based on a program that you did, something you built but also with a “how-to” manual, and so on. You will **ALSO** attach a four page reflective paper to your special project. These are turned into the dropbox in D2L. See Section DD for more details.
12. Strongly Recommended: Maintain a personal log of experiences. The content should focus on the challenges you faced and how you dealt with them. Please also note projects and tasks about which you are particularly proud. Keep in mind that you also develop professionally emotionally as well. Please make notes in your log how you change and improve in dealing with emotions on the job as well.
13. Meet with the Internship Supervisor when the individual visits the agency. This visit is required. **Failure to attend this meeting can lead to failing the entire internship.** We do not have the resources to revisit. No excuses. A typical visit will require a meeting with your supervisor first then with you. If there are no discrepancies or issues, your Internship Supervisor will then meet with you to answer any questions you might have, provide career advising, resolve any problems that may have been brought to their attention, provide feedback on areas where you can improve professionally, and may have you show the facilities in which you work. The intent of the visit is to ensure that the site is providing a quality experience, to determine if you are meeting expectations, to resolve any conflicts, and similar issues. We are also interested in your candid opinion of the quality of the site to guide selection of future interns if we are asked. The internship

supervisor will ask for additional help from you in assessing your progress. Please be prepared to discuss your special project at the time of your visit. And also be prepared to discuss what you have done in seeking future employment as well.

14. At the conclusion of the internship, complete in duplicate the "Final Report" (Section CC). The Final Report will be submitted in D2L in the appropriate dropbox. Your final evaluation will be sent directly to your supervisor via a "qualtrics survey."
15. **ALL of your paperwork, ALL six quizzes, your special report, your final report, and your midterm and final evaluations MUST be received before you can receive a final grade for your internship.**

IV.2 Department

The responsibilities of the Department of Recreation, Parks and Tourism are to:

1. Conduct a course (RCPT 413) to help students prepare for their internship.
2. Assist students in the development of their internship goals.
3. Supervise arrangements for and give final approval of internship assignments.
4. Maintain contact with agency supervisor as necessary regarding student progress.
5. Consult with agency supervisor and student regarding issues which may develop prior to, during, or after the internship.
6. Read and evaluate final papers, projects, and journals associated with the internship.
7. Visit students at their internship sites and conduct evaluation conferences with students and supervisors during such visits.
8. Evaluate the student's total experience including evaluation reports of the agency supervisor and assign a final grade (pass or fail).
9. Review and approve internship sites based on established criteria determined by the Department (Section GG).
10. Study, evaluate, and exchange ideas with other college and university faculty concerning improvement of the internship program.
11. Assess selected learning outcomes.

IV.3 Agency responsibilities

Responsibilities of the internship agency regarding student support are to:

1. Complete the Agency Internship Survey (Section AA) and update as necessary. The survey can be completed online at <http://recparks.asp.radford.edu/agencyform.html>.
2. Interview and select students in an appropriate manner.
3. Communicate with the Department by letter, email, or fax as soon as possible that the student has been accepted as an intern. The Department will respond with an Agency Internship Agreement (Section MM) only after receiving confirmation of acceptance from the agency.
4. Review and sign the Agency Internship Agreement (Section MM). If differences occur, these are to be brought to the attention of the Department so that a resolution of these differences can be accomplished before the student begins the internship experience

(Section GG).

5. Assign a qualified staff member to supervise the student. Prepare staff for the arrival of the student and inform personnel as to their role(s) in mentoring the student. Mentoring means the intern has ample opportunity to learn new tasks and assignments, has an opportunity ask questions, and this may be formal (specific training meetings or classes) and/or informal (such as working with qualified individuals who can respond and authoritatively answer questions).
6. Provide a general orientation to the agency and facilities.
7. Provide appropriate physical arrangements for the student, such as office, desk, use of telephone, access to a computer, how to use office equipment, etc.
8. Allow time for the student to meet with the Faculty Internship Supervisor and be present during the Faculty Internship Supervisor Visit. The faculty member is aware that your time is valuable and will be as efficient and considerate of your time as possible.
9. Provide the opportunity for the student to assume increasing responsibilities progressing from a general orientation to more specific roles and responsibilities, working with other personnel within specific units of the agency and to assume leadership responsibilities part-time or full-time. This includes allowing the student to attend meetings where decisions are made as well as to gain knowledge about administrative procedures including budget, program development, capital development projects, etc. If their participation is appropriate we would encourage that.
10. Assign the student (within limitations of education and experience) a special project to be completed during the internship. This assignment should be of high quality and provide a service to the agency. It needs to be something of lasting value to the agency (as in updating an internship manual, a program planning manual, a project manual (for something concrete built by the intern) or something similar).
11. Complete a midterm and final evaluation (Section NN) of the student's performance. These evaluations will be sent to you in an online survey format for your convenience OR the student has access to a word document (Section NN) that can be printed out if you prefer to fill it out that way (Please mail that form to us, fax it, or scan it and e-mail it. Please note that you are required to discuss your evaluations with the student. You can do this by noting your responses on the survey (printing them off) or having the student present when you complete the online survey.

V. In-Area and Out-of-Area Internships

Out-of-area internships will be approved in accordance with Department policies and procedures. In-area is designated as any site within a day's drive of Radford, Virginia. A day's drive typically extends from southern New York to Northern Florida west to almost the Mississippi River. You can ask the department chair if you are in doubt as to what is "in-area." An official list of in-area and out-of-area internship sites is located on-line at: <http://recparks.asp.radford.edu/internships.htm>. If there are concerns about a student's potential success, the Department Chair may restrict that student to approved agencies within a 50 mile radius or closer from Radford University.

Out-of-area internships are in two tiers. The first tier is in Southern Florida, the Rocky Mountain area ranging roughly from Denver to Salt Lake City north to Jackson, Wyoming and south to

Colorado Springs. The reason for this tier is to allow ample opportunity for unique internships while minimizing travel costs to the department.

The second out-of-area tier, and by far the hardest for permission, is anywhere not covered by the first tier. There is no guarantee you will be visited by a faculty internship supervisor for this tier. If you are out of the country a visit would happen only if the faculty were to pay the expense out-of-pocket or had other academic business in that area. If you are in the United States it would be dependent on the availability in the budget. So you will have to have a VERY strong case even to be considered. Talk to the department chair to see if your petition would have much of a chance in being accepted if you are concerned. Typically if the experience can be obtained in a lesser tier you will be denied.

A request to complete an internship experience out-of-area is an exception, not the rule. Students considering an out-of-area internship experience must file a petition to the Department Chair within three weeks of the start of the semester in which the student is enrolled in RCPT 413. Occasionally an exceptional opportunity comes up after this deadline. Reviewing such a petition will be at the discretion of the Department Chair. The petition must include the following:

- Major and overall GPA;
- Desired internship location (special consideration will be given to sites in Colorado if there are multiple students);
- Rationale for why an equivalent experience cannot be obtained in-area;
- Factors for success (e.g., interpersonal and communication skills, personal maturity, dependability, work ethic, etc.);
- Performance history (e.g., classroom behavior, leadership roles, work experience, character, etc.).
- Support at destination by family and/or close friends of the family.
- Anything else that should be considered by department faculty.

The Department Chair in consultation with the faculty has the final approval of any out-of-area internship experience. Students seeking exceptional sites may be asked to speak at a faculty meeting. Petitioners will be informed regarding their status (accepted, rejected, or accepted with provisions) to seek out-of-area internships. Upon notification, students have one week to appeal by submitting a written petition bringing up anything that might have been missed to the Department Chair. The Chair will review the appeal and then make a final decision with no further appeals allowed. Approval only permits the student to investigate out-of-area internship opportunities and specific agency approval must follow established procedures for all internship sites. There is no guarantee that the approval to seek an internship will lead to acceptance by the agency.

VI. Finding an Internship

Recreation, Parks and Tourism students successfully compete for internships in some of the best recreation sites in the world. The first half of RCPT 413 Professional Issues in Recreation, Parks and Tourism is dedicated to developing products (i.e., resume, goals, cover letter, and portfolio) and skills (i.e., interviewing and professionalism) necessary to secure an internship. The student is not alone in this process; however, finding an internship site that meets their educational and professional goals is ultimately the student's responsibility.

Internship information is available to students through a variety of formats. An official list of approved internship sites is online at <http://recparks.asp.radford.edu/internships.htm>. Additional information about internship sites including reports from previous interns is located in the Student Resource Room (Waldron 152). Postings for current internship opportunities as well as a large collection of sample resumes are located in the same central area. Students who are unsuccessful in obtaining an internship by the deadline set in RCPT 413, must petition the departmental chair for an extension by the deadline date.

VII. Contract Dates and Summer Internships

Whenever possible, internship contract dates should follow Radford University's academic calendar (<http://www.radford.edu/~registra/final/calendar.html>) for fall, spring, and summer III. Exceptions are made when the internship site requires dates that are different. However we HAVE to know the dates of your internship as the University has a CONTRACT with your agency ONLY during the dates of your internship. It protects both the University and the Agency from liability. And it covers you under limited conditions. Be aware of that. If you work longer than your internship dates it is at the risk of the agency and you. The University ONLY accepts responsibility for you DURING the term of your contract.

Students wishing to complete an internship during the summer can still "walk" during spring commencement. Summer interns must complete all requirements by August 15. Officially that is roughly the closing date. But that is usually extended to the first or second week of September, but those dates are not published and the ONLY way to ensure that you graduate as a summer to be a summer graduate. The internship faculty supervisor cannot guarantee there will always be an extension. If you miss the cut-off date you will officially graduate in December. If for some reason a student needs to change their internship start and/or finish date after the contracts have been completed, the Department must be notified in a timely manner. The Department and agency supervisor must approve any changes to the contract dates. Again, the reason is University insurance covered in the contract.

Typically, when a student completes RCPT 413, Professional Issues, the internship is completed the following semester. There are rare occasions when the student will be forced to postpone the internship until two semesters after completing RCPT 413. If this is the case, the student must adhere to the following protocol or the internship will not be approved:

1. Contact the CEHD advising center if taking a leave of absence from RU and learn the steps to be readmitted to RU

2. Complete all required pre-internship paperwork before course registration starts for RCPT 470 enrollment.
3. Once readmitted to RU, contact the current professor of RCPT 413 to be properly enrolled in RCPT 470 by the first day of registration.

VIII. INSURANCE

During the interview, ask whether the agency has a liability insurance policy in effect that will cover actual or alleged negligence arising out of performance of duties as an internship student. If the agency does not have such a policy, the student is still covered by the University's policy as it relates specifically to internship responsibilities. However, there is a fine line between what is and what is not the student's responsibility, especially in health care facilities. Therefore, it is suggested that the student obtain personal liability insurance or have a "rider" added to an existing insurance policy of a parent or guardian for the duration of the internship. **THE ABOVE IS IMPORTANT!!! READ IT TWICE!!!**

IX. NCTRC REQUIREMENTS

Students in recreation therapy must meet standards of the National Council for Therapeutic Recreation Certification (NCTRC) for field placement. NCTRC requires that students be supervised by a full-time, "actively" certified CTRS at a single internship agency site. Students must complete at least 560 hours in no less than 14 *consecutive* weeks. No less than 20 hours per week nor more than 45 hours per week will be accepted. If an internship is interrupted due to the closing of a facility, termination of a CTRS supervisor, or severe illness/family emergency, students should immediately contact their Department Internship Supervisor and NCTRC. Please consult NCTRC guidelines for further information
<http://www.nctrc.org/certification/InformationforNewApplicants.pdf>

X. TERMINATION OF INTERNSHIP

Although every effort is made to support the internship learning process from both the faculty and the site supervisor, on occasion it becomes necessary to terminate a student intern. Because of differing agency guidelines and stipulations within the University each case must be considered separate and distinct. Early and immediate intervention provides the best alternative to issues that may be cause for termination. Agency personnel guidelines will direct the initial review and appropriate documentation must be provided to the Department Internship Supervisor. All information should be reviewed with the intern and the faculty. Every effort will be made to reconcile the issues. Students may exercise their option to withdraw from the class according to established University guidelines or to file a grade appeal according to the University Undergraduate Catalog and the Student Handbook. In certain instances, warnings, conferences, and early intervention cannot be part of the process because of policies and procedures within the agency. In these cases, a student may be fired immediately without consultation with the Department Internship Supervisor. However, the general guidelines include:

1. Student and/or site supervisor contacts the Department Internship Supervisor.
2. Department Internship Supervisor has direct communication with both the student and

the site supervisor.

3. All documentation, from both parties, is forwarded to the Department Internship Supervisor.
4. Supervisor and the circumstances are reviewed with the Department Chair and may be referred to the faculty for further consideration.
5. A final recommendation is made.

Under certain circumstances it may be determined that the student is unable to complete the degree program. Other alternatives may be recommended for the student, but these alternatives are based on each situation and the reason(s) for dismissal.

The bottom line is that YES you CAN be fired from your internship. That is not what anyone wants. But if the agency would normally fire its own employee under the same circumstances you may be fired as well. You can be removed from an internship if you are not performing your duties by either your agency supervisor or your faculty internship supervisor. The faculty internship supervisor does not control your internship agency.

The department chair will review the circumstances with you and will listen to your agency supervisor. If there are no mitigating circumstances you will need to start your internship all over again and your case will be submitted to the Dean of Students for action if the conditions dictate that. As mentioned above, each case will be handled individually due to the wide array of internship agencies and circumstances. Sometimes there simply is no good option for the intern.

11. How many staff are in your department? _____

12. Indicate the percentage of student participation in any of the following experiences? (Total should be 100 %.)

- | | | |
|-----------------------------|--|-------------|
| _____ Administrative duties | _____ Department meetings | _____ Other |
| _____ Supervisory duties | _____ Board meetings | |
| _____ Budgeting | _____ Programming | |
| _____ Committee meetings | _____ Diagnostic team meetings | |
| _____ Public meetings | _____ Treatment team meetings | |
| _____ Clerical duties | _____ Individual client services | |
| _____ Management duties | _____ Marketing duties | |
| _____ Maintenance | _____ Evaluation | |
| _____ Group leadership | _____ Recreation education | |
| _____ Special Projects | _____ Planning duties | |
| _____ Assessment/Screening | _____ Individual Client Treatment Planning | |

13. Does your agency/department have a designated staff member responsible for coordinating student internship experiences? yes no

Please enter their name and telephone number _____

If a therapeutic recreation setting, please indicate CTRS Qualification Number _____

14. If no to question 13, how is the student's internship coordinated within your agency/department? (explain)

15. Does your agency/department reimburse (financially, housing, travel, etc.) the student in any way for internship?

yes no If yes, please explain _____

The individual completing this questionnaire is:

Name _____ Title _____

Address _____

Phone # _____ FAX # _____

email _____

Homepage Address _____

Lastly, would you please forward, with this questionnaire, any material you have about the agency/ department for our student internship file. Thank you.

If applicable, name of student requesting this information _____

Please return to: Department of Recreation, Parks and Tourism
Radford University
Box 6963
Radford, VA 24142 Phone: (540) 831-7720 FAX: (540) 831-7719

SECTION BB INTERNSHIP UPDATES

ALL UPDATES ON ONLINE IN D2L IN THE FORM OF QUIZZES!!!

There will be SIX (or more) updates! They will be opened up as you move through your internship. ALL of them MUST be satisfactorily completed in FULL to pass your internship.

SECTION CC

INTERNSHIP FINAL REPORT

This is easiest to do if you keep a daily log of what you do. It is a summary of your major and minor learning experiences on the jobs, your feelings on challenges you confronted on the job and anything else you want to draw to my attention. This report will be at least **four to eight paged long**, double spaced. Adding pictures is helpful if they illustrate what you have done. The pictures do NOT count for the page length.

Your final report is a reflective narrative paper. It walks the reader through your internship from how you found your internship to the end of your internship. You should focus on those points in your internship where you faced challenges and how you dealt with them. Sometimes you will have met the challenges successfully, sometimes not. What did you learn from those challenges is the focus.

At the end, you should evaluate the site and what kind of Radford student would do well and what kind of student would not. It is important that you give an honest evaluation so students who follow you can self-evaluate how well they would do there. Not everyone will respond to your internship the way you did. Who WOULD succeed and WHAT would that person be like?

Lastly, please evaluate your own self. Where did you do well in your internship and where could you have done better? How did you grow as a professional and what did you do that better prepared you for your future career? Tell us what you are doing after you are finished with your internship meaning do you have a job? If so, what kind of job? Is your job permanent, part-time, an extension of your internship, etc.? Are you going to graduate school? Or are you going to travel for a time and then look for a job? Or whatever you plan on doing.

Your final task is to submit your final report into the D2L final report dropbox for the internship class. The deadline varies depending on the semester for which you are taking the internship. Please pay careful attention to the deadline as it may mean the difference between graduating on time or not being an “official” graduate until the following semester!

SECTION DD

Internship Special Project

As an intern from the Department of Recreation, Parks and Tourism at Radford University, you are expected to develop a “special project” in conjunction with your agency supervisor. The project should fulfill a specific need for the agency and may take a variety of forms, such as a report, training manual, in-service training project, video production, marketing plan, homepage construction, etc. The intention is for you to develop a long-term plan and work on a project from week to week throughout the internship. The agency supervisor should provide guidance on a regular basis and give enough support for you to complete the project. The project should be considered part of your required 560 hours and be completed in incremental stages throughout your internship. However, this is, first and foremost, your project. The variation on projects is unlimited and the intention is threefold:

- Develop your long-term planning skills;
- Devise a project that is meaningful to the agency; and
- Expand your responsibilities as an intern.

Frequently Asked Questions

Do I HAVE to write a paper in ADDITION to my Special Project?

Yes. You will submit a FOUR (4) page paper, double spaced in ADDITION to your special project. The paper will be a reflective narrative that leads the reader from the initiation of the project all the way through the end. Write in detail about the challenges you faced and what you learned as a result of the project. In the end, how do you KNOW if your project was successful or not? Tell the reader what you learned as a result of doing the project.

Can I combine several smaller projects?

Although the Department recommends a single project, some internships lend themselves to multiple projects. For instance, some internships require a separate project for each rotation or several different types of projects. Under these circumstances it is acceptable to complete several smaller projects. **A TANGIBLE product must be left behind. This means something you built or created.**

Is it O.K. to do a special event?

The Department discourages special events or programs unless required by your agency. If this is the case, the event must be consistent with time and planning requirements of other projects. You also **MUST** leave a program or event manual behind if you do this.

Who ultimately decides what an acceptable special project is?

Ideas for special projects should originate with the student or internship agency. Discuss alternatives with your agency supervisor and **seek final approval from your Faculty Internship Supervisor.**

How do I turn in my special project?

Place your Special Project in the special project dropbox in D2L.

When is it due?

Deposit your special project **NO LATER** than the day you turn in your Final Paper. Turning it in **EARLY** would be helpful.

SECTION EE

Internship Performance Report

Your supervisor will be e-mailed a survey via “Qualtrics” by your faculty internship supervisor for your BOTH your mid-term and final evaluations. Your supervisor should go over the evaluation with and discuss all issues. It is okay if you are present while the supervisor fills it out. Or the supervisor can discuss it with you afterward. Please be sure to let your supervisor KNOW you HAVE to discuss the evaluation with them once it is complete.

SECTION FF

Student Internship Letter

Dear

This is to offer a few quick reminders about some elements of the internship about which you may be uncertain. The Department of Recreation, Parks and Tourism has approximately 50-70 interns annually. The faculty is constantly involved in some stage of support for the internship process throughout the year. Although one faculty person is responsible for your internship supervision you may be contacted by other faculty attending professional meetings, consulting, and/or other business, which may place them in your proximity. This is an effort for all faculty to maintain contact and provide support. Since I have primary responsibility for internship supervision, I will be contacting and visiting interns throughout the summer and all of your formal communication should be directed to me.

You should have a clear understanding of the responsibilities associated with this experience, but if you are having problems you should contact Mr. Masood Ul Hassan or me at 540.831.7720. Every attempt will be made for someone to respond to your call as soon as possible. If the person you wish to talk to is unavailable let Mr. Hassan know if someone else can help you. Other faculty members may be able to answer immediate concerns, problems, and/or questions. Remember that I may be on the road visiting other interns when you call. Don't panic, someone will get back to you.

Primary factors of assessment for the internship will include the following:

1. A total of **six (or more!) progress reports** (in D2L) must be submitted with the initial report coming within the first two weeks of the first contract date for the internship. The additional reports are to be submitted every two to three weeks until all have been sent to the University supervisor.
2. **Professional conduct** on the job will be of first and foremost importance throughout the experience. This is an educational experience and you should ask your site supervisor questions regarding conduct. Don't assume you will always make the right decision and be sure to learn from your mistakes, but don't repeat mistakes.
3. A **weekly meeting** with your site supervisor is recommended for ½ hour to one hour throughout the internship to assist with obtaining answers and getting direction. Working alongside your supervisor and/or with other colleagues who are knowledgeable and willing and able to answer your questions may substitute for formal meetings.
4. **Mid-term and final evaluations** are mandatory and will be sent directly to your supervisor by your internship supervisor. Your supervisor should discuss your evaluations with you after they are complete. You may be present when the survey is completed by your supervisor is that is okay. But your supervisor **MUST** discuss your evaluations with you regardless.
5. The Department requires a **special project** (see the Internship Manual) that must be completed during the internship. You and the site supervisor should agree on this project. You should record all aspects of this project and provide a project report at the end of the term. Do not hesitate to ask for assistance and support from your site supervisor, but keep in mind that this is your project. This is a long-term project so don't wait until the end of the semester and then be rushed to complete the task.
6. A **final report** (see Internship Manual) about the agency and your experience is required. This will become a part of the agency files within the Department of Recreation, Parks and Tourism, which will be made available to other students who might want to consider the same agency for a subsequent internship. This is due one week prior to the end of the contract agreement.
7. An **internship journal** is recommended, but not required for the experience. The faculty in the Department of Recreation, Parks and Tourism believes this experience is one of the most important aspects of your professional preparation and we want you to succeed. We will do everything within our power to assure your success, but in the end, you will determine the success of your experience and the value of your degree. Good luck with your internship.

Sincerely,

Internship Coordinator

SECTION GG

Department Criteria for Selecting an Internship Site

1. The agency or department is forward looking in its policies and is interested in maximum professional growth of its staff and the development of a sound and quality recreation, parks and tourism program.
2. There should be an agency policy approving the use of the agency or department within a health care agency as an internship training site.
3. A basic democratic philosophy is carried out in organization and administration of the agency or department within a health care agency.
4. The agency or department is positively interested in the internship and is willing to enter into an agreement (contract) as to satisfactory working relationships with the student.
5. The agency or department has a varied program of services with adequate supplies and equipment as reflected by the completed Internship Agency Survey Form.
6. The agency or department supervisor of the student possesses a baccalaureate degree with a major in recreation, leisure studies, tourism, recreation therapy, or allied field with at least two years of subsequent paid full-time experience in the field.
7. The National Council for Therapeutic Recreation Certification shall certify the agency or department supervisor of the student doing an experience in recreation therapy at the CTRS level.
8. The agency or department supervisor must be interested in working with internship students, possess the necessary professional and personal characteristics for student supervision, and be thoroughly familiar with the agency or department program.
9. The agency or department supervisor must be willing to attend meetings regarding the progress of the student at the agency site.
10. The student must be mentored and not used as simply an additional worker. This can be done formally in a meeting for half an hour or an hour each week, or it can be accomplished through working on a regular basis with a student where they can learn by example and have a chance to ask questions.
11. When possible, students should be allowed to shadow the supervisor at meetings, workshops, etc.

SECTION HH

Student Internship Check List

	Approved	Date	Grade
Internship Goals			
Cover Letter			
Resume			
Portfolio			

Approval to seek out-of-area internship Yes No Conditional N/A

_____ Agency 1: _____
Approved Name of Agency Location (City, ST)

Internship Packet Mailed on _____
Date

Interview with _____ on _____
Contact Person Date

- _____ Internship Interview Survey returned
- _____ Thank You Card sent
- _____ Agency notified of internship decision

_____ Agency 2: _____
Approved Name of Agency Location (City, ST)

Internship Packet Mailed on _____
Date

Interview with _____ on _____
Contact Person Date

- _____ Internship Interview Survey returned
- _____ Thank You Card sent
- _____ Agency notified of internship decision

_____ Agency 3: _____
Approved Name of Agency Location (City, ST)

Internship Packet Mailed on _____
Date

Interview with _____ on _____
Contact Person Date

- _____ Internship Interview Survey returned
- _____ Thank You Card sent
- _____ Agency notified of internship decision

____ Agency 4: _____
 Approved (Optional) Name of Agency Location (City, ST)

Internship Packet Mailed on _____

Date

Interview with _____ on _____

Contact Person

Date

____ Internship Interview Survey returned

____ Thank You Card sent

____ Agency notified of internship decision

____ Agency 5: _____
 Approved (Optional) Name of Agency Location (City, ST)

Internship Packet Mailed on _____

Date

Interview with _____ on _____

Contact Person

Date

____ Internship Interview Survey returned

____ Thank You Card sent

____ Agency notified of internship decision

Agency Selected for Internship _____

____ Confirmation of internship offer received by Department

____ Student Internship Agreement completed and returned to Department Office

____ Agency Contact Information completed and returned to Department Office

____ Contract sent to agency

____ Contract completed

NOTE: Internship sites not on the approved list (located online at <http://www.radford.edu/~recparks>) must complete the Agency Internship Survey form and be approved by the faculty. Since not all agencies are unconditionally approved, check with the RCPT 413 Instructor FIRST to see if there is already a survey on file before contacting the agency.

SECTION II

Suggestions for the Internship Interview

The following are some general points for your information when preparing for the internship interview.

Preparing for the Interview:

1. Dress appropriately and follow all the usual rules of courtesy.
2. Know your own capabilities and weaknesses. Do you know what goals you wish to accomplish? What kind of satisfaction do you expect from your internship?
3. Be sure you know the correct name of the agency or department and where it is located. Know the name of the person with whom you have the appointment.
4. Know where the interview is to be held and the time of your appointment. It is also helpful to know how long the interview will last so you can prepare accordingly. Arrive 5 or 10 minutes before the appointment and let the secretary/receptionist know that you are there.
5. Be prepared to answer and ask questions. Internship interviewers frequently ask questions such as: Tell me about yourself. Why do you want to do your internship here? What would you like to do after graduation? What is your philosophy of recreation therapy (outdoor recreation, tourism and special events)?

The Interview:

1. A little nervousness is normal in an interview. Try to avoid overt nervousness (trembling, voice cracking).
2. Don't answer questions with just yes or no, but don't talk too much either. Maintain eye contact with interviewer. Stay alert and interested. Be an active listener.
3. Sell yourself. This is your opportunity to convince the interviewer that you are the person for whom their agency is looking. Emphasize your strong points by relating material gained from your experience(s).
4. Be honest. If you have made a mistake in the past, explain it without making excuses. Don't claim skills or qualifications you don't possess.
5. Don't expect to be offered an internship position during the interview and **DO NOT ACCEPT ONE IF IT IS OFFERED.**

After the Interview:

Determine the agency or department where you would like to do your internship and obtain final approval from the internship supervisor. Then you must indicate your decision to the agency by letter. Also write a thank you note to each of the other agencies for taking the time to interview you and the courtesy you were shown during the interview. Let them know that you have accepted an internship with another agency.

SECTION JJ

Internship Interview Survey

Students in the Department of Recreation, Parks and Tourism Department at Radford University are required to complete a minimum of two interviews before selecting an internship site. After the interview, each practitioner conducting the interview is requested to fill out the following survey and return it to the Department so that the faculty may better prepare students in the future. The purpose is to determine the level of professionalism and preparation demonstrated by students during the internship selection process.

Agency _____ Date _____
 Interviewer _____ Phone # _____
 Student's Name _____

1. Were your initial contacts with the student appropriate and professional?
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10
 Comments:

2. Did the letter, internship goals and resume provide the necessary information to enable you to decide whether or not to interview the student?
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10
 Comments: (including additional information you may need to make decisions):

3. Did the student arrange for an interview in an appropriate manner?
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10
 Comments:

4. Was the student dressed appropriately for the interview?
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10
 Comments:

5. Did the portfolio assist you in assessing the student's qualifications?
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10
 Comments:

6. Please rate this student's preparation for the interview in relation to other prospective interns.
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10
 Comments:

7. Did you receive enough information from the student to fully understand the internship process?
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10

Comments:

8. Did the student notify you about either his/her timeframe for making an internship selection?

Not professional

Very professional

1 2 3 4 5 6 7 8 9 10

Comments:

Additional Comments:

-----Fold Here-----

Box 6963
Radford University
Radford, VA 24142

Internship Interview
Department of Recreation, Parks and Tourism
Box 6963
Radford University
Radford, VA 24142

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SECTION KK

Student Internship Agreement

I, the undersigned student, agree to accept an internship with the agency named below. If I am placed in a paid position, I agree to accept the rate of pay stipulated below. I enter into this internship agreement with the full knowledge that the internship agency has committed considerable time and resources so that I can develop vocational competence through the internship experience. I further agree to comply with the following conditions of the internship:

CONDITIONS OF INTERNSHIP

Time Off

The student intern must be on the job regularly and punctually. He/she has only the privileges allowed other regular employees of the agency. He/she must not ask the employer for or take time off from work for any university requirements without first obtaining the consent of his/her Agency Internship Supervisor. Students will not be allowed to take academic work for credit that conflicts with regularly scheduled work hours.

Absence from Work

The tasks performed by students in their internships are part of a carefully planned and scheduled program of work. A student's absence from work necessitates rescheduling and planning of performance expected of him/her. Therefore, in case of sickness or other emergency necessitating a student's absence from work, the employer should be notified by telephone as early as possible. If an absence will cause the student to miss a full week or more, then his/her University Internship Supervisor should also be notified.

Layoff

Any student intern who is permanently or temporarily laid off must immediately notify the University Internship Supervisor.

Discharge or Desertion

A student who leaves the internship without prior approval of the Agency Internship Supervisor or who so conducts himself/herself on the job as to cause his/her discharge will be subject to disciplinary action which could result in suspension from the university.

Failure on Job

Any student who, although not discharged immediately by the employer, fails to perform in a satisfactory manner shall be brought before the proper academic committee for appropriate action.

Finding Jobs

Under certain conditions, the student may be permitted to work on a paid internship of his/her own finding. He/she must petition his/her Agency Internship Supervisor for approval of such work before accepting the internship. The student is expected to conduct himself/herself on this job in the same manner as on any internship. Approval of the petition is based on the following considerations: (1) The paid internship of the student's own finding must be the equivalent (in training potentials and application to the student's program of study) of any internship that the department could provide for the student. (2) Existing assignments with internship supervisors must be given priority. It is understood that during the period of the internship, the student is to give primary concern to the accomplishment of internship objectives and secondary concern to his/her status as an employee.

Health Problems

The student may occasionally have a health problem that may have a significant effect on his/her placement in an internship. It could be a physical defect, which may limit his or her placement possibilities, or it may be a condition requiring extensive or unusual medical/surgical treatment. In some cases, this could require removal from a particular internship or a leave of absence for all or part of a semester. Regulations require that the student discuss the problem with his/her Agency Internship Supervisor and write a petition for appropriate action. The University Internship Supervisor may refer the student to the university health department, where, after an exchange of information with the family physician, a judgment will be made with respect to the legitimacy of the request. In most cases, the student will be asked to sign a statement releasing the health information so that the health department may disclose the necessary facts to the Agency Internship Supervisor. Also, the University Internship Supervisor is given permission, through the signed statement, to use the information with potential or existing employers to the best advantage of the student. Whenever surgical or medical treatment is elected, the student must petition in advance. When emergency conditions prevail, a petition must be filed with the University Internship Supervisor as soon as possible after the emergency.

PROFESSIONAL LIABILITY

Radford University students who are engaged in internships under the teaching supervision of University faculty, whether on- or off-campus, are protected by the state's self-insured medical malpractice coverage or by the state's self-insured liability coverage. The student must be engaged in activities that are the approved course practicum. Activities outside the approved course practicum are not covered.

PERSONAL INJURY

I agree to indemnify and hold Radford University harmless from any and all claims of injury to myself arising from or connected with my placement as a recreation, parks and tourism intern with the agency named below.

NAME OF INTERNSHIP AGENCY: _____

RATE OF PAY (if applicable): \$ _____ **per** _____

PERIOD OF INTERNSHIP: _____ **to** _____

IN WITNESS WHEREOF, I have caused the AGREEMENT to be duly executed,
intending to be bound thereby.

BY: _____ DATE: _____

(Signature of Student)

ADDRESS: _____

Street

City

State

Zip

SECTION MM

Radford University Internship Agreement

This form can be found at:

<http://www.radford.edu/content/cehd/home/departments/rcpt/internships-jobs/internship-forms.html>

This form is in a PDF format and must be completed by hand. Instructions for completing this form are provided in RCPT 413 during the pre-internship preparation process.

SECTION NN

Internship Evaluation Form (Midterm AND Final)

Directions: Please answer the following questions and e-mail them to Dr. Edward Udd, Professor and Chair of Recreation, Parks and Tourism at Radford University at eudd@radford.edu as an attachment.

Thank you for all your help on behalf of our student/intern!

What is the STUDENT's First Name? _____

What is the STUDENT's Last Name? _____

What is the name of YOUR agency? _____

Please select the TERM for which this experience applies:

YEAR (e.g. 2014): _____

_____ FALL

_____ SPRING

_____ SUMMER

Please enter the number of clock hours, to date, that the student
has completed with your agency.

_____ hours

**The following section will let us know how the student has
performed up to this point in their position at your agency.**

Please rate the quality of the student's work - accuracy, skill, neatness, competence, and thoroughness (please check the appropriate response).

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ Unsatisfactory

_____ Not Applicable

Please rate the student's attendance - punctuality, tardiness and absenteeism .

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ Unsatisfactory

_____ Not Applicable

Please rate the student's work habits - organization of work, care of equipment, safety, consideration, conscientiousness.

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ Unsatisfactory

_____ Not Applicable

Please rate the student's relationships with people - cooperation, ability to get along with others

_____ Excellent

_____ Good

- _____ Fair
- _____ Poor
- _____ Unsatisfactory
- _____ Not Applicable

Please rate the student's initiative - self-reliance, willingness to accept and carry out responsibilities, resourcefulness.

- _____ Excellent
- _____ Good
- _____ Fair
- _____ Poor
- _____ Unsatisfactory
- _____ Not Applicable

Please rate the student's dependability - degree to which individual can be relied upon to assume responsibility

- _____ Excellent
- _____ Good
- _____ Fair
- _____ Poor
- _____ Unsatisfactory
- _____ Not Applicable

Please rate the student's judgment and common sense – ability to think intelligently and make logical decisions

- _____ Excellent
- _____ Good
- _____ Fair
- _____ Poor
- _____ Unsatisfactory

_____ Not Applicable

Please rate the student's ability to adjust – attitude regarding new assignments and time required to learn new duties

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ Unsatisfactory

_____ Not Applicable

Please rate the student's supervisory ability - proficiency in training subordinates, skill in planning and directing work

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ Unsatisfactory

_____ Not Applicable

Please rate the student's administrative ability - prompt action, ability to make decisions and apply sound management principles

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ Unsatisfactory

_____ Not Applicable

As an agency supervisor, my recommendation regarding this student's employ-ability would be . . .

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ Unsatisfactory

_____ Not Applicable

The following section will help us to assess the STUDENT's professional behavior characteristics.

Please rate the student's oral communication skills

_____ Expresses self very well; communicates ideas very well; is adept in using voice effectively.

_____ Expresses self regularly; uses Standard English grammar; uses voice effectively

_____ Expresses self but not regularly; makes some errors; or does not consistently use voice effectively

_____ Makes frequent speaking errors; inarticulate, hesitates to express self; or does not use voice effectively

Please rate the student's written communication skills

_____ Writing is error-free and is very clear, organized and highly developed.

_____ Writing includes very few minor errors; clear, well organized, well developed.

_____ Writing includes some grammatical/mechanical errors; or is somewhat unclear, unorganized, or not fully developed.

_____ Writing frequently includes grammatical/mechanical errors; or is often unclear, unorganized, or not well developed.

Please rate the student's professional appearance

_____ Consistently dresses professionally

_____ Usually dresses professionally

_____ Sometimes dresses appropriately

_____ Consistently dresses inappropriately

Please rate the student's critical thinking skills

_____ Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-minded; follows where evidence and reason lead.

_____ Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his/her thinking; open-minded.

_____ Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner

_____ Makes no attempt to question, analyze, interpret, explain, evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded

Please rate the student's collegiality

_____ Strong contributor to group/team efforts

_____ Responsibly engages in group/team efforts

_____ Sometimes demonstrates collaborative skills

_____ Often does not demonstrate collaborative skills (e.g., listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)

Please rate the student's respect for others

_____ Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations.

_____ Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions

_____ On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas ignores rules/common etiquette or acts out of self-interest; may lack self control in interactions

____ Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions

Please rate the student's attitude toward clients/learners/participants

____ Effectively develops professional /personal connections with participants which contribute to participant development; acts on a strong belief that all participants can learn; uses many strategies that effectively motivate participants

____ Develops rapport with participants; demonstrates an attitude that all participants can learn; demonstrates knowledge and skills in motivating participants

____ Makes minimal efforts to establish rapport with participants; does not always demonstrate an attitude that all participants can learn; makes minimal effort to motivate participants

____ Lacks interest in, or is negative toward, participants; does not demonstrate an attitude that all participants can learn; does not view own responsibility in motivating participants; lacks knowledge and skills in establishing rapport and motivating participants

Please rate the student's response to constructive feedback

____ Receptive; subsequent performances consistently show productive changes

____ Receptive; subsequent performances show some productive changes

____ Defensive and/or non-responsive; subsequent performances or behaviors show some changes

____ Defensive and/or non-responsive and does not make changes to subsequent performances or behaviors

Please rate the student's ability to handle stress and to manage workload

____ Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with the profession very well

____ Handles stress in productive manner; manages the demands/workload associated with the profession.

____ Sometimes handles stress in non-productive manner; sometimes unable to manage the demands/workload

____ Often handles stress in non-productive manner (e.g., by complaining, becoming angry, withdrawing); unable to manage the demands or workload associated with the profession.; often sick, tired, or lacks stamina

Please rate the student's commitment to diversity and equity

_____ Consistently demonstrates a commitment to understanding diversity; incorporates multiple perspectives in practice.

_____ Demonstrates emerging commitment to learning more about diversity and how to incorporate multiple perspectives in practice.

_____ Demonstrates awareness of diversity issues and of multiple perspectives

_____ Ethnocentric; considers only personal perspective

Please sign your name below. By signing your name below you are certifying that you are the agency supervisor of the student listed at the beginning of this survey, and that all of the information provided is true and accurate to the best of your knowledge.

Signature, date

Please give your work phone number for verification purposes. This information will not be shared outside the department or used for any marketing purposes.

(work phone number)

Please enter your email address for verification purposes. This information will not be shared outside the department or used for any marketing purposes.

(work e-mail)

Thank you for all your help and support of our student intern and our future colleague!

Edward Udd, Professor and Chair

Radford University

Recreation, Parks and Tourism

150 Waldron Hall, Box 6963

Radford, VA 24142