



**EASTERN WASHINGTON UNIVERSITY**

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College of Arts, Letters, and Education

Physical Education, Health and Recreation Department

## **RECREATION AND LEISURE SERVICES PROGRAM**



Self Study Reaccreditation Report

Prepared for the Council on Accreditation of Parks, Recreation, Tourism and  
Related Professions

December 2015

### Administrative Officers

Dr. Mary Cullinan, President  
Eastern Washington University  
[president@ewu.edu](mailto:president@ewu.edu)

Dr. Roy Sonnema, Dean  
College of Arts, Letters, and Education  
[rsonnema1@ewu.edu](mailto:rsonnema1@ewu.edu)

Dr. Alan Coelho and Dr. Matthew Chase, Co-Chairs  
Physical Education, Health and Recreation Department  
[acoelho@ewu.edu](mailto:acoelho@ewu.edu)  
[mchase@ewu.edu](mailto:mchase@ewu.edu)

Dr. Matthew Chase, Director  
Recreation and Leisure Services Program  
[mchase@ewu.edu](mailto:mchase@ewu.edu)

### Reaccreditation Self-Study Committee

Matthew Chase, Ph.D.  
Professor, Co-Chair

Christopher Cindric, MA  
Senior Lecturer

Jeremy Jostad, Ph.D.  
Assistant Professor

Emily Messina, Ph.D., CTRS  
Assistant Professor

Jeremy Schultz, Ph.D.  
Assistant Professor

Susan Beam  
Secretary Senior

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We also want to thank and recognize each of the individual RCLS faculty who had to work on the transition to the 2013 standards, while also working through a major transition in faculty personnel.

Dr. Chase has been instrumental in the coordination, development and writing of this Self-Study Report. As the lead author, his knowledge and experience have been invaluable.

Dr. Messina, who was hired in 2011 contributed to this report significantly, while also writing the self-study for Therapeutic Recreation. In addition, Dr. Messina played a key role in helping us establish an on-line database for assessment.

Dr. Schultz, who was hired in 2013, has played a big role with the transition of Recreation Management to our new Recreation and Tourism Management degree. In addition, Dr. Schultz was tasked with overhauling and refining a good number of our courses in the core curriculum in order to fall in-line with the new 2013 standards (RCLS 201, RCLS 270, RCLS 385, RCLS 455, and RCLS 480).

Mr. Cindric, who is also responsible for the delivery of three core classes (RCLS 220, RCLS 313, and RCLS 360), provided continued support and feedback, while creating a new assessment plan and he helped with the writing this report. Mr. Cindric's curriculum development efforts are evidenced in this report with the creation of both a certificate and minor in Challenge Course Management and Leadership.

We also want to thank the other Co-Chair, Dr. Coelho for his support during this process. In addition, we want to thank Ms. Penny Rose for her logistical role in setting up the site visit, and Ms. Colleen Mastel for all of her help and support during this process.

Last, we want to thank our Dean, Dr. Roy Sonnema for his guidance and leadership during this process.

## FOREWORD

Eastern Washington University is a multi-purpose public institution of higher education, which strives to enrich its programs of universal learning through a focus upon the resources and needs of the Inland Empire region. With its charge as a regional, comprehensive public university, EWU is located in Cheney, Washington, with programs also offered at EWU Spokane, Bellevue, Everett, Kirkland, Lakewood, Longview, Seattle, Vancouver and Yakima, Washington. EWU expands opportunities for personal transformation through excellence in learning.

More information about Eastern Washington University's values, mission and vision is available at this web link:

<http://www.ewu.edu/about/administration/president/mission>

All Eastern Washington University students are expected to acquire a liberal education. Eastern defines liberal education to include:

- Intellectual skills and habits of mind necessary to the pursuit and transmission of knowledge;
- A broad understanding of the history, institutions, and traditions that most profoundly influence our social, political, economic, aesthetic, and scientific lives;
- A specialized knowledge in a discipline (major).

EWU has designed the general education curriculum for the purpose of preparing students with the skills, habits of mind, and breadth of subject matter that characterize an educated person. Through this curriculum, Eastern ensures that all students encounter the core academic disciplines, especially as they apply to major questions of our times.

EWU offers 135 areas of study, nine master's degrees, 12 graduated certificates, 39 graduate programs, two educational specialist degrees and one applied doctorate.

The Recreation and Leisure Services Department merged with the Physical Education and Health Department in 1989 in order to strengthen its position in the dynamic structure of the University. As a result, the unit is now known as the Recreation and Leisure Services Program (RCLS) a component of the Physical Education, Health and Recreation Department (PEHR). The RCLS program offers three Bachelor of Arts degrees: Outdoor Recreation, Recreation and Tourism Management, and Therapeutic Recreation. We currently have the general accreditation, with Therapeutic Recreation as the one accredited option.

Eastern Washington University administrative officials, faculty, and students of the Recreation and Leisure Services Program look forward to hosting our accreditation visitors in February 2016. These materials have been compiled and organized as outlined in the COAPRT 2013 Standards. Dr. Matthew Chase, RCLS Program Director, and Susan Beam, Secretary Senior, prepared the bulk of the report concerned with general accreditation. Dr. Emily Messina, Therapeutic Recreation Program Director, prepared the documentation for the Therapeutic Recreation option.

The RCLS faculty is pleased to submit this self-study to COAPRT. We view this evaluation process as a critical opportunity for program review, reflection, and continued development.

## CHAPTER 1

### Eligibility Criteria

#### 1.0 Eligibility Criteria

##### 1.01 The academic unit and curriculum concerned with parks, recreation, tourism, and related professions shall have been in operation for three years and be clearly identifiable to the public.

###### Evidence of Compliance:

The Recreation and Leisure Services program was officially recognized at Eastern Washington University in the fall of 1968. Prior to this date, students entering this field were granted degrees in Physical Education with an emphasis in Recreation. By the end of the 1968-1969 academic year, a fully developed 61 credit major and 16 credit minor was approved, with Public Agencies and Therapeutic Recreation being the two option areas. During the 1976-77 academic year, three additional option areas were added: Commercial Recreation, Park Administration, and Outdoor Recreation. In the summer of 1981, Recreation and Leisure Services became a separate department within the School of Human Learning and Development and in 1986 was granted accreditation status with NRPA/AALR. The department merged back with the Physical Education and Health Programs in 1989 and the School of Human Learning and Development was renamed the College of Education and Human Development in 1990. As a result of fiscal pressure, EWU reduced the number of colleges from six to four in 2010. What was once the College of Education and Human Development, was merged and is now the College of Arts, Letters, and Education. The Department of Physical Education, Health and Recreation is now housed in CALE.

Eastern Washington University web page:  
<http://www.ewu.edu>

Physical Education, Health and Recreation web page:  
<http://www.ewu.edu/cale/programs/pehr>

Recreation and Leisure Services Accreditation Supporting Documentation:  
<http://access.ewu.edu/recreationleisureservices>

Currently, the Recreation and Leisure Services program offers three Bachelor of Arts degrees: Outdoor Recreation, Recreation and Tourism Management, and Therapeutic Recreation. Therapeutic Recreation is the only accredited option. There are 74-101 required quarter credit hours of recreation and supporting courses. Each degree area offers its own internship section and number: RCLS 493 - Professional Internship in Therapeutic Recreation, RCLS 494 - Professional Internship in Outdoor Recreation, and RCLS 495 - Professional Internship in Recreation and Tourism Management.

Changes have occurred since the submission of our 2012 self-study report. Effective fall 2015, the Recreation Management degree option was renamed Recreation and Tourism Management in order to reflect a new curricular emphasis. Due to retirements, we have replaced tenure track faculty in Recreation and Tourism Management and Outdoor Recreation.

Since 2012 a new course has been added to our core curriculum, Diversity and Social Justice in Recreation and Leisure Services (RCLS 270). Additional changes include the approval and implementation of a new minor in Challenge Course Management and Leadership, and we eliminated

the generic minor in Recreation due to enrollment pressures. We plan to implement a new minor in Travel Tourism, effective spring 2018.

The RCLS Program was last reaccredited by the Council on Accreditation in 2012. The letter from the Council granting reaccreditation is available at this link:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Eastern\\_Washington\\_University\\_Acceptance\\_of\\_Additional\\_Documentation\\_05-15-12.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Eastern_Washington_University_Acceptance_of_Additional_Documentation_05-15-12.pdf)

Degree descriptions and requirements are listed in the Eastern Washington University 2015-16 Graduate and Undergraduate Catalog, pp. 287-301 available at this link:

[http://www.ewu.edu/Documents/Records\\_and\\_Registration/catalog/Physical\\_Education.pdf](http://www.ewu.edu/Documents/Records_and_Registration/catalog/Physical_Education.pdf)

- 1.02 The institution shall be currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body.**

*Evidence of Compliance:*

Eastern Washington University is accredited through the Northwest Commission on Colleges and Universities. The current status of our accreditation is available at this link on the EWU web site:

<http://access.ewu.edu/provosts-office/ewu-accreditation-home-page>

The listing of Eastern Washington University as an accredited institution is available at this link on the Northwest Commission on Colleges and University web site:

[http://www.nwccu.org/Directory\\_of\\_Inst/Alpha\\_Cluster/e\\_l.html](http://www.nwccu.org/Directory_of_Inst/Alpha_Cluster/e_l.html)

- 1.03 A minimum of two full-time faculty members and a minimum of one additional full time equivalent faculty position (FTE), which may be comprised of multiple individuals, shall be assigned to and instruct in the program.**

*Evidence of Compliance:*

Table 1.1  
FTE Appointments

FACULTY MEMBER	FTE
Dr. Matthew Chase	.5
Mr. Christopher Cindric	.6
Dr. Jeremy Jostad	1.0
Dr. Emily Messina	1.0
Dr. Jeremy Schultz	1.0

See also Section 4.06, Table 4.1 for an official record of workload activities.

**1.04 A minimum of two full time faculty members shall hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism, and related professions.**

Evidence of Compliance:

The EWU RCLS program has three full-time equivalent faculty members serving the undergraduate program. In addition, two faculty members contribute at the .5 level or more. Dr. Chase has tenure and holds the rank of full professor. Drs. Jostad, Messina, and Schultz hold the rank of assistant professor. All faculty members were hired based on competitive searches and meet the requirement of possessing a minimum of at least one degree, masters or higher, with a major in parks, recreation, tourism, or leisure services. As reflected in Table 1.2, the program has highly qualified faculty of diverse backgrounds and expertise.

Mr. Chris Cindric is a senior lecturer and is our EWU Challenge Course Manager. Mr. Cindric has teaching responsibilities within the RCLS core curriculum. Mr. Cindric also supervises the Certificate and Minor in Challenge Course Facilitation and Management. He holds a BA in Recreation and Leisure Services and Social Science and an MA in Educational Psychology.

Complete faculty curriculum vitae are available at these links:

Dr. Matthew Chase:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Chase\\_CV\\_2015.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Chase_CV_2015.pdf)

Mr. Christopher Cindric:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Cindric\\_CV.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Cindric_CV.pdf)

Dr. Jeremy Jostad:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Jeremy\\_Jostad-CV\\_2015.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Jeremy_Jostad-CV_2015.pdf)

Dr. Emily Messina:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/MESSINA,E\\_CV\\_Oct\\_2015.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/MESSINA,E_CV_Oct_2015.pdf)

Dr. Jeremy Schultz:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Schultz\\_CV\\_2015.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Schultz_CV_2015.pdf)

Complete adjunct faculty curriculum vitae are available at these links:

Mr. Dustin Semb:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Dustin\\_Semb\\_Vitae.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Dustin_Semb_Vitae.pdf)

Dr. Callie Spencer Schultz:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/SPENCER,C\\_CV13-14.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/SPENCER,C_CV13-14.pdf)

**1.05 All individuals instructing in the programs shall have competence and credentials in the subject matter for which they are responsible.**

Evidence of Compliance:

Full-time faculty members hold at least one degree in parks, recreation, tourism, or leisure services. All faculty members have demonstrated competency in the subject matter for which they are responsible (see Table 1.2 and <http://access.ewu.edu/recreationleisureservices>)

- 1.06 Each program seeking accreditation shall employ at least one individual as a faculty member who has completed formal COAPRT training no less than five years prior to submission of the self-study.**

*Evidence of Compliance:*

Dr. Emily Messina attended the COAPRT training and meetings at the NRPA Annual Congress, October 2014.

Table 1.2  
Faculty Profiles

Full-Time Faculty	Schultz, Jeremy	Chase, Matthew	Cindric, Christopher	Jostad, Jeremy	Messina, Emily
% time in unit	100%	100%	100%	100%	100%
<b>Doctorate Institution major (minor)</b>	University of Utah  Parks, Recreation, and Tourism	Gonzaga University  Leadership Studies		University of Utah  Parks, Recreation, and Tourism	Temple University  Public Health
<b>Master's Institution major (minor)</b>	University of Wisconsin – LaCrosse  Recreation Management and Therapeutic Recreation	University of Oregon  Leisure Studies and Services	University of Colorado at Denver  Educational Psychology	California State University – Chico  Recreation Administration	University of Florida  Recreational Studies – Emphasis: Therapeutic Recreation
<b>Bachelor's Institution major (minor)</b>	University of Wisconsin – Lacrosse  Recreation Management and Therapeutic Recreation	Oregon State University  Resource Recreation Management	Radford University  Recreation and Leisure Services and Social Science	California State University – Chico  Physical Education (Recreation Administration)	University of Florida  Recreation – Emphasis: Therapeutic Recreation (Education)
<b>Area of expertise</b>		Recreation management and commercial recreation  Outdoor leadership and instruction  Personal and professional leadership development	Experiential Education and Facilitation	Outdoor Leadership Outdoor adventure Programming Risk Management	
<b>Certifications</b>	New York Institute of Photography  Professional Certificate of Photography	LNT Master Trainer  ACA Certified Whitewater Kayak Instructor  Lutheran Social Services Sexual Assault Advocate  Wilderness First Responder / Expired	ACCT Level II & CCM  LNT Master Educator	California State University – Chico  Outdoor Education  Wilderness First Responder  Adult CPR and Airway Management  ACA Level 4 Kayak Instructor Certification  ACA Swiftwater Rescue Certificate of Completion  LNT Master Educator  WEA National Certificate of Wilderness	

				Stewardship  AIARE Level I Avalanche Certification  PSIA Level I Professional Snowboard Instructor Certification	
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Table 1.2 (Continued)  
Faculty Profiles

Adjunct Faculty	Spencer Schultz, Callie	Semb, Dustin			
<b>% time in unit</b>					
<b>Doctorate Institution major (minor)</b>	University of Utah  Parks, Recreation, and Tourism	ABD, Washington State University			
<b>Master's Institution major (minor)</b>	LaTrobe University – Australia  Outdoor and Environmental	Gonzaga University  Organizational Leadership with a Servant Leadership emphasis			
<b>Bachelor's Institution major (minor)</b>	University of Virginia  Studio Art Religious Studies (Environmental Science)	Eastern Washington University  Outdoor Recreation with an emphasis on Management			

## CHAPTER 2

### Mission, Vision, Values and Planning

#### 2.0 Mission, Vision, Values and Planning

**2.01 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions:**

**2.01.01 Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture.**

The Mission, Values and Vision of Eastern Washington University are available at this link:  
<http://www.ewu.edu/about/administration/president/mission>

**EWU expands opportunities for personal transformation through excellence in learning.**

EWU achieves this mission by:

- fostering excellence in learning through quality academic programs, undergraduate and graduate student research and individual student-faculty interaction. Students extend their learning beyond the classroom through co-curricular programs, life skills development, internship programs, volunteering and service learning.
- creating environments for personal transformation that enrich the lives of individuals, families, communities and society at large.
- expanding opportunity for all students by providing critical access to first generation students, underserved populations, place-bound students, and other students who may not have the opportunity for higher education.
- developing faculty and staff by growing and strengthening an intellectual community and supporting professional development.

The Values, Mission and Vision of the College of Arts, Letters and Education are available at this link:

<http://www.ewu.edu/cale/about-cale>

The College of Arts, Letters, and Education integrates discovery, creativity, personal reflection, and professional exploration to encourage holistic development of the mind, body, and spirit.

The Mission and Vision of The Physical Education, Health and Recreation Department are available at this link:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/PEHR\\_Mission\\_Vision.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/PEHR_Mission_Vision.pdf)

The Mission and Philosophy of the Recreation and Leisure Services Program is as follows:

#### **The RCLS Program Mission:**

The mission of the Recreation and Leisure Services Program is to provide each student the opportunity to acquire the education, training, and practice necessary to become competent professionals in the recreation and leisure services profession and to make a significant contribution to our culturally diverse society.

The Recreation and Leisure Services Program will achieve its mission by:

- Maintaining and encouraging close relationships between students and public, private, voluntary, and commercial recreation agencies through an intensive fieldwork and internship requirement
- Evaluating curriculum with alumni, practitioners, current students, and certification bodies on a regular basis, utilizing a variety of methods
- Providing an excellent student-centered learning environment with professionally accomplished faculty who are strongly committed to teaching current leisure trends and issues through traditional and innovative methods

#### **The RCLS Program Vision:**

To provide an excellent professional program grounded in a solid liberal arts foundation. We are interested in graduating students who can communicate in oral and written form, use technology effectively, and who have a working knowledge of the research process. Moreover, in our program, students' skills are refined in the areas of critical thinking, interpersonal relationships, teamwork, and leadership. We believe all of these elements are necessary tools for the modern day workforce.

Our commitment to providing an excellent education in the area of recreation and leisure services is accomplished via a blend of teaching and learning approaches. Many of the courses offered in our curriculum utilize an element of service or experiential learning, followed by a reflective process. From classroom exercises and projects, to site visits and experiences in the field, we strive to offer an outstanding educational experience.

#### **The RCLS Program Values:**

The RCLS faculty value professionalism, passion, and commitment in the classroom and we strive to incorporate wellness, balance, and a recreation lifestyle into our personal lives. We believe our professional and personal lives require congruence in order to be effective educators. We also want our students to uphold the values of professionalism, passion, and commitment to the profession, while maintaining a lifestyle of balance, activity, and wellness.

- 2.01.02      The academic unit shall maintain an up-to-date strategic plan for the program. This plan must include a) current mission, vision and values; b) goals; c) measureable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report.**

#### *Evidence of Compliance:*

RCLS Program 2012 Strategic Plan is available at this link:

<http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/RCLSStrategicPlan2012COAPRTrev.pdf>

RCLS Program 2015 Strategic Plan is available at this link:

<http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/RCLSStrategicPlan2015COAPRTrev.pdf>

- 2.02      There shall be ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.**

*Evidence of Compliance:*

EWU Course and Program Approval Committee (CPAC) changes for 2012-2014 is available at this link:

<http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/PEHRCPAC LogOctober 2012-2014.pdf>

EWU Undergraduate Course and Program Approval Committee (CPAC) Constitution is available at this link:

<https://access.ewu.edu/Documents/Undergraduate Studies/Faculty Support/CPAC Constitution.pdf>

Recreation and Leisure Services Google Docs Internship Exit Interview Data is available at this link:

<https://docs.google.com/spreadsheets/d/1IVtmqU2V0fAgoL1EaAgzj9nxqWnqoTOldKbRAdPW4PQ/edit?pli=1 - gid=0&vpid=A2>

Recreation and Leisure Services Google Docs Internship Itemized Averages, Reflections, Adjustments are available at this link:

<https://docs.google.com/spreadsheets/d/1oxJ5J6SWMp3517xcPxmgpTs9WYISV63MUz588T6bfl8/edit?pli=1 - gid=0&vpid=B1>

Recreation and Leisure Services Alumni Luncheon Meeting Minutes are available at this link:

<http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/RCLS Alumni Lunch Minutes 1.23.15.pdf>

Student Advisory Board (SAB) notes and minutes are only available in hard copy form. The SAB notebook can be made available upon request during the site visit.

**2.03 The academic unit shall have institutionally approved degree requirements for all programs being considered for accreditation.**

*Evidence of Compliance:*

The RCLS Program has three majors, each of which is institutionally approved.

Outdoor Recreation Program Curriculum is available at this link:

[http://www.ewu.edu/Documents/CALE/PEHR/Outdoor Rec/Outdoor Recreation 2015-16\(0\).pdf](http://www.ewu.edu/Documents/CALE/PEHR/Outdoor Rec/Outdoor Recreation 2015-16(0).pdf)

Recreation & Tourism Management Program Curriculum is available at this link:

[http://www.ewu.edu/Documents/CALE/PEHR/TRec/Recreation\\_Tourism-Management\\_15.pdf](http://www.ewu.edu/Documents/CALE/PEHR/TRec/Recreation_Tourism-Management_15.pdf)

Therapeutic Recreation Program Curriculum is available at this link:

<http://www.ewu.edu/Documents/CALE/PEHR/TRec/Therapeutic Recreation 2015-16.pdf>

Table 2.1 Approved Degrees in RCLS

Degree	Major	EWU Catalog Link	PEHR Web Site Link
B.A.	Outdoor Recreation	<a href="http://www.ewu.edu/Documents/Records and Registration/catalog/Physical Education.pdf">http://www.ewu.edu/Documents/Records and Registration/catalog/Physical Education.pdf</a>	<a href="http://www.ewu.edu/cale/programs/pehr/pehr-degrees/outdoor-recreation">http://www.ewu.edu/cale/programs/pehr/pehr-degrees/outdoor-recreation</a>
B.A.	Recreation and Tourism Management	<a href="http://www.ewu.edu/Documents/Records and Registration/catalog/Physical Education.pdf">http://www.ewu.edu/Documents/Records and Registration/catalog/Physical Education.pdf</a>	<a href="http://www.ewu.edu/cale/programs/pehr/pehr-degrees/recreation-and-tourism-management">http://www.ewu.edu/cale/programs/pehr/pehr-degrees/recreation-and-tourism-management</a>
B.A.	Therapeutic Recreation	<a href="http://www.ewu.edu/Documents/Records and Registration/catalog/Physical Education.pdf">http://www.ewu.edu/Documents/Records and Registration/catalog/Physical Education.pdf</a>	<a href="http://www.ewu.edu/cale/programs/pehr/pehr-degrees/therapeutic-recreation">http://www.ewu.edu/cale/programs/pehr/pehr-degrees/therapeutic-recreation</a>

**2.04 The COAPRT accreditation decisions shall apply only to those degree requirements for which the institution or program seeks accreditation and do not extend to other offerings at the institution or within the program.**

Physical Education, Health and Recreation Department website is available at this link:

<http://www.ewu.edu/cale/programs/pehr>

**2.05 The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0, and if applicable, the 8.0 series standards.**

**2.05.01 Evidence shall be provided demonstrating that the program's assessment plan is compatible with expectations of the regional accrediting association and the institution.**

*Evidence of Compliance:*

Letter of Verification for Course and Program Assessment is available at this link:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Bergland\\_Letter of Verification\\_Nov 16, 2015.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Bergland_Letter of Verification_Nov 16, 2015.pdf)

Based on the results of our last COAPRT site visit, which concluded in 2011, the EWU RCLS program initiated a vigorous investigation of approaches to capturing assessment data. After careful study, we decided the Google Docs platform was the best way to proceed. This program allows all faculty to submit data to the same working spreadsheets. We began the process of capturing and documenting data during the 2012 – 2013 academic year. The Google Docs platform houses a considerable amount of information and data from the RCLS program, including:

- Course objectives/outcomes, justifications, and appropriate assignments
- Pass rates and average grades for every course and relevant assignments included in the matrix (by year). This also includes qualitative information from faculty including observations/reflections, assignment adjustments, and subsequent "closing the loop" comments
- Internship agencies, locations, and evaluations
- Internship itemized averages, reflections, and adjustments
- Internship exit interview data
- Practitioner and consultant visits
- Use of technology in the classroom

- 2.05.02            The program shall demonstrate that data generated through measurement tools that were designed to measure program learning outcomes are used solely for that purpose. Such data must not be used as secondary data for instructor evaluations or other non-related functions.**

**Evidence of Compliance:**

Procedures for faculty evaluation, promotion, and tenure are carefully and thoughtfully laid out in the following EWU policies:

Eastern Washington University [Collective Bargaining Agreement](#) 2013-2016. Section 5, pp. 8-14.

College of Arts, Letters, and Education [Policies and Procedures Manual](#)

Physical Education, Health and Recreation Department Policies and Procedures Manual is available at this link:

<http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/FINAL PEHRDPP 2015.pdf>

These policies make clear what information can be used for faculty evaluations. To date, we have not run into issues with data that is gathered via the assessment process, nor do we anticipate such issues.

- 2.05.03            Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use.**

**Evidence of Compliance:**

Our RCLS faculty members use a wide variety of measurement tools. From time to time we will help each other by reviewing or critiquing a rubric or exam, however, the process of developing each tool is left up to the discretion and professional training of each respective faculty member. We do not have any formal documentation of this process, other than what is on record with each respective faculty member. Typically, these tools are refined over time and with use. It is rare to develop a tool that is "perfect" with the first implementation. The vast majority of the measurement tools (rubrics) used to collect information for this database are related to class assignments and associated learning outcomes.

- 2.05.04            Evidence shall be provided to demonstrate that the program uses learning outcomes data to inform decisions.**

**Evidence of Compliance:**

Recreation and Leisure Services Meeting Minutes are available at this link:

<http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/RCLS Meeting Minutes.pdf>

- 2.05.05            The program annually posts the most current 7.0 series data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with The Family Educational Rights and Privacy Act (FERPA) requirements.**

EWU Assessment Reports of Student Learning Outcomes by academic year are available at this link:

<http://access.ewu.edu/recreationleisureservices>

EWU Five Year Declared Major Report is available at this link:

<http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Five Year Declared Major Report.pdf>

EWU Degrees Awarded by Department Report is available at this link:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Degrees\\_Awarded\\_Dept.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Degrees_Awarded_Dept.pdf)

Please see the Physical Education, Health and Recreation website – Academic Accreditation -, which is available at this link: This information is revised and updated annually.

<http://www.ewu.edu/cale/programs/pehr/academic-accreditation>

## CHAPTER 3

### Administration

#### 3.0 Administration

##### 3.01 Institutional policies and the organizational structure within which the program is housed shall afford sufficient opportunity for the program to succeed in its mission, vision, and values with respect to:

###### 3.01.01 Responsibility and authority of the program administrator to make decisions related to resources allocated to that program.

###### Evidence of Compliance:

Eastern Washington University/United Faculty of Eastern, Responsibilities of the Department Chairs, September 1, 2013 – August 31, 2016 are available on page 34 of this link:  
[http://access.ewu.edu/Documents/HRRR/Labor Relations/EWU-UFE\\_Agreement\\_2013-2016.pdf](http://access.ewu.edu/Documents/HRRR/Labor Relations/EWU-UFE_Agreement_2013-2016.pdf)

CALE Policies and Procedures, Departmental Responsibilities are available on page 20 of this link:

[http://cfweb.ewu.edu/policy/PolicyFiles/CALE\\_702\\_01.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/CALE_702_01.pdf)

PEHR Policies and Procedures, Role, Duties and Procedures for Selection of Department Chair are available on page 24 of this link:

<http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/FINAL PEHRDPP 2015.pdf>

PEHR Policies and Procedures, Role and Terms of Program Directors are available on page 25 of this link:

<http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/FINAL PEHRDPP 2015.pdf>

Written evaluation from Matt Chase, Program Director: The role of RCLS program director has been my responsibility for the past fifteen years. I will hand off the responsibility to Dr. Messina at the conclusion of the 2015 – 2016 academic year. The plan, from this point forward, is to rotate program director responsibilities, among the tenure track personnel, at the conclusion of each re-accreditation cycle.

Overall, I have felt supported in this role. The university, in the past, has provided release time (4.5 credits per year – from a total of 36 credits) for these duties. There was a period of time when release was taken from program directors at EWU, however, I was able to absorb the work as part of my co-chair responsibilities, and so no one in the program felt the impact. Effective last year (2014-2015), our dean re-approved the use of release time for program directors (4.5 credits). Generally, this is enough time to keep up with the day-to-day duties and responsibilities of program director. The workload intensifies during the re-accreditation cycle with the writing of a self-study; however, our department has taken this into account within our current policy and procedures manual. Program directors are allowed to use the writing of a self-study as a non-refereed scholarly product toward FAP fulfillment. In addition, program directors can also list their tenure as program director within the service component of the FAP (faculty activity plan). Program directors in PEHR do not have budget responsibilities. This responsibility falls to the co-chairs and the PEHR program manager.

### **3.01.02 Adequacy of financial resources.**

#### *Evidence of Compliance:*

The RCLS program does not receive a formal budget. None of the programs in PEHR receive a budget. All budgeting activity occurs at the co-chair level, with assistance from the PEHR program manager. Much of the budget is routine, however, there are times when specific programs in the department need assistance with funding. In these cases, the co-chairs will meet and discuss financial needs with the respective program director. It is the program director's responsibility to effectively develop and communicate a proposal for funds. In most cases, the co-chairs try to support budget requests. The accredited programs, in particular, need assistance with annual fees, the maintenance of certifications, equipment maintenance or purchases, and the costs involved with hosting a site visit. The non-accredited programs typically need help with equipment and what we refer to as "part-time overload funding". This is funding used to pay for adjuncts and short term or emergency lectureships. Many of our programs are at capacity with regard to student numbers. The PTOL funds help to support additional sections, etc. The PTOL funds are issued to PEHR, via the dean's office, in one lump sum. The co-chairs, program directors, and the PEHR program manager try to collaborate and forecast PTOL funding needs on an annual basis. Equipment maintenance and purchases are handled on a priority needs basis. We do the best we can to support all programs, however, funds are tight across the university. We make sure that all programs have what they need in order to function properly. Occasionally, the college (CALE) or the provost's office will make additional, one time, equipment funds available, via a competitive proposal process. Several of our programs have seen success with this process over the years.

Last, a good number of RCLS classes have course fees, which provide the program director and individual faculty with discretionary funds. The funds can only be used to support class functions, activities, travel, and the purchase or maintenance of some equipment items.

2015-16 PEHR Department Budget Allocations are seen at this link:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/CALE\\_PEHR\\_Budget.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/CALE_PEHR_Budget.pdf)

### **3.01.03 Implementation of personnel policies and procedures.**

#### *Evidence of Compliance:*

The Physical Education, Health and Recreation Policies and Procedures Manual is available at this link:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/FINAL\\_PEHRDPP\\_2015.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/FINAL_PEHRDPP_2015.pdf)

Eastern Washington University Collective Bargaining Agreements are available at this link:

<https://access.ewu.edu/hrrr/labor-relations/contracts>

The College of Arts Letters and Education and PEHR both recently went through the process of revising and updating their respective policy and procedure manuals. This is required when a new contract is negotiated every three years between the university administration and the United Faculty of EWU. The policy and procedure manuals, for both entities, must be in alignment with the CBA (collective bargaining agreement).

The PEHR co-chairs, the PEHR Department Personnel Committee, the CALE College Personnel Committee, and the Office of Human Resources all have responsibility with regard to personnel matters. The specific processes of promotion, retention, and tenure are clearly outlined by the three documents referenced above. This helps to make matters pertaining to personnel unambiguous and relatively straightforward to interpret and implement.

**3.01.04 Development and implementation of academic policies and procedures for the unit.**

*Evidence of Compliance:*

The Academic Policies of Eastern Washington University are available at this link:

<http://access.ewu.edu/faculty-organization/academic-policies>

The CALE dean, the CALE associate deans, and the PEHR co-chairs are primarily concerned with academic policy compliance. Issues are usually introduced at the chair level and if left unresolved, can elevate to the level of associate or full dean. Matters pertaining to academic policy interpretation or implementation are handled by these entities or a university committee structure, when appropriate. Academic policy is formed under a shared governance model, in cooperation with the EWU Faculty Organization (not to be confused with the UFE).

Generally, the academic policies we have in place at EWU are easy to locate, interpret, and implement.

**3.02 The program administrator of the academic unit shall hold a full-time appointment in his or her academic unit with the rank of associate or full professor with tenure, with appropriate academic credentials in the unit being considered for accreditation.**

*Evidence of Compliance:*

Dr. Matthew Chase is the RCLS program director. He holds the rank of full professor. Dr. Chase also holds the title of PEHR Co-Chair (.5 load). The rest of his load (.5) is split between program director and teaching responsibilities within the RCLS program. Dr. Chase possesses an earned doctorate in Leadership Studies from Gonzaga University. He also possesses a Masters of Science Degree in Leisure Studies and Services from the University of Oregon. His undergraduate degree, a Bachelors of Science in Natural Resources and Recreation Management, was earned from Oregon State University.

[Curriculum Vita](#) of Dr. Matthew Chase

**3.03 The program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution.**

*Evidence of Compliance:*

The workloads by year for Dr. Matthew Chase are available at this link:

<http://access.ewu.edu/recreationleisureservices>

The workload formula for faculty at EWU is determined through the collective bargaining process and is located in the CBA or collective bargaining agreement. This form is distributed to faculty each spring (for the next academic year).

Draft teaching schedules are initially distributed to faculty, by the co-chairs, prior to filling out the actual workload form. Faculty members then have the ability to negotiate any issues or requested corrections with the co-chairs before the form is filled out for official use.

Faculty members then fill out the form and return it to the co-chairs and program manager for approval. The form is then sent to the dean's office for further review and signatures. Once reviewed at this level, the forms are sent to the provost's office for final review and approval.

All faculty at EWU are responsible for 36 credits of teaching, per year (80%). The remaining (9) credits (20%), for a total of 45, are designated as release for scholarship and service activities. In some cases, faculty can negotiate reduced teaching loads or release for grant activities or administrative responsibilities.

**3.04 There shall be formal participation of faculty in setting policies within the academic unit.**

*Evidence of Compliance:*

The Department of Physical Education, Health, and Recreation went through the process of revising and updating our policies and procedures manual during the 2014 -2015 academic year. We initially created a representative committee of faculty, from across the department to evaluate the existing document. The committee was charged with updating sections of the manual that were no longer in compliance with the CBA and the newly revised CALE policies and procedures manual. The committee met over a number of months and established some initial "draft" language. There were sections pertaining to promotion, retention, and tenure that went out for a series of department votes (electronically) before final language and requirements were agreed upon. The finished product was approved by a final faculty vote on February 10, 2015. Once we finished this process, the manual was forwarded to the dean's office and then onto the provost's office for review and university approval.

The co-chairs and committee members have hard copy notes of this process. We also have record of the various department votes that took place, prior and up to the final approval. These notes and the voting records will be made available to the committee, if needed, during the site visit.

**3.05 Consistent consultation with practitioners shall affirm or influence the curriculum.**

*Evidence of Compliance:*

RCLS Alumni Luncheon Meeting Minutes [Meeting Minutes](#)

RCLS Practitioners/Consultants [Visits 2011-2015](#)

In addition to taking students to regional and national conferences such as WRPA, RCRA, and AORE, the RCLS program has also collaborated with professionals in Central Oregon (Sunriver Resort) in order to develop a two-day workshop (RCRA Regional), where students, faculty, and professionals discuss current trends, issues, and challenges in the commercial and resort recreation sector. Students also conduct site visits and interact with management teams at a variety of venues in the Central Oregon area. Much of this information is brought back to EWU, where we debrief the experience and incorporate relevant information into coursework (e.g. RCLS 455 and RCLS 465). The most recent workshop occurred in March 2013.

Northwest Regional Workshop Brochure is available at this link:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/NW\\_Regional\\_Workshop.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/NW_Regional_Workshop.pdf)

**3.06 The program has a practice of informing the public about the harm of degree mills and accreditation mills.**

The Important Information Regarding Degree Mills statement is available at this link:

<http://www.ewu.edu/cale/programs/pehr/academic-accreditation>

**3.07 The program has a practice of informing the public about their COAPRT accredited programs.**

The Statement indicating that the EWU Recreation and Leisure Services Program is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) is available at this link:

<http://www.ewu.edu/cale/programs/pehr/academic-accreditation>

## CHAPTER 4

### Faculty

#### 4.0 Faculty

- 4.01 Professional development opportunities for academic unit faculty shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.**

*Evidence of Compliance:*

Eastern Washington University/United Faculty of Eastern (CBA), Article 8.12.1, pp. 30-31: Faculty Development Allocations, September 1, 2013 – August 31, 2016 is available at this link: [https://access.ewu.edu/Documents/HRRR/Labor Relations/EWU-UFE Agreement 2013-2016.pdf](https://access.ewu.edu/Documents/HRRR/Labor%20Relations/EWU-UFE_Agreement_2013-2016.pdf)

Tenure track personnel at EWU receive \$1,200.00, per year, for professional development activity (per the EWU CBA, 8.12.1, pp. 30-31). Generally, this is enough money to attend at least one professional conference per year. The funds may also be used to purchase equipment or software that supports instruction and research. We feel fortunate to be supported by the university at this level of funding.

In addition, a separate fund to support professional development for state-supported instructional special faculty of \$30,000 is distributed annually from the office of the Chief Academic Officer.

Last, PEHR and the dean's office will often assist junior faculty with additional funds for travel (above and beyond the \$1,200.00), whenever funds are available.

- 4.02 Faculty development activities shall impact program quality, consistent with the missions of the institution and the academic unit.**

*Evidence of Compliance:*

As stated above, tenure-track faculty can use their professional development funds for a variety of purposes. The majority of faculty members use these funds for travel to professional conferences and meetings.

**Dr. Jeremy Schultz:**

My development activities have been concentrated on tourism, ecotourism, teaching & technology, diversity & social justice in RLCS, wildland recreation management, and sustainability. These activities have supported RCLS curriculum design/content/delivery and program operation/initiatives through new curriculum development in tourism, implementation of new technology throughout his courses, grant sourcing/funding and design of new diversity and social justice curriculum in RCLS, student advising in related recreation/tourism industries, and application of sustainability concepts throughout coursework. Please see the following documentation for specific faculty development activities:

#### **PUBLICATIONS**

Schultz, J. (2015). [Review of the book *International Handbook on Ecotourism*, by R. Ballantyne & J. Packer]. *Tourism Analysis*, 20 (2).

### **INVITED CONTRIBUTIONS TO BOOKS**

Schultz, J. (2015). Adventure travel and transition of place: The case of Moab, Utah. In R. Black & K. Bricker (Eds.), *Adventure Programming and Travel for the 21<sup>st</sup> Century*. State College, PA: Venture.

Schultz, J. (2014). Ecotourism. In D. Rowe (Ed.), *Achieving Sustainability: Visions, Principles, and Practices*. Detroit, MI: Macmillan.

### **WORKS IN PROGRESS**

Schultz, J., & Bricker, K. (submitted). Cultural humility and well-being: Conversations from Fiji's interior highlands. *Journal of Ecotourism*.

Schultz, J., & Svajda, J. (submitted). Crowding among winter recreationists in Rocky Mountain National Park: A normative theory approach. *Tourism Recreation Research*.

Schultz, J., & Bricker, K. (In preparation). From beliefs to behaviors: An analysis of sustainable tourism certification programs and B&B operators. *Journal of Sustainable Tourism*.

Bricker, K., Schultz, J., & Winter, P. (In preparation). U.S. Forest Service managers' perceptions about sustainable tourism. *Journal of Sustainable Tourism*.

Schultz, J. (In preparation). From field to folly in one swallow: Food, sustainable tourism, and the contradiction of sacrifice. *Journal of Gastronomy and Tourism*.

### **INVITED PRESENTATIONS**

Schultz, J. (2015). Eating and justice. Presentation at the Eastern Washington University Food Sustainability Forum, February 24. (Presenter)

Schultz, J. (2014). Sustainability on the Eastern Washington University Campus. Participation at the Eastern Washington University Sustainability Symposium, February 25. (Panel member)

### **PRESENTATIONS**

Schultz, J., & Bricker, K. (2015). Cultural humility and well-being: Ecotourism conversations from Fiji's Interior Highlands. Presentation submitted to the Ecotourism and Sustainable Tourism Conference, Quito, Ecuador, April 27 – 30. (Presenter)

Schultz, J., & Svajda, J. (2015). Crowding among winter recreationists in Rocky Mountain National Park. Presentation submitted to the Rocky Mountain Continental Divide Research Learning Center Biennial Research Conference, Estes Park, CO, March 4 – 5. (Presenter)

Schultz, J., & Spencer, C. (2015). Development of diversity and social justice curriculum for recreation and leisure students: A case study of Eastern Washington University. Presentation submitted to the Globalization, Diversity, and Education Conference, Airway Heights, WA, February 26 – 27. (Presenter)

Spencer, C., Schultz, J., Agriss, S., Massingale, T., Meredith, B., & Breen, M. (2015). ~~Keep calm and carry on~~: Provoking emotion in the classroom. Presentation at the Provoking Curriculum Studies Conference, Vancouver, B.C., February 20 – 21. (Presenter)

Schultz, J., & Bricker, K. (2014). Conversations on ecotourism: An inland Fijian perspective. Presentation at the Cultural Studies Association Conference, Salt Lake City, May 29 – 31. (Presenter)

**Dr. Chase:**

As a senior faculty member, I use professional development funds to travel to the annual RCRA (Resort and Commercial Recreation Association) national conference. I also use the funds to travel to regional RCRA meetings, usually held in Central Oregon. In both cases, I try to organize students, especially seniors, to attend the conference with me. Students can attend workshops, mingle and network with professionals, and interview for internships and entry-level professional positions at this conference. On occasion, students will even present or facilitate a workshop (usually at one of the regional meetings). In the past, I have frequently introduced and planned for the national conference in RCLS 455 (Resort and Commercial Recreation). I have also made the trip with seniors enrolled in RCLS 465 (Seminar in Travel and Tourism). In the RCLS 465 class, students play a role in the planning and implementation of the regional meeting, (most recently March 2013).

My student numbers have varied over the years. Prior to becoming co-chair, I would typically take 8-12 students, per year, to the national conference. I have also traveled with 12-15 students to the regional meetings. Once I became co-chair and stopped teaching RCLS 455 and RCLS 465, the numbers dropped. Lately, I have been taking 4-6 students, per year, to the national conference (since 2011) and I have not engaged in the planning of a regional meeting since 2013. I hope this changes for the positive once I am done with my role as co-chair.

**Dr. Messina:**

**April 2012**

EWU Therapeutic Recreation Program co-sponsors Washington State Therapeutic Recreation Association (WSTRA) Conference on Eastern Washington University campus.

RCLS 420 Poster Presentations outlining project utilizing Stumbo and Peterson program design at Washington State Therapeutic Recreation Association (WSTRA) Conference

**April 2013**

EWU TR majors distributed Assessment survey at Washington State Therapeutic Recreation Association (WSTRA) Conference for analysis in RCLS 450 Assessment Techniques in Therapeutic Recreation course the following fall

**Fall 2013**

RCLS 450 Assessment Techniques in Therapeutic Recreation Assessment survey data interpretation assignment

**February 2014**

WSTRA/EWU East side Professional Panel

Washington State Therapeutic Recreation Association and EWU TR program co-host student/professional panel featuring question and answer session with local Recreational Therapists. Required attendance for TR seniors, voluntary attendance for TR juniors.

RCLS 440 Professional Issues in Therapeutic Recreation WSTRA East-side Professional Panel Topic Development Assignment

Seniors in RCLS 440 develop topics for the WSTRA/EWU East side Professional Panel.

**April 2014**

EWU Therapeutic Recreation Program co-sponsors Washington State Therapeutic Recreation Association (WSTRA) Conference on Eastern Washington University campus.

**February 2015**

WSTRA/EWU East side Professional Panel

Washington State Therapeutic Recreation Association and EWU TR program co-host student/professional panel featuring question and answer session with local Recreational Therapists. Required attendance for TR seniors, voluntary attendance for TR juniors.

RCLS 440 Professional Issues in Therapeutic Recreation WSTRA East-side Professional Panel

#### Topic Development Assignment

Seniors in RCLS 440 develop topics for the WSTRA/EWU East side Professional Panel.

#### **April 2016**

EWU Therapeutic Recreation Program co-sponsors Washington State Therapeutic Recreation Association (WSTRA) Conference on Eastern Washington University campus.

#### **4.03 The program shall utilize strategic hiring practices intended to result in a faculty that varies in education, training, institutions attended, gender, ethnicity, race, age, and other elements of diversity.**

##### **Evidence of Compliance:**

The EWU Office of Human Resources establishes hiring practices and associated policies and procedures. We do our very best to recruit and attract a diverse pool of candidates whenever we are hiring for a position in PEHR.

EWU Hiring Process is available at this link:

[http://access.ewu.edu/Documents/HRRR/HR/Hiring\\_Process.pdf](http://access.ewu.edu/Documents/HRRR/HR/Hiring_Process.pdf)

EWU Hiring Process forms, reference manual and guides:

<http://access.ewu.edu/hrrr/hiring-process>

#### **4.04 The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units.**

##### **Evidence of Compliance:**

The workload process at EWU is described in great detail in the EWU Collective Bargaining Agreement (CBA). All workloads are stored electronically and can be made available to the team upon request. We will provide a blank copy of the document, however, we are not comfortable providing faculty workloads (other than the program director's workload) as a link in this report.

Eastern Washington University/United Faculty of Eastern (CBA), Article 7.7, pp. 19-25: Faculty Workload, September 1, 2013 – August 31, 2016 is available at this link:

[https://access.ewu.edu/Documents/HRRR/Labor Relations/EWU-UFE\\_Agreement\\_2013-2016.pdf](https://access.ewu.edu/Documents/HRRR/Labor Relations/EWU-UFE_Agreement_2013-2016.pdf)

EWU Faculty Workload Form is available at this link:

[http://access.ewu.edu/Documents/HRRR/HR/Faculty\\_Workload\\_AdobeAcrobat.pdf](http://access.ewu.edu/Documents/HRRR/HR/Faculty_Workload_AdobeAcrobat.pdf)

#### **4.05 Salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.**

##### **Evidence of Compliance:**

All of these issues are addressed at length in the EWU Collective Bargaining Agreement (CBA).

Eastern Washington University/United Faculty of Eastern (CBA), Article 8, pp. 27-32:

Compensation and Benefits, September 1, 2013 – August 31, 2016 is available at this link:

[https://access.ewu.edu/Documents/HRRR/Labor Relations/EWU-UFE\\_Agreement\\_2013-2016.pdf](https://access.ewu.edu/Documents/HRRR/Labor Relations/EWU-UFE_Agreement_2013-2016.pdf)

**4.06 Full-time faculty members with appointments to the parks, recreation, tourism, and related professions program shall instruct at least 60 percent of the required courses within the curriculum.**

Evidence of Compliance:

Table 4.1 Last Three Years of Teaching Assignments in the RCLS Program

PROFESSOR	COURSES	PROFESSOR	COURSES	PROFESSOR	COURSES
Fall 2012		Winter 2013		Spring 2013	
Brock, Barb (FT)	201, 260, 385, 435	Brock, Barb (FT)	2/480, 385, 201	Brock, Barb (FT)	201, 300, 260, 496
Chase, Matt (FT)	220, 470, Chair	Chase, Matt (FT)	2/490, Chair	Chase, Matt (FT)	470, Chair
Cindric, Chris (FT)	CC Dir, 321, 125, 313	Cindric, Chris (FT)	CC Dir, 360, 225, 475, 125, 310	Cindric, Chris (FT)	CC Dir, 313, 352, 353, 125
Green, Paul (FT)	206, 325, 410	Green, Paul (FT)	305, 415, 400	Green, Paul (FT)	125, 325, 370, 315
Messina, Emily (FT)	240, 450	Messina, Emily (FT)	245, 420, 440	Klim, Kevin (PT)	307
Semb, Dustin (PT)	230			Messina, Emily (FT)	240, 445, 425

Fall 2013		Winter 2014		Spring 2014	
Chase, Matt (FT)	470, Chair	Chase, Matt (FT)	2/490, Chair	Chase, Matt (FT)	470, Chair
Cindric, Chris (FT)	CC Dir, 321, 125, 349	Cindric, Chris (FT)	CC Dir, 360, 225, 475, 250	Cindric, Chris (FT)	CC Dir, 313, 352, 353, 220
Green, Paul (FT)	206, 325, 410, 435	Green, Paul (FT)	305, 415, 400	Green, Paul (FT)	125, 325, 375, 315
Messina, Emily (FT)	240, 450,	Messina, Emily (FT)	245, 420, 440	Klim, Kevin (PT)	307
Schultz, Jeremy (FT)	201, 260, 385, 313	Schultz, Jeremy (FT)	2/480, 385, 455	Messina, Emily (FT)	240, 445, 425
Semb, Dustin (PT)	230	Spencer, Callie (PT)	2/490	Schultz, Jeremy (FT)	201, 300, 260
Spencer, Callie (PT)	220				

Fall 2014		Winter 2015		Spring 2015	
Chase, Matt (FT)	470, Chair, Prgm Dir	Chase, Matt (FT)	2/490, 465, Chair, Prgm Dir	Chase, Matt (FT)	470, Chair, Prgm Dir
Cindric, Chris (FT)	CC Dir, 321, 313	Cindric, Chris (FT)	CC Dir, 360, 225, 475, 310	Cindric, Chris (FT)	CC Dir, 313, 352, 353, 220
Green, Paul (FT)	206, 325, 410	Green, Paul (FT)	305, 415, 400	Green, Paul (FT)	125, 325, 370, 315
Messina, Emily (FT)	240, 450, 435, Advising	Messina, Emily (FT)	245, 420, 440	Klim, Kevin (PT)	307
Schultz, Jeremy (FT)	201, 385, 435	Schultz, Jeremy (FT)	2/480, 385, 455, 465	Messina, Emily (FT)	240, 445, 425
Spencer, Callie (PT)	220 (496/270)	Spencer, Callie (PT)	2/490	Schultz, Jeremy (FT)	201, 300, (496/270)

**4.07 Scholarship activities of discovery, integration, and/or application by academic unit faculty serving the curriculum shall impact program quality, consistent with the missions of the institution and the academic unit.**

Evidence of Compliance:

**Dr. Jeremy Schultz:**

My scholarly productivity has significantly informed curriculum through the inclusion of tourism content as an added component to the RCLS program, application of ecotourism case studies, application of National Park case studies, added sustainability content throughout curriculum, application of survey content, development of new online and hybrid courses in the RCLS program, and application of entrepreneurial content. Dr. Schultz is an active advocate for the Teaching-Scholarship model and would love to see increased university backing to support his activities.

Please refer back to section 4.02 for a list of specific scholarly activities from Dr. Schultz. The following documentation is a compilation of Dr. Schultz's curriculum development in the RCLS program:

**CURRICULUM DEVELOPMENT**

2015	RCLS 455 – Resort & Commercial Recreation Management (Online)
2015	RCLS 462 – Foundations of Travel & Tourism
2015	RCLS 465 – Seminar in Travel & Tourism
2014	PHED 517 – Survey Research
2014	RCLS 270 – Diversity and Social Justice in Recreation & Leisure Services
2014	RCLS 300 – Publicity & Promotions in Recreation & Leisure Services
2014	RCLS 455 – Resort & Commercial Recreation Management
2014	RCLS 480 – Budgeting in Recreation & Leisure Services
2013	RCLS 201 – Recreation and Leisure in Modern Society
2013	RCLS 260 – Arts in Recreation

2013 RCLS 313 – Wildland Recreation Management  
2013 RCLS 385 – Programming in Recreation and Leisure Services

**Dr. Chase:**

Due to my various roles (co-chair, program director, and teaching responsibilities) I have had little time over the past four and a half years to pursue original research and subsequent publications. I have, however, kept up an active agenda of public speaking in various venues. Some of my presentations are peer reviewed for conferences. I am also regularly invited to speak, as a keynote, to organizations around the region and state. Many of my presentations are voluntary; in other cases I am paid an honorarium. Most recently, I was invited to do a Tedtalk for the TedxSpokane event (October 24, 2015). Many of the topics I research and address publicly are brought back to the classroom. The following is a short list of topics I have presented over the past five years: personal leadership, risk tolerance in high adventure sports, intergenerational workforce issues and solutions, developing effective and sustainable committees, personal and professional lifestyle choices and balance, developing a culture of excellence in non-profit organizations, and servant leadership in sport. The classes where I use this material the most include: RCLS 470 Administration, Organization, and Supervision in RCLS, RCLS 490: Senior Capstone in RCLS, and RCLS 220: Leadership in RCLS.

**Dr. Messina:**

**Spring 2014**

EWU students from the RCLS 445 Processes and Techniques in Therapeutic Recreation course spent the quarter learning about the PURPAS Program participants' recreational interests and functional abilities via email communications, culminating with a visit from a program participant to see the EWU campus and engage in a question and answer session.

The EWU Therapeutic Recreation students then used this information to develop structured social outings for the PURPAS program. Each outing focuses on a different social skill as determined by the needs assessment done throughout the quarter. The outings are organized in pairs, with the second outing building on skills acquired in the first outing.

The plans were presented to the PURPAS program as packaged sets. Due to the location of the PURPAS program, students are unable to attend the outings but those returning to the west side for the summer were given the opportunity to maintain involvement with the program as volunteers.

The above project culminated in the poster presentation: Messina, E.S. EWU Therapeutic Recreation Program and PURPAS. Friends with a Purpose. *Eastern Washington University 3rd Annual Strategic Planning Conference*. Cheney, WA. October 3, 2014

**Winter 2016**

EWU students from the RCLS 420 Program Planning in Therapeutic Recreation course will design programs for the Spokane Isabella House, a home for women with substance abuse addiction and their children. The EWU *Start Something Big* grant entitled *Therapeutic Recreation Services for the Spokane Isabella House* (received for the academic year 2015-2016) will cover the cost of supplies for the programming.

**Spring 2016**

EWU students from the RCLS 425 Evaluation and Research in Recreation and Leisure Services course will assist in the selection of an appropriate survey measuring rate of change among clients at Excelsior Behavioral Health Youth Center. This will occur as a class discussion project and ties into a proposed longitudinal study using both quantitative and qualitative data examining the effects of Challenge Course activities on residents at Excelsior Behavioral Health Youth Center in Spokane entitled *An Evidence Based Practice Approach to Challenge Course Programming with an adolescent behavioral health population*.

## CHAPTER 5

### Students

#### 5.0 Students

- 5.01 There shall be formal and ongoing processes designed to generate, maintain, and consider student input relative to those aspects of the academic unit affecting their professional preparation.**

*Evidence of Compliance:*

In response to our site visit and re-accreditation in 2001, the RCLS program director created a student advisory board that is still active today. The student board members are responsible for membership turnover, annual training, the documentation of activities, and the maintenance of club status through the ASEWU. In addition, and according to their mission statement, the board has two overarching goals (1) to create community among the students and faculty of the RCLS program and (2) to serve as the liaison between students and the RCLS faculty concerning all matters related to curriculum and curriculum delivery. Board members are responsible for collecting information from the student body via surveys, forums, and informal interactions. The board then relays this information to the faculty or the faculty advisor. The SAB maintains its own records of minutes and other data that has been collected. This information can be made available to the team during the visit. In addition, RCLS meeting minutes will reflect SAB feedback and information.

- 5.02 Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.**

*Evidence of Compliance:*

EWU Undergraduate Admission Requirements and Criteria (pg 18-20):

<http://www.ewu.edu/Documents/Records and Registration/catalog/15-16 Catalog.pdf>

EWU Student Conduct Code is available at this link:

<http://access.ewu.edu/osrr/osrrpolicies/conductcode>

EWU Academic Integrity Policy is available at this link:

<https://access.ewu.edu/undergraduate-studies/academic-integrity>

EWU Policies Relevant to Student Rights and Responsibilities are available at this link:

<http://access.ewu.edu/osrr/osrrpolicies>

EWU Student Success Resources for Retention are available at this link:

<http://www.ewu.edu/student-success>

#### **STUDENT SUCCESS AND RETENTION COMMITTEE (SSRC)**

The Student Success and Retention Committee (SSRC) advises Academic Affairs and the Academic Senate on standards, policies, planning, and practices that pertain to student retention and success at EWU. Areas of focus may include, but are not limited to, the study of existing knowledge about student success and retention, differing definitions and measures of success, and the experiences of other institutions regarding student success, advising, and retention. The

committee will recommend strategies to improve student success and retention, and in particular, should consider strategies that involve collaboration among units at the university, or that involve new institutional approaches. As part of the campus wide commitment to student success, the committee is encouraged to rethink how faculty, administration, and staff might work together to: a) foster collaboration between faculty, the various advising systems, and student support services to better meet students' academic and advising needs, b) strengthen student relationships to faculty and the broader campus community, and c) develop systems to assist students in planning their progression through the university experience.

**5.03 Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:**

**5.03.01 Academic advising**

*Evidence of Compliance:*

Academic advising is handled in two distinct phases at EWU. The Office of General Academic Advising works with students during the first 90 credits, while they are completing our university general education requirements. Once students reach 90 credits or junior status, they are encouraged to declare as a major with a department on campus. This is a formal process where paperwork is filled out and the student's academic file is sent to the program and department where the student is declared. Once this is done, the student is assigned a faculty member from within the program of study. From this point forward or for the remaining 90 credits of study, the student works with his or her academic advisor until graduation. The faculty in PEHR are required to advertise and maintain a minimum of four office hours per week.

Advising has been made easier at EWU with the advent of SOAR (Student On-line Academic Review). SOAR is an automated (on-line) record reflecting timely information and progress toward degree completion. Both faculty and students have access to this program. In addition, we have created curriculum and advising worksheets for all three areas of study (RTM, OR, TR). Faculty advisors also maintain and store student records during this period of time.

Program Curriculum for Outdoor Recreation Program is available at this link:

[http://www.ewu.edu/Documents/CALE/PEHR/Outdoor Rec/Outdoor Recreation 2015-16\(0\).pdf](http://www.ewu.edu/Documents/CALE/PEHR/Outdoor Rec/Outdoor Recreation 2015-16(0).pdf)

Program Curriculum for Recreation and Tourism Management Program is available at this link:

[http://www.ewu.edu/Documents/CALE/PEHR/TRec/Recreation\\_Tourism-Management\\_15.pdf](http://www.ewu.edu/Documents/CALE/PEHR/TRec/Recreation_Tourism-Management_15.pdf)

Program Curriculum for Therapeutic Recreation Program is available at this link:

<http://www.ewu.edu/Documents/CALE/PEHR/TRec/Therapeutic Recreation 2015-16.pdf>

**5.03.02 Professional and career advising**

*Evidence of Compliance:*

Professional and career advising is managed via several mechanisms within the RCLS program. First, all declared students have an RCLS faculty advisor, whom they meet with at least once per quarter. In addition to addressing coursework, faculty will discuss professional membership, which is a requirement for graduation, attendance at a national or regional conference during the senior year, and effective utilization of our 1,500-hour work requirement. In addition to completing all coursework, students are required to show documentation of 1,500 hours of practical work experience before they can qualify for the professional internship (the hours can be paid or voluntary). The rationale for this requirement includes offering students the ability to gain practical experience in the profession before graduation, exposing students to and networking students with professionals in the field, and offering students the ability to develop an informed decision

regarding where they might want to intern and pursue an initial entry-level position within the profession.

Second, during the fall of the senior year, all students are required to complete a two-credit class called RCLS 435: Careers in RCLS. This is an intensive, two-day, 16-hour workshop where students are exposed to a number of professionals in the field via lectures or panel discussions. In addition, students receive instruction on resume development, interview techniques, information literacy (regarding data bases and websites that house internship and career opportunities), the development of an electronic portfolio, and the development of a personal website. Students must produce all of these items for evaluation by the end of the fall quarter. In addition, students are required to go through a mock interview with peers and the RCLS faculty. We believe this class helps to set up students for success as they begin the process of researching and locating a professional internship.

Students are also exposed to regular instruction regarding professionalism and professional development in RCLS 470: Administration, Organization, and Supervision in RCLS (also taken during the fall quarter of the senior year). We believe we do a good job of addressing issues and topics related to professional and career advising, while students are progressing through our program.

Last, a number of opportunities exist for students to pursue professional credentials within the program and the university at large (we frequently partner with EPIC – ASEWU Outdoor Programs):

CPR, First Aid, and Emergency Response: American Red Cross (HLED 193 and HLED 194)  
WFR (Wilderness First Responder)  
AFO (Aquatics Facility Operator): NRPA – effective fall 2015, all RTM students are required to complete this certification  
LNT: (Leave No Trace): Leave NO Trace Trainer  
ACCT Practitioner Level I: (Association of Challenge Course Technology)  
ASEP (American Sports Education Program): A certification for coaching and refereeing  
Rescue 3 International: Swiftwater rescue courses and certification  
PCIA (Professional Climbing Instructors Association): Climbing Wall Instructor and Based Managed Climbing Instructor  
ACA (American Canoe Association): Whitewater Kayak instruction, Stand up Paddleboard Instruction, Flatwater Canoe Instruction  
ARC (American Red Cross): Lifeguard Training certification  
ARC (American Red Cross): Water Safety Instructor certification

**5.04 Student records shall be maintained in compliance with accepted confidentiality practices.**

*Evidence of Compliance:*

RCLS faculty are required to protect and secure all student records, via lock and key, in their respective offices.

Family Educational Rights and Privacy Act of 1974 (FERPA) is available at this link:  
<http://access.ewu.edu/records-and-registration/student-records/ferpa>

Complete EWU FERPA policy WAC 172-191  
<http://apps.leg.wa.gov/wac/default.aspx?cite=172-191&full=true>

**5.05 There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service.**

*Evidence of Compliance:*

As mentioned several times throughout this report, we utilize a number of mechanisms to ensure student membership and involvement in professional organizations.

All students are required to show proof of professional membership when they are applying for graduation (fall of the senior year).

All students are encouraged and recruited to attend at least one professional conference during their junior or senior year. In some cases, students even help with the planning, programming and implementation of regional conferences. This has occurred twice over the past five years: (1) the RCRA Regional Conference in Sunriver, Oregon (March 2013), and (2) the Washington State Therapeutic Recreation Conference, which was planned, implemented, and hosted on the EWU campus (April 2016).

Students are encouraged and recruited, by faculty, to attend any one of the following conferences over a two-year period:

AEE: Association of Experiential Education annual conference  
ACCT: Association of Challenge Course Technology annual conference  
AORE: Association of Outdoor Recreation Educators annual conference  
RCRA: Resort and Commercial Recreation Association annual conference (and regional meetings when they are planned)  
WRPA: Washington Recreation and Parks Association annual conference  
WSTRA: Washington State Therapeutic Recreation Association annual conference

The RCLS program, through the efforts of a faculty advisor and the student body, maintains a student advisory board, which is recognized as a major's club through the Associated Students of Eastern Washington University.

A listing of student attendance at various conferences during 2012-2015 is available at this link:

<http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/5.05 STUDENT INVOLVEMENT.pdf>

## CHAPTER 6

### Instructional Resources

#### 6.0 Instructional Resources

##### **6.01 Administrative support services shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.**

##### Evidence of Compliance:

The PEHR Department has three support staff members:

Penny R. Rose, Operations Manager, provides support services to the department chair and faculty by working directly with the PEHR Chair and acts on behalf of the PEHR Department for planning, organizing, implementing, and coordinating administrative services. The Operations Manager has budgeting authority, which includes contracts, purchases, tracking expenses and special accounts; develops reports and budgetary projections and other reports as requested. She manages the PEHR Foundation accounts, all space reservations of facilities (Sports and Recreation facilities and Physical Education Complex, etc.) for our classes and special request usage; supervisor for Program Support Supervisor; prepares and maintains all special course fees paperwork and fee implementation and manages CTA travel account paperwork.

Colleen Mastel, Program Support Supervisor, advises students, staff and public on academic programs, rules, regulations, and policies for the PEHR Department. She facilitates communication on behalf of undergraduate/graduate physical education, health and recreation programs, relating to completion of degrees, with regard to timelines, structure, guidelines and goals; maintains databases to track student's progress, monitors education requirements to ensure Washington State endorsements are met and initiates curriculum course and program revisions as necessary; supervisor for Secretary Senior.

Susan Beam, Secretary Senior, provides support services to the department chair and faculty by scheduling facilities; supervising and coordinating office and department operations; department problem-solving; developing special budget projections and reports; special desktop publishing for faculty; typing of academic materials and correspondence, flyers, and brochures. This position coordinates, maintains, and processes work study students' hiring documents as well as supervises the work study students who assist the faculty with their academic materials and a variety of other responsibilities and duties on behalf of the PEHR department, faculty and students. Susan developed and maintains the Challenge Course database and coordinates the scheduling and billing of Course events; coordinates faculty recruitment and is responsible for the PEHR Department website.

All three support staff use MAC computers with a variety of software programs, and there are four laser printers available; three color and one black and white. There is a photocopying room that is centrally located where all photocopying functions are performed.

**6.02 There shall be properly located and equipped faculty offices of sufficient quality to adequately address privacy and confidentiality issues, and that are of a number and size comparable to other programs housed in the academic unit and consistent with institutional policy.**

*Evidence of Compliance:*

The Recreation and Leisure Services Program is located in the Physical Education Classroom Building. Each faculty person has his or her own individual office with Macintosh or PC computers with internet access. There are two laser printers available for faculty use, a photocopier that is centrally located in the building, and each support staff have Epson scanners available for faculty use. All members of the department have offices comparable to faculty members in the remainder of the building with locking file drawers. The offices are located adjacent to each other and are adequate in size.

**6.03 There shall be adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations.**

*Evidence of Compliance:*

Recreation students have numerous areas in the Physical Education Classroom Building in which to study or meet. The Student Study Lounge is equipped with tables, chairs, several desks, and internet capability. There are also lobby areas equipped with furniture for student use.

Student organizations can schedule the PEHR Conference Room or classrooms in the Physical Education Classroom Building. Students can also schedule classrooms across campus, student union meeting areas, and conference and meetings rooms in the JFK Library, free of charge.

**6.04 There shall be classrooms, laboratory and teaching areas, and appropriate content-specific instructional areas for the academic unit.**

*Evidence of Compliance:*

The Recreation and Leisure Services Program administrative and faculty offices are located in the upper level of the Physical Education Classroom Building. The lower level contains eight enhanced classrooms, and a Human Performance and Motor Learning Lab, which are available for RCLS use. In addition, the Physical Education Activities Building contains two recreational gymnasiums, a cardio fitness room, a strength conditioning center, 6 racquetball courts, a squash court, a large field house with a 200 meter track and capability of 4 tennis courts or 4 basketball courts, a 25 meter swimming pool, a climbing rock, 8 new outside tennis courts and several outdoor practice and activity fields. The RCLS Program also has a large storage area at the end of the fieldhouse where cross-country skis, kayaks, canoes and whitewater rafting equipment are stored when not being used for academic instruction.

The University has constructed a new University Recreation Center which is a three-level 117,699 sq. ft. recreational facility designed for use by students, faculty, staff and the community, the URC serves as the premier hub for student life and community health and wellness activities.

Students use EagleNet to register for classes and make changes to their class schedules. A sample of the RCLS Fall 2015 classes offered, showing the location of classes, is available at this link:

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Classroom Schedule Sheet1.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/Classroom%20Schedule%20Sheet1.pdf)

**6.05 Sufficient resources shall be present to properly implement the curriculum of the parks, recreation, tourism, and related professions academic unit, including access to special services for individuals with disabilities.**

*Evidence of Compliance:*

Our classrooms are located on the lower level of the Physical Education Classroom Building, and now contain eight enhanced classrooms, and a Human Performance and Motor Learning Lab, which are available for RCLS use. An elevator services the PEHR classroom building, which is accessible to individuals who cannot negotiate stairs. Doors (ADA) are modified for all disabled individuals. All of the classrooms in the PEHR classroom building are ADA accessible.

The Physical Education, Health and Recreation Department supports the RCLS Program by providing resources to enhance our programs. The department owns seven wheelchairs (four sports related and one single-armed), a hand cranked bike, three pairs of crutches, a high-low table used for exams in our Athletic Training program, beep baseball for the visually impaired, a goal ball used in disability sports activities, and blindfolds and tethers for visually impaired running. The EWU swimming pool offers a chair lift to assist individuals with disabilities into the water. Our department works in partnership with the EWU Sports and Recreation Center (SRC) by collaborating on these and other equipment purchases, which are jointly used for teaching in our Adapted Physical Education class and Therapeutic Recreation Program.

The PEHR Department owns and maintains a large inventory of water-based activity equipment used primarily for our Outdoor Recreation program. This equipment is housed in a storage facility on the EWU campus.

The website for the EWU Sports and Recreation Center is available at this link:

[http://www.ewu.edu/recreation/recreation-facilities/sports-and-recreation-center-\(src\)](http://www.ewu.edu/recreation/recreation-facilities/sports-and-recreation-center-(src))

The Office of Disability Support Services is at our disposal. EWU is dedicated to the coordination of appropriate and reasonable accommodations for students with disabilities. Accommodations for students are determined on a case-by-case basis and may include:

- Individual meetings with students to determine how EWU can best meet their specific goals and needs
- Priority Registration
- Consultation with faculty and staff regarding accommodations.
- Assistance with the acquisition of auxiliary aids such as interpreters, readers, alternative textbooks, flexible testing schedules, alternative testing methods, print enlargement, and note takers.
- Equipment Loans
- Referral to outside resources and agencies.
- Referral to on-campus programs such as Undergraduate Advising, Academic Success Center, Counseling and Psychological Services, Mathematics Tutoring Lab, Writers' Center, Health Wellness & Prevention Services, Office of Disability Studies and Universal Access.
- Assistance with career counseling and placement in cooperation with the Office of Career Services.

Assistive technology is available in general computer labs, Library, Access 4 All, Academic Success Center and Disability Support Services.

EWU Disability Support Services, which addresses all the services, forms, related links, and rights and responsibilities are accessible to students and available at this link:

<https://access.ewu.edu/disability-support-services>

**6.06 All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the Americans with Disabilities Act (ADA) and the amendments to the Act.**

Evidence of Compliance:

EWU Disability Support Services, which addresses all the services, forms, related links, and rights and responsibilities that are accessible to students is available at this link:

<http://access.ewu.edu/disability-support-services>

**6.07 Library resources and access shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.**

Evidence of Compliance:

**Background on the EWU Libraries Collections and Services:**

Eastern Washington University Libraries support Recreation and Leisure Studies faculty and students with the library services and access to resources they need for teaching and learning. The John F. Kennedy Memorial Library has a full-time (11-month), tenure-track library faculty position that serves as a library liaison to the Department of Physical Education, Health and Recreation (PEHR). Recreation, park resources, and Leisure studies resources are housed primarily at the JFK Library. The JFK Library is open 87.5 hours per week and staffed with librarians 53 hours per week during the academic year. Reference services are also provided by phone, email, and instant messaging (chat) as well as receive one-on-one research consultation by appointment. Chat reference is also available online 24 hours, 7 days a week.

EWU also offers courses at the Spokane Academic Library at the Spokane campus. The Spokane Academic Library (SAL) is a cooperative library jointly staffed and funded by EWU and Washington State University. Faculty and students have access to the resources of both institutions.

Both libraries offer a friendly service environment and high quality space and technology to support students and faculty. Both have spaces designed for individual study as well as group work.

As a partner in the Orbis Cascade Alliance, EWU Libraries provide faculty and students with rapid access to items from 37 academic libraries in Washington, Oregon and Idaho (including materials from research libraries such as the University of Washington). The library also provides access to materials from libraries worldwide through the InterLibrary Loan (ILL) service.

**Collections:**

*Monographic Resources.* EWU Libraries have a collection of 750,000 (excluding electronic) at the JFK Library on the Cheney campus.

*Online Databases and Indexes.* EWU Libraries provide 24/7 online access to specialized databases in these fields. Here are some examples:

- Physical Education & Sports: *Sports Discus* with 530 full text journals and an additional 1300 indexed journals in sports and sports medicine (selected journal titles are listed below).
- Psychology: *PsycArticles*, *PsycInfo*, *ProQuest Psychology Journals*.
- Sociology: *SocIndex*, *Sociological Abstracts*, *ProQuest Sociology*.
- Business: *ABI/INFORM*, *Business Source Complete*, *Regional Business News*, *SBRnet*.

- Additionally, EWU Libraries subscribe to multidisciplinary databases with full-text periodical articles. Examples include *Applied Social Sciences Index & Abstracts*, *International Bibliography of the Social Sciences* and *ProQuest Social Sciences Premium Collection*.

*Government Documents.* EWU Libraries are a regional depository for federal and state government materials, and collect approximately 51% of federal documents. These documents are selected based on the curriculum, including documents from the Department of the Interior.

**Selected Periodical Journal Titles Available:** *Here's a sample of recreation, park resources and leisure studies journal titles available to EWU Faculty, staff and students.*

- American Journal of Recreation Therapy
- Journal of the International Council for Health, Physical Education and Recreation, Journal of Leisure Research
- Journal of Park and Recreation Administration□
- Journal of Physical Education, Recreation and Dance
- Journal of Sustainable Tourism
- Leisure Sciences□
- Leisure Studies□
- Managing Leisure
- Journal of Leisure Research
- Recreational Sports Journal□
- Schole: A Journal of Recreation and Leisure Studies
- Therapeutic Recreation Journal

#### **Collection Development:**

EWU Libraries dedicates its collection funds to acquiring and maintaining resources in all formats necessary to support the curriculum and research needs of the EWU community (including PEHR). Based on the current and past several fiscal years, the library spends annually around \$170,000 in multidisciplinary databases (which includes PEHR resources). In addition, \$6,300 is spent annually on two PEHR-dedicated databases, \$73,000 annually on health database, \$349,000 annually on science databases, \$29,000 annually on various sports and health journal subscriptions, \$40,000 annually on general science and biology journal subscriptions and \$1500 annually for monographic purchases related to PEHR. All PEHR faculty may request monographic materials at any time, for their classroom or research needs, or if they determine EWU Libraries is lacking subject coverage or a core title. All PEHR faculty may also suggest journal subscriptions or discipline-specific databases that the library should acquire and these requests are weighed annually by a committee.

#### **Instruction:**

Recreation and leisure faculty request course-integrated library instruction tailored to the needs of their classes. The library liaison to the PEHR Department is the primary provider of library instruction for recreation and leisure studies programs. He has provided nine instructional sessions in the last three academic years. Instruction is provided in the JFK Library's instruction room and in university classrooms as requested by faculty. Online research guides (LibGuides) have been prepared for students to use during instruction session to find high quality sources for their research (e.g. scholarly journal articles). These online research guides are available 24/7 and are used by librarians at the reference desk to help students with their research.

#### **Technology:**

EWU Libraries use technology to enhance faculty and student access to resources and services.

The library Web page is a gateway to a range of resources and services, including online chat with reference librarians, self-paced tutorials and research guides and 24/7 access to electronic books and journals. JFK Library has 100 public access computers and 200 laptops for student checkout. Students may also check out digital cameras, camcorders, projectors, and accessories. The JFK Library also has two computer-enhanced classrooms with LCD projectors and laptop computers for library instruction.

**6.08 Computing technology and computing support services available to faculty, staff, and students of the parks, recreation, tourism, and related professions academic unit shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.**

*Evidence of Compliance:*

The Information Technology Division (IT) provides comprehensive, campus-wide IT leadership, implementation, maintenance, and support provided through three units (Information Systems, Customer Support Systems, and Academic Systems) with centralized support provided through the CIO's office. This structure affords Eastern Washington University with a comprehensive IT strategy for implementation and support that provides a cost-effective, efficient IT infrastructure aligning with the institution's mission, vision, and goals. [EWU Information Technology Division](#)

Services and solutions offered by the Instructional Technology Division may be viewed at the following link: <http://access.ewu.edu/it/services>

**Student Help Desk (Tech-EZE):** Answers to technology related problems are available online at <http://helpdesk.ewu.edu>. Assistance with technology related questions is also available by walking up to the Help Desk located in the lower level of the library. Ask questions of support staff by dialing 359.6411 or e-mailing [tech-eze@ewu.edu](mailto:tech-eze@ewu.edu)

**Multimedia Commons (MMC):** The MMC provides EWU students, staff and faculty access to high quality facilities for the creation of multimedia in support of academics and student life. The MMC is located on the main floor of the JFK Library and is open during normal Library operating hours. Multimedia tools, software applications and professional design consultation and training are all available in a creative environment. The advanced workstations at MMC provide high quality multimedia software, scanners, audio/video editors and libraries of digital images.

More information is available at this link:

[https://access.ewu.edu/it/services/computer-labs/mmc-\(multimedia-commons\)](https://access.ewu.edu/it/services/computer-labs/mmc-(multimedia-commons))

**Student Computing Services:** Instructional Technology manages many of Eastern's general access computing labs where students, faculty and staff have access to over 600 computers. Hardware includes: high-end Windows and Macintosh workstations, scanners, video editing decks, recording studios, black/white, color, photo, and large format poster-size output options, checkout items including digital SLR cameras, Canon HD camcorders, projectors, audio recorders and more.

The computer labs provide a number of software applications including Microsoft Office, Adobe Suite Master Collection, class software such as SPSS, SAS, 3dsMax and much more. Additional software can be requested at <http://labs.ewu.edu>. For more information, visit <http://itech.ewu.edu>. The various computer labs, their locations and hours of operation are available at the following link:

<https://access.ewu.edu/it/services/computer-labs>

**Classroom Technology Services:** Eastern has four types of high tech classrooms: Enhanced, Video Conference, Projection Cart, and Computer Classrooms. These are general university

classrooms scheduled through the Records and Registration Office prior to the start of each quarter.

The Information Technology Division website addresses the types of classrooms and classroom equipment and is available at the following link:

<http://access.ewu.edu/it/services/classroom-technology>

More information on the services that the EWU Information Technology Division offers is available at this link:

<http://access.ewu.edu/it/services>

## CHAPTER 7

### Learning Outcomes

#### COAPRT 7 Series Template

**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

**Course Specific Learning Outcome:** *What is the learning outcome identified in the course syllabus that meets this standard?*

##### **RCLS 201: Recreation and Leisure in Modern Society**

- Learn of the theory, scope, environmental, and economic impact of the entire leisure services field globally through case studies and research (7.01).
- To gain entry-level knowledge in historical, scientific, and philosophical foundations. (7.01).
- Explore personal needs, habits, and life goals through worksheets and activities, which could be implemented with future constituents (7.01).
- Recognize basic facts, concepts, and principles guiding the provision of recreation programs (7.01).

##### **RCLS 240: Overview of Therapeutic Recreation Services**

- Upon completion of the course the student will develop an understanding of the role of the therapeutic recreation professional as an advocate for services for special populations.
- Upon completion of the course the student will develop an understanding of the roles of the recreation professional and their service delivery system for a wide variety of individuals with special needs.
- Upon completion of the class the student will gain knowledge and understanding of the responsibility of the interrelationship of the diverse leisure services delivery system, and the role of the professional in providing access to recreational opportunities to persons with disabilities.
- Upon completion of the course the students will have gained overview knowledge of terminology, and an understanding of the psychological, sociological, physiological, and historical significance of Therapeutic Recreation.

##### **RCLS 425: Evaluation, Research and Statistics in Recreation and Leisure Services**

By the end of this course:

- Students will be exposed to and become familiar with the meaning and importance of research and evaluation in the recreation and leisure profession.
- Students will be exposed to and gain experience with the process of searching for and reviewing literature appropriate to the purpose of their study.
- Students will be exposed to and gain a working knowledge of the American Psychological Association (APA) documentation style.
- Students will understand the differences between quantitative and qualitative research methodologies.
- Students will be exposed to and become familiar with specific research designs and methods.
- Students will be exposed to and gain experience with the identification of evaluation criteria.
- Students will be exposed to and gain experience with the process of writing and submitting a research proposal

- Students will be exposed to and gain experience with the collection of evidence and data (both qualitative and quantitative data)
- Students will be exposed to and gain experience with the process of data analysis, including basic statistical techniques and the coding and reporting of qualitative data
- Students will be exposed to and gain experience with the process of data reporting through the generation of a written report and an end-of-quarter oral presentation

**RCLS 455: Resort and Commercial Recreation Management**

- Students will be exposed to and become familiar with the history, nature, and overall purposes of commercial recreation (7.01)
- Students will be exposed to and become familiar with the principles of entrepreneurship and free enterprise (7.01)
- Students will be exposed to and become familiar with the basic principles of initiating and managing the commercial recreation enterprise (7.01)
- Students will be exposed to and become familiar with a number of industry profiles including local and regional commercial recreation operations (7.01)
- Students will become familiar with the role of government in commercial recreation and tourism (7.01)
- Students will gain first-hand experience by visiting local commercial recreation operations (7.01)
- Students will be exposed to the issues and challenges of commercial recreation via guest speakers from the "field" (7.01)

**RCLS 480: Budgeting in Recreation and Leisure Services**

- Learn fundamentals of budgeting, partnerships, current issues and trends, and methods of external support including grants and foundations. (7.01)
- Demonstrate an understanding of accounting and budgeting fundamentals through a personal finance example (7.01)
- Development of a budget document for a realistic agency using current fiscal management strategies. (7.01)
- Development of an extensive budget report involving research on public and private enterprises. (7.01)

**RCLS 490: Senior Capstone in RCLS**

- The student will develop a deeper understanding of the current issues and problems affecting the recreation and leisure profession.
- The student will be able to analyze and apply, using current technology, information pertinent to the current issues in recreation.
- The student will be able to discuss current issues and problems in the recreation and leisure services field with peers and professionals alike.
- The student will be able to develop and deliver a professional presentation concerning a specific issue or problem facing the parks, recreation and leisure profession, utilizing current software and hardware.
- The student will be able to work effectively as a member of a team in order to prepare and deliver a 30-minute presentation.
- The student will be able to work effectively as a team member in the planning, implementation, and evaluation phases of a one-day conference event on campus.
- The student will submit a professionally written research paper (according to class guidelines), including references on the designated topic.
- The student will read, critically analyze, and discuss classic works of literature in the parks, recreation, and leisure profession.

**Evidence of Learning Opportunity (7.01.01)** *How are students given opportunities to show they have learned the outcome?*

**RCLS 201: Recreation and Leisure in Modern Society**  
**Stand Your Ground**

[RCLS 201 Stand Your Ground Assignment Link](#)

**RCLS 385: Programming in Recreation and Leisure Services**  
**Reflection Paper**

[RCLS 385 Reflection Paper Assignment Link](#)

**RCLS 455: Resort and Commercial Recreation Management**  
**Industry Report**

[RCLS 455 Industry Report Assignment Link](#)

**RCLS 490: Senior Capstone in Recreation**  
**Capstone Presentation Assignment**

[RCLS 490 Capstone Presentation Assignment Link](#)

**Performance Measure (7.01.02)** *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.*

**RCLS 201: Recreation and Leisure in Modern Society**  
**Stand Your Ground**

[RCLS 201 Stand Your Ground Rubric Link](#)

**RCLS 385: Programming in Recreation and Leisure Services**  
**Reflection Paper**

[RCLS 385 Reflection Paper Rubric Link](#)

**RCLS 455: Resort and Commercial Recreation Management**  
**Industry Report**

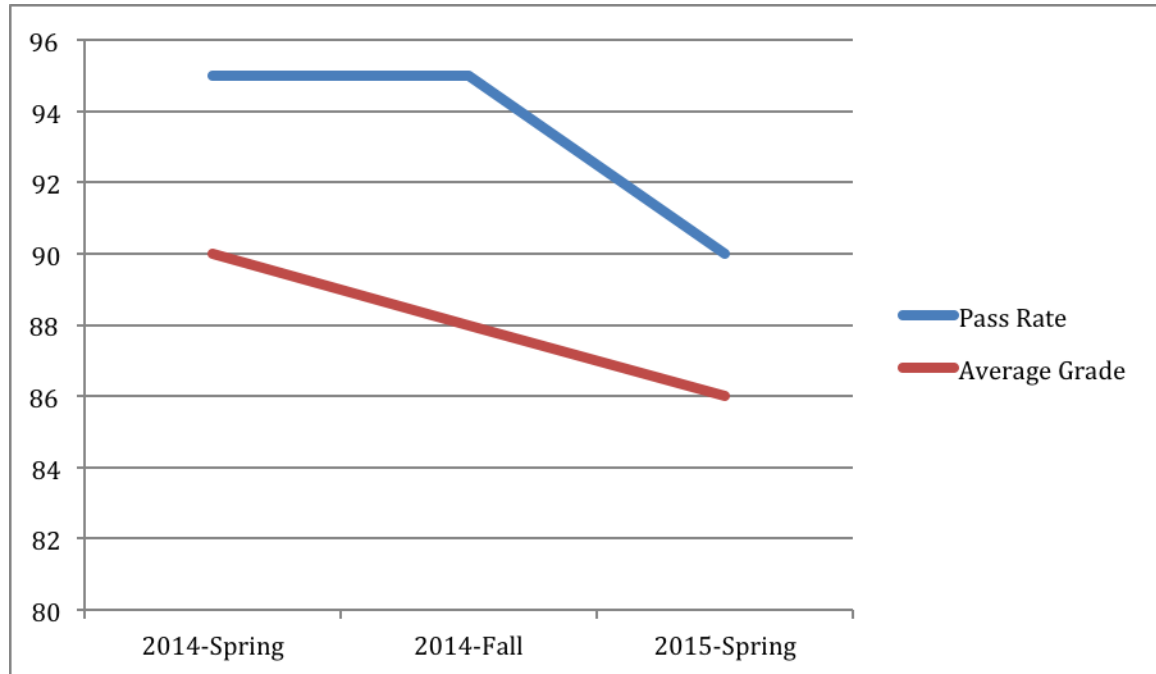
[RCLS 455 Industry Report Rubric Link](#)

**RCLS 490: Senior Capstone in Recreation**  
**Capstone Presentation**

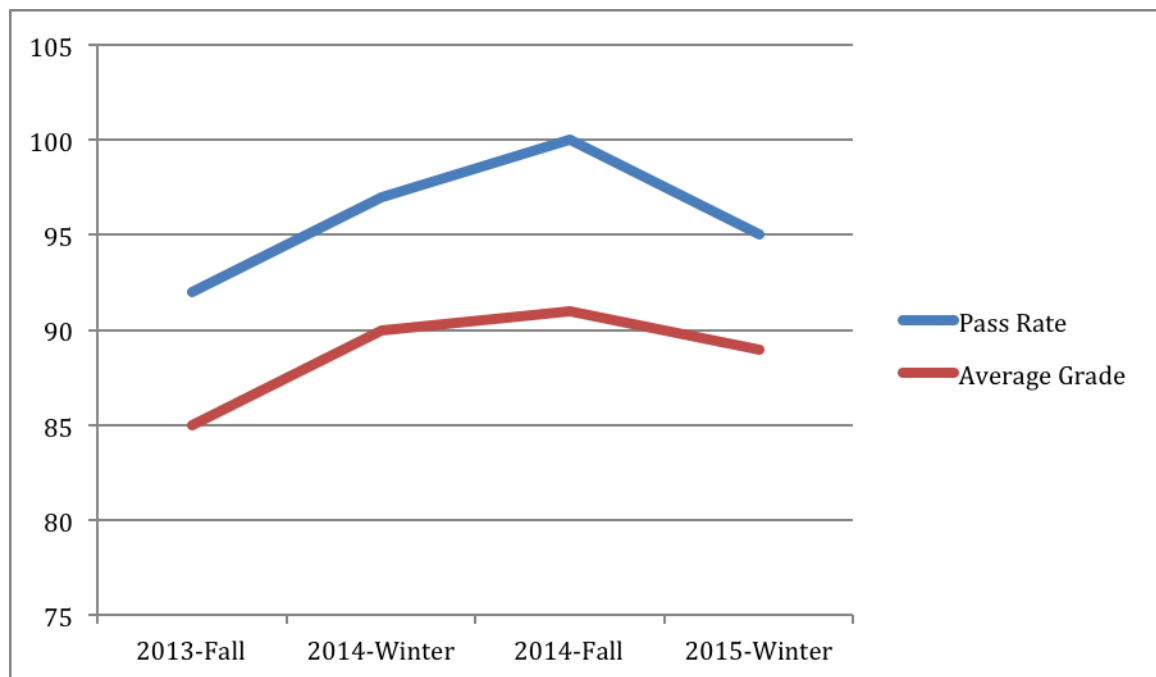
[RCLS 490 Capstone Presentation Rubric Link](#)

**Performance levels/metrics:** *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*

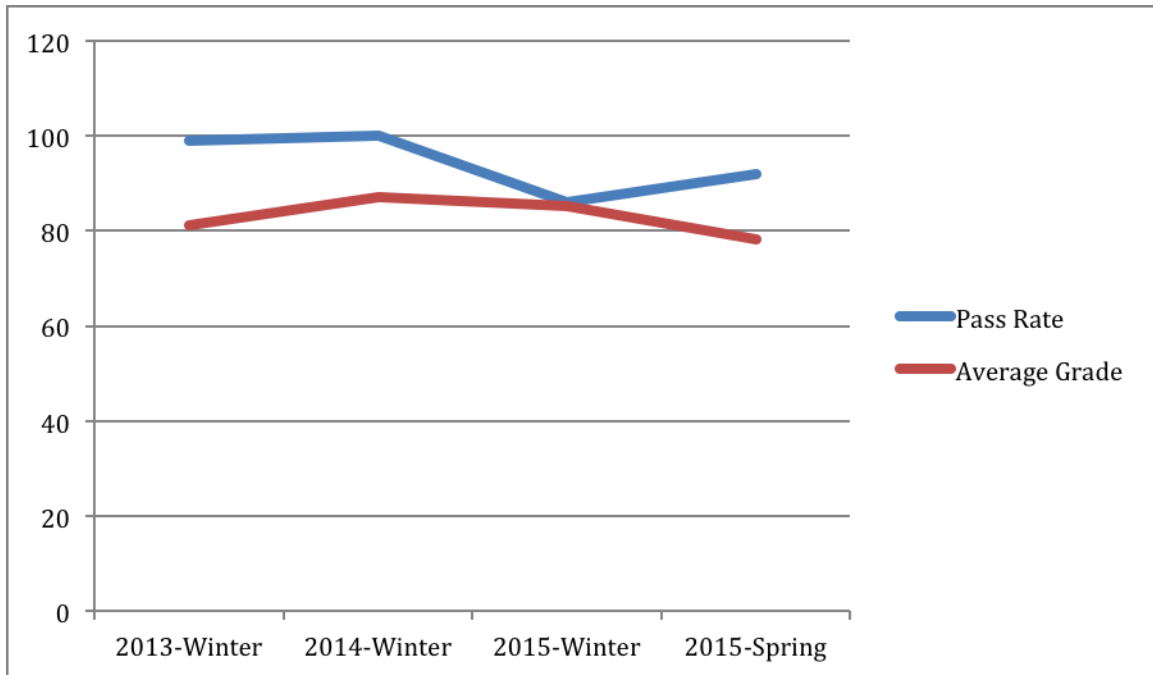
**RCLS 201: Recreation and Leisure in Modern Society**  
**Stand Your Ground**



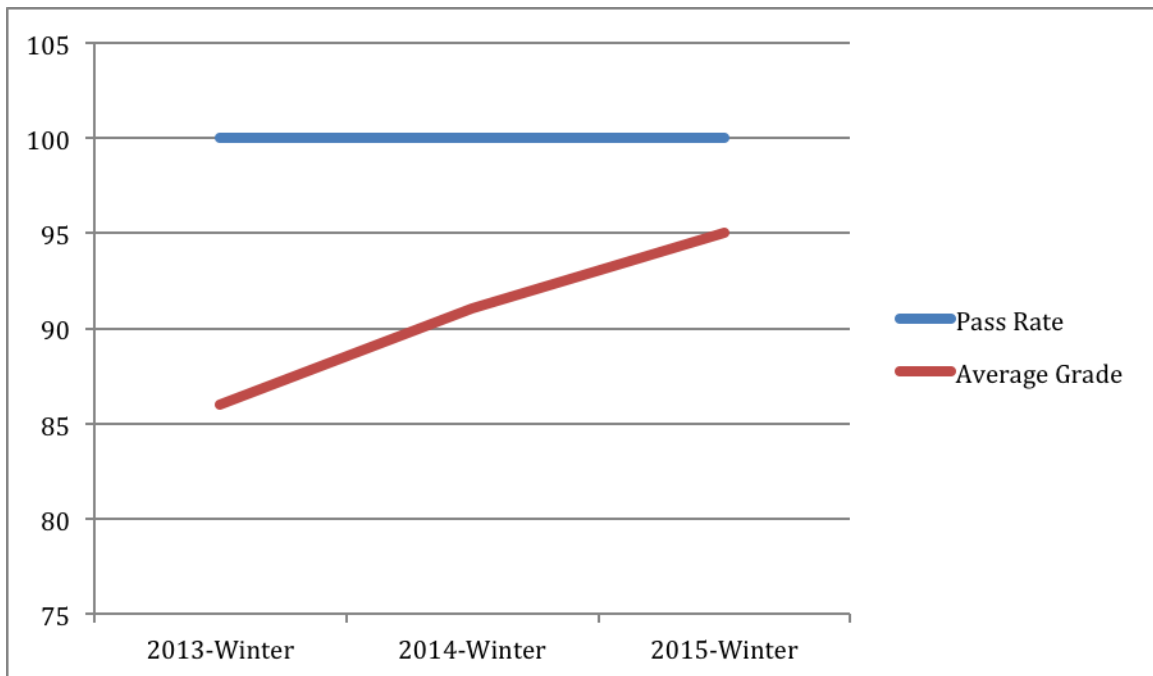
**RCLS 385: Programming in Recreation and Leisure Services**  
**Reflection Paper**



**RCLS 455: Resort and Commercial Recreation Management**  
**Industry Report**



**RCLS 490: Senior Capstone in Recreation**  
**Capstone Presentation**



<b>Findings</b>	<b><u>Pass Rate:</u></b>	<b><u>Average Team Score:</u></b>
Section (01)	100%	95%
Section (02)	100%	96%

The minimum passing score for all assignments in the accredited core is a 2.5 or 74% of the total points available. We believe, based on the results seen above, that students met and exceeded the expectations for this assignment, as well as the 7.01 standard we are trying to address with this exercise.

**Assessment Results (7.01.03)** *Based on the performance levels/metrics set above, at the end of the semester, what were the results?*

**RCLS 201: Recreation and Leisure in Modern Society**  
**Stand Your Ground**

This assignment began as a way for students to eloquently and professionally justify their choice of major/minor within the RCLS realm to a “drunk uncle” over the holiday break. It offers the students the opportunity to use course content, cumulatively, to explain their interests and passion in RCLS. The content of the papers has been consistently genuine with individual voices surfacing, something that doesn’t always happen during our class time. The content of the paper is semi-structured, with room for students to add their own individual perspectives. The paper is relatively short, and I would consider extending its required length, but I’m inconclusive at this point. This paper also offers indirect feedback for my teaching. Through the paper, I can see what students are grasping onto and what they’re forgetting or overlooking. It’s a great way for me to make adjustments to my lectures.

**RCLS 385: Programming in Recreation and Leisure Services**  
**Reflection Paper**

The reflection paper in the class is a way for students to process their experiences in designing and implementing a special event. The special event was a class project that last over the entire quarter. I’ve noticed that students in RCLS generally do not like writing papers, but with this reflective piece, there was no shortage of effort or content. Overall, the reflective papers have been thorough, thoughtful, and sincerity. Putting on a special event is a very nerve-wracking job, and students expressed multiple points of anxiety throughout the experience. However, generally speaking, the anxiety was worth it to them. Students loved the opportunity to engage the community and apply course content to applicable needs-based scenarios. The papers were, for the most part, nicely written though writing in general for RCLS students has room for improvement.

**RCLS 455: Resort and Commercial Recreation Management**  
**Industry Report**

This assignment was adopted from Dr. Matt Chase with little alteration. Students are always surprised about the breadth and depth of industries in the commercial recreation sector. This assignment is a great way for them to get past their initial superficial impressions of the various industries. When I first began administering this assignment, the biggest challenge was the research capabilities of students. I’m increasingly seeing the “Google Effect” where students can’t find the answer to something in a simple Google search, it’s not worth additional effort. To alleviate this tendency, I started to have a research expert, Paul Victor, from the library meet with us during class time to talk about library resources and databases. Paul took it to another level by meeting with the library representative from EWU’s business school to talk about the troubles that students were having with this report. In the end, Paul created a website for student’s to access for this report that offers multiple industry based databases. The final products the students have produced have been excellent since including this additional research avenue.

**RCLS 490: Senior Capstone in Recreation**  
**Capstone Presentation**

All students in the RCLS program, independent of major, are required to take RCLS 490: Senior Capstone in RCLS. For the last number of years, students have been placed in teams of three for the class assignments. They are required to choose a topic from the industry that has shown to be controversial or challenging, according to the literature and other sources of information. After conducting extensive research, students were required to develop and implement a 50-minute presentation in class (followed by a formal paper). We found, after assessment, that students begin to lose interest in the

topics and presentations, especially once teams have presented. In other words, once the team is done with their presentation, they are essentially along for the ride and do not contribute much to class activities or discussion. We decided to make some major changes in the 2015 capstone class. We decided to implement a one-day senior capstone conference where all of the presentations are completed over a six-hour time frame (at a different location on campus, e.g., the PUB). Utilizing the PechaKucha presentation format, students have a total of 30 minutes to complete their presentation (still in a team of three). Students were also responsible for all aspects of conference planning, scheduling, implementation, and assessment. Last, we implemented a presentation peer review process so that students would experience at least one practice run, with feedback (using the instructor rubric), before presenting on conference day. Students also created marketing materials, which were distributed on campus, which drew in a diverse audience. Both instructors assessed the students, via rubric. Students also assessed each other via rubric.

The results of this change of assignment were dramatic. Although student scores for the presentations in the past have never been bad (86-92% averages), the scores this year were through the roof (95-96%). Students embraced the project and they were completely committed to the process and each other. They were proud of the conference they planned, developed, and implemented. Moreover, they made sure that they were prepared for their "public presentation". In most cases the students over-prepared. The instructors were pleased with the range of topics and issues addressed in the conference. From the perspective of the 7.01 standard, we saw many presentations that addressed the "nature and scope" of the industry, as well as professional foundations seen from historical, scientific, and philosophical stances.

According to class evaluations and our qualitative exit interview data, this was an educational highlight for many students in the program. On a personal level, this process turned out to be one of the most challenging and stimulating educational experiences of my academic career (both instructors feel this way).

**Evidence of Programmatic Decisions (7.01.04)** *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*

**RCLS 201: Recreation and Leisure in Modern Society**  
**Stand Your Ground**

RCLS professionals need to be effective communicators, written and verbally. This is particularly important when justifying our positions, departments, and role in society. As graduates of our program, students need to be able to understand why they are part of a larger societal system where leisure and recreation are vital components. This assignment gives students the opportunity to articulate their passion to be RCLS professionals in a written format that extends course concepts. The program is using the results to review the writing skills of students, to explore their understanding of why leisure and recreation matter on a larger scale, and to get an understanding of how students perceive their own major.

**RCLS 385: Programming in Recreation and Leisure Services**  
**Reflection Paper**

Service learning has long been a part of RCLS academic programs. However, a recent movement to reframe service learning into community engagement is now underway. This reflection paper allows students to process their experience designing and implementing a special event that focuses on community engagement and programming. As a RCLS program, student reflections from this event are valuable to explore how students perceive community engagement as part of their professional responsibility.

**RCLS 455: Resort and Commercial Recreation Management**

**Industry Report**

The RCLS program is using this Industry Report to understand students' comprehension of many sectors of commercial recreation, especially the travel and tourism industries. It has been noted that due to the immense size of the travel and tourism industry, students could benefit from additional coursework within the program on travel and tourism. The Recreation Management major has recently been changed to Recreation & Tourism Management. Additional courses such as *Foundations of Travel & Tourism* and *Global Citizenship and International Travel* have now been added to the university's course catalog.

**RCLS 490: Senior Capstone in Recreation**

**Capstone Presentation**

This is a classic example of how assessment works for the improvement of a program. We have been collecting capstone data since 2012. We have also seen retirements and new faculty come on-board during this period of time. Capstone was taught with a new faculty member (and a fresh perspective) in 2013 – 2014. Upon completion of the course in 2014, the faculty met and discussed the results of the class. As a program, we decided it was time for a major change and we turned in a new direction with the capstone conference idea. The capstone conference was a major re-design and risk for the program; however, it appears we got everything right. Students now look forward to the challenge and faculty refer and teach to the conference when assigning presentations in other classwork. The capstone conference is now seen as a culminating educational experience.

- ☐ ABSENT
- ☐ EMERGING
- ☐ PRESENT

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**7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.**

**Course Specific Learning Outcome:** *What is the learning outcome identified in the course syllabus that meets this standard?*

**RCLS 201: Recreation and Leisure in Modern Society**

- To become aware of the many professional and ethical standards associated with diverse populations and programs in recreation (7.02).

**RCLS 220: Leadership in Recreation and Leisure Services**

- Students will learn and practice leadership and facilitation techniques for successful recreation programs and activities.
- Students will be exposed to and become familiar with group dynamics.
- Students will be exposed to and gain experience with the principles of activity analysis.
- Students will learn and facilitate new games and group initiatives.

**RCLS 240: Overview of Therapeutic Recreation Services**

- Upon completion of the course the student will develop a greater understanding of the attitudes and self-concepts of people with disabilities towards themselves and towards their illness or disability.
- Upon completion of the course the student will develop a greater understanding of the societal attitudes toward illness and disability.
- Upon completion of the course the student will develop an understanding of the bio-psycho-social limitation imposed by illness and disabilities as they relate to leisure involvement.
- Upon completion of the course the students will have a basic understanding of the problems, needs, and strengths associated with various populations in order to implement and develop

appropriate recreational programs & programs for integration of recreation.

**RCLS 270: Diversity and Social Justice in Recreation and Leisure Services**

- Explain why leisure is a significant context for understanding diversity (7.02).
- Explore various theories of identity construction (social construction & developmental theories) and discuss how “differences” in identity are constructed in and through various leisure contexts (e.g., Sports, the arts, Facebook) (7.02).
- Articulate an understanding of and demonstrate the ability to use key terms within education for diversity such as “social justice,” “equality vs. equity,” “assimilation & acculturation,” “hegemony,” “structural oppression,” “power,” “ally,” and “intersectionality” (7.02).
- Have participated in at least two experiential learning activities that will specifically address people from non-dominant groups (7.02).
- Discuss the ways that leisure acts to build community, and recognize the psychological, sociological, and physiological significance of this for people who are marginalized in mainstream culture (7.02).
- Discuss the ways that leisure can be a site of conflict, power, and social control (7.02)
- Discuss critical concepts of leisure in the context of a multicultural, pluralistic, society. This includes areas such as race, ethnicity, religion, age, gender, lifestyle, social class, sexual orientation, family structure, and ability (7.02).
- Critically evaluate and identify potential impacts of leisure-related media information in the form of newspaper, magazine, and journal articles, television, radio, blog, and other audio and visual media (7.02).
- Identify and discuss strategies for building alliances and collaborations among and between people within various leisure contexts (7.02)
- Explore a range of possible ways to engage in public activism (no matter how large or small a scale) in order to enact real change toward a more socially just world (7.02).

**RCLS 385: Programming in Recreation and Leisure Services**

Identify and facilitate recreational opportunities for diverse populations using various resources (7.02)

**RCLS 425: Evaluation, Research and Statistics in Recreation and Leisure Services**

By the end of this course:

- Students will be exposed to and become familiar with the meaning and importance of research and evaluation in the recreation and leisure profession.
- Students will be exposed to and gain experience with the process of searching for and reviewing literature appropriate to the purpose of their study.
- Students will be exposed to and become familiar with specific research designs and methods.
- Students will be exposed to and gain experience with the identification of evaluation criteria.
- Students will be exposed to and gain experience with the process of writing and submitting a research proposal
- Students will be exposed to and gain experience with the collection of evidence and data (both qualitative and quantitative data)
- Students will be exposed to and gain experience with the process of data analysis, including basic statistical techniques and the coding and reporting of qualitative data
- Students will be exposed to and gain experience with the process of data reporting through the generation of a written report and an end-of-quarter oral presentation

**Evidence of Learning Opportunity (7.02.01)** *How are students given opportunities to show they have learned the outcome?*

**RCLS 220: Leadership in Recreation and Leisure Services**

**New Games Facilitation**

[RCLS 220 New Games Facilitation Assignment Link](#)

**RCLS 240: Overview of Therapeutic Recreation Services**

**Observation Paper**

[RCLS 240 Observation Paper Assignment Link](#)

**RLCS 270: Diversity and Social Justice in Recreation and Leisure Services**

**Leisure Anthropologist Assignment**

[RCLS 270 Leisure Anthropologist Assignment Link](#)

**RCLS 425: Evaluation, Research and Statistics in Recreation and Leisure Services**

**Phase III**

[RCLS 425 Phase III Assignment Link](#)

**Performance Measure (7.02.02)** *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.*

**RCLS 220: Leadership in Recreation and Leisure Services**

**New Games Facilitation**

[RCLS 220 New Games Facilitation Rubric Link](#)

**RCLS 240: Overview of Therapeutic Recreation Services**

**Observation Paper**

[RCLS 240 Observation Paper Rubric Link](#)

**RLCS 270: Diversity and Social Justice in Recreation and Leisure Services**

**Leisure Anthropologist Assignment**

[RCLS 270 Leisure Anthropologist Rubric Link](#)

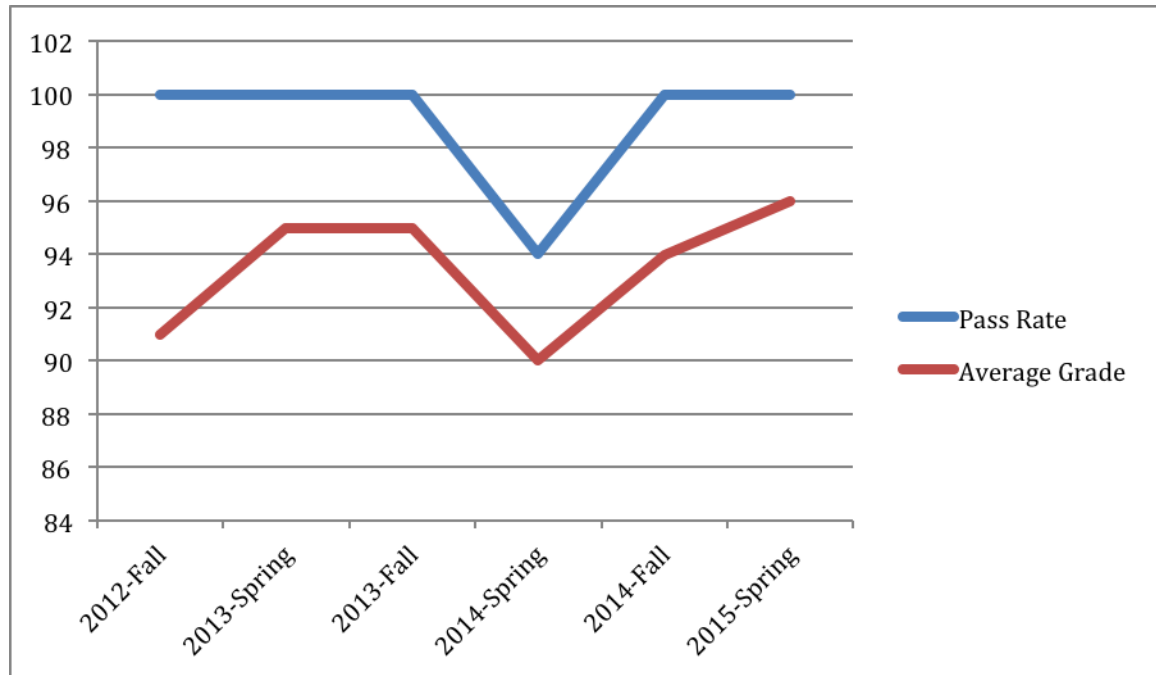
**RCLS 425: Evaluation, Research and Statistics in Recreation and Leisure Services**

**Phase III**

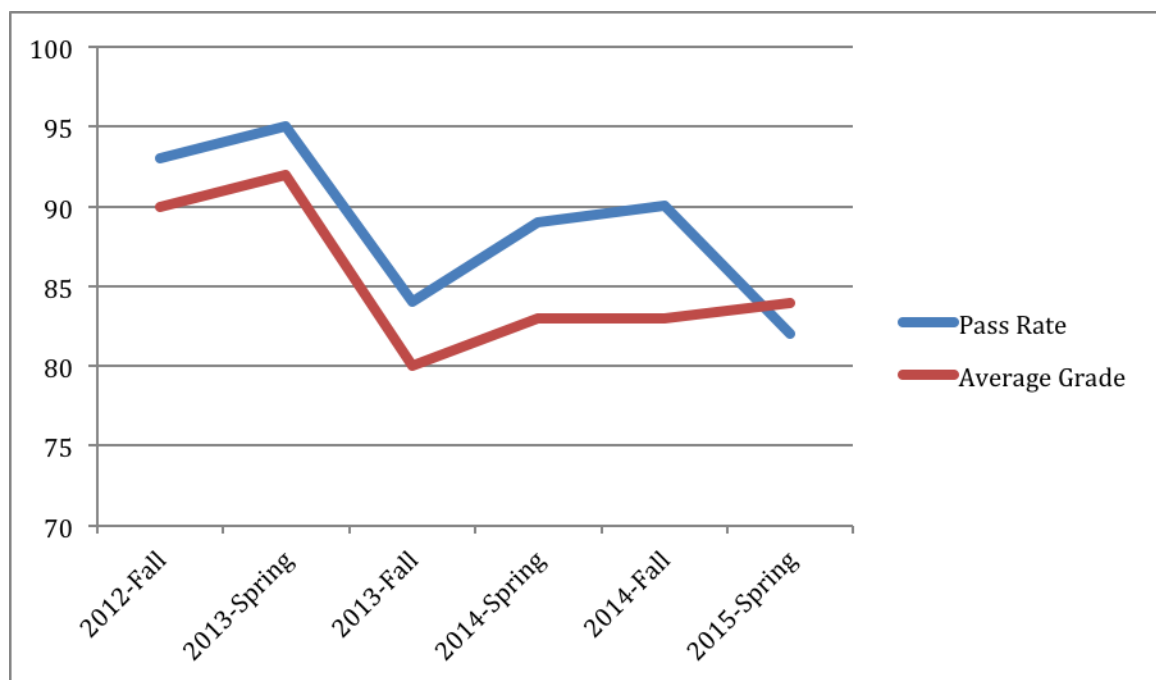
[RCLS 425 Phase III Rubric Link](#)

**Performance levels/metrics:** *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*

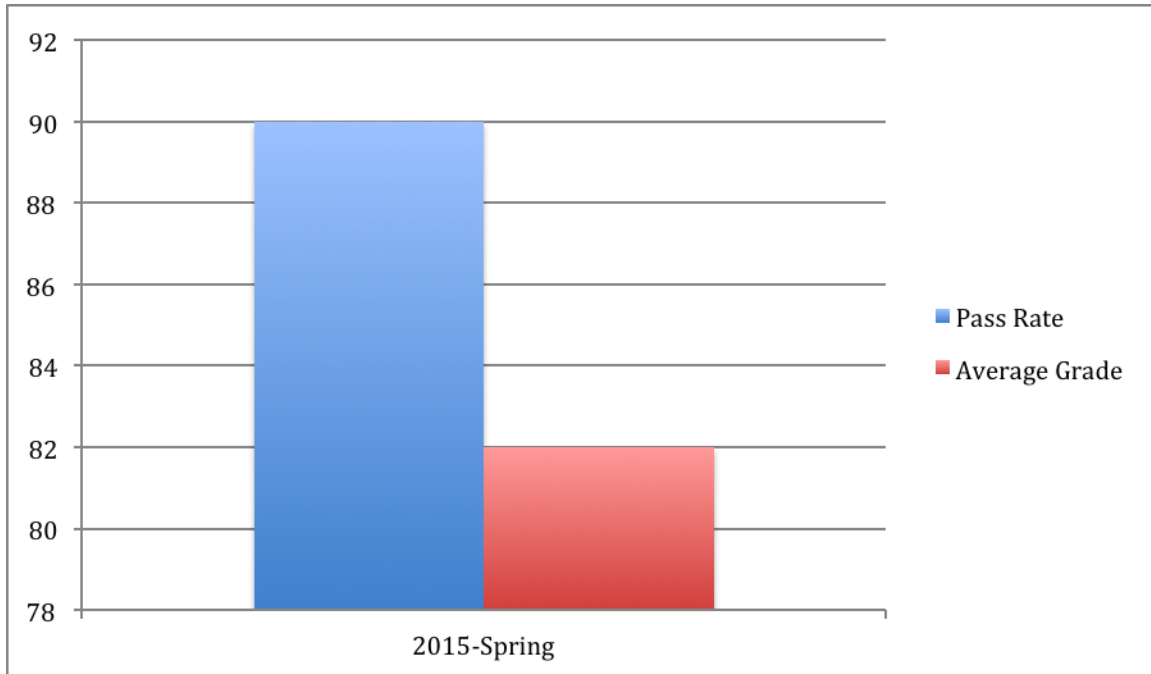
**RCLS 220 – New Games Facilitation**



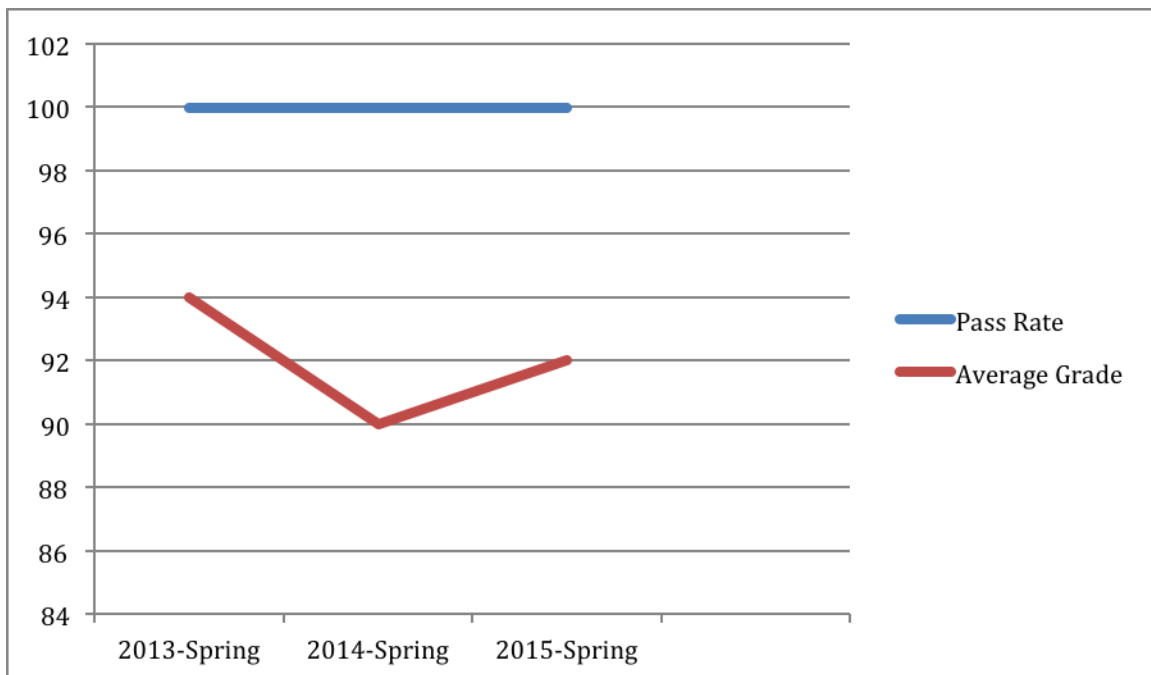
**RCLS 240: Overview of Therapeutic Recreation Services  
Observation Paper**



**RCLS 270 Leisure Anthropologist Assignment**



**RCLS 425: Evaluation, Research and Statistics in Recreation and Leisure Services Phase III**



**Assessment Results (7.02.03)** *Based on the performance levels/metrics set above, at the end of the semester, what were the results?*

**RCLS 220: Leadership in Recreation and Leisure Services**

**New Games Facilitation**

Overall the students do well on this assignment. The students tend to take the time necessary to research, develop and facilitate their activity for the class. There is usually a good deal of apprehension going into the assignment. Students are concerned about their ability to present and perform in front of their peers. By the end of the quarter they have had several practice sessions, they've been able to observe several professional facilitations, they've been provided with instruction and coaching, and they have been provided one co-facilitation opportunity. This progression makes a difference and this is evidenced in their grades. Student lead debrief sessions were fairly effective in processing learning from each activity. By taking the time to model appropriate reflection using the Experiential Learning Cycle debrief sessions by students have improved.

**RCLS 240: Overview of Therapeutic Recreation Services**

**Observation Paper**

**2012-2013 Fall**

Most students get a lot out of this assignment. However, the section that requires relating experience to class content needs to be more structured to ensure full adherence.

**2012-2013 Spring**

The average grade for this assignment improved since fall quarter. The pre-established list did work well in clarifying which section of the book each program best related to. The option to attend programs off the list still allowed for some freedom among students comfortable enough to pick a program on their own and relate it to the correct class content. An additional issue noted, based on thoughts documented while grading, the requirements for observation are often overlooked or moved through quickly. Changes to the rubric may help this. Also, the value of the assignment is lost in the paper itself. Increased discussion of the assignment afterward with the rest of the class would help broaden the class' perspectives beyond their own paper and program attended.

**2013-2014 Fall**

These scores reflect six students who did not complete the assignment. This is one of the assignments that receives the least participation rates in the class. Mainly because of the forethought that's required to attend an activity.

**2013-2014 Spring**

These scores include four students who did not complete the assignment (all of whom ended up dropping the course). The pass rate for the assignment did go up. The increased reminders regarding the need to locate a program to observe (as mentioned in the reflections from fall 2013) seem to be working

**2014-2015 Fall**

Three of these students did not complete the assignment, otherwise students are completing the assignment. Continued reminders of the importance in locating a program early in the quarter have been helpful (as was the case last academic year).

**2014-2015 Spring**

Four students did not complete the assignment, while others turned it in late for partial credit (bringing the pass rate and average down). Otherwise, the class did well completing the assignment and hitting all components. This quarter I placed more emphasis on specific activities and events in the community where they could get their observation done. There is a play production in spring quarter that is not offered in Fall quarter, making this a bit easier this quarter than Fall.

**RLCS 270: Diversity and Social Justice in Recreation and Leisure Services**

**Leisure Anthropologist Assignment**

The Leisure Anthropologist assignment (aka Self-as-Other assignment) gives students the opportunity to go out into the community and experience an event that is outside of their lived worldview(s). The papers developed from this assignment have been phenomenal. The major initial challenge was to push students away from what they were familiar with. For instance, many Christian students wanted their

"other" experience to simply be at a church of a different denomination. We addressed this issue through course content (dominant/subordinate groups) and it made a significant difference in site selections. The final products of this assignment have been intimate, sincere, and very relevant to class discussions. Again, my only concern is the writing abilities of the students. Their content, however, has been awesome for this assignment.

### **RCLS 425: Evaluation, Research and Statistics in Recreation and Leisure Services**

#### **Phase III**

##### **2012-2013**

Third part of the group project, students are getting more diligent with making sure they've clearly addressed all the objectives of the assignment.

##### **2013-2014**

While the final exam scores show that the students struggled with the calculations when done by hand, the use of sample excel files and web-based lecture on setting up their data file in excel allowed them to grasp the skills necessary to analyze their data through excel. Many students reported watching the video multiple times prior to analyzing their own data.

##### **2014-2015**

Students took Phase II and III more seriously (possibly based on the grades received in Phase I). Average is slightly higher than previous year.

**Evidence of Programmatic Decisions (7.02.04)** *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*

### **RCLS 220: Leadership in Recreation and Leisure Services**

#### **New Games Facilitation**

This assignment is paramount in introducing the students to the art of facilitation. The ability to present and perform is a core literacy skill of the university. This assignment focuses directly on that skill. I have learned that deliberate progression and modeling of appropriate facilitation is key to the success of students in this assignment. Also having a variety of facilitation styles presented by myself, graduate students and other faculty is essential. Debrief sessions post student facilitation have started to focus more on learning "from" the activity and less "about" the activity. I have taken more time during the quarter when I am demonstrating facilitation models to explain the Experiential Learning Cycle more clearly. Understanding this process has helped students understand how to appropriately brief, lead, and debrief an activity. Presentation, performance and facilitation skills are important skill sets for our recreation students to master. This assignment helps set a foundation for students in this area that they then can transfer to future classes and post graduation.

### **RCLS 240: Overview of Therapeutic Recreation Services**

#### **Observation Paper**

##### **2012-2013 Fall**

While the students will still be able to select their own program to visit, a more detailed list will be provided to students regarding program options (and diagnoses associated with those programs) in hopes of strengthening the connection between the experience and the class content relevant to those populations.

The list worked well - the connection to course content seemed stronger in their papers. Those who had a weaker grasp of various populations and the needs associated with those populations felt better using the pre-established list of programs, while those with a better grasp of populations felt confident enough to branch off the list while still meeting the objectives of the assignment and still making the connection between experience and course content.

##### **2012-2013 Spring**

In addition to the already existing assignment rubric, perhaps a checklist would enable the student to approach the site visit in a more objective manner. Although the students are currently meeting the objective, enhancing their knowledge of the details within the program would allow for a more thorough approach to the outcome.

A classroom based presentation or discussion of findings would also allow for the student to demonstrate

their findings and expose the other students to a wider variety of inclusive programming options.

2013-2014 Fall

Based on the discussion of changes from spring 2013, the format for the assignment was adjusted to more clearly emphasize the sections students were overlooking. Unfortunately, due to restricted class time, a presentation of findings is not possible (as described in reflections from Spring 2013). Due to the decreased participation in this assignment, more emphasis will be placed on reminders throughout the quarter to locate a program for the assignment. More resources will also be provided in class as to programs they can attend.

2013-2014 Spring

Continue with reminders throughout the quarter regarding the need to find a program before the assignment is due. Post or pass out event opportunities in class as well.

2014-2015 Fall

Continue with reminders throughout the quarter regarding the need to find a program before the assignment is due. Post or pass out event opportunities in class as well. This seems to be working well.

2014-2015 Spring

No adjustments at this time. Continued reminders to locate a site will be offered throughout the quarter, as well as calendars advertising events.

**RLCS 270: Diversity and Social Justice in Recreation and Leisure Services**

**Leisure Anthropologist Assignment**

Diversity and social justice are two areas where the program decided to spend more of its time and energy. Assignments in the new course, RCLS 270, are key to understanding how this new curriculum is being received by students. The Leisure Anthropologist assignment offers insight into how students perceive an experience where they are the "other." This feedback is important to further curriculum development for the class and the program.

**RCLS 425: Evaluation, Research and Statistics in Recreation and Leisure Services**

**Phase III**

2012-2013

Incorporate review of Phase I edits as a group into class time.

2013-2014

Continue offering sample excel files and web-based instruction for quantitative data analysis using excel.

2014-2015

No change - emphasis on important components and web-based excel instruction will remain the same but no formal assignment changes.

- ☐ ABSENT
- ☐ EMERGING
- ☐ PRESENT

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**7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.**

**Course Specific Learning Outcome:** *What is the learning outcome identified in the course syllabus that meets this standard?*

**RCLS 240: Overview of Therapeutic Recreation Services**

- Upon completion of the course the student will develop an understanding of the bio-psycho-social limitation imposed by illness and disabilities as they relate to leisure involvement.
- Upon completion of the course the student will develop an understanding of the role of the therapeutic recreation professional as an advocate for services for special populations.
- Upon completion of the course the student will develop an understanding of the roles of the recreation professional and their service delivery system for a wide variety of individuals with

special needs.

- Upon completion of the class the student will gain knowledge and understanding of the responsibility of the interrelationship of the diverse leisure services delivery system, and the role of the professional in providing access to recreational opportunities to persons with disabilities.
- Upon completion of the course the students will have a basic understanding of the problems, needs, and strengths associated with various populations in order to implement and develop appropriate recreational programs and programs for integration of recreation.

**RCLS 313: Wildland Recreation Management**

- Students will participate in an outdoor recreation experience on property that is controlled by a land management agency (federal, state, or county).
- Students will know the various federal and state land management agencies and their respective mandates.
- Students will become more informed on issues related to recreation and the management of natural resources.

**RCLS 360: Facility Planning and Environmental Design**

- The student will be exposed to a facility planning process and gain an understanding of:
  - a. Planning for inclusive practices for programs
  - b. Planning for accessibility by all populations
  - c. Working with regulatory agencies
  - d. Understanding the inter-relationships of planners, architects and engineers.
  - e. Designing for social and cultural concerns.
- The student will gain an understanding of the operation and practices of indoor and outdoor facilities.
- Students will work with a small group of (3-4) to complete a major research project to design a facility.

**RCLS 385: Programming in Recreation and Leisure Services**

- Develop an overall program planning portfolio that uses an array of involvement levels and activities from a range of program areas (7.03).
- Demonstrate the ability to conduct a needs assessment and utilize information to plan and develop recreation programs and resources (7.03).
- Adapt and modify leisure activities and services as clients and needs require (7.03).
- Demonstrate essential leadership skills and techniques (7.03).
- Develop one's ability to work cooperatively as part of a team, honing communication skills and problem-solving strategies (7.03).

**RCLS 470: Administration, Organization, and Supervision in Recreation and Leisure Services**

- The student will be exposed to and gain practical experience with time management and the various forms of organizational communication, i.e., writing effective reports, letters, memos, and email.
- The student will be exposed to and become familiar with the fundamentals of management science and organizational design and behavior.
- The student will be exposed to and become familiar with group process and work teams; learning styles, effective listening and oral communication skills; problem solving; and conflict resolution and negotiation skills.
- The student will be exposed to and become familiar with the basics of leadership theory, the fundamentals of supervision, and a number of decision-making models.
- The student will be exposed to and become familiar with the area of recreation policy (interpretation, application, and development).
- The student will be exposed to and become familiar with a number of essential administrative functions and duties.
- The student will be exposed to and become familiar with a number of key issues and concepts

associated with the realm of human resources.

- The student will be exposed to and become familiar with aspects of business ethics and social responsibility.

**RCLS 480: Budgeting in Recreation and Leisure Services**

- Identify financial management strategies and differences between public, private not-for-profit, sport, tourism, and commercial enterprises. (7.03)

**Evidence of Learning Opportunity (7.03.01)** *How are students given opportunities to show they have learned the outcome?*

**RCLS 313: Wildland Recreation Management**

**Agency Video**

[RCLS 313 Agency Video Assignment Link](#)

**RCLS 360: Facility Planning and Environmental Design**

**Facility Design Project**

[RCLS 360 Facility Design Project Assignment Link](#)

**RCLS 470: Administration, Organization, and Supervision in Recreation and Leisure Services**

**Professional Interview**

[RCLS 470 Professional Interview Assignment Link](#)

**RCLS 480: Budgeting in Recreation and Leisure Services**

**Budget Report**

[RCLS 480 Budget Report Assignment Link](#)

**Performance Measure (7.03.02)** *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.*

**RCLS 313: Wildland Recreation Management**

**Agency Video**

[RCLS 313 Agency Video Rubric Link](#)

**RCLS 360: Facility Planning and Environmental Design**

**Facility Design Project**

[RCLS 360 Facility Design Project Rubric Link](#)

**RCLS 470: Administration, Organization, and Supervision in Recreation and Leisure Services**

**Professional Interview**

[RCLS 470 Professional Interview Rubric Link](#)

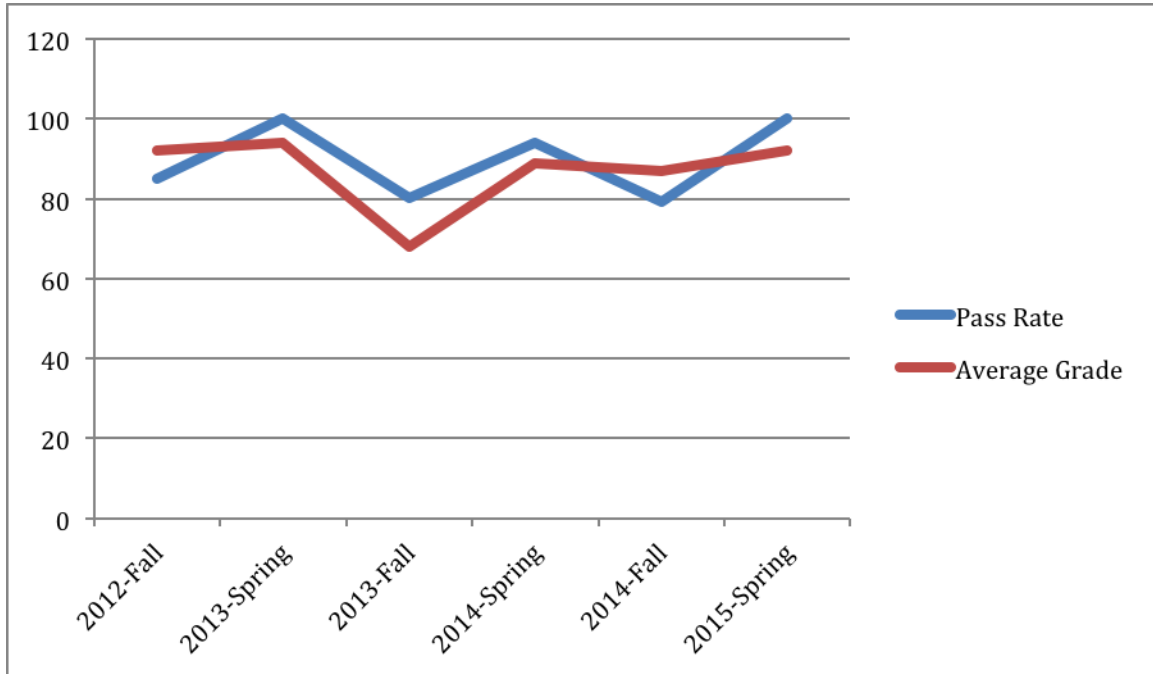
**RCLS 480: Budgeting in Recreation and Leisure Services**

**Budget Report**

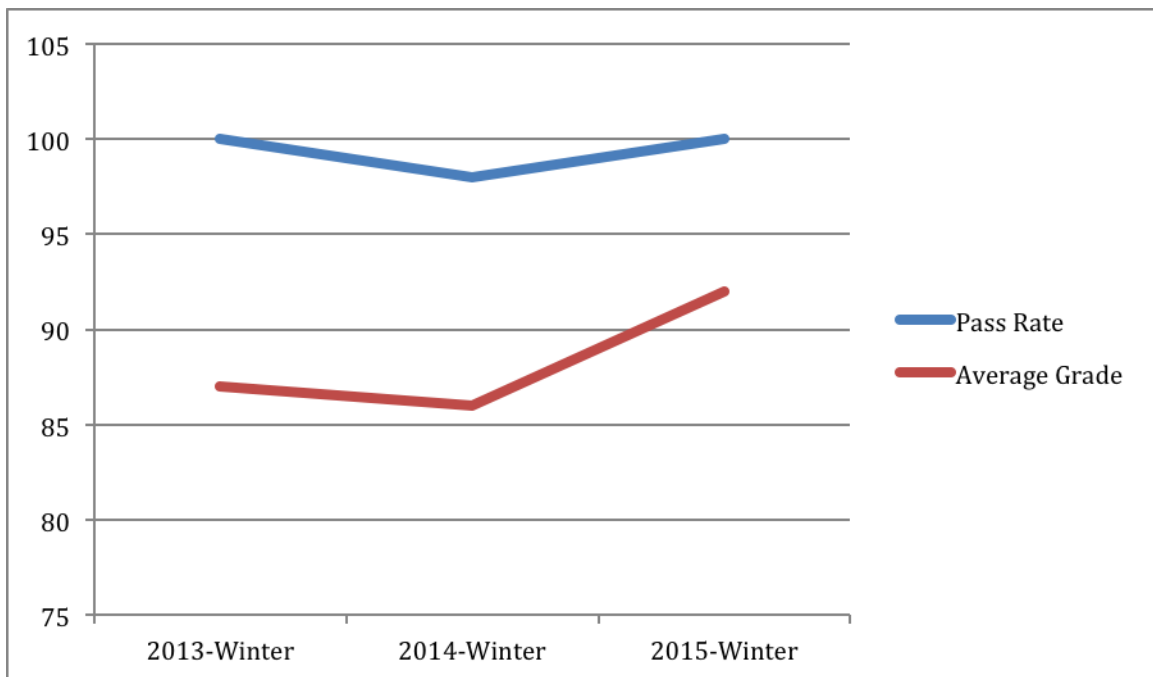
[RCLS 480 Budget Report Rubric Link](#)

**Performance levels/metrics:** *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*

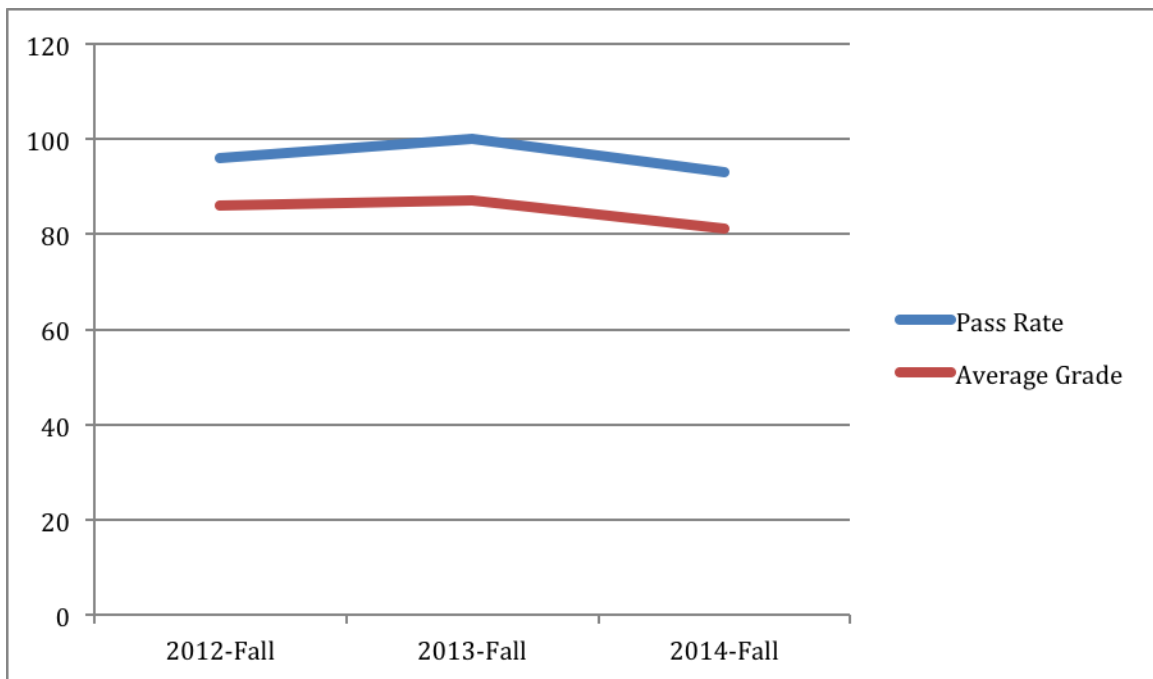
**RCLS 313: Wildland Recreation Management**  
**Agency Video**



**RCLS 360: Facility Planning and Environmental Design**  
**Facility Design Project**



**RCLS 470: Administration, Organization, and Supervision in Recreation and Leisure Services**  
**Professional Interview**



**Findings**

Pass Rate:

Average Team Score:

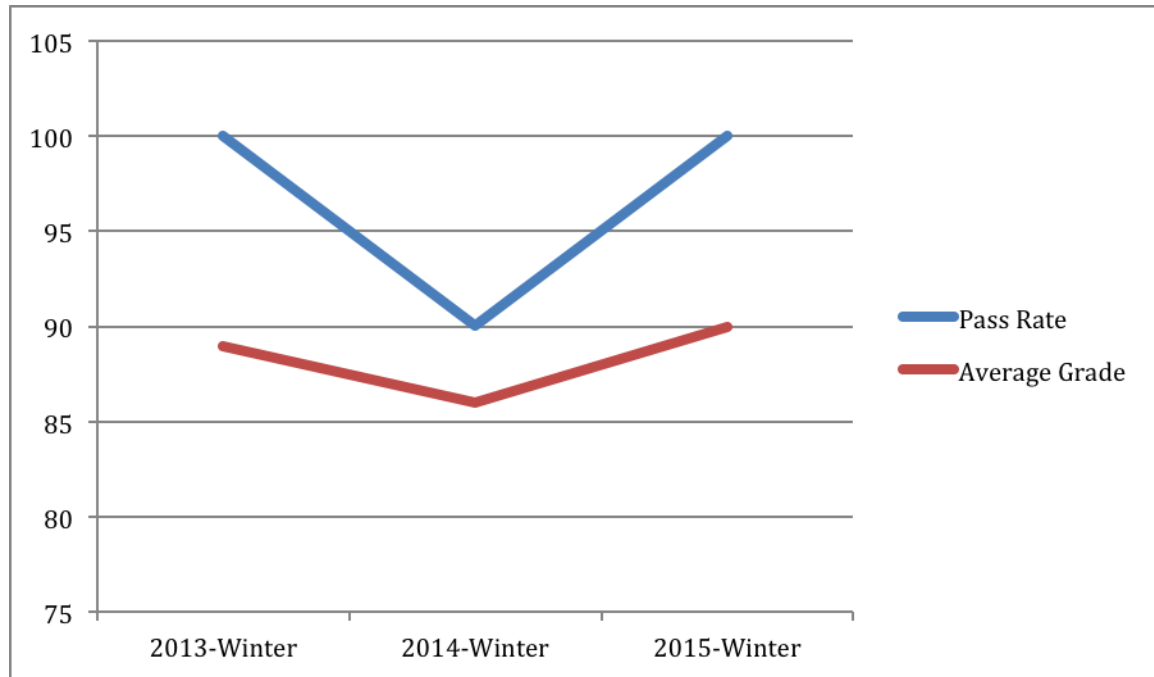
Section (01)

90%

84%

The minimum passing score for all assignments in the accredited core is a 2.5 or 74% of the total points available. We believe, based on the results seen above, that students have met the expectations for this assignment, as well as the 7.03 standard we are trying to address with this exercise.

**RCLS 480: Budgeting in Recreation and Leisure Services**  
**Budget Report**



**Assessment Results (7.03.03)** *Based on the performance levels/metrics set above, at the end of the semester, what were the results?*

**RCLS 313: Wildland Recreation Management**  
**Agency Video**

The scores on this assignment have been fairly consistent since the Fall 2012. The feedback from students is that it is a lot of work but they enjoy the process. Results also show that if students do not take the time needed throughout the quarter to prepare and produce the video assignment there is no way to fake it in the end. It helps to have done this assignment a few times now. I know how to help guide the students more successfully. I emphasize the use of the Library Multimedia Commons and also do a small video-editing workshop in class. Videos produced by students have increased in quality with each class. I now show a few of the videos that past groups have made and that seems to help the groups understand the assignment expectations more clearly. Groups are now expected to complete their agency visitations early which gives time for video development and editing. The feedback from students on this project is outstanding. They gain a lot from the land agency visitations, video production process, as well as the experience they have with fellow classmates.

**RCLS 360: Facility Planning and Environmental Design**  
**Facility Design Project**

This assignment saw a number of changes prior to 2012. Initially the project was much larger in scope and was very difficult for groups to complete effectively. Much time and effort was placed on making the project more concise and meaningful. Incorporating the Cheney Parks and Recreation Department into this project proved to be very beneficial. Topics have become more meaningful and manageable. Having the P&R staff as a resource for students has proven to help students stay on topic. The results of scores since 2012 show that all of these changes have been effective and student scores have increased since their implementation from 2012-14. Even though we lost the Cheney Parks and Recreation Department connection because the Park Director left in 2014 and there has not been a replacement hired, scores

have continued to rise. I believe this is because we have learned to focus the project topics on student interests as well as narrow the scope of the projects. This has allowed the students to create more quality projects and not get lost in overwhelming details.

**RCLS 470: Administration, Organization, and Supervision in Recreation and Leisure Services Professional Interview**

This is a long-standing assignment that is closely monitored for results, via the assessment process. Students are required to use pre-existing knowledge (gained from other classwork), as well as new techniques related to administration. I believe the results are satisfactory, although there is room for student improvement. There is a tremendous amount of detail in the assignment and students are graded on their ability to clarify confusion points, as well as follow directions. There is no one aspect of the assignment that is inordinately difficult, however, the work closely parallels long-term project work that our students will encounter in the profession. The assignment also calls upon skill-sets that the students will use on a regular basis, once in the field: business writing, attention to detail, oral communications, research, interview techniques, division of labor, quality control, etc. Poor performance on this assignment is usually the result of not following directions, primarily. However, I will also see the following: poor editing, poor time management, interviewing the wrong professional, use of improper questions on the interview guide, and failure to consult class examples on the Canvas site. The interview is aimed at mid to high-level administrators, who are asked to describe their daily duties, challenges, and solutions to the world of management. When done well, this is a powerful learning tool for our seniors. I will continue to use this assignment in the curriculum.

**RCLS 480: Budgeting in Recreation and Leisure Services Budget Report**

The Budget Report was adopted from a similar assignment that Dr. Barb Brock had included when she was teaching this class. It is developed throughout the quarter through "Guided Designs" (GDs) where students focus on particular aspects of the report each week. At the advent of this assignment, students were resistant to the idea of developing such a complex document. The GDs were outrageously helpful in getting past their mental block. Students also expressed distaste for working with numbers in general...it was the whole 'I'm a RCLS major—why do I need to know this stuff?' mentality. To combat this, I started bringing in local alumni who deal with budgets on a daily basis. For students to see pragmatic examples of how textbook material could easily be part of their everyday language and responsibilities in the workforce had a dramatic influence in my opinion. You could see students start to relate back to the guest lectures and apply course content through the GDs in developing the Budget Report. Another big challenge with this assignment has been the group dynamics components. Leaders naturally emerge throughout the quarter in various ways. To combat unfair group contributions, I started grading on individual sections as well as the overall document. Students responded positively to this change.

**Evidence of Programmatic Decisions (7.03.04)** *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*

**RCLS 313: Wildland Recreation Management Agency Video**

This assignment has solidified the importance of integrating technology into teaching as well as the curriculum. Many students have knowledge on how to use technology to access information, but have not had to learn technology and apply what they have learned to create a product. This assignment allows them to do exactly that. Many students don't realize the amount of work that goes into editing the final product. When they complete the assignment they have not only a better understanding of how to develop and create multi-media, they also have more appreciation for it. This assignment has led to the integration of video production in other courses within the RCLS curriculum.

**RCLS 360: Facility Planning and Environmental Design Facility Design Project**

This assignment has reminded me that bigger is not always better. It has also shown the importance of connecting material to current student interests as well as connecting courses with local resources.

Although the Cheney Park and Recreation Department connection was lost, I did learn that quality projects can be created when narrowing the scope of the assignment. Many students try to take on too large a project at first. Quality is better than quantity. This project has also been effective in highlighting the importance of our Therapeutic Recreation field to students through the incorporation of the American with Disabilities Act accessibility guidelines as part of the assignment.

**RCLS 470: Administration, Organization, and Supervision in Recreation and Leisure Services**  
**Professional Interview**

This assignment is insightful for both the student and the instructor. Typically, when done well, the students will generate results that help us to keep tabs on the pulse of administration and management within the profession. These results are then discussed with the faculty so that we can use this as an additional data point for informing other classes concerned with management (legal liability, budgeting, programming, facilities, etc.). In particular, I always have an eye toward interview data that helps to inform my specific instruction in this class. In many cases, what I am presenting in class is reiterated in the interview process, which is helpful. Students need to hear these perspectives outside of the classroom environment. Last, we know from this assignment, as well as from our internship data, that writing is an area we need to continue to focus upon (both business writing and research writing). Writing across the RCLS curriculum is an emphasis and priority.

**RCLS 480: Budgeting in Recreation and Leisure Services**  
**Budget Report**

As noted during our alumni luncheon, increasing financial management skills for our graduates should be a priority for our program. The Budget Report in RCLS 480 is a quarter-long project where students are exposed to an in-depth experience of developing a budget for an enterprise of their choosing. This project is also valuable from an entrepreneurial standpoint as many of our students are looking into starting their own business.

- ☐ ABSENT
- ☐ EMERGING
- ☐ PRESENT

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**7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.**

**Course Specific Learning Outcome:** *What is the learning outcome identified in the course syllabus that meets this standard?*

**RCLS 435: Employment Processes in Recreation and Leisure Services**

By the end of this course, students should be able to:

- Develop and maintain a professional presence online that is pertinent to the application process
- Develop a professional portfolio relevant to finding a career after college
- Deliver a presentation with confidence and professionalism, similar to the interview process
- Understand the necessary components of a resume and cover letter
- Summarize the details and requirements found within the student and supervisor internship manuals
- Critically think about what they aspire to be as a recreation professional
- Utilize various search techniques for finding internships and jobs
- Understand the different sectors found within the recreation and leisure industry
- Demonstrate the importance of professional networking
- Illustrate what professional employers are looking for in job candidates

**Evidence of Learning Opportunity (7.04.01)** *How are students given opportunities to show they have learned the outcome?*

**RCLS 435: Employment Processes in Recreation and Leisure Services Presentations**

[RCLS 435 Presentations Assignment Link](#)

**RCLS 435: Employment Processes in Recreation and Leisure Services Electronic Portfolio**

[RCLS 425 Electronic Portfolio Assignment Link](#)

**RCLS 495: Recreation Management Professional Internship Goals and Objectives and Internship Final Evaluation**

[RCLS 495 Internship Assignment Link](#)

**Performance Measure (7.04.02)** *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.*

**RCLS 435: Employment Processes in Recreation and Leisure Services Presentations**

[RCLS 435 Presentations Rubric Link](#)

**RCLS 435: Employment Processes in Recreation and Leisure Services Electronic Portfolio**

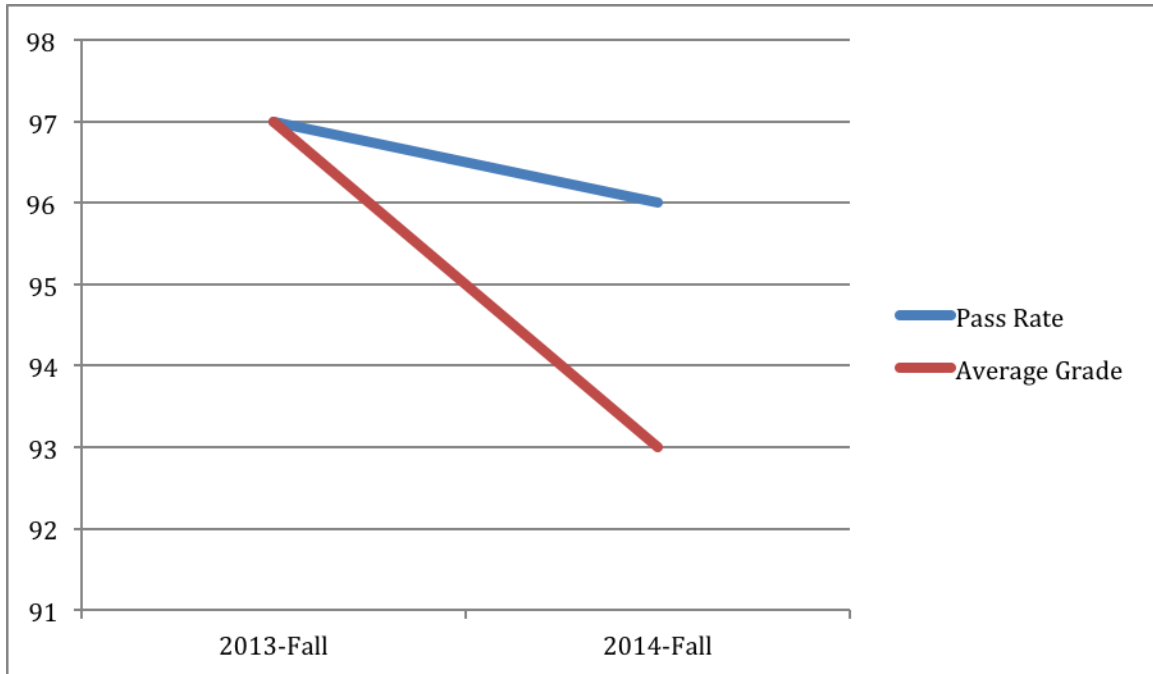
[RCLS 435 Electronic Portfolio Rubric Link](#)

**RCLS 495: Recreation Management Professional Internship Goals and Objectives and Internship Final Evaluation**

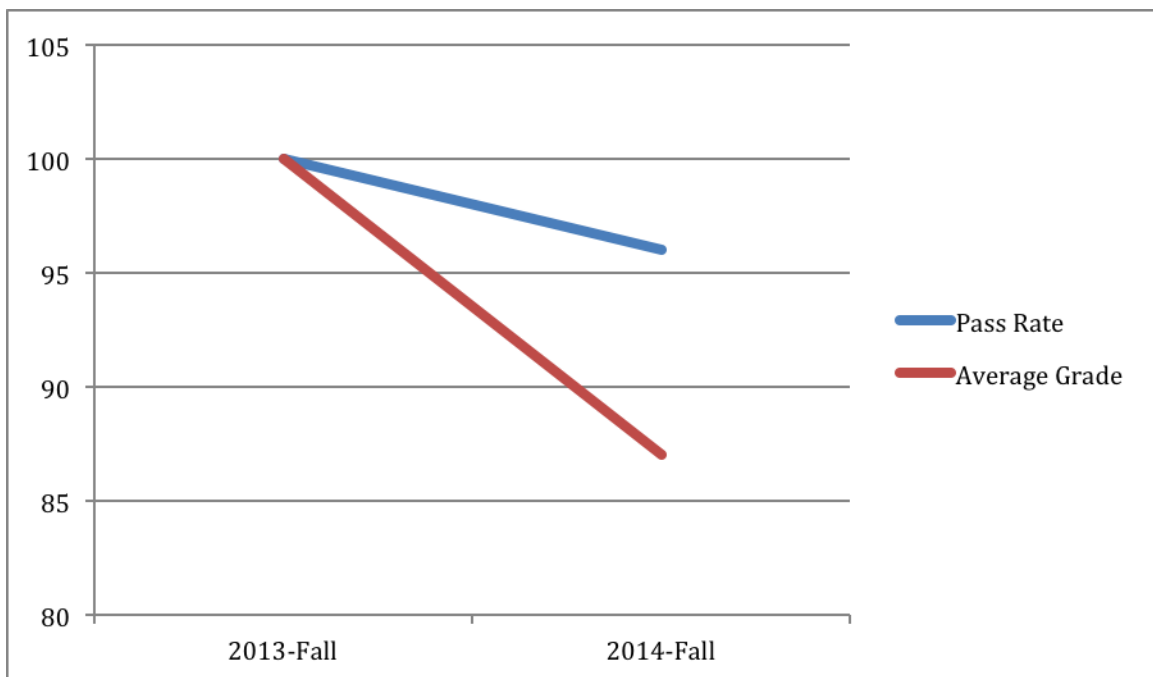
[RCLS 495 Internship Rubric Link](#)

**Performance levels/metrics:** *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*

**RCLS 435: Employment Processes in Recreation and Leisure Services Presentations**



**RCLS 435: Employment Processes in Recreation and Leisure Services Electronic Portfolio**



**RCLS 495: Recreation Management Professional Internship  
Goals and Objectives and Internship Final Evaluation**

**Findings**

	<u>Pass Rate:</u>	<u>Ave. Final Evaluation Score:</u>
<u>Final internship evaluations:</u>		
Summer 2012:	100%	90%
Summer 2013:	100%	93%
Summer 2014:	100%	94%
Summer 2015:	100%	94%

The minimum passing score for all assignments in the accredited core is a 2.5 or 74% of the total points available. We believe, based on the results seen above, that students have met the expectations for the internship process, as well as the 7.04 standard we are trying to address with this exercise.

**Assessment Results (7.04.03)** *Based on the performance levels/metrics set above, at the end of the semester, what were the results?*

**RCLS 435: Employment Processes in Recreation and Leisure Services  
Presentations**

This class was adopted from Dr. Barb Brock after her retirement. It was co-taught in '14-'15 and independently taught in 15-'16. The presentations in RCLS 435 are designed to offer a snapshot of a student's proficiencies, passions, and public speaking ability. They are short in length (1-2 minutes), but students are expected to dress professionally and produce a polished product. It's also a great opportunity for students to see what their classmates are doing in the field. No major changes have been made to this assignment in the last couple cycles. All RCLS faculty are invited to attend this presentation, offering students additional feedback. Faculty and students alike value this culminating experience in a class designed to offer pre-professional experience for the students.

**RCLS 435: Employment Processes in Recreation and Leisure Services  
Electronic Portfolio**

The portfolio for RCLS 435 has moved to a website development format. Students are no longer required to produce hard copies of their professional portfolios. Instead, websites are now developed during the class to showcase students' resumes, professional work, references, and passion statements. Previously, students had turned in hard copies of this portfolio, only to never pick up their graded documents. With the electronic version, students now have continued access to their portfolio even after the class concludes that they can use during their job search. Students responded favorably to the change, voicing their appreciation of using more technology for this assignment.

**RCLS 495: Recreation Management Professional Internship  
Goals and Objectives and Internship Final Evaluation**

Generally, the final internship evaluation scores we see are fantastic. And we also know that writing is a consistent program weakness, which has been identified in the assessment process (but has also shown consistent improvement, per the internship final evaluations, since 2012). Other forms of data (the final goals and objectives product, weekly reports, student collected assessment data, and the final 10<sup>th</sup> week report) indicate that students struggle with the initial development of goals and objectives. Some "get it"

right away, others need to be brought along, so to speak. All students end up with a satisfactory product; otherwise, they cannot proceed with the internship. This indicates to me that students need more hands on exposure to this skill-set and that what we are doing in RCLS 385 and RCLS 470 is not enough at this time.

**Evidence of Programmatic Decisions (7.04.04)** *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*

**RCLS 435: Employment Processes in Recreation and Leisure Services Presentations**

Public speaking skills continue to be a valued proficiency for our graduates as expected. This assignment supports that need and has remained steady ever since the course was adopted from Dr. Barb Brock. Students also enjoy the community aspect of seeing what their classmates have to say during their presentations.

**RCLS 435: Employment Processes in Recreation and Leisure Services Portfolio**

The portfolio assignment in RCLS 435 has taken on a website based approach. Students need additional technological skills for future work environments. This assignment is part of a program wide recognition of this fact, as we are trying to produce more technologically savvy graduates.

**RCLS 495: Recreation Management Professional Internship Goals and Objectives and Internship Final Evaluation**

This is fresh information (coming from the summer 2015 internship process). I will say that I have known intuitively for some time that the development of effective goals and objectives can be a challenge for some of our students (based on the personal work I do with interns every year). Once the self-study is completed, we will sit down and discuss mechanisms for students to acquire more hands-on experience regarding the development of goals and objectives in RCLS 385 and RCLS 470. I think it's a matter of more hands on work and feedback from the faculty.

Overall, the final evaluation scores for the professional internship, independent of the challenges we see with the development of goals and objectives, have seen a steady increase since 2012 where the average was 90%. The last two years (2014 and 2015) have seen overall averages of 94% across all items, for all students. Of particular note is the fact that the scores for writing and expression have seen steady improvement over the last three years, which means our various approaches for addressing these issues have worked (new and more effective rubrics, the use of a peer review process, a focus on research techniques and APA format, and the use of writing assignments in critical classes at the 200 and 400 levels).

- ☐ ABSENT
- ☐ EMERGING
- ☐ PRESENT

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