

Shepherd UNIVERSITY

**Department of Health, Physical
Education, Recreation and Sport**

2014

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

**Recreation
& Sport
Studies
Self-Study
Report**

Department of Health, Physical Education, Recreation, & Sport

Shepherd University

Accreditation Self-Study Report

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

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SU Recreation and Sport Studies

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[Web site devoted to the Recreation and Sport Studies COAPRT Accreditation](#)

SU Recreation and Sport Studies

FORWARD

This self-study report regarding the Recreation and Sport Studies Program within the Department of Health, Physical Education, Recreation and Sport (HPERS) at Shepherd University is presented to the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). Shepherd University is seeking initial accreditation.

The self-study was developed by Dr. Greg Place, faculty member in Recreation and Sport with the involvement of all recreation and sport faculty. Faculty input was sought out and provided throughout the self-study process based on areas of expertise. Specifically, this was a valuable practice that required faculty to review program learning outcomes and course syllabi to reflect outcome-based program objectives.

HISTORY OF THE SHEPHERD UNIVERSITY

Shepherd University began when the county seat of Jefferson County, West Virginia, was moved from Shepherdstown to Charles Town in July 1871. The people of Shepherdstown and vicinity decided to use the vacated courthouse for educational purposes. An article of incorporation for a school to be known as Shepherd College, designed to instruct students “in languages, arts and sciences,” was drawn up and signed by C.W. Andrews, A.R. Boteler, C.T. Butler, G.M. Beltzhoover, David Billmyer, Samuel Knott, and Henry Shepherd. This body of incorporators gave itself power to elect instructors, pay salaries, and prescribe courses of study. Professor Joseph McMurrin was appointed first principal of the institution, which opened with 42 students in September 1871, under the authority of the Board of Trustees.

On February 27, 1872, the Legislature of West Virginia passed the following act: “That a branch of the State Normal School by and the same is hereby established at the building known as Shepherd College, in Shepherdstown, in the county of Jefferson, West Virginia.” Shepherd became a four-year college for the training of teachers on July 1, 1930, at which time the institution began granting the Bachelor of Arts degree. Shepherd was authorized to implement liberal arts programs in 1943, and in 1950 the Bachelor of Science degree was added. Also in 1950 Shepherd was accredited by the North Central Association of Colleges and Schools and in 1951 it became a member of the Association of American Colleges.

In the past two decades, Shepherd has added 12 new buildings, including the \$9 million Robert C. Byrd Science and Technology Center; the \$18 million addition to the Scarborough Library, which also houses the Robert C. Byrd Center for Legislative Studies; the \$10 million Erma Ora Byrd nursing classroom building; the \$10 million Center for Contemporary Arts; and the \$21.6 million Wellness Center.

MISSION STATEMENT

Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.

SU Recreation and Sport Studies

Core Values

Committed to excellence, Shepherd University embraces the following five core values: Learning, Engagement, Integrity, Accessibility, & Community

HISTORY OF RECREATION AND SPORT STUDIES PROGRAM

Dr. Michael B. Josephs, within the division of HPERS founded the Recreation Program in 1972. The program consisted of two areas of specialization; Community Recreation and Park Administration. In 1983, Dr. Dean Pease, HPERS Dept. Chair refined Community Recreation and also introduced Therapeutic Recreation, Outdoor Recreation, and Commercial Recreation & Tourism as areas of specialization. In 1989, Dr. Vince Gonino, HPERS Dept. Chair refined the current Recreation Program of study and created the new Recreation and Leisure Studies Program with areas of concentration in Commercial Recreation & Tourism, Athletic Coaching, Fitness/Exercise Science (historically/currently), Sport Communication, Sport Management, and Therapeutic Recreation. The next phase of changes and/or additions to the current areas of concentration occurred in 2005 under the direction of Dr. Andro Barnett, HPERS Department Chair. The Sport Management concentration was refined and now referred to as the Sport & Event Management concentration. In addition, Dr. Barnett also introduced a new area of concentration in Sports Marketing. The current Recreation and Sport Studies Program is detailed below:

CURRENT OFFERINGS: Bachelor of Science:

RECREATION AND LEISURE STUDIES

Comprehensive Major, BS degrees includes:

- **Athletic Coaching and Officiating Concentration**
- **Public Recreation and Park Administration (was Commercial Recreation/Tourism)**
- **Sport Communication Concentration**
- **Sport and Event Management Concentration**
- **Sport Marketing Concentration**
- **Therapeutic Recreation Concentration**
- **Fitness/Exercise Science Concentration (moving to the Department of Health Promotion & Exercise Sciences in summer of 2014)**

Recreation and Sport Mission Statement

(Values: Community, Engagement, Global Understanding, Inclusiveness, & Professionalism)

To enhance the intellectual and personal development of the individual by offering comprehensive academic and professional programs that enhance an understanding of the recreation leisure profession at the local, national, and international levels. These programs are designed with the curricular intent to broaden perspectives, enrich awareness, create understanding and prepare individuals for meaningful careers within the recreation and sport profession.

1.00 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:

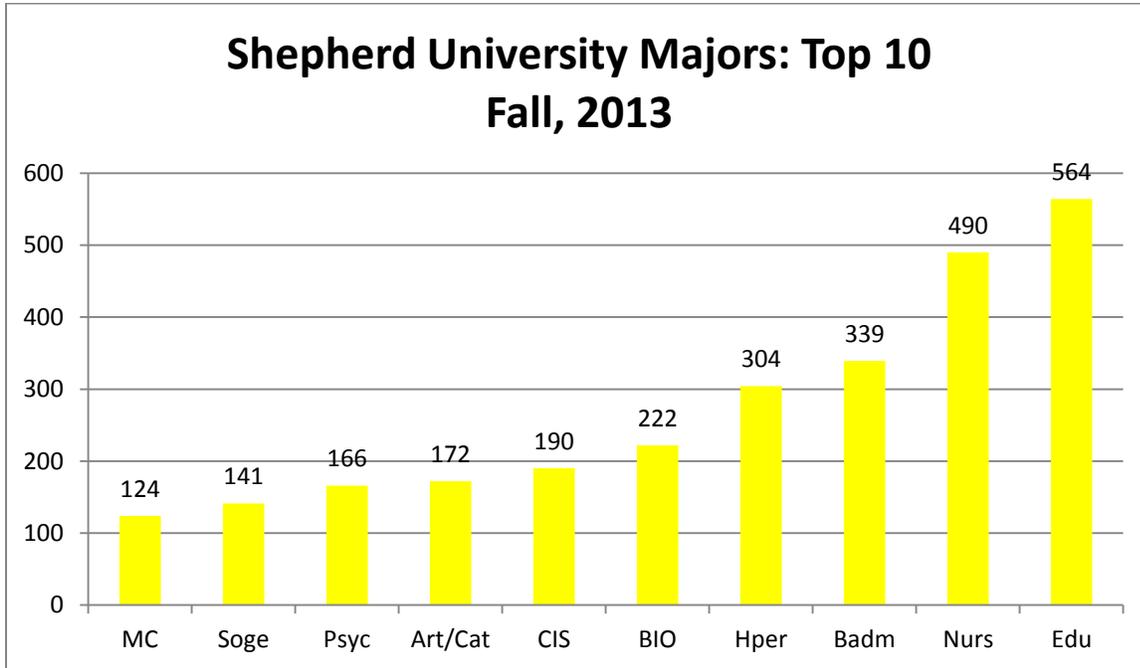
The HPERS department began offering courses in 1972-73 and has operated continuously since that time. The Department is authorized to offer a Bachelor of Art in Education and a Bachelor of Science degree in Recreation and Sport Studies. Recreation and Sport Studies represent one of the top 10 areas of study at Shepherd (see below). Within this program are currently seven (7) specializations: Sport and Event Management; Public Recreation and Park Administration; Sport Marketing; Therapeutic Recreation; Fitness & Exercise; Sport Communications; and Athletic Coaching and Officiating. Actions have been taken and continue to be taken to ensure that the recreation degree is represented consistently across campus. Student transcripts and the university catalog use the degree title, “Bachelor of Science degree in Recreation and Sport Studies”. In addition, the Recreation Program is identifiable to the public through its web page: <http://www.shepherd.edu/hpers> and throughout multiple pages at the institution:

- [Shepherd University home page](#)
- [School of Education and Professional Studies web page](#)
- [Department of Health, Physical Education, Recreation and Sport web page](#)
- 2010-2011 Organizations Structure for Shepherd University Faculty

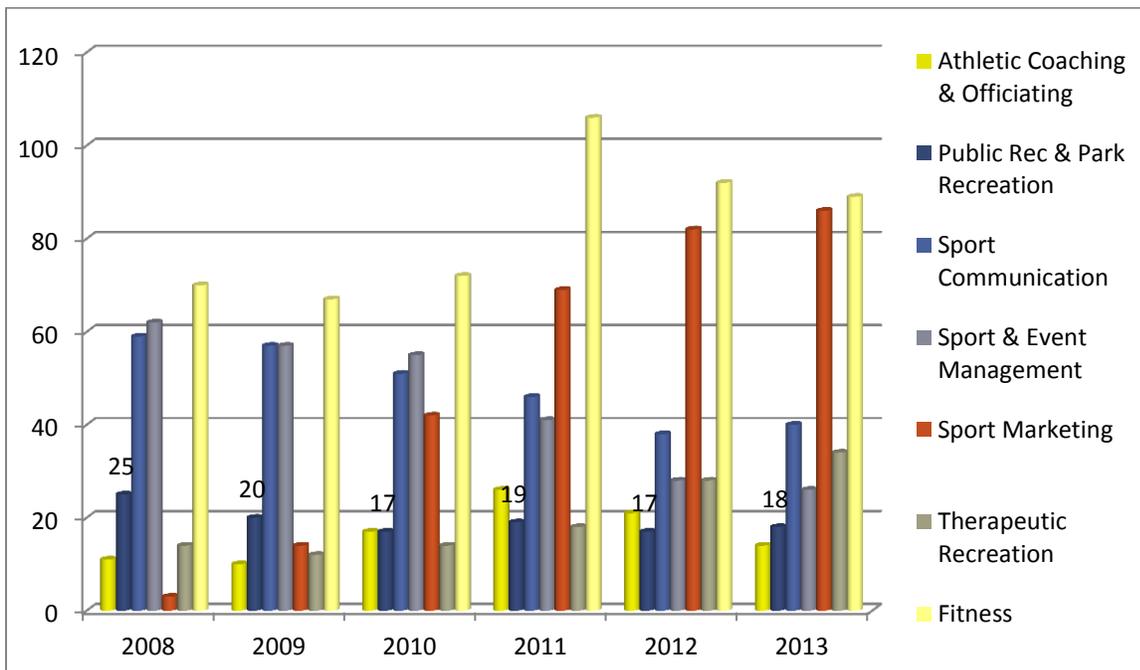
Samples of evidence detailing the existence of the Recreation and Sport Studies program include:

- [2016-2017 Shepherd Catalog](#)

SU Recreation and Sport Studies



Furthermore, the following chart shows the remaining Recreation and Sport Studies Program by emphasis area:



SU Recreation and Sport Studies

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:

Shepherd University last hosted a site team visit from the Higher Learning Commission of the North Central Association of Colleges and Schools for a reaffirmation of accreditation visit on March 5-7, 2012. Shepherd University met all five criteria for accreditation, and was reaffirmed for the maximum time period of 10 years by the [Higher Learning Commission](#), one of the six regional agencies that accredit U.S. colleges and universities at the institutional level. Findings of the site team report are located here: [HLC Final Site Report](#)

Recent actions by the Higher Learning Commission and the outcomes are posted on Shepherd's comprehensive accreditation web pages: [SU HLC 2012 Self-Study](#)

Using evidence-based data and data-driven results and continuous improvement outcomes from the university's planning documents, [Shepherd University's self-study](#) demonstrated how it complies with the standards of excellence set by the Higher Learning Commission in its criteria for accreditation.

Shepherd University has been continuously accredited since 1950 by the Higher Learning Commission of the North Central Association of Colleges, one of the six regional agencies that accredit U.S. colleges and universities at the institutional level.

Additionally, Shepherd University is currently in good standing with all of its various programmatic accrediting bodies. A list of these accreditations may be found on the academic affairs website under [accreditations](#).

Recent actions by programmatic accrediting bodies include:

- 2010 NASM granted initial accreditation to the Master of Music in Music Education program. The next site visit is 2015-2016.

- 2011 NCATE reaffirmed accreditation for initial Teacher Education programs with no areas for improvement; initial accreditation was granted to the advanced Teacher Education programs with no areas for improvement. The next site visit will occur in 2017-18.

The Commission on Collegiate Nursing Education (CCNE) granted initial accreditation to the Nursing Education program in 2011. The next site visit will occur in 2015-16.

- 2012 The Department of Social Work received reaffirmation of accreditation from the Council of Social Work Education.

SU Recreation and Sport Studies

•2013 A Monitoring report regarding federal compliance elements on course syllabi and faculty workload was accepted by the Higher Learning Commission, with no areas of follow up.

The International Assembly for Collegiate Business Education site visit occurred for re-accreditation of the Business program and initial accreditation for the Master of Business Administration program.

Shepherd University is accredited by:

The Higher Learning Commission

30 North LaSalle Street, Suite 2400

Chicago, Illinois 60602-2504

Phone: (800) 621-7440 / (312) 263-0456 • www.ncahlc.org

Council of Public Liberal Arts Colleges

One University Heights CPO 1615

Asheville, NC 28804

www.coplac.org

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:

The Recreation and Sport Service Program is staffed by the following full-time faculty:

Andro L. Barnett, Ed.D. – Associate Professor

David E. Fincham, M.A. Degree – Assistant Professor

Stacey M. Kendig, Ed.D – Assistant Professor

Greg S. Place, Ph.D.– Assistant Professor

Dr. Barnett and Mr. Fincham are tenured. Dr. Kendig, and Dr. Place are tenure track. Dr. Barnett, Mr. Fincham, and Dr. Place teach a maximum of 12 hours per semester in Recreation and Sport Studies. Dr. Kendig, the Department Chair teaches 9 hours in the Fall and six hours in the Spring. The department also utilizes adjunct faculty, some on a regular basis, depending on the program need and student enrollment.

SU Recreation and Sport Studies

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 Majority of Recreation & Sport Studies [Core Courses](#) are taught by Dr. Barnett, Dr. Kendig, Mr. Fincham, and Dr. Place. Between these four faculty there are multiple post-bachelor degrees in parks, recreation and related professions. In addition, these four faculty have over 25 years of practical experience in public and non-profit recreation giving Shepherd a highly qualified group of faculty responsible for the majority of Recreation & Sport core courses.

See [Recreation and Sport Faculty Vitae](#).

Faculty	Degree related to parks, recreation, tourism, etc.
Andro L. Barnett	BS in HPER, M.Ed. in Sport Administration and Leisure Studies and an Ed.D. in Sport Management and Leisure Studies
Stacey M. Kendig (Chair)	BA in Recreation and Leisure Studies, MS in Park and Recreation Resource Management and an Ed.D. in Educational Leadership
Miss Hall	
Greg S. Place	M.S.A. in Administration with a concentration in Parks and Recreation and a Ph.D. in Human Performance (Parks and Recreation) from Indiana University with a concentration in Outdoor Recreation

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:

The following table describes the subjects taught those most directly responsible for the Recreation and Sport Studies students. Competencies and Credentials related to the subject matters is given.

Faculty	Subjects taught in Recreation, Leisure, and/or Sport	Competencies and Credentials
Andro L. Barnett, Ed.D.	Introduction Management Leadership Leisure for Aging Leisure Activities History Marketing Facilities Numerous Activity	<ul style="list-style-type: none"> • Twenty Four years of experience in teaching Recreation, Leisure, and/or Sport courses • BS, M.Ed. and Ed.D. in Sport Management and Leisure Studies • Four years of experience as Athletic Compliance Coordinator and nine years as FAR for the University.

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Miss Hall, M.A.	Therapeutic Recreation	•
Stacey M. Kendig, Ed.D.	Health Commercial Management Marketing Facilities Sports Writing Leisure and Aging Introduction Late Adulthood	<ul style="list-style-type: none"> • Twenty years of experience in public recreation programming and administration • Eighteen years teaching Recreation, Leisure, and Sport Courses • BA and MS in Parks and Recreation • Ed.D, Higher Education Administration
Greg S. Place, Ph.D.	Marketing, Management, Programming, Technology, Human Resources Leadership	<ul style="list-style-type: none"> • Thirteen years of experience in non-profit recreation programming and administration • Fourteen years of experience teaching Recreation, Leisure, & Sport courses • Ph.D. in Parks and Recreation from Indiana University

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:

Stacey M Kendig, Ed.D & Greg S. Place, Ph.D. attended the COAPRT accreditation workshop at National Recreation & Park Association Conference in Atlanta Georgia, Fall, 2011.

2.00 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.

Evidence of Compliance:

The program's mission, vision, and value statements are closely aligned with the mission, vision, and values of the Department, School, and University. As evidenced by the links below these missions are clearly visible on related web pages.

[Shepherd University Mission Statement](#)

(Values: Learning, Engagement, Integrity, Accessibility, & Community)

Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.

[School of Education and Professional Studies \(SEPS\)](#)

(Values: Integrity, Teaching/Learning, Inclusiveness, Professionalism, Community)

The School of Education and Professional Studies embraces a strong liberal arts foundation while preparing students to be leaders in their respective professions.

[Recreation and Sport Studies Program Mission Statement](#)

(Values: Integrity, Teaching/Learning, Inclusiveness, Professionalism, Community)

To enhance the intellectual and personal growth of the individual by offering academic and professional programs related to health, physical education, recreation and sport studies. These programs are designed with the curricular intent to broaden perspectives, enrich awareness, enhance understanding and prepare individuals for meaningful careers within their chosen discipline.

Recreation & Sports Studies Program Goals & Objectives:

GOAL #1: Develop highly qualified pre-professionals prepared to enter the workforce as difference makers.

GOAL #2: Enhance collaborative partnerships with local educational agencies, sport and recreation associations; both local and national, and community based agencies

SU Recreation and Sport Studies

Recreation, Leisure, and Sport Pathways

PATHWAYS/GOALS and STRATEGIC PRIORITIES:

I – To Recruit and Retain Quality Faculty and Students

1. Develop a marketing plan specific to the Recreation & Sports Studies Department to enhance recruitment efforts.
2. Strengthen the diversity of faculty, staff, and students.
3. Improve retention rates for faculty, staff, and students.
4. Improve aesthetic appearances and create a welcoming environment.
5. Develop a defined mentoring program for both new faculty and students.

II – To Enhance the Overall Program

1. Incorporate University “LEAP” goals into all program curriculums.
2. Acquire COAPRT credentials for national accreditation.
3. Continue to monitor and improve program assessment plan.
4. Continue to develop programs that provide multicultural and diverse opportunities for faculty, staff, and students.

III – To Enhance Collaborative/Partnership Efforts

1. Improve communication and cooperation among department faculty and students.
2. Encourage participation of all faculty and students in departmental events.
3. Continue to enhance the appearance of the Recreation & Sports Studies Department website.
4. Continue to seek community partnerships that enhance student internship opportunities.

IV – To Promote Professional Development of Faculty

1. Encourage faculty to present current issues and trends in the Recreation & Sports Studies field at local, state, and national conferences.
2. Encourage faculty to participate in publishing efforts in peer-reviewed journals.
3. Encourage faculty to participate to participate in grant writing efforts.

V – To Encourage Overall Wellness

1. Encourage and promote the importance of overall wellness to faculty, staff, and students.

The Recreation and Sport Studies Baccalaureate Degree in the HPERS department at Shepherd University focuses on the management of Recreation and Sport Services. The curriculum consists of Recreation & Sport core courses that prepare students for a variety of careers in the recreation/sport field. Within this program are seven specializations: Sport and Event Management; Public Recreation and Park Administration; Sport Marketing; Fitness/Exercise Science; Therapeutic Recreation; Sport Communications; and Athletic Coaching and Officiating. Accreditation is sought for the professional program only.

SU Recreation and Sport Studies

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:

2.01:02 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) measurable 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.

[Shepherd University Strategic Plan](#)
[School of Education and Professional Studies Strategic Plan](#)
[Recreation and Sport Strategic Plan](#)

Evidence of Compliance:

The Recreation, Leisure, and Sport Studies Program strategic plan was developed and designed to support and be aligned with the Shepherd University overall plan as well as the School of Education and Professional Studies strategic plan. The term “pathway” is used to reflect the departmental goals.

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:

The department faculty members are confident that the current concentration programs effectively prepare students for professional positions in the field of recreation, leisure, and sports studies. The program curricula are constantly being reviewed and modified to meet the learning needs of our students. The program has also been developed to encourage students to pursue a graduate degree in their chosen area of concentration, which will assist them in being marketable for successful positions.

Curriculum changes occur due to several reasons: a). student input through semester course evaluations, senior exit surveys, and student verbal communication during advising sessions; b). practitioners and professionals feedback given through internship evaluations, advisory board meetings, and networking at state and local recreation and park conferences; c). University curricular changes as a result of national accreditation requirements.

Changes are then implemented at the department level via department meeting discussion followed by approval of vote. Recommendations are then forwarded to the School of Education and Professional Studies for faculty member review and approval by vote. Once the changes are approved at the school level, the recommendations are forwarded to the University Curriculum and Instruction Committee for final approval and implementation to the department curriculum.

SU Recreation and Sport Studies

Program Review

Shepherd University ensures that the quality of its academic programs, its faculty, and curricula through regular assessment. The West Virginia Higher Education Policy Commission (WVHEPC), in its “Policy Regarding Program Review,” requires university programs to undergo a comprehensive assessment every five years as described in the [Faculty Handbook](#) in Appendix G-1. The Shepherd University Program Review Committee (SUPRC) is responsible for reviewing all baccalaureate academic degree programs.

Crucial components of the review are the unit self-study, which must state accomplishments achieved since the last review, and an external reviewer who evaluates the self-study and completes a site visit. Involving external experts in the field ensures continuous improvement. Changes made as a result of the program review process are an important component in closing the loop on assessment assist relates to the mission and strategic priorities of the University.

The SUPRC has implemented an evaluation procedure and established criteria for on-campus program reviews consistent with policy. The committee suggests three outside consultants and one is chosen for each program, in compliance with the WVHEPC policy which states that the institution “will develop recommendation(s) for action and present it to the institutional Board of Governors (BoG) for action and referral to the Policy Commission.

The HPERS Department last underwent a program review in 2011-12. The Dean of the Center for Teaching and Learning noted that the department has multiple members overseeing various aspects of assessment. Improvement plans, based upon collected data, were provided in many areas. Using data-driven decision making, the department implements skills and testing required by the West Virginia Department of Education and the National Association of Physical Education. Coursework was modified for the health education endorsement to improve outcomes on the Praxis content knowledge exam. Results were also used in working to align departmental assessment with NRPA-COAPRT standards.

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

Evidence of Compliance:

The Recreation Baccalaureate Degree in the HPERS department at Shepherd University focuses on the management of Recreation and Sport Studies. The curriculum consists of Recreation and Sport Studies core courses that prepare students for a variety of careers in the recreation/sport field. Within this program are seven (6) specializations: Sport and Event Management; Public Recreation and Park Administration; Sport Marketing; Therapeutic Recreation; Sport Communications; and Athletic Coaching and Officiating. Accreditation is sought for the professional program (core), which is required of all emphasis areas.

The approved Recreation and Sport core curriculum is listed below and can be found along with the approved curriculum for each emphasis area in the [2016-2017 catalog](#).

SU Recreation and Sport Studies

Recreation & Sport Studies Core Course Curriculum:

RECR 100: First-Year Experience for Recreation and Leisure Studies
RECR 140: Introduction to Leisure Studies
RECR 200: Recreation and Sport Management Technology
RECR 210: Leisure Activities
RECR 211: Leadership in Leisure Studies
HLTH 225: First Aid/CPR
RECR 316: Recreation and Sport Programming
RECR 320: Facilities Management
RECR 324: Sport Writing
RECR 336: Inclusive Recreation
RECR 370: Environmental Education –or-
RECR 371: Outdoor Education
RECR 407: Management in Recreation & Leisure Services
RECR 444: Design and Analysis Research in Recreation and Sport
RECR 449: Pre-Practicum
RECR 450: Recreation Internship –or-
RECR 453: Senior Thesis

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.

Evidence of Compliance:

The program for which accreditation is to be applied to can be viewed on the Shepherd University on-line catalog in “[Programs of Study](#)”.

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 The program shall demonstrate that its assessment plan is compatible with expectations of the regional accrediting association and the institution.

Evidence of Compliance:

The HPERs Department undergoes an annual assessment process that is compatible with the North Central Association’s expectations. Additionally, the Recreation and Sport Studies program at Shepherd University undergoes a yearly assessment process designed to monitor, maintain and improve, when necessary, the department’s efforts of providing a strong and meaningful education to students and to meet the requirements of NRPA/COAPRT accreditation. Shepherd University has adopted [Weave Online](#) to collect, store, and analyze assessment data. The Recreation and Sport Studies program has worked closely with Dr. Laura Renninger, Dean of Teaching and Learning Center, to learn best how to utilize Weave Online for the program’s assessment needs.

SU Recreation and Sport Studies

Assessment

Shepherd University embraces assessment as a process to enhance student outcomes through effective teaching and learning. The University's assessment system has evolved over the past decade from acceptance of assessment as a method of determining student performance to a university-wide system that supports student learning, student satisfaction, and effective teaching by providing opportunities for academic growth and professional development for faculty.

The campus community began with an inclusive process, to create an infrastructure that facilitated improved student outcomes based on the assessment results produced each year. These results guide academic and student affairs decisions to ensure that students are successful. Assessments and data analysis occur system-wide, as well as at programmatic and unit levels, to improve student learning and the effectiveness of the faculty, administration, and staff.

The Assessment Task Force

An ongoing project for the CTL is the facilitation of all assessment activities for Shepherd. The dean of teaching, learning and instructional resources chairs the Assessment Task Force (ATF), which is comprised of representatives from all four schools as well as from several administrative units across campus. The ATF meets monthly to review assessment plans, reports, and mini-grant applications; facilitate the "Celebration of Student Learning"; and promote campus awareness, and support of the assessment process. The ATF promotes assessment activities across campus and is vital to the improvement of academic offerings and program planning. The University established a culture of commitment to assessment and operates on a 1.5 year assessment cycle.

A major strength of the University assessment program is that all departments and administrative units across campus have assessment facilitators and produce assessment plans and reports. Academic departments and administrative units develop their department mission statements and connections to the institutional mission. All departments and units established two to three learning goals, the direct and indirect means of measuring these goals, benchmarks for success, and a detailed plan for improvement. After each plan and report are reviewed by the ATF, department and unit assessment facilitators receive a letter from the dean of teaching, learning and instructional resources recognizing accomplishments and offering suggestions for areas of improvement. Assessment plan and report status are transparent and posted on the CTL website [assessing student learning](#) web pages.

Programs modify coursework and resource needs based on the data results. All current assessment plans and reports are also uploaded on [WEAVE](#). Based on data results, units and academic departments implement changes to enhance learning opportunities for students.

Shepherd University has adopted Weave Online to collect, store, and analyze assessment data. The Recreation and Sport Studies program has worked closely with Dr. Laura Renninger, Dean of Teaching and Learning Center, to learn best how to utilize Weave Online for the program's assessment needs. [Recreation and Sport Studies Assessment Plan](#)

SU Recreation and Sport Studies

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.

2.05.02 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:

The Department of Recreation and Sport Studies has designed a comprehensive assessment plan, which includes the three areas of learning outcomes designated in the COA standards. These include Foundations, Services & Experience, and Management & Administration. Each of the Recreation and Sport core courses has a direct and an indirect assessment measure that meets the student learning outcomes of the 2013 COAPRT standards. Data on each of these measures is collected at the end of each semester and added to the [WEAVE](#) On-line Assessment Program used by the University. Faculty members are involved with this process and encouraged to review the data and provide input for any updates or changes needed to fully comply with the assessment plan.

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.

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

Evidence of Compliance:

Faculty members create and develop quizzes, exams, research assignments, and other pertinent assessment tools such as rubrics to assess student learning outcomes in each of their courses. This data can be viewed through the link to the [WEAVE](#) On-line Assessment Program.

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.

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

Evidence of Compliance:

The designated faculty assessment coordinator collects data at the end of each semester. This data is then added to the assessment plan results section for the department using the [WEAVE](#) On-line Assessment Program provided by the University. The appropriate learning outcomes are available for review by department faculty members and the department chair.

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.

2.05.05 The program annually posts 7.0 series aggregated 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.

Evidence of Compliance:

Because Shepherd's program is not currently accredited, we have not posted this information in the past. We will seek guidance from COAPRT on future plans. Currently, we post aggregated data reflecting program quality on our accreditation page. Each course used in our [assessment plan](#) is given a web page containing the learning outcomes, a description of the assignment linked to the assessment plan, a rubric to grade the assignment, a rubric to report the assessment data, and the results of the assessment data. Also available is the [COAPRT 7.0 Series Template](#) to help individuals understand the Assessment Plan for the Recreation and Sport Program.

3.00 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: (excerpted from: Shepherd University Faculty Handbook)

A. The Department Chair acts on behalf of the faculty members of the department and consults regularly with all members of the department on all academic and faculty issues. A Department Chair also acts on behalf of the School Dean and the University in the administration and promotion of all affairs pertaining to the academic well-being and morale of the department. The Department Chair's responsibilities are delegated to him or her by the School Dean, and the Department Chair acts in consultation with the School Dean.

The Department Chair thus plays an important bridging role between the faculty of the department and the administration, as well as a role in the development of the most critical academic unit of the university, the department.

A department's nominee for Chair is elected by a majority of the department's membership, subject to the approval of the School Dean, the Vice President for Academic Affairs, and the University President. The term of service is one year, renewable for a total of three years, or whenever a vacancy occurs. The School Dean may recommend to the Vice President for Academic Affairs that the President appoint a new Chair or that the department hold a new election whenever he or she deems it necessary.

The Department Chair:

- a. Ensures that the policies of the University/School are implemented and followed;
- b. Provides academic and professional leadership;
- c. Provides leadership in the development and implementation of assessment policies;
- d. Provides input to the School Dean in the annual evaluation of faculty;
- e. Provides input to the School Dean in the awarding of merit pay; as applicable,
- f. Meets regularly with students to solicit their views and concerns about the department's programs and faculty;
- g. Encourages department fundraising efforts;
- h. Conducts timely department meetings;
- i. Assists in creating favorable rapport with outside agency personnel and ensures that all field-based students have proper supervision;
- j. Encourages faculty development, professional activities, and grant writing;
- k. Assures that faculty utilize appropriate current technology in their classrooms;
- l. Fosters university, community, and alumni relations

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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:

3.01:02 Adequacy of financial resources.

Evidence of Compliance:

The HPERs Department Chairperson has the following budgetary responsibilities: (1) preparation of the budget requests for the annual operating budget; (2) approval of fiscal expenditures; and (3) maintenance of budgetary accounts. The department receives a total budget for all departmental programs collectively. Line items for commodities, contractual, equipment, support staff and travel are not specified for by individual programs. The Chairperson is responsible for equitable distributions of funds. Equipment for recreation courses is given equal consideration with the physical education undergraduate program. Office supplies such as the fax and copy machines, paper, etc. are ordered on an as need basis for all faculty.

The Recreation and Sport Studies (RSS) program maintains a separate operating budget from the School of Education and Professional Studies. The RSS Department Chair submits an annual budget request for the department to the Dean of SOEPS. The Dean submits all budget requests to the Budget Advisory Committee who is ultimately responsible for monitoring expenditures during the fiscal year.

Table 3.1

	FY10	FY11	FY12	FY 13
Salary Expenses	\$ 364,532.90	\$ 442,378.60	\$ 513,864.87	\$ 590,229.88
Student Employment	\$ 137.75	\$ 5,055.09	\$ 2,904.65	\$ 2,269.25
Supplies & Services	\$ 71,313.10	\$ 41,346.19	\$ 45,801.12	\$ 64,405.85
Travel	\$ 12,606.54	\$ 18,239.60	\$ 17,709.27	\$ 20,841.03
Capital Outlay	\$ 13,843.74	\$ 3,238.50	\$ 6,722.52	\$ 8,666.61
Total	\$ 462,434.03	\$ 510,257.98	\$ 587,002.43	\$ 686,412.62

Specific Budget Items

Computers and Other Technology: Classroom and computer lab technology has remained current in the past due to a replacement process that is administered by the Associate Vice President for Academic Affairs. However, it is becoming more difficult to secure replacement computers for classrooms and lab technology due to the high demand on campus

Travel: The HPERs Department provides \$625 (\$500 from department + \$125 from SOEPS) per faculty for travel within each academic year. Faculty members do have the opportunity to apply for and receive additional travel funds through the Dean of Education and Professional Studies' office. Faculty also has the opportunity to apply for occasional internal grants which help offset travel costs to conferences and workshops.

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:

3.01:03 Implementation of personnel policies and procedures.

Evidence of Compliance:

Policies and procedures affecting faculty are generally established at the University level and are set forth in the [Shepherd University Faculty Handbook](#). Faculty input is generally sought when changes in University policies are considered. In addition, the Board of Governors of West Virginia, the governing body for all West Virginia faculty, must agree upon such changes. The College and Department are small enough that the College and Department policies are implemented through memoranda with responsibility placed on the department chairperson.

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:

3.01:04 Development and implementation of academic policies and procedures for the unit.

Evidence of Compliance:

Faculty and the department chair set policies and procedures within the department which are then the responsibility of the Department head to implement. Policies and Procedures include such items as class waiver, class substitution, electronics in the classroom, incomplete grades, field hours, internships, etc. Policies and procedures affecting the HPERs Department are typically discussed in faculty meetings. Policies and Procedures can be found at: [Shepherd University Faculty Handbook](#)

Faculty Senate is also a resource for developing and implementing academic policies and procedures. There is consistently at least one member of the HPERs Faculty on the Faculty Senate.

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. Kendig, Ed.D. is the Chair of the HPERs department. Dr. Kendig holds a full-time appointment as an assistant professor within the Department of Health, Physical Education, Recreation and Sport. Dr. Kendig.

Dr. Kendig has been with the program for over 17 years and recently moved into tenure track after receiving her Ed. D. Dr. Barnett recently stepped down as chair after 6 years and is an

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associate professor with tenure. Dr. Place goes up for Tenure and Associate in the Spring of 2015.

A department's nominee for Chair is elected by a majority of the department's membership, subject to the approval of the School Dean, the Vice President for Academic Affairs, and the University President. The term of service is one year, renewable for a total of three years, or whenever a vacancy occurs. The School Dean may recommend to the Vice President for Academic Affairs that the President appoint a new Chair or that the department hold a new election whenever he or she deems it necessary.

Dr. Kendig was unanimously selected by the department, supported by the Dean, VPAA and President. Dr. Kendig has many years of experience at Shepherd (over 17 years), many years in the field, recently received her Doctorate, and is currently going through her 3rd year review. To quote our Dean: "this responsibility as being the Chair going through this process will NOT negatively affect her tenure" and Dr. Kendig does not directly evaluate the faculty.

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 typical semester workload for full-time faculty is automatically 12 credit hours per semester in compliance with the faculty handbook and the WVHEPC. Occasionally release time is granted to full-time faculty for grant writing, research, President/Dean appointed committees, etc. The department chair is granted 3 hours of reassigned time during the Fall semester and 6 hours of release time during the Spring semester. Additional workload may be available to full-time faculty for additional pay. Faculty members are not required to accept work overload.

Evidence of Compliance:

[Faculty Teaching Schedule/Workloads](#)

(Distribution of Workload)

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

Evidence of Compliance:

Policy is established on at least three levels: University, School and Department. The Recreation and Sport faculty and Department Chairperson are active participants in policy decisions on each of these levels. At the school level, the Dean regularly meets with department chairpersons at the dean's council. Departmental policy is determined by a majority vote of the faculty with advice and council from the department chairperson. The HPERS faculty members currently serve on Faculty Senate, Promotion & Tenure, Curriculum & Instruction, Student Retention Committee, Dean/Chair Council, and a variety of faculty search committees.

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

Evidence of Compliance:

Collaboration with practitioners occurs formally and informally. Formal collaboration is through Recreation and Sports Studies Advisory committee made up of local and regional practitioners and students. This committee gathers once in the fall semester and once in the spring semester to advise the recreation faculty on issues related to curriculum, recruitment, etc. Minutes from these meetings will be made available during the visit.

Informal consultations are a result of contacts with practitioners in various settings. These include: classroom visits, internship site visit, field work experiences, professional associations, national, state, & local conferences, guests speaker engagements, alumni network, etc..

Recreation and Sport Advisory Committee

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

Evidence of Compliance:

A statement provided by COAPRT (see below) has been added to the [Recreation and Sport Studies accreditation home page](#) to indicate the harm of degree mills.

Important Information Regarding Degree Mills

Please watch this important video (<http://youtu.be/a1voHNMQDrk>) regarding degree and accreditation mills. According to CHEA, "Degree mills and accreditation mills mislead and harm. In the United States, degrees and certificates from mills may not be acknowledged by other institutions when students seek to transfer or go to graduate school. Employers may not acknowledge degrees and certificates from degree mills when providing tuition assistance for continuing education. "Accreditation" from an accreditation mill can mislead students and the public about the quality of an institution. In the presence of degree mills and accreditation mills, students may spend a good deal of money and receive neither an education nor a useable credential." Read more on CHEA's website (<http://www.chea.org/degremills/>).

3.07 - The program has a practice of informing the public about their COAPRT accreditation status.

Evidence of Compliance:

With obtaining accreditation from COAPRT the Department of Recreation and Sport plans to acknowledge such accreditation through the addition of the COAPRT logo and a statement of COAPRT accreditation on our departmental website and printed materials.

4.00 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: The Center for Teaching and Learning (CTL)

The CTL provides support services to students and professional development opportunities to faculty and staff. CTL learning opportunities expanded over the last decade. The following provides examples of these accomplishments:

Faculty opportunities for professional development have increased the past couple decades by increasing the number of workshops offered to faculty and increasing funding for professional development.

New full-time faculty members find answers needed to succeed during their first and second years at Shepherd by attending monthly [New faculty Learning Communities](#). First-year faculty members come together in the NFLC 101 and second-year faculty members continue to participate in these community-building workshops in the NFLC 102. The two groups meet separately; however, the dean of teaching and learning leads both groups. Faculty members are encouraged to ask questions of the dean and their peers. Each session features a guest speaker who provides information on topics such as effective teaching, academic support services, advising, scholarship, technological resources, and promotion and tenure. Informal discussion allows faculty time to ask questions, address issues they may have encountered, and form friendships with campus colleagues outside of their departments.

Adjunct Faculty Professional Development Events: Each semester, since the fall of 2006, the CTL has provided new adjunct faculty with the opportunity to attend an intensive training workshop introducing them to helpful information. These workshops address the specific needs and issues facing part-time faculty. The faculty members are referred to an informative [web page](#) that includes quick reference guides, a copy of the student handbook, and various forms that are included in the handbook. [CTL “Teaching Tools” web resource for faculty](#)

HPERS Faculty are encouraged to participate in CTL and other campus faculty development training opportunities. Participation has included CTL workshops, Sakai (web based course management) training, research presentations, etc. Faculty have also been encouraged to attend state, regional, and national conferences and have recently attended AAPHERD, NRPA, MRPA, and WVAPHERD. In addition, recently several faculty have pursued training/certificate in online learning. Tuition waiver is possible to take credit courses on the Shepherd campus. Opportunities for faculty in the Recreation and Sport Studies program are equitable with those of their peers within the department and throughout the university.

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Philosophy, Guidelines and Procedures for the Allocation of Professional Development Monetary Support

Professional Development Funds

The vice president for academic affairs (VPAA) provides \$625 per faculty member, annually, to use for professional development. While this amount is relatively small, the VPAA is committed to incrementally increasing this amount with the intended goal of \$1,000 annually.

Faculty Mini-Grants

The Alumni Association provides faculty mini-grants to assist with research. These grants, limited to \$500, provide supplemental support to faculty conducting research.

Professional Development Stipend Grants

This program gives \$3,500 to four full-time tenured or tenure track faculty for scholarly activities during the summer.

Release Time/Reassignment

Faculty members teach 24 credit hours per year. Recognizing that time is a resource that facilitates scholarship, the University established a policy in which four course releases are available. One reassignment is allocated to a faculty member from each of the four academic schools.

CTL Mini-Grants

The CTL funds up to \$1,000 for innovative curricular activities. Funds are available for approved proposals that either assess student learning or result in the development of new curriculum.

Professional development opportunities are outlined on the following web page:

[Professional Development Opportunities](#)

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

Evidence of Compliance:

Faculty frequently participate in university workshops in teaching and advising, as well as state-level conferences and seminars in teaching. [Also see Faculty Vitae](#)

Examples of Professional Meeting and Conferences Attended:

- National Recreation and Park Association Annual Congress and Expo (Kendig, Place)
- Maryland Parks and Recreation Conference (Barnett, Kendig, Place)
- West Virginia Association of Physical Education, Recreation, and Dance (Barnett, Kendig, Place)
- World Leisure Congress (Place)
- AAHPERD (Barnett, Kendig)
- WV Therapeutic Recreation Association (Fincham)

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Memberships in Professional Organizations:

- National Recreation and Parks Association (Barnett, Kendig, Place)
- Maryland Recreation and Parks Association (Barnett, Kendig, Place)
- West Virginia Parks and Recreation Association (Place)
- West Virginia Association of Physical Education, Recreation and Dance (Barnett, Kendig, Place)
- AAPHERD (Fincham)

Examples of Workshops and Seminars Presented/Hosted (2011-Present)

- “Bullying in the Workplace” (Barnett, Kendig)
- “How Professionals Should Supervise TR Student Internships (Fincham)
- “Motivation factors for participation in a GLBT Sports League” (Place)
- “Perceived leisure constraints of students attending Christian colleges” (Place)
- “Teens & Sexting: Is it Happening in your Community Center “ (Barnett, Kendig)
- “The complex relationship between parks and recreation and sports management in higher education and beyond” (Place)
- “Why do they stay: Promoting Volunteer Retention” (Place)

Dr. Andro Barnett

Dr. Barnett earned an Ed.D from Temple University in Sports Management and Leisure Studies. Dr. Barnett taught at Delaware State University and in the graduate program at West Virginia University. Participation in the above conferences has kept him current in trends, technology, and current issues surrounding the Recreation and Leisure Service discipline, and his service to the NCAA as the Faculty Athletic Representative.

Dr. Stacey Kendig

Dr. Kendig earned an Ed.D from West Virginia University in Higher Education Administration and Leadership. Dr. Kendig has taught at the Community College and undergraduate levels of higher education. In keeping current with issues and trends in the Recreation, Leisure, and Sport profession/industry, Dr. Kendig has presented at several local, state, and national conferences with students on current issues pertaining to all levels of education. These issues are discussed during regular class periods throughout the academic year. Students are then challenged with engaging in real world problem solving and decision making processes to find solutions. These types of assignments are often part of the curriculum in certain courses.

Dr. Greg Place

Dr. Place earned a PhD from Indiana University in Outdoor Recreation. Dr. Place has taught at both the graduate and undergraduate level in Recreation, Sport, and Physical Education. Dr. Place has also taught multiple sections of online courses having led training in online education at his previous institution. To stay current he continues professional development and has recently earned a “Certification of Instructional Effectiveness” from Washington State University. This particular training was helpful in redesigning several online courses.

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 HPERS Department follows University hiring guidelines found at: Shepherd University Policy on Recruitment and Hiring of Faculty

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

Evidence of Compliance:

Distribution of Workload (excerpted from Faculty Handbook)

For a full-time teaching faculty member without administrative duties, the normal teaching load is twelve (12) credit hours per semester and twenty-four (24) credit hours per academic year, which is commensurate with the recommendations of the University's accrediting agencies and the Board of Governors. In determining semester hour loads, consideration is given to laboratory assignments, private music lessons, supervision of student teaching and coaching duties. It is also expected that a certain student credit hour production will be maintained in addition to the established credit hour load.

In addition to an assigned teaching load, each professor is expected to schedule a minimum of six (6) office hours per week for student consultation, except during advisement week and before and after exams. Service to the University is also an expected part of each faculty member's workload. Service load may consist of advising a student organization, committee service, and assisting at athletic events. See Recreation and Sport [Faculty Teaching Schedule/Workloads](#).

Shepherd Policy on Distribution of Workload for Faculty

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:

Further evidence of Shepherd's processes for supporting its mission, the faculty Handbook, (Faculty Salary Policy) describes the standards and procedures for the promotion and tenure process. In the general guidelines for promotion and tenure (Faculty Tenure Process), there is the following statement: In order to fulfill the charge of the Shepherd University mission, it is necessary to establish a procedural system of high standards to maintain and evaluate continuously the faculty of Shepherd University for the purpose of promotion and tenure. Self-evaluation, and annual and periodic evaluations by peer and administrative personnel contribute to the effective teaching and continuous improvement found at Shepherd. In tenure and

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promotion decisions, faculty members are evaluated on the basis of the following five areas of performance: 1) The possession of the terminal degree; 2) excellence in teaching; 3) professional growth; 4) evidence of excellence in professional service; 5) Attainment of the minimum educational and experience requirements

Salaries

The policies of the Shepherd University BoG address the issue of salary pools and merit pay in [BoG policy 26](#). Components of this policy guide include increases in aggregate faculty salaries, salary equity distributions, and cost-of living allocations. The BoG policy outlines the establishment of pools for merit pay allocations, composition of the merit evaluation committee, description of the application process, and areas for the merit award. In order to receive an award of merit, faculty must meet expectations in teaching, service, and research, and excel in one area. Through the awarding of merit based on effective teaching, service, and research, the University distributes its salary adjustments in concert with its mission.

Tenure (Tenure Evaluation Process)

As part of this process, faculty members undergo a third-year pre-tenure review. Faculty members complete a portfolio following the published guidelines. The tenured members of the department, the school Promotion and Tenure Committee, the department chair, and the school dean review this portfolio. If required, the faculty member receives recommendations for improvement as a means of continuous improvement for a successful promotion and tenure bid.

Sabbatical Leave Policy

Distribution of Workload Policy

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:

Full-time faculty (Barnett, Kendig, & Place) within Recreation and Sport Studies in the Department of Health, Physical Education, Recreation, and Sport teach 80% of core classes.

Recreation & Sport Core Course (Required)	Instructor		
	2011-2012	2012-2013	2013-2014
RECR 100: First-Year Experience	Kendig	Kendig	Kendig
RECR 140: Leisure Studies	Barnett	Barnett	Barnett
RECR 200: Recreation and Technology	Place/Smith	Smith	Place
RECR 210: Leisure Activities	Staff	Staff	Staff
RECR 211: Leadership in Leisure	Place	Place	Place
HLTH 225: First Aid/CPR	Adjunct Staff	Adjunct Staff	Adjunct Staff
RECR 316: Programming	Place	Place	Place
RECR 320: Facilities Management	Kendig	Kendig	Kendig
RECR 324: Sport Writing	Kendig	Kendig	Kendig

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RECR 336: Inclusive Recreation	Kendig	Kendig	Kendig
RECR 370: Environmental Education –or- RECR 371: Outdoor Education	Hixson (Adjunct)	Hixson (Adjunct)	Hixson (Adjunct)
RECR 407: Mgmt. in Recreation & Leisure	Kendig	Kendig	Kendig
RECR 444: Research	NA	Kendig	Kendig
RECR 449: Pre-Practicum	Barnett	Barnett	Barnett
RECR 450 Internship -or RECR 450 Senior Thesis	Barnett, Kendig	Barnett, Kendig	Barnett, Kendig, Place

See Recreation and Sport [Faculty Teaching Schedule/Workloads](#)

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:

Shepherd University is widely recognized as a “teaching” university. Faculty members are required to meet significant teaching loads as indicated by the Shepherd University Faculty Handbook; however, research and other creative scholarly activity are expected of all HPERs faculty. Retention, promotion and tenure criteria all require a “Professional” component. Promotion to professor and tenure require evidence of scholarly work including publications, grants, and/or presentations. The Recreation faculty in the Department of HPERs have been involved in a variety of scholarly activities and participated in numerous professional conferences and meetings. A further breakdown of individual faculty productivity can be gained through faculty vitae.

Faculty Scholarship Activity 2009-2014

Activity	Barnett	Fincham	Kendig	Place
Journal Reviews		2		4
Presentations	10	3	8	8
Conferences Attended	15		13	9
Professional Memberships	4	1	4	3
Workshops Hosted	2		2	
New Course Development		1	1	
Organizations Advised	2		1	1
Publications	1			4
Grants	6			

5.00 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:

Students are regularly encouraged to give input into matters related to the curriculum and to the department. Examples of student involvement include the following:

- **Student Evaluation of Courses:** Student evaluations of courses are administered every semester. Each faculty selects two courses to have evaluated by the student.
- **Faculty Searches:** Students are provided an opportunity to meet with candidates during the interview process and provide feedback regarding their opinion of the individuals interviewed.
- **Conference/Workshops:** During their studies at Shepherd each student is required to attend two professional conferences/workshops. Time is provided for discussion and feedback regarding this experience.
- **Internship Evaluations:** Supervisors and students provide feedback on the overall program.
- **Student Electronic Portfolios:** This requirement will be effective Spring 2014.
- **Academic Advisement:** During academic advisement students give feedback on the effectiveness of various courses.
- **Class Informal Feedback:** Students are often asked to provide informal feedback regarding various class projects and assignments.

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

Evidence of Compliance:

The Recreation and Sport Department adheres to all University rules and guidelines pertaining to admission, retention, and dismissal of students. The following URL locations address policies and procedures for:

- Admission Procedures to Shepherd University
 - SU Strategic Enrollment Management Plan 2009-2013
- Dismissal of Students:
 - Campus Student Conduct Board
 - Academic Freedom and Responsibility
 - [Academic Suspension](#)
- Retention:
 - Administrative Council's Student Success Committee
 - [Enrollment Management Website](#)
 - Student Success Plan Phase I
 - Student Success Plan Phase II

5.03 The resources available to the academic unit shall be sufficient to meet its educational objectives and serve the number of students admitted to the unit and enrolled in its courses.

Suggested Evidence of Compliance: Number of students and faculty, program budget, additional program responsibilities such as graduate programs and administrative appointments, and an evaluation of the adequacy and equity of resources, given the number of students and breadth of faculty assignments.

Evidence of Compliance:

Adequate resources are available for the department to sufficiently serve the students admitted to the academic major. Faculty positions have been funded and supplies are available as needed.

Currently there is the need to replace a full-time faculty member within the next year who is retiring. In addition, there is the need for an additional new tenure-track faculty line due to current faculty course overload, the high number of adjunct faculty teaching in the program, and the increase of the student to faculty ratio.

The need for more classroom space is evidenced by the growing student to faculty ratio rates.

The HPERS department has a computer lab available for students to use throughout the day. There are plans to develop a larger much needed computer lab in an effort to accommodate the growing student to faculty ratio. This is further evidenced by the lack of computer availability on the West side of the campus. In addition, the Butcher Center is outfitted with wireless internet. However, it is often difficult to access.

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

5.04:01 Academic advising.

Evidence of Compliance:

New faculty members are not assigned advising responsibilities. The earliest any faculty member would assume responsibilities for advising is during their second year at full-time faculty status with a recommendation from the Department Chair and upon approval of the School Dean. Before assigning advising the department also requires the desire on the part of the faculty member to assume advising responsibilities

Faculty advisors are required to establish a set weekly office hours and is to be documented on their semester schedule on their office door. In addition, students make advising appointments with faculty advisors during their regular weekly office hours. Weekly office hours are determined by each faculty member. As stated in policy found in the faculty handbook, six (6) hours per week are required over two (2) or more days.

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Advisors are also encouraged to be flexible when establishing student advisement appointments taking into consideration student course and work schedules.

Students are encouraged to utilize their degree evaluation program for advising purposes. Students may also use their unofficial transcripts for advising purposes.

Each student is given a degree-planning document, which is kept on the departmental server. These documents are updated during advising sessions and a current copy is given to the student for reference. In addition, the University also provides a degree evaluation through the RAIL electronic system.

University Advising Procedures and Policies

[Advising Assistance Center](#)

[Advising Pre-Planning Worksheet](#)

**5.04 Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:
5.04:02 Professional and career advising.**

Evidence of Compliance:

Career assistance begins for students during their first semester in RECR 140, Introduction to Leisure Studies. One of the objectives of this course is to introduce students to the variety of career opportunities in recreation. Assistance continues through the departmental advising process where students are expected to discuss their career aspirations with their academic advisors and plan the professional courses they take with their career objectives in mind. Students also receive career assistance when they take RECR 449, Pre-Practicum. In this class, students prepare resumes, practice interview skills, and gather information on job and internship opportunities. Students are also eligible to use the Job Announcement Board, a bulletin board where job announcements are kept in the Butcher and Career Centers.

In addition to career assistance services provided within the Department, the Office of Career Services is available to assist students in providing advice on career goals, aptitude testing, and occasionally coordinating job interviews between students and employer representatives.

The Office of Career Services' mission is to "help students define and accomplish personal, career, and academic goals; offer experiential education including work-force preparedness; facilitate economic development by serving the community with employment information; promote professional development; and support other campus constituencies."

The Office of Career Services can assist with choosing majors, getting internships, and jobs. In addition, Career Services can help students discuss selecting a major, resume and cover letter development, interviewing, job search and applying to graduate school.

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

Evidence of Compliance:

Students' records are maintained in three locations on campus: (1) The Office of The Registrar, (2) advisor's office, and (3) electronically on the shared (by faculty) departmental server. Extreme care to protect the confidentiality of these records is observed in all locations. Department office files are locked each evening at the close of the office.

[Shepherd University Student Bill of Rights](#)

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

Evidence of Compliance:

The department provides a number of opportunities for professional growth and development of students.

- Practitioners from the field of recreation, park, sport, and leisure studies are invited each semester to present their experience, professional backgrounds, and present real-world issues and trends within their particular agency or organization.
- Students are required to successfully complete 120 hours of fieldwork experience within their specific area of concentration prior to their internship.
- Students are required to join at least one professional organization such as: 1) National Recreation and Park Association (NRPA), 2) West Virginia Park and Recreation Association (WVRPA), 3) West Virginia Association for Health, Physical Education, Recreation and Dance (WVAHPERD) 4) American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) 5) Maryland Parks and Recreation Association (MRPA).
- Students are required to attend two professional conferences prior to graduation. For example, in the spring of 2012, 50+ students attended the MRPA.
- Student Presentations: Students are regularly encouraged to present with faculty. For example, in the fall of 2012 five students attended WVAHPERD (3 presented with Dr. Place and 2 presented with Dr. Kendig)
- The HPERS Summit is a cooperative education program/conference with the Maryland Recreation & Parks Association. The purpose of the summit is to invite professionals from the field of Recreation and Parks to present information to the students pertaining to their area of expertise: Sports Marketing, Management, Commercial Recreation & Tourism, Public Recreation & Park Administration, etc. The HPERS Summit is conducted every other academic year, typically during the spring semester. The summit also provides opportunity for the students to engage in one-on-one conversation with the professionals to learn about the day to day operations in the recreation and leisure studies environment.

6.00 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:

- Secretarial and Clerical Assistance - The Department is served by an Administrative Associate. Faculty can request assistance from the Administrative Associate as needed. The Administrative Associate also serves as an office manager/bookkeeper for the department and school.
- Student workers – The Administrative Associate is provided with one student worker per academic year.
- Duplicating - The Department has a duplicating machine located in the office. In addition, faculty can print documents on their personal fax/scanner/printer or send documents to a department laser printer.
- Telephone & Fax Machine - Each member of the faculty has a telephone with an individually assigned extension. A fax machine and scanner, located in the office area are also available.

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:

Each of the faculty is provided with a private office, which is furnished with a desk and chair, filing cabinets, computer, phone and chairs for visitors. The department has a workspace that is positioned in a room down the hall from the private offices. All of the offices are located in the Butcher Center. Departmental offices are in close proximity to the classrooms located in the Butcher Center. Each faculty member has access to a large copier, fax machines, and scanners. Current plans are being developed for additional office space.

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

Evidence of Compliance:

The Butcher Center contains sufficient space and multiple study areas. In addition, there are a couple conference rooms for use by faculty and small group discussion.

The Scarborough Library also contains conference rooms and [study space](#) for students

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

Evidence of Compliance:

The Butcher Center contains four fully equipped classrooms with appropriate technology. In addition, there is a computer lab to be used by students throughout the day. Plans have been established for more offices, classroom, and a larger computer lab.

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:

Shepherd University is a 95% accessible campus that, at present, serves 365 self-identified students with disabilities (SWDs), including a number of students who are majoring in Recreation and Leisure Studies. The University provides accommodations to SWDs through the Office of Disability Services (DSS), which includes a director (associate professor of special education), sign language interpreter and two graduate assistants.

Academic accommodations provided to SWDs may include: tutoring in the Academic Support Center, extended time for assessments, isolation for testing, use of a calculator, permission to record lectures, use of a laptop or iPad for note taking in class, note taking assistance, scribes and readers, audio books, sign language interpreters and preferential seating. In addition, SWDs may be approved for accommodations related to their housing needs. Residence accommodations provided to SWDs may include: air conditioning, first floor room, specific roommate, placement on the East Campus, placement on the West Campus, service dog, and meal plan reduction, and approval to live off campus.

The director of DSS provides professional development at school and department meetings, and meets with individual faculty members to address the learning needs of SWDs. This includes alternate assessment methods and the development of individual instructional strategies to facilitate student success. Academic advisors consult with the director of DSS to understand the needs of individual students and to ensure that students are proceeding successfully with the requirements of their programs.

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:

The Butcher Center has appropriate access for the disabled or handicapped student. Handicapped parking spaces and ramped sidewalks are present in parking areas. Access and usability of classrooms does not present a problem. The building is equipped with an elevator for access to the second floor.

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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:

The Scarborough Library is an excellent resource. The history of Scarborough Library begins with the history of Shepherd University when it opened in 1871. A much needed library addition was realized in August 2002 with the completion of an 80,000 square foot building. The library now shares the addition with the Robert C. Byrd Center for Legislative Studies, a private, nonpartisan, nonprofit educational organization whose mission is to promote a better understanding of the U.S Congress. The addition was followed by a renovation of the original 1965 building rededicated in October, 2003.

The new facility offers technological resources including data ports and wireless capability throughout the building. The main floor of the library has a large computer lab allowing spaces for collaboration and group work. The library provides over 30 student access computers and provides 4 public access computers. Below is a statistical snapshot of the Scarborough Library as of June 2012. A complete history of the library is available [HERE](#)

The mission and core values of Scarborough Library are available [HERE](#)

The Library houses over 210,000 bound volumes (books and journals), 6,212 E-Books, 89,682 government documents, 89,682 microforms, 1,066 maps, and over 10,000 multimedia titles (sound and video recordings). The Library also subscribes and has access to over 49,000 electronic journals and databases. The Scarborough Library maintains subscriptions to leading journals and databases in recreation, parks, and tourism, included in these subscriptions are Therapeutic Recreation Journal; Journal of Park and Recreation Administration; Leisure Sciences; and Parks and Recreation.

Database titles include, Sport Discus and Play Sports TV. A complete listing is available at this link: <http://libguides.shepherd.edu/content.php?pid=248466&sid=2444927#8578284>

The Library offers Information Literacy Instruction sessions for all Shepherd University classes.

The library's web-based catalog and other electronic services are accessible to all Shepherd University faculty, staff and students from any remote location. The library also offers equipment and support to students and faculty working on multimedia projects. Digital and video cameras are available to be checked out.

The library offers an interlibrary loan service. Students and faculty can place interlibrary loan request for items while searching the online databases via an online form. Additional information pertaining to interlibrary loans at Scarborough Library is available [HERE](#)

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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:

Instructional resources are readily available to assist faculty in the preparation and presentation of course materials. The HPERS department maintains its own audio-visual equipment for frequently used items such as overhead projectors, video camera, videocassette recorder and television. The library houses the Audio/Visual Media Services Department. The Library has the necessary space and provides carrels for individual use of videocassettes, audiocassettes, slide tape programs, and filmstrips. A “smart cart” is available in the four primary teaching classrooms and contains a computer, LCD, internet, and overhead. The library provides more than enough space and computers for student learning. In addition, the university's disability services office provides assistance for students with documented needs.

The Computing Facilities at Shepherd University include a major mainframe installation and a large collection of computing resources, both in the central facilities of the Division of Technology, and distributed on campus, serving the academic and administrative functions of Shepherd University. These components are interconnected by a comprehensive data communications system. The Academic Computing Center and Computer Help Desk provide a large selection of central services including terminal facilities, consulting, user support from supercomputer and microcomputers, data communications, and repair facilities for microcomputers and terminals.

All of these facilities, and other networked resources can be reached via dial-up lines and over the data communications networks provided on the campus. Access can be via data terminals and by personally owned microcomputers, which are also used for word processing, scientific computation, etc. The Shepherd University Bookstores provide an opportunity for students to purchase software at low academic prices.

The HPERS department maintains its own computer laboratory in the Butcher Center. This laboratory has a number of computers and is open to faculty and students. In addition there is a laboratory in White Hall that is used regularly for the RECR 200 Technology for Recreation Professionals course. Faculty may also schedule either lab for class demonstrations, special projects and students utilize the lab for class assignments. The University employs a computer resources coordinator to oversee the operation of the lab and to provide technical assistance to faculty and staff.

Classroom Technology: All classrooms and other teaching spaces on campus are equipped with a standard set of information technologies: a computer, overhead projector, web access, and a white board. This was a top priority to improve student learning in the Crossroads Strategic Plan. Some classrooms have additional technology capabilities, such as “smart” boards, or a high-end sound system, current technology necessary for computer science and engineering students, and

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WVDE required software and technology preparation for teacher candidates. Classroom technology is on a regular rotation cycle, ranging from four years for computers to seven years for projectors.

Sakai Collaborative Learning Environment

In 2008, the University replaced its Blackboard WebCT learning management system with the open-source Sakai Collaborative Learning Environment (CLE) after a testing period in which faculty evaluated Sakai and another system, Moodle. Since 2008, the CTL has conducted weekly faculty development sessions to increase the usage of Sakai.

Computer Labs

Shepherd University has approximately 20 computer labs with 320 computers on campus for student and faculty use.

7.00 Learning Outcomes

Evidence of Compliance:

The learning outcomes presented in this series of standards are designed to demonstrate evidence of student learning in the Recreation & Sport Program curriculum. Foundational curricula in recreation, sport, tourism, and related professions include study in three areas:

Foundations: Background, nature, and scope of the profession, including the history, philosophy, and social and behavioral science components.

Provision of services and experience: The provision of service and experience opportunities includes Leisure Activities, Recreation Programming, Leadership in Leisure Studies, Inclusive Recreation, Environmental or Outdoor Recreation, and related processes.

Management/Administration: This dimension refers to operations management/administration and strategic management/administration. Operations management/administration involves planning, organizing, staffing, directing, leading, controlling, reporting, finance, resource acquisition, marketing, and critical thinking.

Strategic management/administration refers to processes that managers in the recreation, sport, tourism and related professions use to strengthen the success of the agency/organization utilizing the internal and external systems in which their organization operates. Strategic management/administration involves creating, maintaining, and developing strategic plans that address constant changes in social, economic, environmental, and financial environments. This process also addresses the use of new technology to enhance successful strategic planning.

[See Recreation and Sport Studies Assessment Plan](#)

Regarding 7.01-7.04

Please refer to our accreditation web-site to obtain information regarding opportunities for students to achieve learning outcomes. Under various [core courses](#) there are assignments that have been created to allow students to achieve the program's learning outcomes. For these "key" assignments information is provided on the appropriate course web page that includes a.) assignment details, b.) rubric for grading assessment assignment, c.) rubric to report assessment assignment, and d.) results for learning outcomes.

Data for the department is also submitted to Shepherd University to be included in their HLC report. A document containing the results for the Recreation and Sport Program can be found [HERE](#).

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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.

Standard NRPA (COAPRT)	Learning Outcomes	Direct Measure	Indirect Measure
7.01 (Foundations) 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.	Students shall demonstrate entry-level knowledge of the histories, philosophies, and various professions associated with Recreation and Leisure.	RECR 140 (Introduction course) Pre/Post Exam: Exam to cover basic principles related to history, philosophy, and the recreation profession	RECR 407: Student Philosophy Statement (exit survey)
	Students will demonstrate an understanding of current issues and trends in the Recreation and Leisure Services discipline.	RECR 140: Recreation Career Analysis	RECR 449: Out-of-Class Requirement

7.01.01: The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome. Descriptions of the “key” assignments used to achieve learning outcomes can be found:

Compliance for Outcome 7.01.01:

1. RECR 140 Introduction to Leisure Studies: Pre and Post Tests (see syllabus)
2. RECR 140 Introduction to Leisure Studies: Career Analysis Assignment (see syllabus)
3. RECR 449 Pre-Practicum: Out-Of-Class Requirement
4. RECR 407 Student Philosophy Statement

7.01.02: The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. Please refer to individual course syllabi for rubrics used to grade “key” assignment and to report assessment data.

Compliance for Outcome 7.01.02:

1. RECR 140 Introduction to Leisure Studies: Pre and Post Tests ([reporting rubrics](#))
2. RECR 140 Introduction to Leisure Studies: Career Analysis Assignment ([grading & reporting rubrics](#))
3. RECR 449 Pre-Practicum: Out-Of-Class Requirement ([reporting rubrics](#))
4. RECR 407: Student Philosophy Statement

7.01.03: The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome. Please refer to

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Recreation and Sports Studies [Assessment Plan](#) and results for learning outcomes found on each applicable core course web site (see example below) for evidence that graduates are achieving learning outcomes.

Compliance for Outcome 7.01.03

1. RECR 140 Introduction to Leisure Studies: Pre and Post Tests ([assessment results](#))
2. RECR 140 Introduction to Leisure Studies: Career Analysis Assignment ([assessment results](#))
3. RECR 449 Pre-Practicum: Out-of-Class requirement ([assessment results](#))
4. RECR 407: Student Philosophy Statement ([assessment results](#))

7.01.04: The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.

Compliance for Outcome 7.01.04:

Please refer to “results for learning outcomes” found on individual core course web sites provided in 7.01.03 regarding future use of data to inform decision making. During the Fall semester of 2012, the assessment plan was revised using the 2013 COAPRT Standards. Multiple sources of data have been used to assess Learning

NOTE: Please see sample results for learning outcomes (assessment results) below and follow link to view all applicable assessment results ([within appropriate course](#)) for each of the 4 standards

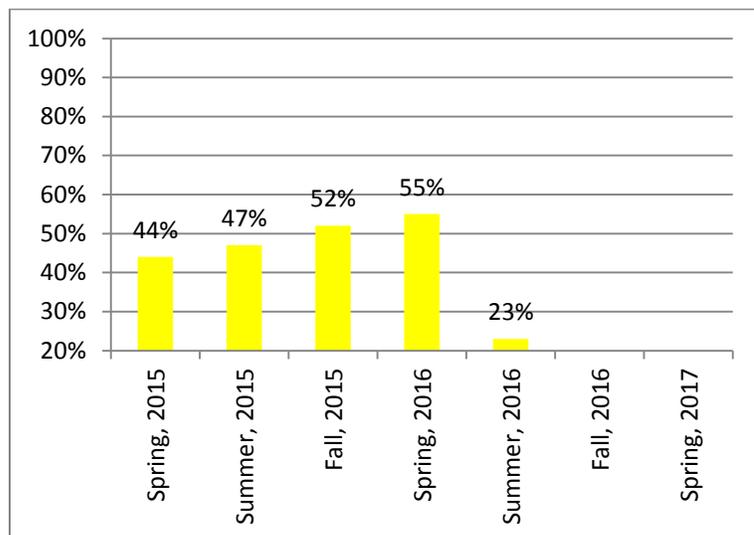
RECR 407: Philosophy of Recreation. –Indirect Measure

Standard 7.01 & Program Outcome #1: Students shall demonstrate entry-level knowledge of the histories, philosophies, and various professions associated with Recreation and Leisure.

Assignment: RECR 450: Students to be questioned regarding basic understanding of the philosophy of recreation and leisure through an **Exit Survey**

Philosophy Statement (RECR 407)

Spring, 2015 44%
Summer, 2015 47%
Fall, 2015 52%
Spring, 2016 55%
Summer, 2016 23%



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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.

Standard NRPA (COAPRT)	Learning Outcomes	Direct Measure	Indirect Measure
7.02 (Service and Experience Opportunities) 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.	Students will demonstrate an understanding of the concepts of inclusion and diversity in the recreation, leisure, and sport industry.		Disability Paper Indirect: students are required to prepare a report focused on a specific disability. The report will include the definition and description of the disability, safety factors, and program adaptations to consider when planning and leading recreational activities.
	Students will possess the ability to design, plan, implement, and evaluate a variety of programs and activities in fields of recreation, sport, outdoor recreation and/or therapeutic Recreation	Inclusive Activity Direct: students will be measured on their ability to design, plan, implement, and evaluate an inclusive activity focused on diversity and inclusion.	

7.02.01: The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome. Descriptions of the “key” assignments used to achieve learning outcomes can be found:

Compliance for Outcome 7.02.01

1. RECR 336: Inclusive Recreation: Disability Paper (Indirect) ([description](#))
2. RECR 336: Inclusive Recreation: Inclusive Activity (Direct) ([assignment description](#))

7.02.02: The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. Please refer to individual course syllabi for rubrics used to grade “key” assignment and to report assessment data.

Compliance for Outcome 7.02.02:

1. RECR 336: Inclusive Recreation: Disability Paper ([grading and reporting rubrics](#))
2. RECR 336: Inclusive Recreation: Inclusive Activity ([grading and reporting rubrics](#))

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7.02.03: The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome. Please refer to Recreation and Sports Studies [Assessment Plan](#) and results for learning outcomes found on each applicable core course web site (see example below) for evidence that graduates are achieving learning outcomes.

Compliance for Outcome 7.02.03

1. RECR 336: Inclusive Recreation: Disability Paper ([assessment results](#))
2. RECR 336: Inclusive Recreation: Inclusive Activity ([assessment results](#))

7.02.04: The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.

Compliance for Outcome 7.02.04:

Please refer to “results for learning outcomes” found on individual core course web sites provided in 7.02.03 regarding future use of data to inform decision making. During the Fall semester of 2012, the assessment plan was revised using the 2013 COAPRT Standards. Multiple sources of data have been used to assess Learning.

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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.

Standard NRPA (COAPRT)	Learning Outcomes	Direct Measure	Indirect Measure
7.03 (Management/ Administration) Students graduating from the program shall be able to demonstrate entry- level knowledge about management/admi- nistration in parks, recreation, tourism and/or related professions.	Seniors will demonstrate an understanding of programmatic and facility management/ad- ministration in recreation, leisure, and sport.	RECR 450 (Internship course) Internship Evaluation: Internship mid and final evaluations will measure the interns ability to demonstrate learned programming and management skills	RECR 407 (Management course): Students will develop and presentation or workshop on evaluation of programs in the recreation and sport management
		RECR 320: Evaluation of Student Individual Site Visit: student reflection of learning experience and knowledge regarding operations and management of recreation facilities through a site visit.	

7.03.01: The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome. Descriptions of the “key” assignments used to achieve learning outcomes can be found:

Compliance for Outcome 7.03.01:

1. RECR 320: Evaluation of Student Individual Site Visit: ([Assignment Description](#))
2. RECR 407: Management & Administration in Recreation: Develop Professional Workshop ([assignment description](#))
3. RECR 450 (Direct): Internship: Supervisor mid and final Evaluations/evidence of management skills, program management ([see internship notebook](#))

7.03.02: The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. Please refer to individual [course syllabi](#) for rubrics used to grade “key” assignment and to report assessment data.

Compliance for Outcome 7.03.02:

1. RECR 320: Evaluation of Student Individual Site Visit: ([rubric](#))
2. RECR 407: Management & Administration in Recreation: Workshop Development/Delivery ([rubrics](#))
3. RECR 450 (Direct): Internship: Supervisor mid and final Evaluations/evidence of management skills, program management. All aspects of recreation management, supervision, human resource management, marketing, and public relations experiences for student interns ([rubric](#))

7.03.03: The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome. Please refer to Recreation and Sports Studies [Assessment Plan](#) and results for learning outcomes found

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on each applicable core course web site (see example below) for evidence that graduates are achieving learning outcomes.

Compliance for Outcome 7.03.03

1. RECR 320: Evaluation of Student Individual Site Visit ([assessment results](#))
2. RECR 407: Management & Administration in Recreation: Develop Professional Workshop ([assessment results](#))
3. RECR 450 (Direct): Internship: Supervisor mid and final Evaluations/evidence of management skills, program management ([assessment results](#))

7.03.04: The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.

Compliance for Outcome 7.03.04:

Please refer to “results for learning outcomes” found on individual core course web sites provided in 7.03.03 regarding future use of data to inform decision making. During the Fall semester of 2012, the assessment plan was revised using the 2013 COAPRT Standards. Multiple sources of data have been used to assess Learning.

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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.

Standard NRPA (COAPRT)	Learning Outcomes	Direct Measure	Indirect Measure
7.04 (Internship) Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.	Graduates will successfully complete an intensive internship receiving favorable feedback in the areas of professionalism, programming, and management.	RECR 450 (Internship course) Students will demonstrate professionalism and proficiency in programming and management as reflected in the evaluation of their 'Special/Capstone Project'	RECR 450 (Internship course): Student will demonstrate professionalism and proficiency in programming and management as reflected through the exit interview

7.04.01: The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome. Descriptions of the “key” assignments used to achieve learning outcomes can be found:

Compliance for Outcome 7.04.01:

1. RECR 450 (Direct): Internship Experience: Special Capstone Project ([see internship notebook](#))
2. RECR 450 (Indirect): Exit Interview on programming and management proficiency ([see internship notebook](#))

7.04.02: The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. Please refer to individual [course syllabi](#) for rubrics used to grade “key” assignment and to report assessment data.

Compliance for Outcome 7.04.02:

1. RECR 450 (Direct): Internship Experience: Special Capstone Project ([rubrics](#))
2. RECR 450 (Indirect): Exit Interview on programming and management proficiency ([grading](#) and [reporting](#) rubrics)

7.04.03: The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome. Please refer to Recreation and Sports Studies [Assessment Plan](#) and results for learning outcomes found on each applicable core course web site (see example below) for evidence that graduates are achieving learning outcomes.

Compliance for Outcome 7.04.03

1. 1. RECR 450 (Direct): Internship Experience: Special Capstone Project ([assessment results](#))

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2. RECR 450 (Indirect): Exit Interview on programming and management proficiency ([assessment results](#))

7.04.04: The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.

Compliance for Outcome 7.04.04:

Please refer to “results for learning outcomes” found on individual core course web sites provided in 7.04.03 regarding future use of data to inform decision making. During the fall semester of 2012, the assessment plan was revised using the 2013 COAPRT Standards. Multiple sources of data have been used to assess Learning