College of Education and Human Services

Division of Exercise Science, Sport, and Recreation

PROGRAM REVIEW
1998 - 2003

Bachelor of Science in
Park Resources and Leisure Services
Date: January 2004

Program: BS Park Resources and Leisure Services

Date of Last Review: January 1999

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

1. Continuation of the program at the current level of activity;

2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs);

3. Identification of the program for further development (for example, providing additional college/institutional commitment);

4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See section E); or

5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

Signature of person preparing the report: ___________________________ Date: ______________________

Signature of Program Chair: ___________________________ Date: ______________________

Signature of Academic Dean: ___________________________ Date: ______________________

Signature of Chair, Academic Planning Committee/Chair, Graduate Council: ___________________________ Date: ______________________

Signature of the Provost and Senior Vice President for Academic Affairs: ___________________________ Date: ______________________

Signature of the President: ___________________________ Date: ______________________

Signature of Chair, Board of Governors: ___________________________ Date: ______________________
PROGRAM REVIEW
BS in Park Resources and Leisure Services
MARSHALL UNIVERSITY

Marshall University recommends the continuation of the BS degree in Park Resources and Leisure Services at the current level of activity.

The Park Resources and Leisure Services program at Marshall University is nationally accredited by the National Recreational and Park Association in conjunction with the American Alliance of Leisure and Recreation. The program attracts large numbers of students and is one of the most popular undergraduate human service majors in the College of Education and Human Services.

The Park Resources and Leisure Services program leads to professional opportunities in the area of parks and conservation, public recreation, and therapeutic recreation. Employment opportunities include national, state, and regional parks; national forests, Corps of Engineers' projects; and zoological and botanical parks. Graduates also find professional careers in the area of public recreation that includes public recreation departments; youth-serving organizations; commercial and industrial agencies such as the Y.M.C.A. and fitness centers; and therapeutic recreation employment for the physically and mentally ill through social service agencies.

The Park Resources and Leisure Services program serves the mission of Marshall University and provides to the state and region graduates who are well prepared for service to their profession and the communities.

I am in agreement with the recommendation and rationale of the program faculty that Parks and Leisure Services be designated as a Program of Excellence. The Parks and Leisure Services Program holds national accreditation, is recognizing for promoting recreational and leisure services for the state and region, and has faculty resources that compliment the teaching, scholarship, and service components of the program (note that several faculty within the Division of Exercise Science, Sport, and Recreation have expertise that allow them to teach in support of several programs).

Tony L. Williams,
Dean, College of Education and Human Services
Date
PROGRAM REVIEW
1998 - 2003

Bachelor of Science in
Park Resources and Leisure Services

Division of
Exercise Science, Sport, and Recreation
## Table of Contents

Park Resources and Leisure Services

### I. Program Description

- Program Description ............................................. 6

### II. Accreditation Information

- Accreditation Information ..................................... 7

### III. Program Statement

- Program Statement ................................................ 8

#### A. Adequacy

- Curriculum ......................................................... 8
- Faculty .............................................................. 8
- Students ............................................................ 9
- Resources ........................................................... 10
- Assessment Information ...................................... 11
- Strengths and Weaknesses ................................. 12

#### B. Viability

- Viability ............................................................. 13
- Off-Campus Classes ........................................... 13
- Service Courses ................................................. 13
- Articulation Agreements ..................................... 13
- Program Course Enrollment ............................... 13
- Enrollment Projections ...................................... 14

#### C. Necessity

- Necessity .......................................................... 14
- Advisory Committee .......................................... 14
- Graduates ......................................................... 15
- Job Placement ................................................... 15

#### D. Consistency with Mission

- Consistency with Mission .................................... 16
IV. Program of Excellence ........................................................................................................16

   Distinction ..........................................................................................................................16

   Curriculum ..........................................................................................................................16

   Faculty ..............................................................................................................................17

   Graduates ..........................................................................................................................19

   Assessment .......................................................................................................................21

   Accreditation ...................................................................................................................22

   Strong documentation and evidence ...........................................................................22

   Letter from Jim McClelland .........................................................................................23
I. Program Description

Bachelor of Science in Park Resources and Leisure Studies

The Marshall University Park Resources and Leisure Services (PRLS) curriculum is designed to educate graduates for careers in recreation, parks, leisure services, and resource management. It is a generalist program which means that each major takes a core of required courses and then selects an emphasis area if he or she wishes to do so. Thus, all graduating students will have taken a comprehensive curriculum which will prepare them for entry level employment opportunities in a variety of settings. These opportunities include public recreation departments, youth-serving agencies, park and natural resource agencies, nature and outdoor education centers, employee recreation, military recreation, travel and tourism, and institutions that serve the ill, disabled, or disadvantaged.

The PRLS curriculum is geared toward a job preparation mission. Although the curriculum and the individual courses within it contain the basic components related to professional philosophy, history, and social implications of the park and recreation movement, its primary focus is upon educating individuals to assume professional positions in park, recreation, and leisure service delivery systems.

The curriculum objectives are based upon a strong commitment to high academic standards. This philosophy is based on the belief that employment opportunities in parks and recreation are highly competitive. For this reason, faculty assume a professional and moral obligation to encourage only motivated and academically inclined students to pursue PRLS as a major.

Last review by the Board of Governors:
Spring 1999 for the reporting period of 1993 through 1998

Last accreditation by national body:
April 2002 for the reporting period of 1997 through 2002
Accredited by:
NRPA/AALR Council on Accreditation
National Recreation and Park Association
22377 Belmont Ridge Road
Ashburn, VA 20148
I. Accreditation Information

A. Name and description of the accreditation organization

The national accrediting organization for park and recreation curricula is the National Council on Accreditation of the National Recreation and Park Association and the American Alliance of Leisure and Recreation as sanctioned by Council on Post-Secondary Accreditation.

   NRPA/AALR Council on Accreditation  
   National Recreation and Park Association  
   22377 Belmont Ridge Road  
   Ashburn, VA 20148

B. Year program accredited

   Initial Accreditation:  
   April 3, 1991 (five-year duration)

   Re-accreditation:  
   January 1997

   Most-recent Accreditation:  
   April 2002
   See Attachment 1 for a copy of continuing certification letter from NRPA/AALR dated February 6, 2003 (also note addendums).

   Next re-accreditation self study and visitation: April 2006

C. Accreditation status
   Regular

D. Accreditation Organization Report
   N/A

E. Program Deficiencies
   None

F. Summary of last curriculum self-study
   A self-study was prepared.
   Addendum 1
      Self-Study Accreditation Report dated July 2001
   Addendum 2
      Accreditation Visitor Report dated December 19, 2001
   Addendum 3
      Response to Accreditation Visitor Report dated January 2002
II. Program Statement

A. Adequacy

Curriculum

This is a non-teaching interdisciplinary program leading to a Bachelor of Science Degree in Park Resources and Leisure Services. The program is accredited by the National Recreation and Park Association in conjunction with the American Alliance of Leisure and Recreation. The Park Resources and Leisure Services curriculum is a professional program requiring 128 credit hours of course work, including a twelve hour intensive internship. While the degree is a professional degree in the park and recreation field, students may choose one of three areas of emphasis: Parks and Conservation, Leisure Services (Public Recreation), and Therapeutic Recreation.

See Appendix I for list of required courses.

Faculty

The PRLS faculty consists of two full-time, three part-time and five adjunct faculty members. A summary of the faculty by rank, tenure, degree, etc. appears in the following tabulation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Full-Time</th>
<th>Rank</th>
<th>Tenure</th>
<th>Degree</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abel, Richard</td>
<td>Adjunct</td>
<td>N/A</td>
<td>MBA</td>
<td>CPRP**</td>
<td></td>
</tr>
<tr>
<td>Busbee, Raymond</td>
<td>X Professor</td>
<td>Yes</td>
<td>Ph.D.</td>
<td>CPRP**</td>
<td></td>
</tr>
<tr>
<td>Boggess, Connie*</td>
<td>Adjunct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crosbie, Ronald*</td>
<td>Retired</td>
<td>Professor</td>
<td>Yes</td>
<td>Ed.D.</td>
<td></td>
</tr>
<tr>
<td>Krantz, Keith*</td>
<td>Adjunct</td>
<td>N/A</td>
<td>M.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lovins, Thomas*</td>
<td>Adjunct</td>
<td>N/A</td>
<td>M.A.</td>
<td></td>
<td>CPRP**</td>
</tr>
<tr>
<td>McClelland, James</td>
<td>Adjunct</td>
<td>N/A</td>
<td>M.A.</td>
<td>CPRP**</td>
<td></td>
</tr>
<tr>
<td>Parker, Sandra</td>
<td>X Professor</td>
<td>Yes</td>
<td>Ph.D.</td>
<td>CTRS**</td>
<td></td>
</tr>
<tr>
<td>Stanton, Sharon</td>
<td>Adjunct</td>
<td>N/A</td>
<td>M.S.</td>
<td></td>
<td>CTRS**</td>
</tr>
<tr>
<td>Thomas, Alane</td>
<td>Adjunct</td>
<td>N/A</td>
<td>M.S.</td>
<td></td>
<td>CTRS**</td>
</tr>
</tbody>
</table>

* No longer teaches
** Certified Parks and Recreation Professional
   Certified Therapeutic Recreation Specialist
Note: Dr. Jennifer Mak and Dr. Bob Barnett are Sport Management and Marketing Professors who both teach a class for the Park Resources and Leisure Services Program. John Kiger is a Sport Management and Marketing Professor who taught classes for the Park Resources and Leisure Services Program during this time period for review.

See Appendix II for faculty data forms for each faculty member.

Students

The Park Resources and Leisure Services Program complies fully with the Admissions Office and the Registrar’s Office concerning policies and procedures associated with admission, academic standards, and dismissal of students.

Admission

Regular admission to the university constitutes admission to the Park Resources and Leisure Services program for entering freshmen and students transferring from other institutions of higher education; there is no separate admission procedure.

Academic Standards

All students must maintain a 2.0 grade point average (on a 4.0 scale) to remain in good standing and avoid being placed on academic probation or being suspended for academic reasons.

Academic Probation and Suspension

Any student who has less than a 2.0 average is on academic probation. Students must request permission to enroll each term from the Associate Dean in Jenkins Hall 225. A student on probation must show the improvement stipulated by the College of Education and Human Services during each succeeding term in which he or she is enrolled. Students failing to meet academic standards may be suspended and declared ineligible to attend the next regular academic semester or may be dismissed from the university.

A student who has a deficit of quality points (number of deficit points are determined by student’s progress toward their degree) at the end of a regular term may be suspended. He/She will be ineligible to attend the next regular academic semester or may be dismissed from the university.

General policies and policy changes dealing with admission, retention, and dismissal of students at Marshall University are recommended by the Academic Standards and Curriculum Review Committee to the Faculty Senate and to the President.
Graduation

A minimum of 128 semester hours (at least 56 hours at Marshall University), a 2.0 grade point average, and a capstone experience are required by the Park Resources and Leisure Services program for graduation. In addition, students need to get a grade of C or better in ENG102, 302 or 201H to graduate. The PRLS majors who have a minimum 2.0 grade point average and less than 18 credit hours left from graduation will be permitted to enroll in the 12 weeks capstone Senior Internship (PLS490).

Resources

Financial

Funding for the Park and Leisure Services Program is provided through funds received in the Division of Exercise Science, Sport, and Recreation in the College of Education and Human Services. Two full-time faculty members are assigned to teach courses in the Park and Leisure Services Program, and two faculty members teach part-time.

The program takes a lead role in the state in preparing students in the field. The graduates that typically fill open positions in the field in the state of West Virginia would no longer be available. Long term, this would have a negative effect on the quality of recreation programs in our state.

The PROS student organization for the Park and Leisure Services subject area is funded by member dues and fundraising projects for community service.

Facilities

The facilities used by the Park and Leisure Services Program include primarily class rooms in Gullickson Hall, faculty office space in Gullickson Hall, and a drafting room and a conference room in Gullickson Hall. Ancillary space available to the Park and Leisure Service Program includes a computer lab in Gullickson Hall, gymnasium floor space as needed, and access to other exercise facilities including a fitness center, swimming pool, tennis courts, and activity fields.

State of the art audiovisual equipment is available for use by students and/or professors in the classroom. This equipment includes four PowerPoint projectors and carts, six overhead projectors, one digital camera, two slide projectors, seven televisions and video cassette recorders, two audio tape players, and one scanner.
Assessment Information

Information on Assessment of Student Performance and Program Quality

During the current reporting period, PRLS faculty have strived to provide a high-quality education to students which would prepare graduates for a variety of entry-level positions in, and outside, of the park and recreation profession. As part of this endeavor, the faculty has also sought to give students the basic education foundation necessary to prepare themselves for professional certification examinations that may be required in their professions.

Student performance is assessed in the following manner:

1. Routine testing procedures and writing assignments are included in each PRLS course which conforms to National Recreation and Park Association/American Alliance of Leisure and Recreation Council on Accreditation Standards. In addition, students are evaluated on their performance in research projects, independent study assignments, practicums, class field projects, and internships.

2. Students are required to have a minimum 2.0 grade point average in order to complete their senior internships.

3. Students must have a minimum 2.0 grade point average for graduation.

4. The faculty developed an exit examination for graduating seniors during 1998. The examination was administered to graduating seniors for the first time during the summer of 1998.

5. In accordance with NRPA/AALR accreditation standards, an advisory committee composed of practitioners from a variety of park, recreation, and leisure service agencies was created in the early 1990’s. This committee meets with PRLS faculty approximately one time each year to review the status of the program and to participate in development and revision of the long-range plan. Membership of the committee currently includes practitioners employed by youth-serving organizations, therapeutic recreation institutions, public recreation agencies, state parks, and the Corps of Engineers.

6. The executive committee of the Park and Recreation Organization for Students (PROS) meets periodically with faculty to discuss program administration and possible revision.

7. The Council on Accreditation of NRPA/AALR required that a program assessment be prepared and submitted annually as part of its on-going program review. A copy of the most recent annual report is presented as Attachment 2.
8. In compliance with university policy, faculty are evaluated annually in terms of teaching, community service, research, and scholarly productivity.

9. Graduates of the program are surveyed with respect to employment status and post-graduate assessment of the academic program.

Information on How Assessment Data is Used to Improve Program Quality

Program accreditation was initially granted in April, 1991; the program received continuing accreditation status in January, 1997; and the program again received accreditation in April of 2002. This accreditation was based upon an extensive series of standards, all of which focused upon program quality.

Feedback and recommendations on program administration and possible revisions are made periodically by members of the practitioner advisory committee. A number of program revisions have been instituted as a result of recommendations presented by committee members.

Faculty also conduct an on-going self-appraisal of the program and implement appropriate modifications aimed at improving program quality. Based upon a variety of evaluation and assessment procedures currently in place at the University, faculty review, modify, and update their teaching methodologies. Faculty who demonstrate excellence in their teaching duties, through a variety of assessments, are eligible for annual merit pay raises.

Information obtained from the Parks and Recreation Organization for Students Executive Committee, the practitioner advisory committee, University administrators, the Council on Accreditation, and graduates of the program is factored into the continuing effort to improve program quality.

Strengths and Weaknesses

The biggest strength of the PRLS Program is the faculty, both the full-time and adjunct. The faculty has received recognition and awards from numerous local, state, and national organizations and they maintain a high level of scholarly activity and service. The major weakness of the program is our building. The heating and cooling are inconsistent and internet access is not available. The chairs and tables are old and need replacing, the downstairs is moldy, and handicap accessibility is limited. For more, see the Accreditation Visitor Report dated December 19, 2001 attached as an addendum at the end of this report. Additionally, see Response to Accreditation Visitor Report dated January 2002, an addendum following the Accreditation Visitor Report.
B. Viability

Off-Campus Classes

Only one park and recreation class has been offered off-campus during this reporting period.

Outdoor Adventure Training (PLS 350), offered in cooperation with the Huntington YMCA, was taught at the YMCA Glenbrier facility near Huntington. Two sections were taught each summer during this reporting period with the average enrollment of 17 students per class.

See Appendix III for the course outline.

Service Courses

Two categories of park and recreation courses are required for students in other majors. These students majoring in Sports Management and Marketing are required to take one park and recreation course, and they may take one or more of four other park and recreation courses. Students majoring in a variety of teacher education programs are required to take two activity courses. They may complete these requirements by taking two park and recreation activity courses.

Park and Recreation courses which function as service courses (required electives list) for Sport Management and Marketing Majors:

- PLS 320 Recreational Sports and Campus Recreation Management
- PLS 340 Sport and Recreation Event Management
- PLS 401 Administration of Parks and Recreation
- PLS 402 Assessment and Evaluation in Recreation and Leisure Service
- PLS 411 Recreation Areas and Facilities*
- PLS 421 Recreation for Special Populations

*currently a required course for Sport Management and Marketing Majors

See Appendix IV for enrollment numbers

Articulation Agreements

None

Program Course Enrollment

Course enrollment during the current reporting period has remained relatively stable both in terms of required and elective (specialized) courses.
See Appendix V for individual course enrollments from Fall 1998 through Summer 2003.

**Program Enrollment**

The number of applicants admitted to the program is the same as the number of applicants who sought admission to the program. This is because students in good standing at the institution are granted admission to the program upon completion of the application process.

During the past five years, graduation rates have remained relatively consistent ranging from a low of 10 in 1994-95 to a high of 18 in 1997-98. Yearly enrollment and graduation rates are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-1999</td>
<td>77</td>
<td>12</td>
</tr>
<tr>
<td>1999-2000</td>
<td>81</td>
<td>8</td>
</tr>
<tr>
<td>2000-2001</td>
<td>83</td>
<td>26</td>
</tr>
<tr>
<td>2001-2002</td>
<td>72</td>
<td>19</td>
</tr>
<tr>
<td>2002-2003</td>
<td>71</td>
<td>14</td>
</tr>
</tbody>
</table>

**Enrollment Projections**

Enrollment has remained relatively constant throughout the current reporting period. The number of full-time majors has ranged between 80 and 100 during this reporting period. There is no method in place to assess enrollment projections; however, based upon trends during the past ten year, we anticipate that enrollment will remain within the current range.

**C. Necessity**

**Advisory Committee**

The advisory committee meets each semester to discuss practicum experiences, curriculum issues, trends and issues in the parks and recreation field, and job placement and forecasts. This committee consists of professionals from various parks and recreational agencies, faculty members from Parks Resources and Leisure Services, two faculty members from Sport Management and Marketing, and an undergraduate student (usually represented by the President of Parks and Recreation Organization for Students).

See Appendix VI for list of Advisory Committee members.
Graduates

Survey forms were mailed to recent graduates of the PRLS curriculum. The survey sought information about graduates’ employment status, how satisfied the graduates were with the PRLS curriculum, and how well it prepared them for employment in the profession.

Of the responses received, 15 were employed in the park and recreation field while three were employed in other professions. Five of the respondents who were employed in the field indicated that the curriculum was effective in preparing them for their jobs, while ten felt that their education was very effective in preparing them for their jobs. The three respondents who were employed in other fields indicated that the curriculum was effective in preparing them for the positions which they now hold.

Agency administrators were interviewed by telephone to determine the level of their satisfaction with employees who are recent graduates of the PRLS curriculum. More than half of the administrators indicated that they were very satisfied with the competencies possessed by the graduates of this curriculum and the others indicated that they were generally satisfied with the graduates of this curriculum.

Job Placement

Marshall University maintains a Career Placement Office which aids students and graduates in securing both part-time and full-time employment. Students and graduates register with and place their credentials on file at the Placement Office where they are cross-referenced with available employment notices received by that office. Students and graduates are contacted when employment opportunities matching their qualifications are identified.

Principal assistance to PRLS graduates is achieved through a combination of efforts made by full-time faculty, part-time faculty, adjunct faculty, and supervisors of our senior internship agencies. Substantial amounts of employment opportunity information come to these individuals and every effort is made to identify current students and graduates who met the noted qualifications. A number of PRLS graduates have been assisted in obtaining employment through this procedure.

Contact and follow-up with PRLS graduates is accomplished through both formal and informal methods. Faculty regularly seek informal input from graduates with respect to their employment status and their opinions regarding the effectiveness of the curriculum in preparing them for employment. Formal surveys are also conducted on a periodic basis in which similar information is sought. During the most recent follow-up survey 83% were employed in the park and recreation or related field.
D. Consistency with Mission

The goals/objectives and mission of the Park Resources and Leisure Services curriculum, as presented in detail in the NRPA/AALR Accreditation Self-Study are consistent with other related programs in the institution. The highly interdisciplinary nature of the PRLS curriculum makes it essential that the program be closely coordinated with other disciplines within the University. The national accrediting body requires that accredited programs be in compliance with their respective institutions’ goals and mission statements. The accrediting body determined that these issues were adequately addressed.

Because there is no graduate degree program in Park Resources and Leisure Services at Marshall University, faculty can devote its total attention to the University’s first and most basic commitment – undergraduate education. However, we teach a number of 400/500 level courses that several graduate students enroll into. In addition, The PRLS Program is committed to expanding the knowledge and achievement of students through research and creative activities and dedicated to providing public service to the community. The PRLS Program is committed to the integrity of the curriculum through high expectations and rigorous standards.

IV. Program of Excellence

See attached letter from Jim McClelland, Director Greater Huntington Park and Recreation District

Distinction

The Park Resources and Leisure Studies Program (PRLS) at Marshall University is one that should be considered for program of distinction status. Our students and faculty have been and continue to be recognized as the Best in the State (see attached letter). According to professionals throughout the state, our curriculum provides excellent preparation for our students to be contributing employees from day one of their employment.

Curriculum

The senior internship program is a 12 credit hour capstone experience. This program was developed by Dr. Raymond Busbee who also supervises the program. This internship is a program consisting of numerous written assignments, a wide variety of practical work experiences, and a formal seminar presentations at the conclusion of the internship experience.

The National Recreation and Park Association Accreditation Team of Peter Cunningham, William Higelmire, and Rick Harwell referred to the Internship Program as “by far the best run program they have see.” Dr. Busbee gives in-
service workshops concerning the criteria set for the students to complete this capstone.

Faculty

The faculty in the PRLS Program consists of two full-time faculty who hold terminal degrees in the discipline. There are also two full-time faculty from the Sport Management and Marketing Program that currently teach PRLS courses and two who have previously taught courses (all of whom have terminal degrees). In addition, two adjunct faculty hold Master’s degrees. The two full-time and two part-time faculty currently teaching have authored numerous publications and national and state presentations in the field. To see a more detailed publication and presentation record of these distinguished faculty members refer to Faculty Data Sheets in Appendix II. Listed below are some of the special awards, offices held, and other notable activities.

Dr. Raymond Busbee, Professor
Full-time faculty in Park Resources and Leisure Services

Awards:

The West Virginia Recreation and Park Association – John G. Scherlacher Fellow Award (only 8 of these awards have been granted since 1978), 2002

Offices Held:

• President, Greater Huntington Park and Recreation District (GHRPD), 2001
• Chairman, GHRPD Finance/Planning Committee, 2000
• Treasurer, GHRPD, 1999
• Elected Commissioner GHRPD, 1998-present
• President, WVRPA Professional Certification Board, 1995-2002

Other notable activities:

Project Administrator, Hatfield-McCoy Recreation Trails Extension into Kentucky. Funded by RTI. October, 2003-present

Contract: WV Division of Natural Resources. Conducted a feasibility study on the Upper Mud River Wildlife Management and Recreation Area, 2001 and 2002

Research funded through RTI:

• Economic Impact of Greenbrier River Trail
• Preliminary Plan for Charleston/Huntington/Kenova Greenway
• OHV curriculum development
• Project Administrator: Hatfield-McCoy Trail KY Extension

MU Special Projects Grant for development of an OHV curriculum, 1998.

Hatfield-McCoy Recreation Development Coalition, Inc. funding for development of an OHV curriculum, 1998 and 1999.

Dr. Sandra Parker, Professor
Full-time faculty in Parks Resources and Leisure Services

Offices Held:
• President : St. John’s House Board of Directors. St. John’s House is an after school program for disadvantaged children, 2002-2003
• Chair of Necrology Committee for American Association of Leisure and Recreation, 2001-2003
• Director of Regional Conference for WVTRA, 2000
• Chair of West Virginia Therapeutic Recreation Association State Conference, 1999
• Board member of West Virginia Therapeutic Recreation Association, 1996-2000
• President of West Virginia Therapeutic Recreation Association: 1998

Dr. C. Robert Barnett, Professor
Part-time faculty in Parks Resources and Leisure Services (full-time Exercise Science, Sport, and Recreation)

Ray O. Duncan Memorial Award for Service to the Profession Awarded by WVAHPERD Summer 2002

Dr. Jennifer Mak, Assistant Professor
Part-time faculty in Parks Resources and Leisure Services (full-time Exercise Science, Sport, and Recreation)

Awards:
• President’s Citation, West Virginia AHPERD, 2003
• Young Professional Award, West Virginia Association for Health, Physical Education, Recreation and Dance (AHPERD), 2001

Offices Held:
• President -- Elect, West Virginia Association for Health, Physical Education, Recreation, and Dance (AHPERD), 2003-2004
• Review Panel Chair -- Leisure and Recreation, Research Consortium, American Alliance for Health, Physical Education, Recreation and
Dance (AAHPERD): National Convention & Exposition, New Orleans LA, 2004

- Chairperson, AALR Research Committee, American Association of Leisure and Recreation (AALR), 2002-2005
- Assessor, Boy Scout Merit Badge College, Marshall University, 2001-present
- Section Chair -- Recreation, West Virginia AHPERD, 2000 - 2003

Mr. James McClelland, MS
Adjunct Professor

The West Virginia Recreation and Park Association – John G. Scherlacher Fellow Award (only 8 of these awards have been granted since 1978), 1988

United States Department of Interior
Take Pride in America Certificate of Merit, 1989

United States Department of Interior
Conservation and Recreation Service Achievement Award

National Recreation and Park Association
Professional Excellence Award

Mr. Rick Abel, MBA
Adjunct Professor

The West Virginia Recreation and Park Association – John G. Scherlacher Fellow Award (only 8 of these awards have been granted since 1978), 1992

Graduates

Graduates of the Park Resources and Leisure Services Program have risen to positions of distinction and leadership in their professional careers. Following are examples of our graduates' professional accomplishments/positions:

Superintendent of Maintenance
Greater Huntington Park and Recreation District

Park Manager
Greater Huntington Parks & Recreation District,
Chair of the WV Recreation and Park Association Annual Conference, and Chair of the West Virginia Recreation Park Association Professional Certification Board.
Program Services Coordinator
West Virginia State Parks

Planner
West Virginia State Parks

Field Operations Manager
Recreation Solutions
Prescott, AZ

President and Owner
Appalachian Guide Service
White Sulphur Springs, WV

Land and Mapping Coordinator
Hatfield-McCoy Regional Recreation Authority
Lyburn, WV

Assistant Project Coordinator
Greater Kanawha Resources, Conservation, & Development Area, Inc.
Cross Lanes, WV

Marketing Director
Hatfield-McCoy Regional Recreation Authority
Lyburn, WV

Executive Director
Sports Council of Hampton Roads, Virginia
Norfolk, VA

Therapeutic Recreation Specialist
King’s Daughters’ Medical Center
Ashland, KY

Recreation Therapist
CAMC General Division
Nitro, WV

Assistant Director
City of Walton Manors Parks & Recreation
Walton Manors, FL

President
West Palm Beach Fishing Club
West Palm Beach, FL

Superintendent
West Virginia State Park
Assessment

The PRLS faculty have strived to provide a high-quality education to students which would prepare graduates for a variety of entry-level positions in, and outside, of the park and recreation profession. As part of this endeavor, the faculty has also sought to give students the basic education foundation necessary to prepare themselves for professional certification examinations that may be required in their professions.

Student performance is assessed by routine testing procedures and writing assignments are included in each PRLS course which conforms to National Recreation and Park Association/American Alliance of Leisure and Recreation Council on Accreditation Standards. In addition, students are evaluated on their performance in research projects, independent study assignments, practicums, class field projects, and internships.

In accordance with NRPA/AALR accreditation standards, an advisory committee composed of practitioners from a variety of park, recreation, and leisure service agencies was created in the early 1990’s. This committee meets with PRLS faculty approximately one time each year to review the status of the program and to participate in development and revision of the long-range plan. Membership of the committee currently includes practitioners employed by youth-serving organizations, therapeutic recreation institutions, public recreation agencies, state parks, and the Corps of Engineers.
In compliance with university policy, faculty are evaluated annually in terms of teaching, community service, research, and scholarly productivity. Additionally, graduates of the program are surveyed periodically with respect to employment status and post-graduate assessment of the academic program. And also, the Council on Accreditation of NRPA/AALR required that a program assessment be prepared and submitted annually as part of its on-going program review. A copy of the most recent annual report is presented as Attachment 2.

Information obtained from the Parks and Recreation Organization for Students Executive Committee, the practitioner advisory committee, University administrators, the Council on Accreditation, and graduates of the program is factored into the continuing effort to improve program quality.

Accreditation

The Park Resources and Leisure Services Program has received full and unconditional accreditation from the National Council on Accreditation of the National Recreation and Park Association and the American Alliance of Leisure and Recreation which is the national accrediting organization for park and recreation curricula.

The Park Resources and Leisure Services Program at Marshall University received initial accreditation in April of 1991 (five-year duration). The PRLS Program was re-accredited in January 1997. The most recent accreditation was granted in April 2002. See Attachment 1 for a copy of continuing certification letter from NRPA/AALR dated February 6, 2003. The PRLS Program’s next re-accreditation self study and visitation will occur in April 2006.

Documentation and Evidence

As evidenced by our national accreditation, the distinguished faculty who teach our classes, and the graduates who have risen to positions of distinction and leadership in their professional careers, we respectfully request that you consider this program as one designated as excellent. Additionally, as requested, a self-study has been included with this report (see Addendum 1).

The program offers Computer Application for Exercise Science, Sport, and Recreation taught by one of our full-time faculty members who holds a degree in Instructional System Technology. To serve Marshall University’s MARSHALL PLAN, the program offers at least one Writing Intensive course per semester and all of the program’s full-time faculty have attended Writing Across the Curriculum Workshops/Training. The Division also offers a Multi-Culture designated class each semester.
November 26, 2003

Dr. John Kiger
Associate Professor
Director of Sport and Recreation Programs
Division of Exercise Science, Sports, and Recreation
Marshall University
Huntington, West Virginia 25701

Dear Dr. Kiger,

As an adjunct professor in Marshall University’s Parks Resources and Leisure Services Curriculum for the past 24 years I offer the following achievements and scholarly observations about two fellow professors within the curriculum.

Dr. Raymond Busbee

Under Dr. Busbee’s leadership, diligence, and administrative skills the Marshall curriculum has emerged from a so-so teaching establishment to an accredited institution well respected by his peers, and one which has sent many fine students into the field. While a master at research his greatest attribute, and his passion, is preparing men and women for leadership in parks, recreation, and conservation.

Despite sever budget limitations within the department Dr. Busbee has imbued it with quality staff. Dr’s Sandra Parker, Jennifer Mac, and John Kiger provide the well-balanced nucleus for aspirants whose emphasis lie in the areas of public parks and recreation, therapeutic recreation, sports management and marketing, and natural resource management. Augmenting these he has incorporated the services of quality and highly respected practitioners such as Rick Abel, Deputy Director of the Greater Huntington Park and Recreation District and Jim McClelland, Director of the same park district. Firmly committed to exposing students to successful practitioners, Dr. Busbee turned the limited budget condition to a dynamic and principled curriculum wherein the student learns from a combination of state-of-the art
educators and committed, articulate, experienced and well educated adjunct faculty.

This emphasis on practical education has been emphasized through one of the country’s leading internship programs. As a practitioner and executive in the field for close to 40 years this writer has had many interns from various colleges and universities. By far the most demanding, thorough, and principled has been Marshall University’s under the firm guidance of Dr. Busbee. He places his interns in departments and organizations where the students learn from tasks, example, observation, and study. Not only are rigorous demands placed upon the student academically and ethically, but the organization and its student mentors are required to meet high standards.

Dr. Busbee has brought to Marshall’s curriculum prodigious knowledge through his education, former university positions, and personal skills. His volunteerism for such organizations as The Museum of Art and the Greater Huntington Park and Recreation District are examples. Beyond contributing countless hours in administrative and hands-on projects, such as trails building, swimming pool construction, tree trimming, and tennis courts construction, he has volunteered for the public arena by becoming an elected, non-paid park and recreation commissioner. His away from classroom activities inspire students through example.

Exemplifying his peers’ respect and admiration has been Dr. Busbee’s receiving the John G. Sherlacher Fellow Award. Conferred by the West Virginia Recreation and Park Association (WVRPA), it is their highest accommodation “in recognition of intense dedication to the provision of park and recreation services.” This award is not an annual presentation, nor is it sought by the recipient. Dr. Busbee is a past president of WVRPA.

Further examples of Dr. Busbee’s scholarship, research ability, and administrative acumen are his selection to chair the department when the university needed an interim chair, and his invitation to move the Marshall University Nick J. Rahall II Appalachian Transportation Institute. His creation of a new curriculum for off-road motorized trails development, and his involvement in creating the largest motorized trail system east of the Mississippi throughout southern West Virginia are significant.
Simply, Dr. Raymond Busbee’s scholarly contributions and leadership in the field of parks, recreation, and conservation are considerable and are a credit to Marshall University and the profession at large.

Mr. Richard F. Abel

Rick Abel, an adjunct professor at Marshall, is the Deputy Director of the Greater Huntington Park and Recreation District. Having over 25 years experience as an activities director at the county, city, and special park district levels he is an astute practitioner and leader. His organizational, computer, and communication skills are superb. A graduate of West Virginia University’s park and recreation curriculum, Rick furthered his education by attaining a Masters Degree in Business Administration from Marshall University. Rick is a former president of WVRPA, and he is the first to be asked by his peers to assume the position a second time. Extremely principled, Rick holds high ethical standards. He, too, holds the John G. Sherlacher Fellow Award. His teaching in the classroom exemplifies the utmost in programming and administration. His work on WVRPA and NRPA committees such as accreditation and out-reach are recognized, and his ability to chair the conference exhibitors committee is unsurpassed. For example he mounted a WVRPA exhibit hall at this past November’s annual conference that numbered the largest since 1988. He works closely with students on and off the campus, encouraging them to understand the meaning and benefits of parks and recreation and the importance of giving to the profession rather than taking from it.

Marshall University has a fine parks and recreation program; one in which the Board of Governors has cause to be proud and supportive. At its heart is a core of individuals educated in some of the nation’s finest curricula who educate with an eye toward dynamic achievement. Standing behind their dedication, skills, and ethics are Marshall’s graduates who are testimony to the quality of the scholarship and caring provided by all of the faculty.

Yours respectfully in parks and recreation,

James L. McClelland, CPRP
Director/Secretary and adjunct professor
APPENDIX I
Required Courses
Park Resources and Leisure Services
Courses in this category MAY NOT be completed under the credit/non-credit option.

This is a non-teaching interdisciplinary program in Park Resources and Leisure Services leading to the Bachelor of Science degree. The program is accredited by the National Recreation and Park Association in conjunction with the American Alliance of Leisure and Recreation. The Park Resources and Leisure Services curriculum is a professional program; however, students who wish to follow a more specific program may select a recommended series of courses which are designed to prepare graduates for entry level employment in one or more of the following emphasis areas: Parks and Conservation, Leisure Services (Public Recreation), or Therapeutic Recreation.

### Professional Preparation Requirements Park and Recreation (PLS)

(All Park Resources and Leisure Services majors are required to take these courses)

- 3 PLS 101 Introduction to Park Resources & Leisure Services
- 3 PLS 120 Introduction to Therapeutic Recreation
- 3 PLS 210 Recreation Programming and Leadership (CR: PLS 270)
- 2 PLS 270 Practicum (CR: PLS 210)
- 3 PLS 230 Park Management & Operation
- 3 PLS 301 Outdoor Recreation
- 3 PLS 401 Administration of Parks and Recreation
- 3 PLS 402 Assessment and Evaluation in Recreation and Leisure Services
- 4 PLS 410 Recreation Areas and Facilities Maintenance
- 3 PLS 411 Recreation Areas and Facilities
- 12 PLS 490 INTERNSHIP (Summer Term) (Prerequisites: Senior standing, minimum 2.0 GPA, and not more than 18 hours remaining before graduation)

### Interdisciplinary Courses

- 3 CMM 315 Group Communication
- 3 HE 222 First Aid
- 3 MGT 320 Principles of Management
- 3 MGT 424 Personnel Management (PR: MGT 320 or permission)

### Specialized Courses

Select a minimum of 20 hours from the following courses. Students wishing to concentrate on courses in the Parks and Conservation*, Leisure Services (Public Recreation) or Therapeutic Recreation emphasis areas will be counseled accordingly by their faculty advisor. Refer to the MU Catalog for the course descriptions. Plan ahead to determine the specific courses to best suit your career concentration.

- 3 EDF 218 Child/Adol Dev. in Schools
- 3 PLK 201 Recreational Activities
- 3 PLS 220 TR Program Planning
- 3 PLS 230 Nature Study
- 2 PLS 271 TR Practicum
- 3 PLS 320 Rec. & Campus Rec. Mgmt.
- 3 PLS 330 Wildland Recreation Mgmt.
- 3 PLS 350 Outdoor Adventure Training
- 3 PLS 400 Leisure and Aging
- 3 PLS 421 Recreation for Special Populations
- 3 PLS 422 TR in Institutional Settings
- 4 PLS 430 Environmental Interpretation
- 4 PLS 431 Forest Recreation Planning
- 1-4 PLS 480-483 Special Topics
- 1-4 PLS 485-488 Independent Study
- 4 BSC 227 Human Anatomy
- 4 BSC 405 Economic Botany
- 4 BSC 416 Plant Taxonomy
- 3 BSC 460 Conservation of Forests, Soil & Wildlife
- 3 CJ 211 Introduction to Law Enforcement
- 3 COUN 261 Introduction to Group Guidance
- 3 COUN 306 Intro. to Counseling & Rehabilitation
- 3 COUN 320 Community Resources

*COURSE CONSIDERATION EMBRACE: Students with conservation emphasis must choose the 20 hours from these courses ONLY.

RESTRICTED ELECTIVES (to meet the minimum required 128 hours for graduation)

Restricted electives must be approved by advisor.
GENERAL REQUIREMENTS FOR HUMAN SERVICES PROGRAMS

Some of these hours may be included as a part of your declared major. Courses in this category MAY NOT be completed under the credit/non-credit option.

A. FINE ARTS (Select 3 hours from the following)
   Art (ART) ___Theater (THE) ___Music (MUS) (3)

B. COMMUNICATION STUDIES
   WRITTEN COMMUNICATIONS
   ENG 101 (PR: ACT 18, SAT 450 or COM 095) AND
   ___ ENG 102 (Fr/Sr) or ENG 302 (Jr/Sr) (Grade of 'C' or better required) or
   ___ ENG 201H (ACT 28/SAT 630) (Student completing ENG 201H are awarded three additional hours of credit toward graduation)
   EXEMPT from ENG 101 and ENG 102 (ACT 34-36)
   ORAL COMMUNICATIONS
   CMM 103 (Fr/Sr) or CHM 305 (Jr/Sr) or
   CMM 104H or (ACT 26/SAT 1170) (3)

C. HUMANITIES
   LITERATURE (ENG) Select 3 hours at or above the 300 level (excluding ENG 302)
   ENG (3)

D. MATHEMATICS (PR: ACT 19, SAT 460 or MAT 096 and/or MAT 097)
   ___ MTH 121 or higher (3)

E. COMPUTER SCIENCE
   CSD 101 or higher level CSD (3)

F. PHYSICAL EDUCATION
   (Select 2 hours from any ESSR (PE/PLS) activities courses) (2)

G. NATURAL SCIENCE
   a. INTEGRATED SCIENCE (ISC) (PR: MTH 121 or higher) (4)
   b. Science course work offered in the College of Science (4)

H. SOCIAL SCIENCE
   ___ MULTICULTURAL (Choose from the approved list) (3)
   ___ INTERNATIONAL STUDIES (Select 6 hours from the approved list) (3)

TOTAL GENERAL REQUIREMENTS HOURS 40

MARSHALL PLAN Record

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Additional Requirements:
- MARSHALL PLAN
- Minimum 45 UPPER DIVISION HOURS
- ELECTIVES (to meet the minimum required 128 hours for graduation)
- GRADUATION APPLICATION: You must submit an application for graduation. See Schedule Bulletin for deadline date.
APPENDIX III
Course Outline
Outdoor Adventure Training
COURSE SYLLABUS
PLS 350 Outdoor Adventure Training (3 Hrs.)

Instructor: Sandra Parker
Office: GH 100E
Phone: 886-5226

Meeting Time: M,T,W,R,F: 9am-4pm

I. DESCRIPTION

The purpose of this course is to provide a series of task and trust oriented activities that will enhance a group’s cohesiveness and ability to work together. By participating in the Adventure Huntington, students will learn more about themselves, how they work with others, and how groups work together to effectively accomplish a task. The objective of leading a group through the various initiatives is not only to accomplish each of the tasks, but more importantly to examine the process that takes place within the participant as well as the group.

II. OBJECTIVES

A. To develop an awareness of increased interpersonal communication between group members through team work and problem solving throughout the training experience.

B. To become knowledgeable about group dynamics and the different stages of group development.

C. To gain insight into one’s personal strengths and areas of potential growth.

D. To develop an understanding of different leadership styles including one’s own style of leadership.

E. To develop the ability to transfer the knowledge and skills learned to other areas of life.

F. To learn safety standards while participating in risk taking activities.

G. To develop an understanding of how the group as well as each individual worked through the completion of each task.

H. To develop the ability to plan implement, and evaluate a lesson taught to the class.

III. TEXTBOOK:


IV. ASSIGNMENTS

All reading assignments are expected to be read, understood and applied by the end of the course. A final written and skills test will be taken on the last day of the class. Each student will be assigned one initiative/skill to lead or teach toward the end of the course. A journal will be kept describing the experience and feelings associated with the experience.

V. EVALUATION

A. Active Participation............................................................35 points

1. In order to receive 24-27 points you must:
   a. Attend all sessions (7) unless instructor approves absence
   b. Late no more than 2 times
   c. Participate fully in all group activities
   d. Encourage group members some of the time
   e. Observe and practice all safety procedures
2. In order to receive 28-31 points you must:
   a. Attend all sessions (7) unless instructor approves absence
   b. Late no more than one time
   c. Participate fully in all group activities
   d. Actively encourage group members most of the time
   e. Serve in a leadership role in some of the activities
   f. Observe and practice all safety procedures

3. In order to receive 32-35 points you must:
   a. Attend all sessions (7) unless instructor approves absence
   b. On time to all sessions
   c. Participate fully in all group activities.
   d. Offer positive feedback and encourage group members consistently throughout the course.
   e. Serve in a leadership role in several group initiatives
   f. Observe and practice all safety procedures

B. Technical Skills..................................................10 points

1. In order to receive 9-10 points you must receive a 90% or better on a knowledge and skills test which includes the following items:
   a. Terminology
   b. Knot tying
   c. Equipment identification
   d. Ropes
   e. Belaying techniques
   f. Spotting

2. In order to receive 8 points, you must receive 80% on the above areas.

3. In order to receive 7 points, you must receive 70% on the above areas.

C. Written test......................................................30 points

1. In order to receive 27-30 points, you must score 90% or above on a written test covering the following areas:
   a. Stages of group development
   b. Leadership roles
   c. Self assessment
   d. Communication skills
   e. Identifying the group initiatives and low elements
   f. Processing the Adventure Experience

2. In order to receive 24-26 points, you must score 80-89% on a written test covering the above areas.

3. In order to receive 21-23 points, you must score 70-79% on a written test covering the above areas.

4. In order to receive 18-20 points, you must score 60-69% on a written test covering the above areas.
D. Leadership.................................................................15 points

1. Plan and lead a group initiative or teach a specific skill. Hand in a written activity plan one day before you present it. Use form on following page. Process the experience with the students.

2. In order to receive 14-15 points, you must:
   a. Hand in a written activity plan one day before you present it.
   b. Hand in a written evaluation of your presentation no later than one day following the activity. Base your evaluation on criteria found on page two. The grade must be no less than 90%.
   c. Ninety percent on oral presentation (refer to criteria on page two).

3. In order to receive 12-13 points, you must:
   d. Hand in a written activity plan one day before you present it.
   e. Hand in a written evaluation of your presentation no later than one day following the activity. Base your evaluation on criteria found on page two. The grade must be no less than 80%.
   f. Eighty percent on oral presentation (refer to criteria on page two).

4. In order to receive 10-11 points, you must:
   a. Hand in written activity plan one day before you present it.
   b. Hand in written evaluation of your presentation no later than one day following the activity. Base your evaluation on criteria found on page two. The grade must be no less than 80%.
   c. Seventy percent on oral presentation (refer to criteria on page two).

E. Journal.................................................................20 points

1. In order to receive 18-20 points, you must:
    a. Include seven dated entries in journal.
    b. Describe each activity in detail.
    d. Explain the group process of at least two activities each day
       1) What happened? Describe how the group completed the initiative.
       2) So what? What meaning did you extract from the initiative?
       3) Now what? How can you transfer the meaning of this experience to other areas of your life?
   c. In the journal summary, provide several INSIGHTFUL thoughts about the entire group experience.

2. In order to receive 16-17 points, you must:
    a. Include eight dated entries in journal.
    b. Describe each activity in detail
    c. Explain the group process of at least one activity each day.
    d. In the journal summary, provide some insightful thoughts about the entire group experience.
3. In order to receive 14-16 points, you must:
   a. Include eight dated entries in journal.
   b. Describe each activity in some detail.
   c. Provide a journal summary, describing the meaning of your experience to some degree.

V. COURSE PROCEDURES

A. Attendance Policy
   All students are expected to attend every day for the entire time period. The nature of the class is total experiential learning. In order for the group to build trust and teamwork, all members must be present the entire time. Class begins promptly at 8 a.m. Bring a bag lunch or buy lunch at the concession stand located by the pool. Leaving the premises is not permitted. The ½ hour lunch break is part of the group experience.

B. Attire
   No jewelry is to be worn. No hanging articles of clothing. Wear clothes that are comfortable and you won't mind getting a bit dirty. Gnats and mosquitoes may be a problem. You might want to consider bringing bug repellent.

VI. BIBLIOGRAPHY


LEADERSHIP ACTIVITY

Evaluation of your oral presentation will be based on the following criteria:
1. Objectives clearly stated
2. All supplies and equipment ready
3. Safety procedures explained
4. Instructions clear
5. Activity well organized
6. Activity
   - Beginning and end
   - Continuous flow
   - Group process well facilitated, if applicable
## APPENDIX IV

### Service Course Enrollment

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## Program Course Enrollment

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APPENDIX VI
Advisory Committee Members
PRLS ADVISORY COMMITTEE MEMBERS
Fall 2003

Rick Abel, Deputy Director
Greater Huntington Park & Recreation District
P. O. Box 2985
Huntington, WV 25728-2985
528-5183
rickabel@excite.com

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Huntington, WV 25702
526-8988
Athomas@verizon.net

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One John Marshall Drive
Huntington, WV 25755

Susan Winters, CTRS
Mildred Mitchell-Bateman Hospital
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Huntington, WV 25705
525-7801 X341
pager: 528-0604
no e-mail address
home address:
1904 18th Street
Huntington, WV 25701
h-525-0818

Ray Franks, Director
Boy's Scout of America Tri-State Council
823 Adams Avenue
Huntington, WV 25704
523-3408
rfranks@bsamail.org

Tommy Bailey, President
Park Recreation Organization for Students
bailey85@marshall.edu
399-1394

Ron Hoopper, Resource Manager
U. S. Army Corps of Engineers
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5441 Beech Fork Road
Lavalette, WV 25535
525-4831
ronald.l.hoopper@lrh.usace.army.mil

Tom Tippett, Park Ranger
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James McClelland, Director
Greater Huntington Park & Recreation District
P. O. Box 2985
Huntington, WV 25728-2985
696-5954
Fax: 696-5588
jimc@ghprd.org
ATTACHMENT 1

Accreditation Letter, February 6, 2003
National Recreation Park Association
American Alliance for Leisure and Recreation
February 6, 2003

Dr. John Kiger
Park Resources & Leisure Services, HPER Dept.
Marshall University
400 Hal Greer Blvd. | Gulickson Hall
Huntington, WV 25755

Dear Dr. Kiger:

I’d like to communicate some of the work of the Council on Accreditation, ask that you share it with colleagues at your institution, and request your assistance with an important project that’s been undertaken to assess the accreditation standards. First, an update on Council business:

1. The Council on Accreditation has been approved for continuing recognition by the Council on Higher Education Accreditation (CHEA). This recommendation comes after an intensive self-study, review by the CHEA Committee on Recognition, and appearances before that committee to discuss the Council’s progress since its last review and plans for the future. The continuing recognition by CHEA is significant because it places the Council in good company. As an independent body, sponsored in part by NRPA and AALR, the Council shares CHEA recognition with 60 other accrediting bodies including specialized professional accreditors and regional higher education accrediting organizations.

2. At its October 2002 meeting in Tampa the Council withdrew accreditation from two institutions, Lincoln University and California State University at Northridge. These were not easy decisions, and they came about after lengthy deliberations. Although the Council hates to see institutions dropped from its accredited ranks these decisions are sometimes necessary to uphold the rigor, consistency, and importance of the accreditation process.

3. On a happier note several institutions have formally applied to initiate the accreditation process and will either appear before the Council or receive visitation teams during 2003. Additionally, three institutions who had accreditation withdrawn in the past have started work toward again becoming accredited. At the present time 98 institutions have accredited programs, close to the all-time high.
4. As part of its on-going effort to assess the accreditation process, COA completed a thorough review of visitation reports completed over the past five years. This was undertaken to identify the standards that were most often identified during visits as “Partially Met” or “Not Met.” Of the more than 100 standards that must be met by all accredited institutions (option standards not included) 15 were determined to have been consistently cited more than the others. The Council decided that institution feedback would assist greatly in reviewing the results of this analysis.

This brings me to a request for your assistance. Attached to this letter is a questionnaire that is extremely important to our review of standards. Having identified the 15 standards that visitors most often believe are difficult for institutions to meet, the Council would like your feedback on each. PLEASE take a few minutes and complete the attached questionnaire. A stamped envelope is included for you to return it. The Council hopes that you will complete and return this questionnaire as soon as possible so that we may calculate the results and discuss them during the Council’s spring meeting on March 30-31.

Lastly, I should note that after many years of assistance to the Council on Accreditation, NRPA assistant Jeanne Houghton has decided to retire. The Council in recognizing Jeanne at the NRPA Congress in Tampa commended her for her hard work and willing assistance to numerous institutions. Although we will miss Jeanne’s assistance the Council is encouraged by the commitment Van Anderson NRPA Director of Professional Services has shown in securing a replacement for Jeanne. When this decision is finalized the Council will be sure to pass it along to you.

On behalf of the Council on Accreditation I thank you for your continued support of, and participation in, the accreditation process. If I can ever be of any assistance I hope you will not hesitate to call me directly at (757) 455-3305 or e-mail me at kennedy@vwc.edu.

Best wishes,

Doug Kennedy, Ed.D., CPRP
Chair, Council on Accreditation
COUNCIL ON ACCREDITATION

ANNUAL UPDATE REPORT -- 2001-2002

INSTITUTION       MARSHALL UNIVERSITY

PROGRAM           PARK RESOURCES AND LEISURE SERVICES

PART 1: STATISTICS SUMMARY REPORT

FACULTY: Provide a summary of faculty, including part-time and full-time, extension and regular faculty.

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<tr>
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<td>Part-time</td>
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<tr>
<td>Adjunct Professors</td>
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</table>

STUDENTS: Indicate enrollments (full-time, part-time) and graduate numbers for the reporting year, for the baccalaureate program, for accredited options, and any career tracks or emphases.

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<tr>
<th>Professional Preparation OPTION</th>
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<td>Public Recreation</td>
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</table>

Information on Emphases or tracks is requested for information. It has no bearing on accreditation.
COUNCIL ON ACCREDITATION

ANNUAL UPDATE REPORT -- 2001-2002

PART II: NARRATIVE REPORT

On separate paper, please identify any major changes during the 2001-2002 academic year in each of the categories listed below.

If there are no changes for a particular category, write "NONE" on the line provided.

Be sure to identify institution and reporting year on each sheet.

A. FACULTY CHANGES: Dr. John Kiger

1. ADDITIONS. Give names, percent of time assigned to the program, and primary teaching areas. Attach a brief vita for each new person.

   Dr. Kiger is developing new courses and examining methods for Park Resources and Leisure Services students to take Sport Management and Marketing classes.

   Assigned 25+%  

   Primary Teaching Areas: Management and Administration, Ethics, and Sociology. 

   Vita attached to this email.

2. REDUCTIONS. Give names of persons no longer serving the program and indicate primary teaching areas, percentage of reduction, and reason for the change (e.g., retirement, resignation, reassignment, etc.).

3. If faculty listed in #2, above, taught REQUIRED courses, please indicate briefly how these courses will be covered now.

B. CURRICULUM CHANGES: none

Briefly describe any changes in degree requirements. Indicate new required courses, courses no longer required or dropped from the curriculum, and other major curricular changes. Identify changes by professional program or approved option.
C. ADMINISTRATIVE CHANGES:

Briefly describe the nature of any changes (e.g., new administrative structures, new assignments, amount of released time for administrative duties, location of the program unit, etc.).

John Kiger will be assuming the duties of Raymond Busbee as the Coordinator for Sport and Recreation Programs. This includes assuming the leadership role as Head of Park Resources and Leisure Services and Director of Sport Management and Marketing.

D. CHANGES IN RESOURCES: none

Indicate major increases, reductions or other changes in resources (including budgets, classrooms and other facilities, faculty offices, library holdings, media resources, computer resources, secretarial and staff assistance, and professional development funds).

E. PLANNING CHANGES:

A cross utilization of Park Resources and Leisure Services classes and Sport Management and Marketing classes is currently under review.

Briefly describe significant changes in the program's long-range plan, i.e., goals, objectives, etc.).

F. OTHER MAJOR CHANGES: none

Please describe any major changes for the reporting year not covered elsewhere in this report.

Report submitted by: John Kiger, Associate Professor

Coordinator for Sport and Recreation Programs

Date November 15, 2002
MARSHALL UNIVERSITY

PARK RESOURCES AND LEISURE SERVICES
DIVISION OF EXERCISE SCIENCE, SPORT, AND RECREATION

SELF-STUDY ACCREDITATION REPORT
FOR
CONTINUING ACCREDITATION
OF
THE BACCALAUREATE PROGRAM

Submitted to:

The Council of Accreditation
National Recreation and Park Association
in cooperation with the
American Association for Leisure and Recreation

July 2001
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOREWORD</td>
<td>i</td>
</tr>
<tr>
<td>SUMMARY OF CHANGES – PAST FIVE YEARS</td>
<td>1</td>
</tr>
<tr>
<td><strong>PART A: ORGANIZATION AND OPERATION STANDARDS</strong></td>
<td></td>
</tr>
<tr>
<td>Unit Characteristics (1.00)</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy and Goals (2.00)</td>
<td>3</td>
</tr>
<tr>
<td>Administration (3.00)</td>
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</tr>
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<td>Faculty (4.00)</td>
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<tr>
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</tr>
<tr>
<td>Instructional Resources (6.00)</td>
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<tr>
<td><strong>PART B: BACCALAUREATE DEGREE STANDARDS</strong></td>
<td>34</td>
</tr>
<tr>
<td>Foundation Understandings (7.00)</td>
<td>34</td>
</tr>
<tr>
<td>Professional Competencies (8.00)</td>
<td>36</td>
</tr>
<tr>
<td>Conceptual Foundations</td>
<td>36</td>
</tr>
<tr>
<td>Leisure Services Profession</td>
<td>37</td>
</tr>
<tr>
<td>Leisure Service Delivery System</td>
<td>39</td>
</tr>
<tr>
<td>Programming Strategies</td>
<td>40</td>
</tr>
<tr>
<td>Assessment, Planning, and Evaluation</td>
<td>41</td>
</tr>
<tr>
<td>Administration/Management</td>
<td>42</td>
</tr>
<tr>
<td>Legislative and Legal Aspects</td>
<td>44</td>
</tr>
<tr>
<td>Field Experiences</td>
<td>45</td>
</tr>
</tbody>
</table>
APPENDICES

Appendix A: Faculty Tables
   By Rank
   By Age
   By Race or Ethnicity
   By Gender
   Teaching Responsibilities
   Institutions of Graduation

Appendix B: Individual Faculty Profiles

Appendix C: Faculty Vitae (Separate Document)

Appendix D: Student Tables

Appendix E: Summary Tables for Standards and Courses
   Table 1: Standards 1.00 – 7.00
   Table 2: Standard 8.00

Appendix F: Course Syllabi (Separate Document)

Appendix G: PRLS Long-Range Plan
FOREWORD

This self-study document is submitted in compliance with the NRPA/AALR Council on Accreditation curriculum accreditation process. Specifically, this self-study is for the ten-year review of the Marshall University Park and Recreation curriculum, which was initially accredited by the Council in April, 1991, and was granted continuing accredited status from April, 1996, until April, 2001.

Continuing accreditation status was granted pending compliance with specified program compliances. Copies of the Council’s program compliance requirements and the University’s response is available on-site.

Primary responsibility for the preparation of the accreditation self-study document was assumed by Raymond Busbee, Head of Park Resources and Leisure Services. Assistance was also provided by Dr. Sandra Parker, Professor of Park Resources and Leisure Services, and Dr. Jennifer Mak, Assistant Professor of Exercise Science, Sport, and Recreation. Other part-time and adjunct faculty also assisted by preparing vitae, course outlines, and other required information.

This self-study, along with accompanying appendices and other supporting documents, was prepared in compliance with current Standards and Evaluative Criteria for Baccalaureate Programs in Recreation, Park Resources, and Leisure Services. Also included are faculty vitae and course syllabi. Additional documentation and materials will be available for the on-site visit.

Several program changes have been initiated and approved during the past five years. Highlights of these changes follow.
PARK RESOURCES AND LEISURE SERVICES
SUMMARY OF CHANGES DURING THE PAST FIVE YEARS

Faculty Changes

Full-time faculty, Raymond Busbee and Sandra Parker, have remained the same. In 1998, Dr. John Kiger was employed as a full-time faculty member in the division to instruct half time in PRLS. Dr. Kiger resigned in December, 1999, to assume a deanship at Ohio University. He will be returning to Marshall University in the fall of 2001 and it is anticipated that he will again be available to instruct certain park and recreation courses.

Dr. Jennifer Mak was employed as a full-time faculty member in the division in the fall of 2000. She is assigned to instruct park and recreation classes on a regular basis as well.

Several park and recreation practitioners in the community have been added to the list of those who serve as adjunct faculty in the program. Information with respect to all faculty is contained in the Faculty Vitae document, Appendix C (a separate document).

Program Changes

The curriculum has been revised during the past five years in order to broaden the program. The two new courses are:

PLS 400/500  Leisure and Aging (3 hours)
PLS 350 Outdoor Adventure Training (3 hours)

Copies of both course outlines are contained in Appendix F (a separate document).

Other Changes

All full-time faculty have office computers with appropriate upgrades as needed. Adjunct faculty have access to a computer located in the PRLS office complex.
PART A: ORGANIZATION AND OPERATION STANDARDS

Standards for the non-curriculum aspects of the academic program are presented as follows:

1.00 UNIT CHARACTERISTICS

1.01 There shall be a program or other clearly identifiable administrative unit concerned with recreation, park resources, and leisure services.

A separate, autonomous Division of Recreation was established within the Department of Health, Physical Education and Recreation in 1975. The title of the program was changed to Park Resources and Leisure Services in 1981, and it was moved from the division status to program status as a result of College of Education reorganization in 1985. The Department of HPER was changed to the Division of Exercise Science, Sport, and Recreation in 2000. The organizational structure of the college and the unit is presented on the following page.

1.02 The academic institution shall be accredited currently by the appropriate regional accrediting association approved by the Commission on Recognition of Post Secondary Accreditation (CORPA), or the current national accrediting body.

Marshall University is accredited by the North Central Association of Colleges and Schools (NCACS). The most recent re-accreditation was granted in February, 1996.
College of Education and Human Services
2001
(Page 2)
1.03 There shall have been in operation for at least three full years an academic major in recreation, park resources, and leisure services leading to the baccalaureate degree.

An academic major in the Division of Recreation was established in 1975. The curriculum title was changed to Park Resources and Leisure Services in 1981. The curriculum was changed to a “professional” program in 1988. See Marshall University Undergraduate Catalog, (1999-2001) page 181.

2.00 PHILOSOPHY AND GOALS

2.01 The academic unit shall have an up-to-date written statement of the philosophy, purposes and goals of the academic unit which is consistent with the mission of the academic institution and the recreation, park resources, and leisure services profession.

Marshall University can best be described as a medium-sized, comprehensive, co-educational, state-supported, residential, undergraduate institution with selected graduate programs. Marshall University primarily serves students from the state of West Virginia, and the surrounding region.

The University is committed to seven basic principles:

1. Undergraduate education.
2. Enhancement of graduate education.
3. Expanding the body of human knowledge and achievement.
4. Commitment to society through public service.
5. Diversity in its student body, faculty, staff, and its educational programs.
6. Academic freedom and shared governance.
7. Assurance of the integrity of the curriculum through the maintenance of vigorous standards.

"The Mission of the College of Education is to function as the means of meeting the academic needs of educators and other professional personnel in the area of human services."

(Marshall University Undergraduate Catalog, 1999-2001, p. 5)

This mission statement is contained in the College of Education Faculty Handbook, 1997 page 5. A copy of the Handbook is available in the on-site file.

The general philosophy of the Park Resources and Leisure Services program which the faculty attempts to impress upon the students is embodied in a quotation from S. B. Kaplan. "The world is not organized by academic disciplines. Increasingly, life requires an interdisciplinary sensibility."

The Park Resources and Leisure Services curriculum supports and operates within the framework of both the University and the College of Education and Human Services. The statement of purpose of the Park Resources and Leisure Services curriculum is as follows:

The Park Resources and Leisure Services curriculum has as its general goal the preparation of students for broad and inclusive professional careers in leadership, supervision, and administration in park, recreation, and leisure service positions.

The Park Resources and Leisure Services curriculum also embraces goal Statements of the Society of Park and Recreation Educators of the National Recreation and Park Association.

The curriculum, therefore, includes courses designed to promote an appreciation of the institutions and traditions of a free society, to foster attitudes of critical observation and judgment, and to equip future park and recreation professionals with the knowledge and specialized skills needed in the technical aspects of modern professional life.
During the past 10 years, specific goals have been established for Park Resources and Leisure Services. Currently, these goals are to:

1. Prepare graduates for entry-level positions in the park, recreation and leisure services profession in both the public and private sectors.

2. Provide professional park and recreation employees opportunities for continuing education and refresher courses in parks and recreation.

3. Provide students and faculty the opportunity and responsibility of becoming involved in service to professional organizations, the community, the region, and the state.

4. Provide technical assistance and technology transfer to agencies and organizations requesting such assistance.

5. Promote high standards and a climate of professionalism in the park, recreation, and leisure services field.

2.02 The academic unit shall have an up-to-date assessment process, compatible with the respective regional accrediting association's expectations and consistent with the expectations of the academic institution.

The Park Resources and Leisure Services program engages in a variety of assessment processes, some mandated by the administration and some self-directed. These procedures are in compliance with the North Central Association of Colleges and Schools and the State College and University Systems of West Virginia.

Faculty performance is assessed in two ways: (1) a student evaluation conducted in all classes each semester and (2) an annual performance evaluation conducted by the chair of the Division of Exercise Science, Sport, and Recreation in conjunction with each faculty member’s annual report. In accordance with the Green Book (policies and procedures of the University), probationary faculty (non-tenured) and tenured faculty undergo a performance assessment annually. Adjunct faculty performance is assessed by student evaluations.
The State College and University Systems of West Virginia (formerly the Board of Trustees) requires that each academic unit undergoes a comprehensive program review every five years. This five-year review addresses the following issues:

- Faculty Data
- Assessment Information
- Student Performance
- Program Quality
- Graduate Follow-up
- Statement of Viability, Necessity, and Consistency with Mission

This document is reviewed and approved by university administrators, after which it is forwarded to State College and University Systems of West Virginia for its review. The Park Resources and Leisure Services program was approved by this body for continuing status in April, 1999.

A copy of the Board of Trustees Program Review is available in the on-site files.

The State College and University Systems also requires that each academic unit conducts an annual assessment of undergraduate programs. These annual assessment activities include a review of program goals, learning outcomes and data collection, and results. Park Resources and Leisure Services is still in the process of developing this assessment methodology. At this point the faculty is investigating the possibility of focusing the assessment upon graduating seniors who have been approved to complete their senior internships. The goal is to have this assessment methodology completed by the summer of 2002 and implement it with the summer internship class of 2003.
2.03 There shall be demonstration of program and curricular development and improvement consistent with the expectations of Standards 2.01 and 2.02.

The Park Resources and Leisure Services curriculum has undergone, and continues to undergo, appropriate revision and improvement. These revisions and improvements are consistent with NRPA/AALR accreditation standards, State College and University Systems of West Virginia mandates, Marshall University administrative directives, and College of Education and Human Services directives.

The program revision approved in 1981 was aimed at positioning the curriculum to apply for NRPA/AALR accreditation in the future. Additional revisions were proposed and approved prior to submitting an initial accreditation application in 1990. Since the initial accreditation of this curriculum (April 1991), several new courses have been developed and added to the park and recreation core and to the specialized course offerings.

All curriculum revisions and improvements are consistent with the goals, missions, and philosophies identified by the university, the college, and the program and with the expectations identified in Standard 2.01 and 2.02. Also, all revisions and improvements are consistent with the goal of maintaining the professional program (formerly identified as the “generalist” program at Marshall University), rather than a program containing “options.”
3.00 ADMINISTRATION

3.01 The administrator (chair, head, coordinator) of the recreation, park resources, and leisure services academic unit shall be responsible for the operation of that unit, including, but not limited to:

3.01:01 Management of the teaching, research and public service function.

The coordinator of Park Resources and Leisure Services is responsible for coordinating the work functions of full-time, part-time, and adjunct faculty having instructional responsibility for park and recreation courses. The coordinator also, in consultation with full-time faculty, assesses and coordinates teaching and advising, scholarly and creative activities, service to the university, and service to the community.

The coordinator, in consultation with faculty members, prepares a course schedule for the upcoming semester in compliance with administrative directives. The course schedules are normally based upon the long-range course schedule, which was most recently revised in January, 2001. Exceptions to the long-range course schedule become necessary when faculty vacancies occur because of resignations, retirement, sabbatical leave, or illness; when funding allocations for adjunct faculty change; and when the long-range course schedule is revised and updated.

The coordinator also plays a principal role in the employment of full-time and adjunct faculty members.

Research and research-related projects conducted by students through Independent Study (PLS 485-488), and under the supervision of PRLS faculty, are approved by the program coordinator.
3.01:02 Preparation and management of the budget.

The Division of Exercise Science, Sport, and Recreation (ESSR) is allocated an annual budget by the university. This unit also generates revenue from a variety of other activities and grants.

Revenue from all sources is administered by the chairman of the Division of Exercise Science, Sport, and Recreation. The coordinator of Park Resources and Leisure Services meets with the chairman on an annual basis, as well as on a periodic basis as necessary, to review fiscal needs in terms of supplies, equipment, travel, and other expenditures. The Park Resources and Leisure Services program has been granted an equitable distribution of fiscal resources in recent years.

3.01:03 Implementation of policies and procedures related to students.

The coordinator, in consultation with faculty, periodically reviews policies and procedures, which affect students. Every effort is made to coordinate policies and procedures in a manner that will reflect consistency in all park and recreation course offerings.

The coordinator, other full-time faculty, and part-time faculty are routinely afforded opportunities for input into university, college, and departmental student policy creation and revision.

3.01:04 Maintenance of records.

The coordinator is responsible for maintaining a variety of records related to curriculum matters, intra-agency activities and relationships, internship agency agreements
and placement procedures, university library holdings and acquisitions, supplies and equipment needs, and State College and University Systems of West Virginia academic program assessments. The coordinator also assists the chairman of Exercise Science, Sport, and Recreation in maintaining records and data related to faculty, staff, and students.

3.01:05 Provision of opportunities for professional growth of the faculty.

The coordinator assists non-tenured faculty in seeking avenues for improved teaching effectiveness, scholarly and creative activities, service to the university, and service to the community. A component of this assistance is to provide course-teaching schedules which facilitate opportunities for participation in these activities and to support grants and other funding assistance, including reassigned time, for such activities.

The State College and University Systems administration has issued a number of directives and policies related to professional growth and development of faculty. A variety of these directives and policies are contained in The Green Book, which may be accessed on the Marshall University web page: www.marshall.edu.

(link) Administration
(link) Academic Affairs
(link) Forms
(link) Green Book

*A computer will be made available to visitation team members in the PRLS office complex.

The university has made a commitment to develop a wide variety of electronic courses utilizing Web-CT. Comprehensive faculty support has been provided through
training, development, reassigned time, and compensation for the creation of electronic courses.

Faculty are also encouraged to maintain active membership and participation in a variety of national, state, local, and private professional organizations directly and indirectly related to the park and recreation profession. Faculty may also apply for sabbatical leave for professional development purposes under guidelines developed by the university. The university also provides a number of summer stipends available to full-time faculty for the purpose of faculty development.

3.01:06 Development, management and evaluation of the curriculum.

The coordinator assumes principal responsibility for overall management and evaluation of the park and recreation curriculum. All matters related to curriculum additions, revisions, evaluation, and deletions must receive the approval of the coordinator. All University Catalog additions and revisions pertaining to Park Resources and Leisure Services must also be approved by the coordinator.

Comprehensive evaluation of the curriculum is accomplished in four principal ways. Students enrolled in all park and recreation classes evaluate each of these courses and the instructor each semester. A copy of the evaluation instrument is contained in the Self-Study document support file. Individual faculty and the curriculum advisory committee review the curriculum periodically and make recommendations for appropriate additions and revisions. The coordinator prepares a Program Review of the curriculum every five years as mandated by the State College and University Systems of West Virginia (formerly the Board of
Trustees). A copy of the 1993-1998 program review is contained in the document support file on site. Finally, as stated previously, each academic unit is required to develop an annual program assessment.

3.01:07 Faculty personnel policies and procedures.

The coordinator, along with other coordinators within the division, advise the chairman on matters of personnel policies and procedures. Curriculum coordinators also participate in a variety of other procedures related to development and revision of personnel policies and procedures under the faculty governance plan.

3.02 The administrator of the recreation, park resources, and leisure services academic unit shall hold a full-time appointment with the rank of associate or full professor.

The current coordinator of the Park Resources and Leisure Services curriculum holds a full-time faculty appointment at the rank of full professor.

3.03 The administrator shall receive released time and compensation consistent with the prevailing practice within the academic institution.

The coordinator is granted three hours of release time each semester for the purpose of conducting curriculum administrative duties. Accommodations in the coordinator’s teaching schedule also facilitate administrative responsibilities. Compensation for program coordinators (reassigned time or financial payment) varies among schools and colleges within the university; however, these practices are consistent within these academic units.
3.04 There shall be evidence of faculty and administrator participation in a formal manner in setting policies within the academic unit.

Park Resources and Leisure Services faculty actively participate in policy formulation within the College of Education and Human Services and the Division of Exercise Science, Sport, and Recreation through an established internal governance system. The governance system consists of (1) the administrative structure, (2) the Executive Cabinet, (3) college committees, and (4) program advisory committees. Faculty members constitute the majority of the membership on the College of Education and Human Services committees and there is equal representation from all academic units within the college. Faculty also participate in policy formation through service on a variety of standing and ad hoc committees within the division.

Faculty may initiate consideration of policy issues by requesting that these issues be placed on the agenda of scheduled or called division and college committee meetings. Park Resources and Leisure Services faculty also initiate actions affecting policy relating to the Park Resources and Leisure Services curriculum and its students. These policy recommendations are then channeled through division and college committee, as appropriate.

3.05 There shall be a comprehensive long-range plan for the academic unit, based upon the goals set forth in 2.01, which is updated regularly. The current status of the implementation of the long-range plan shall be documented.

The Division of Exercise Science, Sport, and Recreation prepared a five-year plan in 1990, which was updated and revised in the mid 1990’s. The elements that applied to Park Resources and Leisure Services included:
1. Incorporating specialized emphasis areas into the curriculum
2. Initiating a master’s degree program in Park Resources and Leisure Services.
3. Having certain senior-level Park Resources and Leisure Services courses approved for graduate credit (500 level).
4. Revising the curriculum as a generalist degree.
5. Employing additional Park Resources and Leisure Services faculty.
6. Developing a new joint curriculum in cooperation with the Department of Geography.
7. Seeking NRPA/AARLR accreditation of the Park Resources and Leisure Services curriculum.

This ESSR five-year plan has not been updated in recent years.

The PRLS long-range plan, which was submitted with the 1995 accreditation self-study, is available in the on-site files. The current program long-range plan contained in Appendix G at the end of this document includes the following principal elements:

- Elements under active consideration.
- Elements from the previous long-range program.
- Abandoned elements from the previous long-range plan.

3.06 **There shall be evidence of consultation with practitioners.**

Consultation with practitioners is an on-going process which takes place in a variety of environments. Faculty actively participate in cooperative work activities with many professional organizations. Participation includes supervision of senior internship and practicum students, paid and volunteer consultations, cooperative special projects, conference and workshop presentations, committee assignments, service as elected officers, and
community service. Specific instances of faculty consultation may be found in the faculty vitae contained in Appendix C (a separate document).

4.00 FACULTY

4.01 All faculty (full-time, part-time, adjunct) shall be qualified in their area of designated responsibilities.

Park Resources and Leisure Services faculty exhibit excellent qualifications in terms of academic background and professional experience. Full-time faculty possess terminal degrees; three part-time faculty possess terminal degrees; three part-time faculty possess master's degrees, and adjunct faculty members hold master's degrees. See Appendix B at the end of this document for data on earned degrees by all faculty who instruct courses in this program.

4.02 Full-time faculty members shall hold a minimum of one degree, baccalaureate or above, from a regionally accredited institution with a major in recreation, park resources and leisure services and a competency and credentials in the subject matter for which they are responsible.

All Park Resources and Leisure Services faculty possess one or more degrees in recreation, park resources, and leisure services. See Appendix B at the end of this document.

4.03 The faculty shall demonstrate appropriate continuing professional development.

All faculty have routinely and consistently demonstrated active, continuing professional development. All are active participants in appropriate professional
organizations; all attend and participate in state and national conferences; and all attend and participate in various workshops, short courses, seminars, and institutes. Individual faculty vita contain specific information on continuing professional development activities. See Appendix C (a separate document). Faculty annual reports (available on site) contain additional information on instruction, research, service, and other professional development activities.

4.04 The faculty backgrounds shall be diverse with respect to academic institutions attended, age, gender and ethnic background. Where diversity is lacking, documentation must be provided giving specific reasons for failure to achieve the standard and a list of efforts made to comply with it.

Faculty possess graduate level degrees from ten different institutions. The age range of current Park Resources and Leisure Services faculty members is from 30 to 65 years of age. Sex composition among the faculty is four males and three females. Of the full-time faculty, three are Caucasian and one is of Asian decent. See Appendix A at the end of this document for detailed information.

4.05 There shall be at least three full-time-equivalent faculty members of the academic unit serving the baccalaureate program. Two faculty in the academic unit shall be full-time. There shall be, in addition to the foregoing, another full-time faculty member for each Option with credentials appropriate to the respective Option.

This academic unit has three full-time-equivalent faculty members with teaching responsibilities in the curriculum, two of whom are 100 percent in Park Resources and
Leisure Services. Part-time faculty, along with adjunct faculty, collectively teach the equivalent of one additional FTE per academic year. See Table 1.

4.06 Part-time faculty shall not be instructing more than forty (40) percent of the required recreation, park resources, and leisure services professional courses.

Of the eleven required core professional park and recreation courses, eight (73 percent) are taught by full-time park and recreation faculty. See Table 1 for a listing of the number of park and recreation courses taught by full-time, part-time, and adjunct faculty, along with the percentage of courses taught by full-time faculty during the past five years. Note that 62 percent of all park and recreation courses have been taught by full-time park and recreation faculty during the past five years.

Table 2 contains a list of all park and recreation courses offered since the spring of 1995, along with assigned instructors and credit hours.

Table 3 contains data about individual PRLS classes taught since 1997 and class enrollments.

4.07 There shall be a written statement delineating the method by which faculty loads are determined and it shall be consistent with that applied to other academic units within the institution.

Park Resources and Leisure Services faculty have instructional loads that are similar to those of faculty in other academic units within the college and the university. The normal teaching load for full-time faculty is 12 semester hours, although most full-time faculty normally teach fewer than 12 hours per semester. Reassigned time is often granted to full-
# TABLE 1

Proportion of Park Resources and Leisure Services courses taught by Full-time, Part-time, and Adjunct Faculty since 1996

## NUMBER OF COURSES TAUGHT

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# TABLE 2

**Summary of PRLS Courses and Instructors**  
**Spring 1995 – Spring 2001**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Hours</th>
<th>Credit</th>
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<td>Busbee</td>
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<tr>
<td>PLS 156</td>
<td>Bicycling</td>
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<td>PLS 201</td>
<td>Recreational Activities</td>
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<td></td>
<td>Lawson</td>
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<td>Programming for the Handicapped</td>
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<td>PLS 230</td>
<td>Park Management &amp; Operation</td>
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<tr>
<td>PLS 320</td>
<td>Sports &amp; Campus Recreation Management</td>
<td>3</td>
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</tr>
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<td>PLS 401</td>
<td>Administration of Parks &amp; Recreation</td>
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<td>Assessment &amp; Evaluation in Recreation Leisure Services</td>
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<tr>
<td>PLS 421</td>
<td>Recreation for Special Populations</td>
<td>3</td>
<td></td>
<td>Crobie</td>
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<td>PLS 431</td>
<td>Forest Recreation Planning</td>
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<td>PLS 120</td>
<td>Therapeutic Recreation</td>
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<td>PLS 210</td>
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<td>PLS 310</td>
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**Fall 1996**

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**Spring 1997**

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| PLS 483     | Ropes Course                                     | 1       | Parker     
| PLS 488     | Independent Study                                | 1-4     | Busbee     

**Spring 2000**

| Course Code | Course Title                                      | Credits | Instructor  
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| PLS 101     | Introduction to Parks & Leisure Services         | 3       | Busbee     
| PLS 201     | Recreational Activities                          | 3       | Frost      
| PLS 220     | Therapeutic Recreation Program Planning          | 3       | Parker     
| PLS 230     | Park Management & Operations                     | 3       | Busbee     
| PLS 271     | Practicum                                        | 2       | Parker     
| PLS 320     | Sports & Campus Recreation Management            | 3       | Stanton    
| PLS 330     | Wildland Recreation Management                   | 3       | Abel       
| PLS 400     | Leisure & Aging                                  | 3       | Parker     
| PLS 401     | Administration Parks & Recreation                | 3       | McClelland 
| PLS 402     | Assessment & Evaluation in Recreation Leisure Service | 3     | Parker     
| PLS 421     | Recreation Special Populations                   | 3       | Crosbie    
| PLS 483     | Ropes Course                                     | 1       | Parker     
| PLS 485     | Independent Study                                | 1-4     | Busbee     

**Fall 2000**

| Course Code | Course Title                                      | Credits | Instructor  
|-------------|--------------------------------------------------|---------|------------
| PLS 101     | Introduction to Parks & Leisure Services         | 3       | Busbee     
| PLS 120     | Therapeutic Recreation                            | 3       | Thomas     
| PLS 150     | Basic Bass Fishing                                | 1       | Uhl (GA)   
| PLS 201     | Recreational Activities                           | 3       | Mak        
| PLS 210     | Recreation Program & Leadership                   | 3       | Thomas     
| PLS 270     | Practicum                                        | 2       | Thomas     
| PLS 301     | Outdoor Recreation                                | 3       | Bianchin   
| PLS 411     | Recreation Area & Facilities                      | 3       | McClelland 
| PLS 431     | Forest Recreation Planning                        | 3       | Busbee     
| PLS 488     | Independent Study                                | 1-4     | Busbee     

**Spring 2001**

| Course Code | Course Title                                      | Credits | Instructor  
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| PLS 152     | Basic Fly Fishing                                 | 1       | Uhl (GA)   
| PLS 201     | Recreational Activities                           | 3       | Mak        
| PLS 230     | Park Management & Operations                      | 3       | Abel       
| PLS 320     | Sports & Campus Recreation Management            | 3       | Stanton    
| PLS 400     | Leisure & Aging                                  | 3       | Parker     
| PLS 401     | Administration Parks & Recreation                | 3       | McClelland 
| PLS 402     | Assessment & Evaluation in Recreation Leisure Service | 3     | Parker     
| PLS 421     | Recreation Special Populations                   | 3       | Crosbie    
| PLS 422     | Therapeutic Recreation Institutional Settings     | 3       | Boggess    
| PLS 430     | Environmental Interpretations                     | 3       | Busbee     
| PLS 485     | Independent Study                                | 1-4     | Busbee     

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<td>PLS 411 - Rec. Areas &amp; Facilities</td>
<td>James McClelland</td>
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<tr>
<td>PLS 483 - Ropes Course</td>
<td>Sandra D. Parker</td>
<td>14</td>
</tr>
<tr>
<td>PLS 488 - Independent Study</td>
<td>Raymond L. Busbee</td>
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### Spring 2000

<table>
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<tr>
<th>Class</th>
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<tr>
<td>PLS 101 - Intro. to Parks &amp; Leisure Services</td>
<td>Raymond L. Busbee</td>
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<tr>
<td>PLS 201 - Recreational Activities</td>
<td>Melissa Frost</td>
<td>36</td>
</tr>
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<td>PLS 220 - TR Program Planning</td>
<td>Sandra D. Parker</td>
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<td>PLS 230 - Park Management &amp; Operations</td>
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<td>PLS 271 - Therapeutic Rec. Practicum</td>
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<td>PLS 320 - Sports &amp; Campus Rec. Mgmt.</td>
<td>Sharon Stanton</td>
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<tr>
<td>PLS 330 - Wildland Rec. Management</td>
<td>Rick Abel</td>
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<td>PLS 400 - Leisure &amp; Aging</td>
<td>Sandra D. Parker</td>
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<tr>
<td>PLS 401 - Admin. Parks &amp; Recreation</td>
<td>James McClelland</td>
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<tr>
<td>PLS 402 - Assess &amp; Eval. Rec. Service</td>
<td>Sandra D. Parker</td>
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<td>PLS 421 - Rec. Special Populations</td>
<td>Ronald Crosbie</td>
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<td>PLS 483 - Ropes</td>
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<td>PLS 485 - Independent Study</td>
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### Summer 2000

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<tr>
<td>PLS 350 - Outdoor Adventure Training</td>
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<td>PLS 490 – Internship</td>
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### Fall 2000

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<tr>
<td>PLS 101 - Intro. to Parks &amp; Leisure Service</td>
<td>Raymond L. Busbee</td>
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<tr>
<td>PLS 120 - Intro. Therapeutic Recreation</td>
<td>Alane Thomas</td>
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<td>PLS 150 - Basic Bass Fishing</td>
<td>Dennie Uhl</td>
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<td>PLS 201 - Recreational Activities</td>
<td>Jennifer Mak</td>
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<td>PLS 210 - Rec. Program &amp; Leadership</td>
<td>Alane Thomas</td>
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<td>PLS 270 - Practicum</td>
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<td>PLS 301 - Outdoor Recreation</td>
<td>Glenna Bianchin</td>
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<td>PLS 411 - Rec. Areas &amp; Facilities</td>
<td>James McClelland</td>
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<td>PLS 431 - Forest Recreation Plan</td>
<td>Raymond L. Busbee</td>
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<td>PLS 488 - Independent Study</td>
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### Spring 2001

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<th>Class</th>
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<td>PLS 101 - Intro. to Parks &amp; Leisure Services</td>
<td>Raymond L. Busbee</td>
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<tr>
<td>PLS 152 - Basic Fly Fishing Techniques</td>
<td>Dennie Uhl</td>
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<td>PLS 201 - Recreational Activities</td>
<td>Jennifer Mak</td>
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<tr>
<td>PLS 230 - Park Management &amp; Operations</td>
<td>Rick Abel</td>
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<tr>
<td>PLS 320 - Sports &amp; Campus Rec. Mgmt.</td>
<td>Sharon Stanton</td>
<td>33</td>
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<tr>
<td>PLS 400 - Leisure &amp; Aging</td>
<td>Sandra D. Parker</td>
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<td>PLS 401 - Admin. Parks &amp; Recreation</td>
<td>James McClelland</td>
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<td>PLS 402 - Assess &amp; Eval. Rec. Service</td>
<td>Sandra D. Parker</td>
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<tr>
<td>PLS 421 - Rec. Special Populations</td>
<td>Ronald Crosbie</td>
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<td>PLS 422 - Ther. Rec. Institutional Settings</td>
<td>Connie Boggess</td>
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<td>PLS 430 - Environmental Interpretations</td>
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<tr>
<td>PLS 485 - Independent Study</td>
<td>Raymond Busbee</td>
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time faculty for administrative duties, special unit assignments, funded and non-funded research projects, and for graduate thesis and graduate committee assignments.

Written policy with respect to teaching loads for full-time faculty is addressed in The Greenbook – Marshall University 1997, page 182. “Each institution in the University System is to develop an institutional compliance model that will be established at the appropriate unit level.” A copy of The Greenbook (1997) is available on the Marshall University web site at www.marshall.edu/greenbook. See ADMINISTRATIVE BULLETIN NO. 26 -- Statement on Faculty Workload.

4.08 There shall be a written policy regarding the outside employment and consultation activities of faculty members.

Outside employment and consultation by faculty is addressed in The Greenbook – Marshall University 1997, which is available on the Marshall Web Site at www.marshall.edu/greenbook. See SERIES 36, SECTION 4. FACULTY -- TYPES AND CONDITIONS OF APPOINTMENT 4.3.1. Essentially, “outside activities shall not be restricted unless such activities or employment interfere with the adequate performance of academic duties.”

4.09 Faculty shall have salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, time and financial support for professional development and involvement that are comparable with those of other faculty in the institution.

Park Resources and Leisure Services faculty salaries, benefits, and privileges are comparable to those of other faculty at the institution. Promotion and tenure have also been granted to Park Resources and Leisure Services faculty on an equitable basis.
Salary rates are addressed in the West Virginia University and Marshall University Faculty Minimum Salary Schedule. A copy of this salary schedule is contained in the materials made available for review on-site.

4.10 There shall be evidence of continuing scholarly productivity by faculty, consistent with the institution objective.

Faculty are regularly and routinely engaged in a variety of scholarly activities including research, publication, and professional consultation. Among these activities are presentations at conferences, seminars, and workshops, paid and non-paid consultation, and community service projects. Consult individual faculty vita in Appendix C and annual reports (available on-site) for specific scholarly activities.

5.00 STUDENTS

5.01 There shall be student involvement in those aspects of academic unit policy formulation which affect their professional preparation.

Students are strongly encouraged to be actively involved in all aspects of their professional development and their life on campus. University and College of Education and Human Services policies allow for student representation at various levels of governance which affect student affairs. Students serve on a variety of standing and ad hoc committees in the college and in the university. At the university level, students are members of the Academic Planning Committee, Academic Standards and Curricula Review Committee, Budget and Appropriations Committee, Library Committee, Publications Committee,
Research Committee, University Functions Committee, Student Conduct and Welfare Committee, Legislative Affairs Committee, and Athletic Committee. At the college level, students are included on the Program Committee and the Student Advisory Committee.

Opportunities specifically available to Park Resources and Leisure Service students include:

a. Course Evaluations: Each Park Resources and Leisure Services course is evaluated by students during each semester. Evaluations are administered by graduate assistants utilizing a standardized evaluation form without the faculty member being present in the classroom. A copy of the evaluation instrument is contained in the on-site resource file.

b. Course Requirements: Several Park Resources and Leisure Services courses require practical experiences and/or volunteer work. The requirements facilitate and encourage application and correlation of classroom knowledge.

c. PROS: The Park and Recreation Organization for Students is open to any undergraduate student at Marshall University. The PROS executive committee functions as an advisory committee to the Park Resources and Leisure Services academic program.

d. Faculty Consultation: Students are strongly encouraged to consult with their advisor or other program faculty concerning their thoughts and observations regarding curriculum matters.

5.02 There shall be written policies and procedures for admission, retention, and dismissal of students from the academic unit.

The Park Resources and Leisure Services program complies fully with the Admissions Office and the Registrar’s Office concerning policies and procedures associated with admission, retention, and dismissal of students. See the 1999-2001 Undergraduate Catalog for policies related to these subjects, page 85 for the dismissal policy, page 136 for the admission policy to the College of Education and Human Services, and page 88 for policies related to academic standing. General policies and policy changes dealing with admission, retention, and dismissal of students at Marshall University are recommended by
the Academic Standards and Curricula Review Committee to the Faculty Senate and to the
President.

In general, all students must maintain a 2.0 grade point average (on a 4.0 scale) to
remain in good standing and avoid being placed on academic probation or being suspended
for academic reasons. Academic policies and requirements, including academic probation,
suspension, and appeals, can be found in the Marshall University Student Handbook 2000-
2001, pp. 123-130. A copy of this document is contained in the materials made available for
review on site.

Marshall University requires a grade point average of 2.0 for graduation. In addition,
the Park Resources and Leisure Services program requires that majors have a minimum 2.0
grade point average prior to being permitted to enroll in the Senior Internship (PLS 490).

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

Currently, the University has no written policy that specifically addresses the number
of students admitted to an academic unit based upon resources and educational objectives.
Individual departments do, however, have the flexibility to alter the courses offered based
upon the number of students enrolled in these classes. As a general policy, there must be at
least ten undergraduate students enrolled in a class before that class may be offered, although
there are provisions for exceptions. The Division of ESSR has an upper limit of 26 students
enrolled in most activity classes, but no limit on the number of students allowed to enroll in
lecture-type classes. The limit is governed by the number of seats in the classroom. Within
the Park Resources and Leisure Services program the maximum enrollment is generally 30
to 50 for lower-level courses and 35 for senior-level courses. Enrollment data for PLS classes during the past five is presented in Table 3.

**5.04 There shall be a program of student advising which will assist students in making informed academic program decisions.**

Marshall University places a high priority on providing a quality education for students, and one of the essential aspects of this is student advisement. Academic advising is seen as a function primarily of the faculty in the various academic sections. “Each student admitted to Marshall University is assigned to a faculty advisor, usually in the field in which the student has expressed an interest.” Students in the College of Education and Human Services are permitted to select and request changes in advisors. The advisor renders academic guidance by assisting in the preparation of class schedules, by counseling the student in meeting degree requirements, and by checking with the student on academic progress. “You should take the initiative and arrange an appointment with your advisor at any time during the semester when you need advice or help.” See the 1999-2001 Undergraduate Catalog, page 91.

The mission statement of the College of Education and Human Services states that “…academic advising is a process designed to match the faculty expertise and resources of the college with the educational and career goals of students. Faculty advisors generally assist students with: Career exploration, utilizing university resources, program requirements, course scheduling, and academic ‘troubleshooting’.”

A student entering the Park Resources and Leisure Services program is assigned a faculty advisor for the duration of the student’s academic career. A student may, however,
request a change of advisors upon consultation with the associate dean of the college. The
college expects faculty to maintain regular office hours (approximately five hours each
week) to give students ample opportunity to schedule appointments. Park Resources and
Leisure Services faculty advisors are committed to an open-door policy and students are
encouraged to consult with faculty members when there is a need. The University introduced
a telephone registration system in Spring Semester 1995. This system has resulted in a
tendency for students to avoid meeting with faculty advisors prior to registering for classes.
We have attempted to overcome this tendency by (1) urging students to consult their faculty
advisors prior to registration and (2) making certain that majors in parks and recreation
clearly understand course requirements and that failure to conform to these requirements may
delay graduation.

5.05 Students' cumulative records shall be maintained in
compliance with accepted confidentiality practices.

Official cumulative student records are maintained in the Registrar’s Office and by
the Associate Dean of Student Services in the College of Education and Human Services.
The records are available only to academic advisors, students, and parents. The advisor also
maintains a file of essential information such as grade reports, program sheets, resumes and
other pertinent information. Advisors update student files on a regular basis.

In compliance with the Family Education Rights and Privacy Act of 1974, 93-380,
93rd Congress, H.R. 69, neither advisors nor the University may release information about a
student from records except as provided for in the 1999-2001 Undergraduate Catalog, page
79. Furthermore, faculty members are required not to post grades of students since the Act
prohibits disclosure of any records “...from which information is retrieved by the name of the individual or by some identifying number, symbol, or other identifying particular assigned to the individual”. (The Greenbook – Marshall University 1997, page 34.)

5.06 There shall be evidence of substantial student participation and involvement in professional organizations and activities.

Students are encouraged to join and become active members of the Park and Recreation Organization for Students (PROS), the West Virginia Recreation and Park Association (WVRPA). Student Branch of the National Recreation and Park Association (NRPA) and other professional organizations related to the park, recreation, and leisure service field. Students are regularly informed of professional meetings, workshops, and conferences through class announcements. Park Resources and Leisure Services flyers and announcements are regularly posted on the unit bulletin board.

Students have been very actively involved in WVRPA. They regularly attend the WVRPA Annual Conference. Students have served on several WVRPA Committees, including the Conference Planning Committee. The Park and Recreation Organization for Students is an active organization. This organization meets on a regular basis, has elected officers, maintains active committees, promotes fundraising activities, conducts community service projects, sponsors a variety of social activities, and coordinates student registration and travel to the WVRPA annual conference.
5.07 There shall be career assistance by the academic unit or by the educational institution.

The Marshall University Career Planning and Placement Center's principal goal is to help the student prepare not just for a job, but for a career. This is accomplished through assessment (self-assessment, career information, decision-making and planning seminars); exploration (Career Development course and re-evaluation of goals); preparation (Career Days, placement process, graduate and professional school investigations); and completion (job search strategies, interviews, and moving on to a job). A copy of Career Planning and Placement Center brochure is available in the on-site file.

Faculty members maintain active contacts with agencies and organizations with respect to employment opportunities for graduates. A variety of printed announcements are forwarded to graduates known to be seeking employment and they are posted on the Park Resources and Leisure Services bulletin board. Frequently, administrators telephone Park Resources and Leisure Services faculty members with requests for locating potential employees. Faculty members willingly assist with such requests.

Overall, the Park Resources and Leisure Services curriculum and faculty enjoy an excellent reputation within the tri-state region. On many occasions job opportunities for students are made known to faculty early in the search process. In addition, the faculty make diligent efforts to obtain notices of full-time, part-time, and summer vacancies for the benefit of students seeking professional employment. Faculty also take advantage of job fairs at state, regional, and national conferences, job bulletins from surrounding state associations, and job referrals from alumni to obtain additional information on professional positions.
Available positions are placed within a job file in the office and/or are posted on the Park Resources and Leisure Services bulletin board.

5.08 **There shall be opportunity for individualized study and/or research by the students under the supervision of qualified faculty.**

Students may enroll in independent study courses (PLS 485-488) which are specifically designed to permit students to investigate particular problems and areas of interest under the direction of a Park Resources and Leisure Services faculty member. Independent Study courses carry from one to four hours of academic credit. These independent study courses are designed to address specific research projects, selected study in a designated topic area, or program planning and delivery. Furthermore, students periodically assist faculty in their independent research projects and have participated in research-oriented class projects.

6.00 **INSTRUCTIONAL RESOURCES**

6.01 **There shall be support services including, but not limited to, secretarial, clerical, duplicating and telephone services comparable to other academic units in the institution.**

The Division of ESSR has three full-time clerical personnel - an administrative assistant located in the division chairman's office, one secretary located in the Intramural office, and one secretary located in the Park Resources and Leisure Services office. The majority of clerical support required by full-time and adjunct faculty is provided by the secretary in the Park Resources and Leisure Services office. At times, depending upon the
workload, the other clerical personnel may provide support to these individuals as well. Part-
time park and recreation faculty receive clerical support from one or more of the three
clerical personnel, as assigned. The Division of ESSR is fortunate in that a number of work-
study students periodically assist in completing office management and operation
responsible. Graduate assistants also assist periodically in meeting some of the office
management and operation responsibilities.

The Division of ESSR has a wide variety of communication, duplicating, and media
production supplies and equipment. This division is probably much more fortunate in this
respect than many other academic units because of several revenue generating programs
which make it possible for ESSR to purchase a variety of audio-visual and high-tech
equipment.

All ESSR faculty now have the latest in computer hardware and software.

6.02 There shall be properly located and equipped faculty offices
of sufficient number and size for work and consultation.

All Park Resources and Leisure Services offices are located in Gullickson Hall. Full-
time faculty offices are in the Park Resources and Leisure Services office complex consisting
of a secretary’s office, two faculty offices, a conference room, a drafting room, and common-
use room. Each faculty member has a private office and telephone. University-owned
computers are located in the secretary’s office and in the coordinator’s office. A computer,
scanner, and printer is available in the common-use room. Each computer is connected to the
Marshall University Computer Center Network System. A personal computer is available for
faculty and supervised student use in an ESSR office. A wide variety of duplicating
machines, typewriters, copiers, projectors, fax machine, etc. are readily available to all faculty members. Park Resources and Leisure Services has its own equipment storage room directly across from the Park Resources and Leisure Services office complex.

Each full-time and part-time faculty member is provided with access and use of the common-use office which contains a desk, chair, book case, and computer.

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

A small conference room is located in the Park Resources and Leisure Services office complex. This conference room is available for both faculty and student use. A larger conference room, located in Henderson Center is available for scheduled meetings, as needed. The Park and Recreation Organization for Students has access to both of these conference rooms, as well as to a number of classrooms in Gullickson Hall. The Marshall University John Drinko Library and the Memorial Student Center have numerous student study and activity areas.

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

The Division of ESSR has a number of classrooms and teaching stations in Gullickson Hall and Henderson Center. Six classrooms are located near the Park Resources and Leisure Services office complex where most Park Resources and Leisure Services classes are scheduled. These classrooms have permanently mounted VCR’s that are
connected to the university television center. A nearby storage facility contains portable AV equipment, including overhead and slide projectors and additional VCR’s.

6.05 There shall be adequate instructional resources to implement properly the curriculum of the academic unit, including special services for individuals with disabilities.

Both faculty and students have access to a variety of instructional services. The Division of ESSR has its own equipment room containing a portable multimedia unit consisting of a desk top computer and Box Lite Projector, a briefcase multimedia unit with a projector, overhead projectors, slide projectors, VCR’s, tape recorders, video recorders, etc. The College of Education and Human Services has a Learning Resources Center which provides various types of audio-visual equipment and technical assistance for graphics, charts, and displays. The Marshall University Computer Center also provides excellent technical assistance and support in faculty research and course-related projects.

Individuals with disabilities and other special needs periodically enroll in Park Resources and Leisure Services courses. The special needs of these students are accommodated in terms of physical access to the areas and facilities and their performance requirements are modified accordingly. Students with disabilities that prevent them from participating in certain classroom and laboratory exercises are given modified assignments and/or permitted to observe specific activities that require agility and physical exertion beyond their capabilities.

There are few problems with respect to access by disabled persons to buildings and facilities on the Marshall University campus. Marshall University is generally known as the most barrier-free institution of higher education in West Virginia. Recently, Marshall
University has undertaken a major construction and rehabilitation effort to meet ADA standards and to conform with other accessibility standards.

Students with learning disabilities are advised and their academic programs are coordinated by the Higher Education for Learning Program (HELP). Faculty work closely with the director and counselors of the HELP program when students with identified learning disabilities are enrolled in Park Resources and Leisure Services classes.

6.06 All instructional areas, faculty offices and other educational facilities shall be available and usable by individuals with disabilities.

All instructional facilities, including the library at Marshall University are accessible to disabled students. This also includes indoor facilities such as restrooms, public telephones, and water fountains. “Provisions for disabled students have been greatly enhanced in recent years, to the point where Marshall University has been designated as the most accessible for disabled in the higher education system of West Virginia. Ramps, automatic doors, chair lifts, curb-cuts, restroom facilities, etc., have been added or modified to improve accessibility” (Self-Study Report: A Report to the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, 1986, p.371).

Park Resources and Leisure Services courses are taught in either Gullickson Hall or Henderson Center. The two buildings are physically attached; both have three floors, and Henderson Center is accessible from street level without ramps or elevators. All floors of both buildings are accessible by an adjoining elevator.

A recent institutional assessment addressed ADA compliance standards for Gullickson Hall and Henderson Center. This report indicates that both of these structures are
substantially in compliance with current ADA standards. A copy of this report is available in the on-site files.

6.07 There shall be adequate library materials available including, but not limited to, books, periodicals, reports, microfilms and other unpublished reference materials.

The John Deaver Drinko Library and Information Center, a $31 million, 118,000-square foot structure was opened in 1998. This facility, as expressed by the State Legislature, is dedicated to making Marshall University “one of the most technologically sophisticated universities of its size and type in the nation.”

Following are examples of selected notable features and services at the Drinko Library.

- 200,000 printed volumes
- almost 300 computerized workstations
- 30 wireless laptops
- 50 teaching laptops in two classrooms
- 6 Gateway destinations in six conference rooms for public use and video conferencing
- 24-hour reading room/computer lab
- 26 single and group study rooms with computers
- 101 total online data base titles
- link to the Library of Congress
- links to other libraries, schools, colleges/universities, government resources, databases, and businesses
- comprehensive technology instruction for faculty and staff

The Drinko Library plays a vital role in supporting the specialized programs and functions of the Park Resources and Leisure Services curriculum. The administration and staff are highly professional, efficient, and accommodating with respect to faculty requests for assistance. Requests for literature searches, acquisitions, reservations for printed
materials, electronic reserves, media assistance, and technical support are quickly and efficiently accommodated in almost every instance.

The library staff conducted a search of park and recreation holdings for the current self-study. Among the more significant results of this search were:

- $18,351 was allocated ESSR for materials acquisition during the past five years.
- Approximately 408 books in parks and recreation acquired since 1996.
- 65 video tapes and four microform sets.
- Total monographic resources in parks and recreation and related fields is 8,086.
- 42 periodical titles.
- 582 microfiche Park Service documents.
- 2,778 paper documents – Park Service.
- Other documents related to parks and recreation, including Laws and Legislation, Health and Human Services, Environmental Impact Statements, and General Accounting Office studies.
- 18 on-line, full-text journals.

A copy of the library staff study is available for review in the on-site file.

A representative list of park and recreation publications ordered during the past five years is contained in the on-site files.

During the past few months, several important periodicals were approved for purchase by the COEHS. These periodicals, housed in the Learning Resources Center are: Park and Recreation Administration, Schole, and Therapeutic Recreation.

6.08 There shall be adequate computer and statistical services available to faculty and students of the academic unit for instructional, research, and administrative applications.

Students and faculty at Marshall University have access to a variety of technical support services and equipment related to computers and statistical services. All faculty have computers in their offices; there is a computer classroom available in Gullickson Hall; there
is a fully-equipped computer classroom in Jenkins Hall (COEHS), and there are a number of
computer stations in the COEHS Learning Resources Center. Marshall University Computer
Center personnel regularly provide technical assistance in statistical analysis for various
types of research projects. This center also offers a wide variety of training programs for
faculty related to computer technology.

Computers in the Division of ESSR are connected to the Marshall University
Computer Center Network System. This system contains a plethora of on-campus and
distant-learning software, communication, and databases. Documentation related to the
variety of programs available on the Network System is available for review on site.

### 6.09 There shall be adequate opportunities related to practical
learning activities including, but not limited to, observation, volunteer participation and practical experiences related to
course work.

Most of the park and recreation courses (core, professional preparation, and elective
courses) include activities that encompass some form of observation, analysis, and/or
practical experience. Individual course outlines illustrate the type and extent of these
particular experiences. Table 4 also lists of practical learning experiences available in park
and recreation core courses. A variety of professional agencies and organizations cooperate
with faculty who instruct these courses in providing opportunities, as well as supervision in
many cases, for these practical experiences. Representatives from a number of these
agencies are presented in Table 5.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Activities</th>
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<tbody>
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<td>PLS 101</td>
<td>Introduction to Parks and Leisure Services</td>
<td>Written report using computerized word processing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class idea sharing</td>
</tr>
<tr>
<td>PLS 120</td>
<td>Introduction to Therapeutic Recreation</td>
<td>Interview and spend 10 hours of leisure time with a person with a disability</td>
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<td></td>
<td></td>
<td>Wheelchair basketball</td>
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<tr>
<td></td>
<td></td>
<td>Spend 4 hours assimilating someone with a disability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class activities, such as practicing listening skills, interviewing skills assessment activities</td>
</tr>
<tr>
<td>PLS 210</td>
<td>Recreation Programming and Leadership (CR: PLS 270)</td>
<td>Presentation to a Mock Council Meeting of a Recreation Park District</td>
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<td></td>
<td></td>
<td>Introduce guest speakers at state conference</td>
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<tr>
<td></td>
<td></td>
<td>Planned and Implemented a Senior Walk-Fitness Clinic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class activities, such as leading ice-breaker activities</td>
</tr>
<tr>
<td>PLS 270</td>
<td>Practicum (CR: PLS 210)</td>
<td>All practical – 60 hours spent observing and participating in recreation programming at an agency</td>
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<td>PLS 230</td>
<td>Park Management and Operation</td>
<td>In-class activities</td>
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<td>Independent Management Research Topic</td>
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<td>Facility/Operations Field Trip</td>
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<td></td>
<td></td>
<td>(Tri-State Ice Arena visitation for Spring 2001 Semester)</td>
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<td></td>
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<td>Public use survey – development and analysis of results</td>
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<td></td>
<td>Outdoor activity program development</td>
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<tr>
<td>PLS 301</td>
<td>Outdoor Recreation</td>
<td>In-class activities</td>
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<td></td>
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<td>Survey and analysis</td>
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<td></td>
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<td>Presentation</td>
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<td>Field trips</td>
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<tr>
<td>PLS 401</td>
<td>Administration of Parks and Recreation</td>
<td>In-class activities</td>
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<td>Budget preparation</td>
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<td>Field trips</td>
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<td>Legislative action</td>
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<td>PLS 402</td>
<td>Assessment and Evaluation in Recreation and Leisure Services</td>
<td>In-class activities</td>
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<tr>
<td></td>
<td></td>
<td>Conduct a survey, analyze the data, and write a written report</td>
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<tr>
<td>PLS 410</td>
<td>Recreation Areas and Facility Maintenance</td>
<td>Comprehensive maintenance management plan.</td>
</tr>
<tr>
<td></td>
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<td>Evaluation of areas and facilities</td>
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<tr>
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<td></td>
<td>Playground safety inspection</td>
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<tr>
<td></td>
<td></td>
<td>Set and determine construction elevations</td>
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</table>
Table 4 cont’d

**PLS 411  Recreation Areas and Facilities**
- In-class activities
- Field trips
- Critique master plans
- LWCF grant proposal review
- RFP preparation

**PLS 490  Internship**
- Professional written reports
- Attend scheduled agency meetings
- Planning and leadership responsibilities
- Professional presentation
- Practical work assignments
<table>
<thead>
<tr>
<th>AGENCY</th>
<th>ADDRESS</th>
<th>CONTACT PERSON</th>
<th>PHONE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabell-Huntington Hospital</td>
<td>1430 Hal Greer, Huntington, WV 25701</td>
<td>Kim Atkins</td>
<td>526-2090</td>
</tr>
<tr>
<td>Chateau Grove Care Home</td>
<td>3410 Rt. 60 E., B'ville, WV 25504</td>
<td></td>
<td>736-3443/3444</td>
</tr>
<tr>
<td>Cammack Children's Center</td>
<td>64 6th Ave. W., Huntington, WV 25701</td>
<td></td>
<td>523-3497</td>
</tr>
<tr>
<td>Big Brothers/Big Sisters</td>
<td>501 5th Ave., Ste. 3, Huntington, WV 25701</td>
<td></td>
<td>522-2191</td>
</tr>
<tr>
<td>Lighthouse Care Home</td>
<td>2459 First Ave., Huntington, WV 25702</td>
<td></td>
<td>525-6680</td>
</tr>
<tr>
<td>River Cities Therapeutic Riding Center</td>
<td>1217 Adams Avenue Huntington, WV 25704</td>
<td>Connie Boggess</td>
<td>697-9300</td>
</tr>
<tr>
<td>VOCA</td>
<td>8th Avenue, Group House</td>
<td>Diana Miller</td>
<td>523-0177</td>
</tr>
<tr>
<td>Beech Fork State Park</td>
<td>5601 Long Branch Road Barboursville, WV</td>
<td>Debbie Keener</td>
<td>522-0303</td>
</tr>
<tr>
<td>Health South Rehab. Hospital</td>
<td>6900 Country Club Dr. Huntington, WV 25705</td>
<td>Marci Oshurn</td>
<td>733-1060</td>
</tr>
<tr>
<td>East Lynn Lake(COE)</td>
<td>East Lynn, Wayne County</td>
<td>Mike Smith</td>
<td>849-2355</td>
</tr>
<tr>
<td>Beech Fork Corps of Engineers</td>
<td>P.O. Box 600, Lavalette, WV 25535</td>
<td>Ron Hoopper</td>
<td>525-4831</td>
</tr>
<tr>
<td>Disabled Student Services</td>
<td>MU Campus, Prichard Hall</td>
<td>Sandra Clements</td>
<td>696-2271</td>
</tr>
<tr>
<td>Cabell-Wayne Assoc. of the Blind</td>
<td>910 4th Ave., Huntington, WV 25701</td>
<td></td>
<td>522-6991</td>
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<tr>
<td>Oglebay Park</td>
<td>Wheeling Park Commission</td>
<td>Gabe Fest</td>
<td>243-4000</td>
</tr>
<tr>
<td>St. John's House</td>
<td>Marcum Terrace</td>
<td>Lisa Wright</td>
<td>525-0725</td>
</tr>
<tr>
<td>Woodland Retirement Community</td>
<td>1 Bradley Foster Drive, Huntington, WV 25701</td>
<td>Judy Taylor</td>
<td>697-1621</td>
</tr>
<tr>
<td>Autism Training Center</td>
<td>MU - Old Main</td>
<td>Malinda McGinnis</td>
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<tr>
<td>Lawrence Co Board of MRDD</td>
<td>606 Carlton Davidson Lane Coal Grove, OH 45638</td>
<td>Jennifer McFarland</td>
<td>696-2332</td>
</tr>
<tr>
<td>Tri-State Industries, Inc.</td>
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<tr>
<td>West Virginia Rehabilitation Ctr.</td>
<td>P. O. Box 1004, Institute, WV 25112-1004</td>
<td>Ann Lacy</td>
<td></td>
</tr>
<tr>
<td>Charleston Area Medical Center</td>
<td>General Division, 501 Morris St., P. O. Box 1393, Charleston, WV 25325</td>
<td>Eric Tissenbaum</td>
<td>348-6061</td>
</tr>
<tr>
<td>Senior Housing Authority</td>
<td></td>
<td>B. J. LaMay</td>
<td>528-1840</td>
</tr>
<tr>
<td>Wyngate</td>
<td>750 Peyton, St., Barboursville, WV 25545</td>
<td></td>
<td>733-6800</td>
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<tr>
<td>Twin Falls State Park</td>
<td>P. O. Box 1023, Mullens, WV 25882</td>
<td>Scott Durham</td>
<td>304-294-4000</td>
</tr>
<tr>
<td>Columbia River Park Hospital</td>
<td>1230 6th Avenue Huntington, WV 25701</td>
<td>Todd Wyrick</td>
<td>526-9111</td>
</tr>
<tr>
<td>Kings' Daughter's Hospital</td>
<td>2201 Lexington Avenue Ashland, KY 41101</td>
<td>Brenda Ewanus</td>
<td>606-327-4663</td>
</tr>
<tr>
<td>Chief Logan State Park</td>
<td>Logan, WV 25601</td>
<td>Bruce Collinsworth</td>
<td>752-7125</td>
</tr>
<tr>
<td>Blackwater Falls State Park</td>
<td>P. O. Box 490, Davis, WV 26260</td>
<td>Robert Gilligan, Superintendent</td>
<td>304-259-5216</td>
</tr>
<tr>
<td>New River Gorge National River</td>
<td>P. O. Box 246, Glen Jean, WV 25846</td>
<td>Ken Stephens</td>
<td>304-465-6531</td>
</tr>
<tr>
<td>City of Charleston Parks &amp; Rec.</td>
<td>200 Baker Lane, Charleston, WV 25302</td>
<td>Paula Martin</td>
<td>304-348-6860</td>
</tr>
<tr>
<td>Hatfield-McCoy Recreation Coalition, Inc.</td>
<td>POB 1925, Pineville, WV 24874</td>
<td>Chris Evans, Director</td>
<td>304-752-3255</td>
</tr>
<tr>
<td>AGENCY</td>
<td>ADDRESS</td>
<td>CONTACT PERSON</td>
<td>PHONE NO.</td>
</tr>
<tr>
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</tr>
<tr>
<td>B. G. McGinnis Boys’ Club</td>
<td>520 Everett St. (Guyandotte Area) Huntington, WV 25702</td>
<td>James Irving</td>
<td>523-5120</td>
</tr>
<tr>
<td>Barboursville Veterans Home</td>
<td>512 Water St., Barboursville, WV 25504</td>
<td>Keith Stewart, Lelia Zappia</td>
<td>736-1027</td>
</tr>
<tr>
<td>Barnett Child Center</td>
<td>1520 10th Avenue Hal Greer Blvd., Huntington, WV 25701</td>
<td>Rebecca Glass</td>
<td>522-3180</td>
</tr>
<tr>
<td>Boy Scouts</td>
<td>733 7th Avenue, Huntington, WV 25701</td>
<td>Chris Lyons</td>
<td>523-3408</td>
</tr>
<tr>
<td>Campfire Boys &amp; Girls</td>
<td>Prichard Bldg., 9th St. &amp; 6th Ave. Huntington, WV 25717</td>
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<tr>
<td>Fairfield East Community Center</td>
<td>2711 8th Avenue Huntington, WV 25701</td>
<td>Ben Adkins</td>
<td>696-4467</td>
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<tr>
<td>A. D. Lewis Community Center</td>
<td>1450 A. D. Lewis Avenue Huntington, WV 25701</td>
<td>Bob Martin</td>
<td>696-5908</td>
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<tr>
<td>Girl Scouts</td>
<td>3550-B U.S. Rt. 60 East Barboursville, WV 25545</td>
<td></td>
<td>736-1412</td>
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<tr>
<td>Greater Huntington Park District</td>
<td>Heritage Station/Downtown P. O. Box 2985, Huntington, WV 25728</td>
<td>Johnette Nelson, David McKinney</td>
<td>696-5954</td>
</tr>
<tr>
<td>Henrietta Payne Boys Club</td>
<td>732 14th Street W. (next to fire station)</td>
<td>James Irving</td>
<td>523-5120</td>
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<tr>
<td>Huntington State Hospital (Mildred Mitchell-Bateman)</td>
<td>530 Norway Avenue (20th St. hill) Huntington, WV 25705</td>
<td>Susan Winters</td>
<td>525-7801 X-308</td>
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<tr>
<td>Multi-Purpose Center</td>
<td>724 10th Avenue Huntington, WV 25701</td>
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<tr>
<td>Heritage Manor</td>
<td>101 13th Avenue (near Pied Piper)</td>
<td>Carol Peters</td>
<td>525-7622</td>
</tr>
<tr>
<td>Mariner Health Care Center</td>
<td>1720 17th Street Huntington, WV 25701</td>
<td>Leanne Perry</td>
<td>529-6031</td>
</tr>
<tr>
<td>Scott Community Center</td>
<td>1637 8th Avenue Huntington, WV 25701</td>
<td></td>
<td>525-4861</td>
</tr>
<tr>
<td>St. Mary’s Hospital</td>
<td>2900 1st Avenue Huntington, WV 25701</td>
<td>Alane Thomas</td>
<td>526-2983</td>
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<tr>
<td>Teen Opportunity Program</td>
<td>1436 7th Avenue Huntington, WV 25701</td>
<td></td>
<td>525-6993</td>
</tr>
<tr>
<td>VA Hospital</td>
<td>1540 Spring Valley Drive (car needed) Huntington, WV 25704</td>
<td>Karen Snell</td>
<td>429-6741</td>
</tr>
<tr>
<td>YMCA - May Building</td>
<td>935 10th Avenue Huntington, WV 25701</td>
<td></td>
<td>525-8127</td>
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<tr>
<td>YMCA</td>
<td>1057 6th Avenue (walking distance) Huntington, WV 25701</td>
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<td>525-2038</td>
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<td>Pipestem State Park</td>
<td>Box 150, Pipestem, WV 25979</td>
<td>David Summers</td>
<td>304-466-1800</td>
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<tr>
<td>Thomas Memorial Hospital</td>
<td>4605 McCorkle Ave., S.W., S. Charleston, WV 25309</td>
<td>Wendy Coe</td>
<td>304-766-3439</td>
</tr>
<tr>
<td>Campus Recreation</td>
<td>Marshall University</td>
<td>Sharon Stanton</td>
<td>696-2943</td>
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</table>
6.10 All instructional delivery methods – correspondence courses, extension programs, distance learning – shall be incorporated into the comprehensive long-range plan for the academic unit, if such instruction is a component of the program under review.

Currently, the PRLS curriculum does not offer courses through correspondence, extension, or distance learning. Initial efforts have been undertaken to offer course via the Internet. See the PRLS Long-Range Plan (Appendix G) for details.

PART B: BACCALAUREATE DEGREE STANDARDS

7.00 FOUNDATION UNDERSTANDINGS

The institution must be in compliance with the regional accrediting body’s general/liberal education requirements. As evidence of compliance, the program’s self study must state the name of the regional accrediting body, the date of the institution’s last review by that body, and an explanation of the institution’s general/liberal education requirements.

Regional Accrediting Body:


Date of Last Accreditation:

February 1996.

Explanation of the Institution’s General/Liberal Education Requirements:

Every undergraduate student at Marshall University must complete requirements for the Marshall Plan prior to graduation. The Marshall Plan consists of:

- An integrated/applied mathematics course which may be fulfilled by completing MTH 121 or a higher-level mathematics course.
- A team-taught integrated science course (ISC).
- A three-hour course in multicultural studies.
- A three-hour writing intensive course (beyond English Composition).
- A computer literacy/competency course.
- A capstone experience within the academic discipline.

(See 1999-2001 Undergraduate Catalog, page 109)

Each college and school at the university is authorized to create its own General Requirements. Within the College of Education and Human Services, separate General Requirements have been approved for Teacher Education Programs and for Human Services Programs. The Human Services General Requirements are:

**GENERAL REQUIREMENTS**

**HUMAN SERVICES**

A. FINE ARTS (Select 3 hours from the following): .................................................. 3  
Art (ART) Theater (THE) Music (MUS)

B. COMMUNICATION STUDIES ................................................................................. 9  
-Written Communications................................................................. 6
  ENG 101; ENG 102 or ENG 201H or 302
  Oral Communications.............................................................. 3
  CMM 103 or CMM 104H or CHM 305

C. HUMANITIES ........................................................................................................... 3

D. MATHEMATICS ................................................................................................. 3
  MTH 121 or higher

E. COMPUTER SCIENCE ..................................................................................... 3
  CSD 101 ................................................................................................. 3

F. PHYSICAL EDUCATION ................................................................................... 2
  (Select 2 hours from any ESSL (PE/PLS) activities courses)

G. NATURAL SCIENCE (select 8 hours from the following) ......................... 8
  ISC or CHM 365 .................................................................................. 4
  Science course work offered in the College of Science ..................... 4

H. SOCIAL SCIENCE (9 hours required) ............................................................ 9
  Multicultural ................................................................................. 3
  International Studies ................................................................. 6

**Total General Requirements Hours .................................................................. 40**

(See 1999-2001 Undergraduate Catalog, pages 174-175).
8.00 PROFESSIONAL COMPETENCIES

All Park Resources and Leisure Services majors are required to complete 54 semester hours of Professional Preparation courses, 42 hours of which are park and recreation course requirements. See Appendix F for course syllabi of all Park Resources and Leisure Services courses. See Appendix E for a summary of how individual Park Resource and Leisure Services courses satisfy the 8.00 standard.

Please note that the course titles presented in bold font within the 8.00 Professional Competencies are declared to meet the particular standard in a major way. Course titles which are not bolded are declared to meet the standard in a moderate or minor way.

Conceptual Foundations

8.01 Understanding of the conceptual foundations of play, recreation, and leisure for all populations and settings.

PLS 101 Introduction to Parks and Leisure Services (3)
PLS 210 Recreation Programming and Leadership (3)
PLS 270 Practicum (2)
PLS 301 Outdoor Recreation (3)

8.02 Understanding of the psychological, sociological, and physiological significance of play, recreation, and leisure from an historical and cultural perspective of all populations, settings, and services.

PLS 101 Introduction to Parks and Leisure Services (3)
PLS 120 Introduction to Therapeutic Recreation (3)
PLS 301 Outdoor Recreation (3)
PLS 411 Recreation Areas & Facilities (3)

8.03 Understanding of the technological, economic, political and cultural significance of play, recreation, and leisure in contemporary society.

PLS 101 Introduction to Parks and Leisure Services (3)
PLS 120 Introduction to Therapeutic Recreation (3)
PLS 301 Outdoor Recreation (3)
8.04 Understanding of the significance of play, recreation and leisure throughout the life cycle relative to the individual’s attitudes, values, behaviors, and use of resources.

PLS 101 Introduction to Parks and Leisure Services (3)
PLS 120 Introduction to Therapeutic Recreation (3)
PLS 210 Recreation Programming and Leadership (3)
PLS 270 Practicum (2)
PLS 301 Outdoor Recreation (3)

8.05 Knowledge of the interrelationship between leisure behavior and the natural environment.

PLS 101 Introduction to Parks and Leisure Services (3)
PLS 230 Park Management & Operation (3)
PLS 301 Outdoor Recreation (3)
PLS 411 Recreation Areas & Facilities (3)

8.06 Understanding of environmental ethics, the relationship of environmental ethics to the philosophy of planning, design and development, and the potential impact of planning, design and development upon the environment.

PLS 230 Park Management & Operations
PLS 301 Outdoor Recreation
PLS 411 Recreation Areas & Facilities

Leisure Services Profession

8.07 Understanding the history and development of the leisure services profession.

PLS 101 Introduction to Parks and Leisure Services (3)
PLS 120 Introduction to Therapeutic Recreation (3)
PLS 230 Park Management & Operation (3)
PLS 301 Outdoor Recreation (3)
PLS 411 Recreation Areas & Facilities (3)
8.08 **Understanding of contemporary professional issues and the trends impacting leisure and human service agencies.**

- **PLS 101** Introduction to Parks and Leisure Services (3)
- **PLS 120** Introduction to Therapeutic Recreation (3)
- **PLS 301** Outdoor Recreation (3)
- **PLS 210** Recreation Programming & Leadership (3)
- **PLS 270** Practicum (2)
- **PLS 401** Administration of Parks & Recreation (3)
- **PLS 411** Recreation Areas & Facilities (3)

8.09 **Understanding of the concept of a profession and professional organizations and the responsibilities of professionals in leisure and human services agencies.**

- **PLS 101** Introduction to Parks and Leisure Services (3)
- **PLS 120** Introduction to Therapeutic Recreation (3)
- **PLS 210** Recreation Programming & Leadership (3)
- **PLS 270** Practicum (2)
- **PLS 401** Administration of Parks & Recreation (3)

8.10 **Understanding of ethical principles and professionalism as applied to all professional practices, attitudes and behaviors in leisure services delivery.**

- **PLS 101** Introduction to Parks and Leisure Services (3)
- **PLS 120** Introduction to Therapeutic Recreation (3)
- **PLS 210** Recreation Programming & Leadership (3)
- **PLS 270** Practicum (2)
- **PLS 301** Outdoor Recreation (3)
- **PLS 401** Administration of Parks & Recreation (3)

8.11 **Understanding of the importance of maintaining professional competence and use of resources for professional development.**

- **PLS 120** Introduction to Therapeutic Recreation (3)
- **PLS 210** Recreation Programming & Leadership (3)
- **PLS 270** Practicum (2)
- **PLS 301** Outdoor Recreation (3)
- **PLS 401** Administration of Parks & Recreation (3)
- **PLS 402** Assessment & Evaluation in Recreation & Leisure Services (3)
Leisure Services Delivery System

8.12 Understanding of and ability to use diverse community, institutional, natural, cultural and human service resources to promote and enhance the leisure experience.

- PLS 101 Introduction to Parks and Leisure Services (3)
- PLS 120 Introduction to Therapeutic Recreation (3)
- PLS 210 Recreation Programming & Leadership (3)
- PLS 270 Practicum (2)
- PLS 301 Outdoor Recreation (3)
- PLS 411 Recreation Areas & Facilities (3)

8.13 Understanding of the roles and interrelationships of diverse leisure service delivery systems, including such specialties as the therapeutic recreation and the business enterprise systems.

- PLS 120 Introduction to Therapeutic Recreation (3)
- PLS 210 Recreation Programming & Leadership (3)
- PLS 270 Practicum (2)
- PLS 301 Outdoor Recreation (3)
- PLS 401 Administration of Parks & Recreation (3)

8.14 Understanding of inclusive practices as they apply to the design and operation of recreation programs, services and facilities.

- PLS 120 Introduction to Therapeutic Recreation (3)
- PLS 210 Recreation Programming & Leadership (3)
- PLS 270 Practicum (2)
- PLS 401 Administration of Parks & Recreation (3)
- PLS 411 Recreation Areas & Facilities (3)

8.15 Ability to promote, advocate, interpret, and articulate the concerns of leisure service systems for all populations and services.

- PLS 101 Introduction to Parks & Leisure Services (3)
- PLS 120 Introduction to Therapeutic Recreation (3)
- PLS 210 Recreation Programming & Leadership (3)
- PLS 270 Practicum (2)
Programming Strategies

8.16 Knowledge of the role and content of leisure programs and services.

PLS 210  Recreation Programming & Leadership (3)
PLS 270  Practicum (2)
PLS 301  Outdoor Recreation (3)

8.17 Ability to develop outcome-oriented goals and objectives for individuals and groups.

PLS 120  Introduction to Therapeutic Recreation (3)
PLS 210  Recreation Programming & Leadership (3)
PLS 270  Practicum (2)
PLS 230  Park Management & Operations (3)
PLS 301  Outdoor Recreation (3)

8.18 Understanding of human growth and development throughout the lifecycle including the contributions of leisure to growth, development and self-expression.

PLS 101  Introduction to Parks & Leisure Services (3)
PLS 120  Introduction to Therapeutic Recreation (3)
PLS 210  Recreation Programming & Leadership (3)
PLS 270  Practicum (2)
PLS 301  Outdoor Recreation (3)

8.19 Understanding of group dynamics and processes and the ability to use various leadership techniques and strategies to enhance the individual’s recreative experiences.

PLS 210  Recreation Programming & Leadership (3)
PLS 270  Practicum (2)
PLS 120  Introduction to Therapeutic Recreation (3)
PLS 230  Park Management & Operations (3)

8.20 Understanding of the concept and use of leisure resources to facilitate participant involvement.

PLS 120  Introduction to Therapeutic Recreation (3)
PLS 210  Recreation Programming & Leadership (3)
PLS 270  Practicum (2)
PLS 230  Park Management & Operations (3)
PLS 301  Outdoor Recreation (3)
PLS 411  Recreation Areas & Facilities (3)
Assessment, Planning, and Evaluation

8.21 Understanding of and the ability to analyze programs, services, and resources in relationship to participation requirements.

- PLS 120 Introduction to Therapeutic Recreation (3)
- PLS 210 Recreation Programming & Leadership (3)
- PLS 230 Park Management & Operations (3)
- PLS 270 Practicum (2)
- PLS 301 Outdoor Recreation (3)
- PLS 402 Assessment & Evaluation in Recreation & Leisure Services (3)
- PLS 411 Recreation Areas & Facilities (3)

8.22 Understanding of procedures and techniques for assessment of leisure needs.

- PLS 120 Introduction to Therapeutic Recreation (3)
- PLS 210 Recreation Programming & Leadership (3)
- PLS 270 Practicum (2)
- PLS 230 Park Management & Operation (3)
- PLS 401 Administration of Parks & Recreation (3)
- PLS 402 Assessment & Evaluation in Recreation & Leisure Services (3)
- PLS 411 Recreation Areas & Facilities (3)

8.23 Understanding of principles and procedures for planning leisure services and assessing and evaluating resources, areas, and facilities, and associated environmental impacts.

- PLS 120 Introduction to Therapeutic Recreation (3)
- PLS 210 Recreation Programming & Leadership (3)
- PLS 230 Park Management & Operation (3)
- PLS 402 Assessment & Evaluation in Recreation & Leisure Services (3)
- PLS 410 Recreation Areas Facility Maintenance (4)
- PLS 411 Recreation Areas & Facilities (3)

8.24 Knowledge of principles and procedures for proper social, cultural and environmental design of leisure services, areas, and facilities.

- PLS 210 Recreation Programming & Leadership (3)
- PLS 411 Recreation Areas & Facilities (3)
8.25 Knowledge of the purpose, basic procedures and interpretation, and application of research and evaluation methodology related to leisure services.

PLS 402 Assessment & Evaluation in Recreation & Leisure Services (3)

8.26 Ability to apply computer and statistical techniques to assessment, planning and evaluation processes.

PLS 402 Assessment & Evaluation in Recreation & Leisure Services (3)
PLS 411 Recreation Areas & Facilities (3)

8.27 Understanding of principles and procedures for evaluation of leisure programs and services.

PLS 210 Recreation Programming & Leadership (3)
PLS 270 Practicum (2)
PLS 401 Administration of Parks & Recreation (3)
PLS 402 Assessment & Evaluation in Recreation & Leisure Services (3)

8.28 Ability to formulate, plan for implementation, and evaluate extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met.

PLS 210 Recreation Programming & Leadership (3)
PLS 270 Practicum (2)
PLS 401 Administration of Parks & Recreation (3)
PLS 402 Assessment & Evaluation in Recreation & Leisure Services (3)
PLS 411 Recreation Areas & Facilities (3)

Administration/Management

8.29 Knowledge of marketing techniques and strategies.

PLS 230 Park Management & Operations (3)
PLS 411 Recreation Areas & Facilities (3)
PLS 401 Administration of Parks & Recreation (3)

8.30 Understanding of the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies.

PLS 230 Park Management & Operation (3)
PLS 401 Administration of Parks & Recreation (3)
PLS 410 Recreation Areas Facility Maintenance (4)
8.31 Understanding of and ability to apply personnel management techniques, including job analysis, recruitment, selection, training, supervision, career development and evaluation of staff, volunteers, and interns.

PLS 230 Park Management & Operations (3)
PLS 401 Administration of Parks & Recreation (3)
PLS 410 Recreation Areas Facility Maintenance (4)

8.32 Understanding of and ability to implement principles and procedures related to operation and care of resources, areas, and facilities.

PLS 230 Park Management & Operations (3)
PLS 401 Administration of Parks & Recreation (3)
PLS 410 Recreation Areas Facility Maintenance (4)
PLS 411 Recreation Areas & Facilities (3)

8.33 Understanding of various techniques of financing, budgeting, and fiscal accountability.

PLS 210 Recreation Programming & Leadership (3)
PLS 230 Park Management & Operation (3)
PLS 401 Administration of Parks & Recreation (3)
PLS 410 Recreation Areas Facility Maintenance (4)

8.34 Understanding of and ability to promote the agency, the services, and the profession through marketing, public relations and promotion strategies.

PLS 101 Introduction to Park Resources & Leisure Service (3)
PLS 210 Recreation Programming & Leadership (3)
PLS 230 Park Management & Operation (3)
PLS 401 Administration of Parks & Recreation (3)
PLS 411 Recreation Areas & Facilities (3)

8.35 Ability to utilize effectively the tools of communication, including technical writing, speech, and audio-visual techniques.

PLS 230 Park Management & Operation (3)
PLS 401 Administration of Parks & Recreation (3)
PLS 402 Assessment & Evaluation in Recreation & Leisure Service (3)
PLS 410 Recreation Areas Facility Maintenance (4)
8.36 Ability to utilize computers for basic functions, including word processing, spread sheets, specialized programs related to leisure services.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 101</td>
<td>Introduction to Parks &amp; Leisure Services</td>
<td>3</td>
</tr>
<tr>
<td>PLS 230</td>
<td>Park Management &amp; Operation</td>
<td>3</td>
</tr>
<tr>
<td>PLS 410</td>
<td>Recreation Areas Facility Maintenance</td>
<td>4</td>
</tr>
<tr>
<td>PLS 401</td>
<td>Recreation Areas &amp; Facilities</td>
<td>3</td>
</tr>
<tr>
<td>PLS 402</td>
<td>Assessment &amp; Evaluation in Recreation &amp; Leisure Services</td>
<td>3</td>
</tr>
</tbody>
</table>

**Legislative and Legal Aspects**

8.37 Knowledge of the legal foundations and responsibilities of leisure service agencies, and of the legislative process and the impact of policy formation on leisure behaviors and service in all levels of government, community organizations, and business enterprise.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 101</td>
<td>Introduction to Park Resources &amp; Leisure Service</td>
<td>3</td>
</tr>
<tr>
<td>PLS 401</td>
<td>Administration of Parks &amp; Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PLS 410</td>
<td>Recreation Areas Facility Maintenance</td>
<td>4</td>
</tr>
</tbody>
</table>

8.38 Understanding of legal concepts, including contracts, human rights, property, and torts, as applied to leisure service agencies.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 230</td>
<td>Park Management &amp; Operation</td>
<td>3</td>
</tr>
<tr>
<td>PLS 401</td>
<td>Administration of Parks &amp; Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PLS 410</td>
<td>Recreation Areas Facility Maintenance</td>
<td>4</td>
</tr>
<tr>
<td>PLS 411</td>
<td>Recreation Areas &amp; Facilities</td>
<td>3</td>
</tr>
</tbody>
</table>

8.39 Knowledge of regulatory agents and the ability to demonstrate how to comply with professional, legal, and regulatory standards.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PLS 120</td>
<td>Introduction to Therapeutic Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PLS 401</td>
<td>Administration of Parks &amp; Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PLS 410</td>
<td>Recreation Areas Facility Maintenance</td>
<td>4</td>
</tr>
</tbody>
</table>

8.40 Understanding of the principles and practices of safety, emergency, and risk management and the ability to develop and implement risk management plans that assure the health and safety of participants and staff.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 101</td>
<td>Introduction to Park Resources &amp; Leisure Services</td>
<td>3</td>
</tr>
<tr>
<td>PLS 230</td>
<td>Park Management &amp; Operation</td>
<td>3</td>
</tr>
<tr>
<td>PLS 401</td>
<td>Administration of Parks &amp; Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PLS 410</td>
<td>Recreation Areas Facility Maintenance</td>
<td>4</td>
</tr>
<tr>
<td>PLS 411</td>
<td>Recreation Areas &amp; Facilities</td>
<td>3</td>
</tr>
</tbody>
</table>
Field Experiences

8.41 Field experience prior to internship.

PLS 270 Practicum (2)
PLS 410 Recreation Areas Facility Maintenance (4)

8.42 Internship, essentially a full-time continuing experience in a leisure services assignment, of at least 400 clock hours over an extended period of time, not less than 10 weeks.

PLS 490 Park and Recreation Internship (12)

*Course outlines for all Park Resources and Leisure Services courses are contained in Appendix F. (a separate document)
### APPENDIX A
#### FACULTY TABLES

1. **Number of Faculty by Rank**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Associate Professors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistants Professors</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Instructors/Lecturers</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Number of Faculty by Age**

<table>
<thead>
<tr>
<th>Age</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>58-65</td>
<td>30-65</td>
<td>33-65</td>
</tr>
<tr>
<td>Mean Age</td>
<td>61.5</td>
<td>44.5</td>
<td>48.25</td>
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</table>

3. **Number of Faculty by Race or Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
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<tr>
<td>Asian</td>
<td></td>
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</tr>
<tr>
<td>Caucasian</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic/Latino/Mexican</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
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</table>
## Appendix A cont’d

4. Number of Faculty by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>Adjunct</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Male</td>
<td>1</td>
<td>3</td>
<td>3</td>
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</table>

5. Teaching Responsibilities of Faculty (Five-year average)

<table>
<thead>
<tr>
<th>Work Function</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>Adjunct</th>
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</thead>
<tbody>
<tr>
<td>Percent of Professional Courses Taught by</td>
<td>62</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Percent of Student Advising Done by</td>
<td>100</td>
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<td></td>
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</table>

6. Institutions from which faculty members graduated

<table>
<thead>
<tr>
<th>Institution</th>
<th>Full-Time Faculty</th>
<th>Park-Time Faculty</th>
<th>Adjunct</th>
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<tbody>
<tr>
<td>College of Wooster (Ohio)</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Eastern Kentucky University</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hope College</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana University</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Marshall University</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Memphis State University</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ohio University</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Kentucky</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>University of Maryland</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Michigan University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Virginia University</td>
<td></td>
<td></td>
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</table>
## APPENDIX B
### INDIVIDUAL FACULTY PROFILES

<table>
<thead>
<tr>
<th>Name</th>
<th>% Time in Unit</th>
<th>Bachelor’s Institution Major</th>
<th>Master’s Institution Major</th>
<th>Doctorate Institution Major</th>
<th>Area(s) of Expertise</th>
<th>Scholarly Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TENURED FACULTY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raymond Busbee</td>
<td>100%</td>
<td>University of Georgia Forestry</td>
<td>University of Georgia Fisheries Biology</td>
<td>University of Georgia Fisheries Biology/Forest Recreation</td>
<td>Natural Resources Planning &amp; Management</td>
<td>Trail Study-Economic Impact Presentation-NRPA So. Reg. Atlas of Appalachia--Trails</td>
</tr>
<tr>
<td>Sandra Parker</td>
<td>100%</td>
<td>Hope College Biology</td>
<td>Western Michigan University PE &amp; Recreation</td>
<td>University of Maryland Recreation</td>
<td>Gerontology &amp; Outdoor Leadership Training</td>
<td>Impact of a Ropes Course on the Social Development of College Students. Wellness Program for Publicly Housed Elderly.</td>
</tr>
<tr>
<td><strong>PART TIME FACULTY</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melissa Frost</td>
<td></td>
<td>Marshall University Athletic Training</td>
<td>Marshall University Athletic Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ronald Crosbie</td>
<td></td>
<td>Eastern Kentucky Univ. HPER</td>
<td>Eastern Kentucky Univ. Phys Ed.</td>
<td>West Virginia University Phys. Ed.</td>
<td>Adapted PE Rec. for Special Populations</td>
<td>Programs for the Visually Impaired-Midwest AHPERD</td>
</tr>
<tr>
<td>Jennifer Mak</td>
<td></td>
<td>Hong Kong Baptist Univ. PE &amp; Recreation Studies</td>
<td>Indiana University Recreation Administration</td>
<td>Indiana University Leisure Behavior</td>
<td></td>
<td>Published in Schol 1999 Presentation at NRPA Congress &amp; Exposition 1999</td>
</tr>
<tr>
<td>Thomas Lovins</td>
<td></td>
<td>University of Kentucky Political Science</td>
<td>Memphis State University Rec. &amp; Park Adm.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADJUNCT FACULTY</strong></td>
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<td></td>
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</tr>
<tr>
<td>James McClelland</td>
<td></td>
<td>College of Wooster (Ohio) History</td>
<td>Indiana University Recreation Administration</td>
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<td>Recreation Administration</td>
<td></td>
</tr>
<tr>
<td>Keith Krantz</td>
<td></td>
<td></td>
<td>Eastern Kentucky University</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Connie Boggess</td>
<td></td>
<td>West Virginia State College Recreation</td>
<td>San Jose State University Recreation Administration</td>
<td></td>
<td>Recreation Adm. with a Therapeutic Specialty</td>
<td></td>
</tr>
<tr>
<td>Alane Thomas</td>
<td></td>
<td>Marshall University Recreation</td>
<td>Marshall University Leadership Specialist</td>
<td></td>
<td>Therapy Recnt Program Planning</td>
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</table>
**APPENDIX D: STUDENT TABLE**

**Number of Students Enrolled and Graduates**

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Number Enrolled</th>
<th>Number of Graduates</th>
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<tbody>
<tr>
<td></td>
<td>Last Year</td>
<td>Current Year</td>
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<tr>
<td>Baccalaureate</td>
<td>83</td>
<td>73</td>
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<tr>
<td>Master’s</td>
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<tr>
<td>Doctorate</td>
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</table>
### APPENDIX E: SUMMARY TABLES FOR STANDARDS AND COURSES

#### TABLE 1: Matrix for Standards in Series 1.00-7.00

<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Standard Topic</th>
<th>Evidence of compliance</th>
<th>Location of evidence in report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 UNIT CHARACTERISTICS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.01</td>
<td>Identifiable administrative unit</td>
<td>ESSR org. chart</td>
<td>Self-Study Page 2</td>
</tr>
<tr>
<td>1.02</td>
<td>Institutional accrediting body</td>
<td>Current accredited status</td>
<td>1999-01 Cat. Page 7</td>
</tr>
<tr>
<td>1.03</td>
<td>Academic major in operation for at least three full years</td>
<td>Initiated in 1975</td>
<td>Self-Study Page 3</td>
</tr>
<tr>
<td>2.00 PHILOSOPHY AND GOALS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.01</td>
<td>The academic unit goals statement consistent with institution’s mission and the profession</td>
<td>Univ. and COEHS goal statements</td>
<td>99-01 Cat. Page 5 Self-Study Page 4</td>
</tr>
<tr>
<td>2.02</td>
<td>Academic unit is assessment process</td>
<td>Col. &amp; Univ. System of West Virginia mandate</td>
<td>Self-Study Page 5 &amp; 6</td>
</tr>
<tr>
<td>2.03</td>
<td>Demonstration of program and curricular development</td>
<td>Univ. approval process</td>
<td>Self-Study Page 7</td>
</tr>
<tr>
<td>3.00 ADMINISTRATION</td>
<td></td>
<td></td>
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<tr>
<td>3.01</td>
<td>Program administrator’s responsibilities</td>
<td>ESSR directive</td>
<td>Self-Study Page 8</td>
</tr>
<tr>
<td>3.01.01</td>
<td>Management of the teaching, research and public service functions</td>
<td>Univ., COEHS, &amp; ESSR directives</td>
<td>Self-Study Page 8 Appendix B &amp; C</td>
</tr>
<tr>
<td>3.01.02</td>
<td>Budget authority</td>
<td>ESSR policy and practice</td>
<td>Self-Study Page 9</td>
</tr>
<tr>
<td>3.01.05</td>
<td>Implementation of policies and procedures related to students</td>
<td>ESSR policy and practice</td>
<td>Self-Study Page 9</td>
</tr>
<tr>
<td>3.01.04</td>
<td>Records maintenance</td>
<td>ESSR policy and practice</td>
<td>Self-Study Page 9 &amp; 10</td>
</tr>
<tr>
<td>3.01.05</td>
<td>Faculty professional growth</td>
<td>Col. &amp; Univ. System of West Virginia and Univ. directive</td>
<td>Greenbook on MU web page *</td>
</tr>
<tr>
<td>3.01.06</td>
<td>Curriculum development, management, evaluation</td>
<td>Col. &amp; Univ. System of West Virginia 5-yr. Program review</td>
<td>On-site document *</td>
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<tr>
<td>3.01.07</td>
<td>Faculty personnel policy/procedures</td>
<td>ESSR policy and practice</td>
<td>Self-Study Page 12</td>
</tr>
<tr>
<td>3.02</td>
<td>Program administrator rank, full-time position</td>
<td>Current rank of Prog. Coordinator</td>
<td>Self-Study Page 12</td>
</tr>
<tr>
<td>3.03</td>
<td>Program administrator released time</td>
<td>Univ. &amp; ESSR policy</td>
<td>Self-Study Page 12</td>
</tr>
<tr>
<td>3.04</td>
<td>Faculty &amp; program administrator participation in policy setting</td>
<td>COEHS &amp; ESSR policy</td>
<td>COEHS operations policy *</td>
</tr>
<tr>
<td>3.05</td>
<td>Units comprehensive long-range plan</td>
<td>Periodically updated document</td>
<td>Self-Study Appendix G</td>
</tr>
<tr>
<td>3.06</td>
<td>Consultation with practitioners</td>
<td>Faculty Vitae</td>
<td>Self-Study Appendix C</td>
</tr>
<tr>
<td>4.00 FACULTY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.01</td>
<td>Qualification for area of teaching</td>
<td>Faculty Vitae</td>
<td>Self-Study Appendix C</td>
</tr>
<tr>
<td>4.02</td>
<td>Faculty degrees</td>
<td>Faculty Vitae</td>
<td>Self-Study Appendix B &amp; C</td>
</tr>
<tr>
<td>4.03</td>
<td>Faculty professional development</td>
<td>Faculty Vitae</td>
<td>Self-Study Appendix C</td>
</tr>
<tr>
<td>4.04</td>
<td>Faculty diversity</td>
<td>Faculty Tables</td>
<td>Self-Study Appendix A</td>
</tr>
<tr>
<td>4.05</td>
<td>Number of faculty</td>
<td>Existing practices</td>
<td>Self-Study Table 1</td>
</tr>
<tr>
<td>Standard Number</td>
<td>Standard Topic</td>
<td>Evidence of compliance</td>
<td>Location of evidence in report</td>
</tr>
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<td>-----------------</td>
<td>----------------------------------------------</td>
<td>------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>4.06</td>
<td>Part-time faculty instructional percentage</td>
<td>Existing practices</td>
<td>Self-Study Table 1</td>
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<tr>
<td>4.07</td>
<td>Policy statement on faculty teaching load</td>
<td>MU Greenbook</td>
<td>Adm. Bulletin No. 26 *</td>
</tr>
<tr>
<td>4.08</td>
<td>Policy on consultation &amp; outside employment</td>
<td>MU Greenbook</td>
<td>Series 36, Sect. 4 *</td>
</tr>
<tr>
<td>4.09</td>
<td>Faculty salaries, promotion, tenure, leaves, etc.</td>
<td>COEHS policy</td>
<td>COEHS Handbook *</td>
</tr>
<tr>
<td>4.10</td>
<td>Evidence of scholarly productivity</td>
<td>Faculty Vitae</td>
<td>Appendix C Annual Report *</td>
</tr>
</tbody>
</table>

#### 5.00 STUDENTS

| 5.01            | Involvement in setting academic unit policy  | Ongoing practices      | Self-Study Page 19             |
| 5.02            | Written policies/procedures for admission, retention, and dismissal. | Univ. policy | 99/01 Univ. Cat. Pg. 85, 88, & 136 |
| 5.03            | Resources commensurate with student numbers | Ongoing practices      | Self-Study Pg. 21 & Table 3    |
| 5.04            | Student advising policy                     | Univ. & ESSR policy    | Self-Study Page 22 & 23        |
| 5.05            | Student records maintenance                | Fed. Law & Univ. policy | Self-Study Page 23 & 24        |
| 5.06            | Student participation in professional organizations | PRLS practices | Self-Study Page 24             |
| 5.07            | Career assistance resources.               | Career planning & program practices | Self-Study Page 25 & 26       |
| 5.08            | Individual study/research opportunities     | Program practices      | Self-Study Page 26 & 27        |

#### 6.00 INSTRUCTIONAL RESOURCES

| 6.01            | Support services                            | Existing practices     | Self-Study Page 26 & 27        |
| 6.02            | Faculty offices                              | Existing practices     | Self-Study Page 27 & 28        |
| 6.03            | Space for conferences, student organizations, study | Existing practices | Self-Study Pg. 28             |
| 6.04            | Classrooms, labs, etc.                       | Existing practices     | Self-Study Pg. 28 & 29        |
| 6.05            | Instructional resources sufficient to support curriculum, including special services for individuals with disabilities | Existing practices | Self-Study Page 29 & 30       |
| 6.06            | Accessibility for individuals with disabilities: classrooms, offices, etc. | Conformance to ADA standards | Institutional assessment document * |
| 6.07            | Library resources                            | Current library resources and staff assessment | Self-Study Pg. 31 & 32 and staff report * |
| 6.08            | Computer & statistical services for faculty, students | Existing facilities & equipment | Self-Study Page 32 & 33         |
| 6.09            | Practical learning opportunities (observation, volunteering, etc.) | Existing practices | Self-Study, Pg. 34 Table 4 and 5 |
| 6.10            | Instructional delivery methods: incorporate into academic units comprehensive long-range plan | Existing practice and long-range plan | Self-Study, Pg. 34 Appendix G   |

*Documentation available in on-site file.*
### TABLE 2. Course/Standard Matrix for Standards in Series 8.00

(Specific standards are identified on attached pages)

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APPENDIX G

PRLS LONG-RANGE PLAN
Revised 2001

Elements Under Current Consideration

**New Courses:**
PLS 175  Lifetime Sports  (2 hours)
PLS/SMM 340  Event Management (3 hours)
PLS/SMM 4XX/5XX  Computer Applications in ESSR (3 hours)

These new courses are currently under consideration by the Division of ESSR. Factors influencing the implementation of these courses include available manpower and verified need for the course. Decisions about implementation of these new courses are likely to be made during the 2001-2002 academic year.

**New Course Requirements for PRLS Majors:**

Now that PRLS and SMM are in the process of being combined, both programmatically and administratively, it is advisable to consider SMM courses that might be required and elective courses for PRLS majors. Sport Marketing and Management majors currently take three PLS courses (PLS 401 Park and Recreation Administration, PLS 402 Assessment and Evaluation, and PLS 411 Recreation Areas and Facilities).

A common core and elective course plan should be developed for PRLS and SMM majors. A faculty committee consisting of representatives from each discipline has been formed. A synchronized, long-range course schedule for each program will also be proposed by this committee. The committee is scheduled to present its recommendation by January, 2003.

**Revise PLS 420/520 (Recreation for Special Populations):**

Members of the PRLS Advisory Committee have suggested several subject areas that may not be covered adequately in currently offered classes taken by students in the therapeutic recreation emphasis area. Many of these subject areas may be covered in a revised version of the Recreation for Special Populations course.

The part-time (PRLS) faculty member who has instructed this course for the past 20 years is likely to retire within the next few years. This may be an appropriate time to begin developing future revisions of this course in order to address some of the suggested content areas in the therapeutic recreation emphasis area. The full-time faculty member, Dr. Sandra
Parker, who instructs and oversees the therapeutic recreation emphasis area courses will review PLS 420/520 and make proposed revisions by January, 2003.

Course Content Revision – Therapeutic Recreation:

Members of the PRLS Advisory Committee have suggested that certain issues relevant to the broad field of therapeutic recreation may not be adequately addressed in current core and elective PLS courses. The suggestion relates, for example, to ADA legislation that affects every specialty area in the park and recreation field, not just therapeutic recreation.

In the short term, a review will be conducted of all PLS courses to determine what specific content areas currently address issues related to federal and state legislation; planning, development, and operation of areas and facilities; and programmatic and service operations for all population, specifically those related to the handicapped, disadvantaged, and special populations. This review will be conducted during the 2001-2002 academic year.

In the long-term, if deficiencies are found to exist with respect to these course content areas, appropriate course revisions will be proposed to rectify noted deficiencies. Appropriate course revisions and implementation will be initiated during the 2002-2003 academic year.

Student Recruitment – Therapeutic Recreation and Leisure Services Emphasis Area:

Ideas have been proposed by PLS Advisory Committee members to recruit new students into the Therapeutic Recreation emphasis area. Ideas include a reception/luncheon/breakfast for professors in closely related fields, sponsorship of special campus events to promote therapeutic recreation, designating a day each semester for faculty and students to promote the program by wearing T-shirts and buttons, etc.

Such ideas will be explored for possible adoption, and any such recruitment initiatives should include the Leisure Services emphasis area.

Word-of-mouth among students and the general popularity of the Parks and Conservation emphasis area generates an ample supply of students for this area. This is especially true given the number of full-time faculty in PRLS. Therefore, it is not necessary at this time to initiate recruiting efforts for the Parks and Conservation emphasis area.

Increase Frequency of Offering Core Courses:

Now that SMM majors are taking certain PLS courses (401, 402, and 411) on a regular basis, a method must be devised that will make it possible to offer these courses at least every semester. We have already been able to begin offering PLS 402 (Assessment and Evaluation) every semester.
The demand for these three courses is so great that students are finding it difficult to schedule these courses even during their last semester before graduation. It is vital that PLS 401 and 411 be scheduled at least every semester, and it is important that this be accomplished at the earliest possible time.

**Update PRLS Student Handbook:**

Numerous curriculum revisions and operating practices have been implemented since the PRLS Student Handbook was first prepared in 1995. This document is essentially out-of-date at this time. Every effort will be made to revise and update this document by the end of Spring Semester, 2002.

**Long-Term Assessment of Graduates:**

The State College and University Systems of West Virginia has mandated that all academic programs develop a method to assess performance levels of all graduates. The faculty in ESSR are in the early stages of developing assessment instruments to be administered to students during or following their capstone experience. In the case of park and recreation majors, the capstone experience is the Senior Internship (PLS 490).

Park and recreation faculty will begin developing an assessment instrument during the 2001/2002 academic year. The target date for implementation is during the summer of 2002.

**Elements From Previous Long-Range Plan Partially or Entirely Implemented**

1. Broaden specific computer applications in park and recreation classes. Various computer applications are now required of students in the following classes:
   - PLS 220 Therapeutic Recreation Programming
   - PLS 210 Recreation Programming and Leadership
   - PLS 270 Practicum
   - PLS 402 Assessment and Evaluation in Recreation and Leisure Services
   - PLS 490 Senior Internship

2. Secure additional faculty to teach Park Resources and Leisure Services courses. A new faculty position was obtained in ESSR in 1998. Up to one-half of that individual’s teaching load has been in Park Resources and Leisure Services classes. Dr. John Kiger will be returning as a faculty member in ESSR in the fall semester of 2001. It is anticipated that he may again teach PLS courses; he will most certainly teach courses that will be required of PRLS majors as well as SMM majors. Also, faculty manpower-demand problems will be reduced.

3. Incorporate additional writing assignments in existing park and recreation courses. Every PRLS academic course currently being offered has one or more major writing assignments as required components of the class. Exceptions are the PLS activity courses (PLS 150,152,154,156,158, and 160).
4. Designate an existing PRLS course to become a university “Writing Across the Curriculum” course. Dr. Sandra Parker prepared and submitted appropriate documentation to have two park and recreation courses (PLS 210 and 402/502) authorized as “Writing Across the Curriculum” courses by the university. WAC status was granted for PLS 220 in August, 1997, and for PLS 402/502 in January, 1999.

**Elements From Previous Long-Range Plan Which Have Been Abandoned**

1. Develop a Travel and Tourism emphasis area.
2. Offer “Special Topics” therapeutic recreation courses for practitioners in the community.
3. Develop a 2 + 2 degree program in cooperation with the Marshall University Community College.

It became impractical to pursue the development of a Travel and Tourism emphasis area for two reasons. First, new travel and tourism curricula have been successfully established at other West Virginia colleges and universities. Second, faculty manpower shortages and increasing demands for existing teaching commitments made it impossible to pursue this objective.

Initial efforts to offer programs and special topics courses to therapeutic recreation practitioners in the area have not been received well. Some of the agencies which provide programs and services to the handicapped and disadvantaged do not employ individuals who are CTRSs and many do not even employ college graduates. Consequently, education and training of employees are not high priorities for many of these agencies and organizations.

A closer analysis of the 2 + 2 program led us to believe that the creation of such a program would further exacerbate the problem of agencies employing persons who do not possess at least a baccalaureate degree.

Latest revision: June 2001
ADDENDUM 2
Accreditation Visitor Report
December 19, 2001
December 19, 2001

Dr. Dan Angel, President
Office of the President
Marshall University
Huntington, WV 25755-2450

Dear Dr. Angel:

As you know, the Park Resources and Leisure Services Program in the Dept. of Exercise Science, Sport and Recreation has been accredited by the NRPA/AALR Council on Accreditation since April 1991 and is currently undergoing the ten-year review of this accreditation. Enclosed is the report of the accreditation visitation team, which was hosted by the Program on October 29-31.

A response to this report must be submitted to the Council Chair giving the university's position with respect to major concerns identified in the report and to any standards identified as “not met” or “partially met.” This response must be submitted by the chief executive officer or his/her official representative within 30 days of receipt of the Visitation Team Report. Copies must be sent to the nine other Council members, to the three visitation team members, and one to my attention at this office for the Program's permanent files. All relevant addresses are attached. The Council roster is also on the Council's website on the nrpa.org website. Please note that no material received by the Council members less than 30 days before the program's review on April 7 will be considered in the decision making at that review.

The Program Coordinator, Dr. Raymond Busbee, or his representative and Dr. Peter Cunningham, the visitation team chair, will be expected at the next Council meeting on April 7-8 in San Diego, California. The exact schedule is being arranged with Dr. Busbee.

The Council is pleased that Marshall University has chosen to seek continuing accreditation. We hope that participation in this program of peer review will be valuable to the program and to the institution. If at any time you have suggestions for improving this accreditation process, the Council would be pleased to entertain them.
NRPA / AALR Continuing Accreditation Visit:

Marshall University

Dan Angel, President
Office of the President
Marshall University
Huntington, WV

Sarah Denman
Provost & Senior Vice President for Academic Affairs

Larry Froelich, Dean
College of Education and Human Services

C. Robert Barnett, Chair
Department of Exercise Science, Sport, and Recreation

Raymond L. Busbee, Coordinator
Park Resources & Leisure Services

Visit: October 29-31, 2001

Visitors:
Dr. Peter H. Cunningham, Chair
Dr. William Higelmire
Mr. Rick Harwell
NRPA / AALR Continuing Accreditation Visit:

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Raymond L. Busbee, Coordinator
Park Resources & Leisure Services

Visit: October 29-31, 2001

Visitors:
Dr. Peter H. Cunningham, Chair
Dr. William Higelmire
Mr. Rick Harwell
**INTRODUCTION:** This report is submitted as part of the continuing accreditation review process. Marshall University was granted initial accreditation in 1990. The visitors received all materials prior to the visit and were accorded every courtesy while on the campus for which they extend their appreciation. The faculty and administrators were open and forthright during the visit and it is believed that this report is an accurate assessment of the program and curriculum.

### UNIT CHARACTERISTICS

<table>
<thead>
<tr>
<th>1.01</th>
<th>There shall be a program or other clearly identifiable administrative unit concerned with recreation, park resources and leisure services</th>
<th>MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.02</td>
<td>The academic institution shall be accredited currently by the appropriate regional accrediting association approved by the Commission on Recognition of Post Secondary Accreditation (CORPA), or the current national accrediting body.</td>
<td>MET</td>
</tr>
<tr>
<td>1.03</td>
<td>There shall have been in operation for at least three full years an academic major in recreation, park resources and leisure services leading to the baccalaureate degree.</td>
<td>MET</td>
</tr>
</tbody>
</table>

**OVERALL EVALUATION OF SECTION 1.00** There has been a parks & recreation curriculum in existence since 1975 and accredited since 1990. The B.S. in Park Resources and Leisure Services is currently located in the Division of Exercise Science, Sport, and Recreation within the College of Education and Human Services.

### PHILOSOPHY AND GOALS

<table>
<thead>
<tr>
<th>2.01</th>
<th>The academic unit shall have an up-to-date written statement of the philosophy, purposes and goals of the academic unit which is consistent with the mission of the academic institution and the recreation, park resources and leisure services profession.</th>
<th>MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.02</td>
<td>The academic unit shall have an up-to-date assessment process, compatible with the respective regional accrediting association’s expectations and consistent with the expectations of the academic institution</td>
<td>PARTIALLY MET</td>
</tr>
</tbody>
</table>

The institution is implementing a new assessment process compatible with the expectations of the North Central Association. PRLS is developing their assessment methodology and anticipate completion of that process by Summer 2002 with implementation by Summer 2003.
2.03 There shall be demonstration of program and curricular development and improvement consistent with the expectations of Standards 2.01 and 2.02

PARTIALLY See comment on 2.02
MET

OVERALL EVALUATION OF SECTION 2.00
The unit has a statement of philosophy and goals that is consistent with the mission of the institution and profession. They are actively engaged in the development of the assessment process and have a faculty member on the College’s Assessment committee.

ADMINISTRATION

3.01 The administrator (chair, head, coordinator) of the recreation, park resources, and leisure services academic unit shall be responsible for the operation of that unit, including, but not limited to:

3.01.01 Management of the teaching, research and public service functions

MET

3.01.02 Preparation and management of the budget

PARTIALLY The Division Head prepares and manages the budget for all programs within the division.
MET

3.01.03 Implementation of policies and procedures related to students.

MET

3.01.04 Maintenance of records.

MET

3.01.05 Provision of opportunities for professional growth of the faculty

MET

3.01.06 Development, management and evaluation of the curriculum.

MET

3.01.07 Faculty personnel policies and procedures

MET

3.01 The administrator of the recreation, park resources, and leisure services academic unit shall hold a full-time appointment with the rank of associate or full professor.

MET
3.03 The administrator shall receive released time and compensation consistent with the prevailing practice within the academic institution.

MET

3.04 There shall be evidence of faculty and administrator participation in a formal manner in setting policies within the academic unit.

PARTIALLY MET This obviously takes place but because of the small number of full-time faculty it is not carried out in a formally documented manner.

3.05 There shall be a comprehensive long range plan for the academic unit based upon the goals set forth in 2.01, which is updated regularly. The current status of the implementation of the long range plan shall be documented.

PARTIALLY MET We find evidence of actions implemented in response to the 1995 long range plan, however it does not appear that this plan has been updated on a regular basis in the period between 1995 and 2001. A revised plan has been developed in conjunction with this self study.

3.06 There shall be evidence of consultation with practitioners.

PARTIALLY MET It is obvious that consultation occurs but there is no evidence that this is the case.

OVERALL EVALUATION OF SECTION 3.00 The coordinator has responsibility for the daily operations of the program including the management of teaching, research, and public service functions of the faculty. The coordinator is a tenured, senior faculty member who is well respected across the campus. We have a concern about the coordination of administrative release time and externally funded release time for the coordinator. Possibly because of the small number of full-time faculty (2) we find a lack of formal documentation related to several standards.

FACULTY

4.01 All faculty (full-time, part-time, adjunct) shall be qualified in their area of designated responsibilities

MET

4.02 Full-time faculty members shall hold a minimum of one degree, baccalaureate or above, from a regionally accredited institution with a major in recreation, park resources, and leisure services and competency and credentials in the subject matter for which they are responsible.

MET

4.03 The faculty shall demonstrate appropriate continuing professional development.

MET
4.04 The faculty backgrounds shall be diverse with respect to academic institutions attended, age, gender and ethnic background. Where diversity is lacking, documentation must be provided giving specific reasons for failure to achieve the standard and a list of efforts made to comply with it.

4.05 There shall be at least three full-time equivalent faculty members of the academic unit serving the baccalaureate program. Two faculty in the academic unit shall be full-time. There shall be, in addition to the foregoing, another full-time faculty member for each Option with credentials appropriate to the respective Option.

4.06 Part-time faculty shall not be instructing more than forty (40) percent of the required recreation, park resources, and leisure services professional courses.

4.07 There shall be a written statement delineating the method by which facultyloads are determined and it shall be consistent with that applied to other academic units within the institution.

4.08 There shall be a written policy regarding the outside employment and consultation activities of faculty members.

4.09 Faculty shall have salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, time and financial support for professional development and involvement that are comparable with those of other faculty in the institution.
4.10 There shall be evidence of continuing scholarly productivity by faculty, consistent with the institution objective.

OVERALL EVALUATION OF SECTION 4.00 Faculty scholarly activity is consistent with the expectations expressed by the College Dean. The unit has two full time faculty (including the coordinator) and relies upon several adjunct and part-time faculty in order to achieve and maintain the third i.e. Should any of these part time instructors become unavailable the program would fall below the standard 4.05. Additionally, if either of the full-time faculty reduced their responsibility in the core curriculum the unit would not meet standard 4.06.

STUDENTS

5.01 There shall be student involvement in those aspects of academic unit policy formulation which affects their professional preparation.

5.02 There shall be written policies and procedures for admission, retention and dismissal of students from the academic unit.

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

5.04 The shall be a program of student advising which will assist students in making informed academic program decisions.

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

5.06 There shall be evidence of substantial student participation and involvement in professional organizations and activities.

5.07 There shall be career assistance by the academic unit or by the educational institution.
There shall be opportunity for individualized study and/or research by the students under the supervision of qualified faculty.

OVERALL EVALUATION OF SECTION 5.00 There appears to be a strong student organization with involvement both in and out of the classroom. However, it appears that no student input is formally solicited by the unit for consideration in policy formulation.

INSTRUCTIONAL RESOURCES

5.01 There shall be support services including, but not limited to, secretarial, clerical, duplicating and telephone services comparable to other academic units in the institution. MET

5.02 There shall be properly located and equipped faculty offices of sufficient number and size for work and consultation. MET

5.03 There shall be adequate conference rooms, study areas and space for student organizations. MET

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

5.05 There shall be adequate instructional resources to implement properly the curriculum of the academic unit including special services for individuals with disabilities. MET

5.06 All instructional areas, faculty offices and other educational facilities shall be available and usable by individuals with disabilities. MET
6.07 There shall be adequate library materials available including, but not limited to books, periodicals, reports, microfilms and other unpublished reference materials.

PARTIALLY MET

The library does subscribe to several important journals (i.e., JPR, TRJ, SCHOLE).

6.08 There shall be adequate computer and statistical services available to faculty and students of the academic unit for instructional, research, and administrative applications.

EXCEEDED

The institution has committed extensive resources to make the latest instructional technology available to faculty and students.

6.09 There shall be adequate opportunities related to practical learning activities including, but not limited to, observation, volunteer participation and practical experiences related to course work.

EXCEEDED

It is evident that students receive abundant opportunities for practical application.

6.10 All instructional delivery methods - correspondence courses, extension programs, distance learning - shall be incorporated into the comprehensive long range plan for the academic unit, if such instruction is a component of the program under review.

MET

OVERALL EVALUATION OF SECTION 6.00  The program has recently subscribed to several journals to be held in the College’s Curriculum Center however the hours and accessibility are not as great as if they were part of the library collection. It is apparent that Marshall university has made the availability of technology a high priority and continues to work to assure students and faculty access to the best instructional technology resources. Opportunities for practical application are found throughout the curriculum.

FOUNDATIONAL UNDERSTANDINGS

The institution must be in compliance with the regional accrediting body’s general/liberal education requirements. As evidence of compliance, the program’s self study must state the name of the regional accrediting body, the date of the institution’s last review by that body, and an explanation of the institution’s general/liberal education requirements.

OVERALL EVALUATION OF SECTION 7.00  The university is in compliance with the expectations of their regional accrediting body (NCA).
PROFESSIONAL COMPETENCIES

Conceptual Foundations

8.01 Understanding of the conceptual foundations of play, recreation, and leisure for all populations and settings

8.02 Understanding of the psychological, sociological, and physiological significance of play, recreation, and leisure from an historical and cultural perspective of all populations, settings, and services.

8.03 Understanding of the technological, economic, political, and cultural significance of play, recreation, and leisure in contemporary society.

8.04 Understanding of the significance of play, recreation, and leisure throughout the life cycle relative to the individual's attitudes, values, behaviors, and use of resources.

8.05 Knowledge of the interrelationship between leisure behavior and the natural environment.

8.06 Understanding of environmental ethics, the relationship of environmental ethics to the philosophy of planning design and development, and the potential impact of planning, design and development upon the environment.

Leisure Service Profession

8.07 Understanding of the history and development of the leisure services profession

8.08 Understanding of contemporary professional issues and the trends impacting leisure and human service agencies.
8.06 Understanding of the concept of a profession and professional organizations and the responsibilities of professionals in leisure and human service agencies.  

8.10 Understanding of ethical principles and professionalism as applied to all professional practices, attitudes and behaviors in leisure services delivery.  

8.11 Understanding of the importance of maintaining professional competence and use of resources for professional development.  

**Leisure Services Delivery System**  

8.12 Understanding of and ability to use diverse community, institutional, natural, cultural and human service resources to promote and enhance the leisure experience.  

8.13 Understanding of the roles and interrelationships of diverse leisure service delivery systems, including such specialties as the therapeutic recreation and the business enterprise system.  

8.14 Understanding of inclusive practices as they apply to the design and operation of recreation programs, services and facilities.  

8.15 Ability to promote, advocate, interpret, and articulate the concerns of leisure service systems for all populations and services.  

**Programming Strategies**  

8.16 Knowledge of the role and content of leisure programs and services.  

8.17 Ability to develop outcome oriented goals and objectives for individuals and groups.  

Documentation of this standard was not supported in listed course syllabus.
3.18 Understanding of human growth and development throughout the lifecycle including the contributions of leisure to growth, development and self-expression.

3.19 Understanding of group dynamics and processes and the ability to use various leadership techniques and strategies to enhance the individual’s recreative experiences.

3.20 Understanding of the concept and use of leisure resources to facilitate participant involvement.

**Assessment, Planning, and Evaluation**

3.21 Understanding of and the ability to analyze programs, services, and resources in relationship to participation requirements.

3.22 Understanding of procedures and techniques for assessment of leisure needs

3.23 Understanding of principles and procedures for planning leisure services and assessing and evaluating, resources, areas, and facilities, and associated environmental impacts.

3.24 Knowledge of principles and procedures for proper social, cultural and environmental design of leisure services, areas, and facilities.

3.25 Knowledge of the purpose, basic procedures and interpretation, and application of research and evaluation methodology related to leisure services.
8.26 Ability to apply computer and statistical techniques to assessment, planning and evaluation processes.

8.27 Understanding of principles and procedures for evaluation of leisure programs and services.

8.28 Ability to formulate, plan for implementation, and evaluate extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met.

Administration / Management

8.29 Knowledge of marketing techniques and strategies.

8.30 Understanding of the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies.

8.31 Understanding of and ability to apply personnel management techniques, including job analysis, recruitment, selection, training, supervision, career development and evaluation of staff, volunteers and interns.

8.32 Understanding of and ability to implement principles and procedures related to operation and care of resources, areas, and facilities.

8.33 Understanding of various techniques of financing, budgeting, and fiscal accountability.

8.34 Understanding of and ability to promote the agency, the services, and the profession through marketing, public relations and promotion strategies.
8.35 Ability to utilize effectively the tools of communication, including technical writing, speech, and audio-visual techniques.

8.36 Ability to utilize computers for basic functions, including word processing, spread sheets, specialized programs related to leisure services.

8.37 Knowledge of the legal foundations and responsibilities of leisure service agencies, and of the legislative process and the impact of policy formation on leisure behaviors and service in all levels of government, community organizations, and business enterprise.

8.38 Understanding of legal concepts, including contracts, human rights, property, and torts, as applied to leisure service agencies.

8.39 Knowledge of regulatory agents and the ability to demonstrate how to comply with professional, legal, and regulatory standards.

8.40 Understanding of the principles and practices of safety, emergency, and risk management and the ability to develop and implement risk management plans that assure the health and safety of participants and staff.

**Legislative and Legal Aspects**

**Field Experience**

8.41 Field experience prior to internship

Use of computer applications and technology does not appear to be fully developed or integrated into the curriculum.
Internship, essentially a full-time continuing experience in a leisure services assignment, of at least 400 clock hours over an extended period of time, not less than 10 weeks. (If an option is accredited, the internship should be directly related to such option.)

Overall Evaluation of Section 8.00 Overall, the standards contained in the 8.00 series appear to be addressed in the curriculum. The manner and extent to which the curricula meets the standards as documented in the self-study, the course matrix, and the individual syllabi in appendix P are highly inconsistent. The documentation of at least 26 of the 42 8.00 standards contained reporting errors.

**SUMMARY SECTION**

**Strengths of the Program:**
- The senior internship is an outstanding capstone experience recognized by both internal and external constituencies.
- The program is recognized both on and off campus for maintaining high academic standards and producing graduates capable of success in the profession.
- Opportunities for experiential learning are woven throughout the program giving students many opportunities to apply concepts learned in the classroom in real world situations.
- The faculty are highly involved in professional and public service activities in the community and state.

**Major Concerns:**
- The faculty resources allocated to the program appear to be inadequate given the enrollment and diversity of courses taught. There is an ongoing concern about the reliance on part-time and adjunct faculty to cover courses and a risk that the program will fall below the 3.0 FTE requirement. This same resource issue affects the ability of the program to cover at least 60 percent of the required courses with full-time faculty. At the current time this minimum is just being met.
- The university has a new, state of the art library that provides 24 hour study areas, electronic databases, and some full text journal access. It does not however, hold subscriptions or back issues for such important discipline specific journals such as: Journal of Park & Recreation Administration (JPRA), Therapeutic Recreation Journal (TRJ), Leisure Sciences, or SCOLE. The program has recently made arrangements for subscriptions to JPRA and SCOLE to be held in the Learning Resources Center in the College of Education & Human Services. Access to this facility is more limited than at the library, many students aren’t aware of its existence and the recreation journals housed there. Additionally, no back issues (paper or microfiche) for these journals are available.

**Secondary Concerns:**
- The lack of a formal organizational structure within the program may be explained by the small size of the program faculty. The result however, is a breakdown in formal processes that would normally assure student, faculty, and practitioner input into matters of policy that affect them.
- While the coordinator does receive released time for his administrative duties it appears that he does not receive additional released time when he receives external funding. On the other hand, if he were to receive additional released time the program would exceed the 40% limit on part time faculty teaching in the core.
- It appears that some of the texts used for courses are a bit dated. This concern was also expressed by some students in relation to materials used in some courses.
- Although students are assigned advisors and are provided information about the advising process it appears that many do not seem to know the advising resources available to them and "self-advice instead."
Signatures of Accreditation Visitors:

Dr. Peter H. Cunningham  
11/25/01

William F. Higelmire  
12/10/01

Dr. William Higelmire  
12/10/01

Mr. Rick Harwell  
12/10/01
Marshall University — addresses for Institution Response to Visit Report for 10-year review

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RESPONSE TO CONTINUING ACCREDITATION VISITOR REPORT
PARK RESOURCES AND LEISURE SERVICES
MARSHALL UNIVERSITY
(FEBRUARY 2002)

We welcome the opportunity to respond to the Continuing Accreditation Visitor Report prepared by Dr. Peter Cunningham, Chair; Dr. William Higelmire, Second Educator; and Mr. Rick Harwell, Practitioner.

PHILOSOPHY AND GOALS

Standard 2.02
Provisions for an up-to-date assessment process.
(Partially Met)

The program will be in full compliance with this standard once the currently mandated program assessment procedure (The State College and University System) is fully implemented by 2003. The University began developing the annual assessment procedures for undergraduate academic programs approximately 15 months ago and the process continues today. The Division of ESSR is currently developing the annual review process for its graduate degree program in Health and Physical Education. The plan for the annual program review has been submitted. Once it receives approval, the model will be utilized to prepare annual program review procedures for Park Resources and Leisure Services and the other academic programs in ESSR.

Standard 2.03
Demonstration of program and curricular development and improvement.
(Partially Met)

Along with the provisions already addressed under Standard 2.02 in the Self-Study, completion of the annual program review (projected for 2003), in our opinion, should demonstrate compliance with the standard.

ADMINISTRATION

Standard 3.01.02
Preparation and management of the budget.
(Partially Met)

Budget preparation and management has always been a responsibility of the chair of ESSR. This is applicable to both appropriated and generated revenue. As noted in the Self-Study, the PRLS coordinator is given an opportunity to provide input into the division budget process. PRLS continues to receive an equitable share of appropriated and generated revenue.
Standard 3.04

Park Resources and Leisure Service is permitted to implement policies related to this academic unit, provided that such policies are in compliance with existing College of Education and Human Services, University, and The State College and University System policies and procedures. Except for policy directives handed down by these authorities, few policy changes have been implemented in PRLS in the past few years. Given that only two full-time faculty members are assigned to PRLS responsibilities, it is impractical to convene formal meetings at which minutes are kept in order to discuss operation and policy issues.

Typically, informal discussions take place between the two full-time faculty members and a procedure or policy is implemented provided that no division, college, or university approval is required. Examples include such issues as practicum placements and procedures, internship procedures, revisions in the PRLS Student Handbook, student records, employment assistance for graduates, the long-range course schedule, etc. Following these informal meetings, if written documentation is required in order to implement new or revised practices, the appropriate faculty member prepares the material and the practice is followed.

At times, one or both of the full-time PRLS faculty members meet with the division chair to discuss operation practices and procedures. Again, these are not formal meetings and minutes are not kept. Practices and procedures are routinely implemented as a result of these meetings, provided that approval is not required from higher authority.

Issues related to practices, policies, and procedures that obviously require input and approval from higher authority go through the appropriate channels as required by existing policy. As noted above, few such policy-setting issues have arisen in the past few years.

We will begin scheduling faculty meetings at least once each academic year. Written documentation of these meetings will be produced.

Standard 3.05
Evidence of a long-range plan that is up-dated regularly.
(Partially Met)

This visitation team is correct in its observation that the long-range plan developed in 1995 has not been updated on a regular basis. While several of the items in that plan were implemented or deleted during recent years, no effort was made to completely update and revise that plan until we began developing the current self-study in 2000.

Since few major policy changes were implemented during this period and because of the many routine demands placed on faculty in day-to-day operations, it became easy to delay revision of the long-range plan until the next accreditation self-study was due.

Finally, The State College and University System requires that each academic unit undergo a comprehensive program review every five years. This program review is very
detailed and requires many hours of research and documentation. The effort required for this program review is similar to that required in preparing the accreditation self-study. Unfortunately, the timing of this required program review falls in the middle of the accreditation cycle. This means that the PRLS program coordinator completes one of these reports and must almost immediately begin preparing the other report. While the information required in the accreditation self-study and in the State College and University System program review is essentially the same, it must be presented in a different format.

The coordinator of the PRLS program has submitted a formal request that the State College and University System program review be rescheduled to more closely coincide with the NRPA/AALR accreditation cycle. This would greatly reduce the workload in preparing these two reports, in that the same set of data would be utilized in preparing these reports even though the report formats may differ. Under the current schedule of preparing these reports, the data gathered and analyzed for the preparation of these reports is from two to three years out of sync with each other. The request to adjust the due date of the 5-year program review to coincide with that of the accreditation self-study is currently under consideration by the University. We are optimistic that the request will be honored because similar adjustments have been made for other accredited programs at the University.

The State College and University System program review is, essentially, a five-year plan. To that extent, this document becomes a revision of the PRLS long-range plan half way through the NPRA/AALR accreditation cycle. A copy of the latest SCUS program review was made available for the visitation team during their on-site visit. In our opinion, this document should be given some consideration toward our long-range planning efforts in PRLS.

We will make a commitment that the PRLS long-range plan will be updated at a minimum of every two years. We request that the SCUS program review also be considered to be a portion of the PRLS long-range plan revision.

**Standard 3.06**
**There shall be evidence of consultation with practitioners.**
*(Partially Met)*

As noted in the self-study, “consultation with practitioners is an on-going process that takes place in a variety of environments.” While the instances of consultation with practitioners were not specifically identified in the self-study document, attention was directed to faculty vita that were contained in a separate document (Appendix C). A plethora of documentation related to consultation with practitioners is presented in the faculty vita. Additionally, full-time faculty annual reports for the past five years were available to the visitation team members in October. These annual reports also contain extensive documentation of faculty consultation with practitioners.

The full-time faculty in PRLS devote a tremendous amount of time consulting with and working directly with practitioners. While we may have failed to present evidence of this fact adequately, or it may have been inadvertently overlooked in the complexities of the on-site visit, we contend that consultation with practitioners is one of the strengths of PRLS full-time faculty.
The State College and University System 5-year program review also requires that faculty demonstrate consultation with practitioners.

STUDENTS

Standard 5.01
Evidence of student involvement in policy formulation which affects professional preparation.
(Not Met)

As noted elsewhere in this response, other than policy directives handed down from the College of Education and Human Services, the University, and The State College and University System, few policy changes have been promulgated within PRLS in the past few years. Consequently, there was little need to solicit student input in policy formulation.

Faculty do maintain a regular dialog with students through the Park and Recreation Organization for Students (PROS). Faculty meet with the elected officers of PROS on a regular basis to discuss curriculum issues, service projects, coordination of student participation at conferences and other professional activities, etc.

In past years the executive committee of the PROS organization has served in an advisory capacity to the PRLS faculty. It is our intention to continue this practice. The process will be re-established in Spring Semester 2002, and the results will be documented.

INSTRUCTIONAL RESOURCES

Standard 6.07
Evidence of library materials including, but not limited to books, periodicals, reports, microfilms and other unpublished reference materials.
(Partially Met)

As noted in the self-study, PRLS was successful in acquiring a subscription for the Journal of Park and Recreation Administration, the Journal of Therapeutic Recreation, and SCHOLE during the past year. These periodicals are currently housed in the College of Education and Human Services Learning Resources Center. As a result of concerns expressed by the accreditation team, a formal request has been submitted to the dean to transfer these periodicals to the campus main library. A request has also been submitted to the dean to purchase back issues (microfilm or microfiche) of these periodicals for the past ten years. Cost estimates for securing back issues are being assessed, and program faculty are in consultation with the dean about funding this request. We are optimistic that both of these requests will be honored in the near future.
PROGRAM STRATEGIES

Standard 8.17
Evidence of outcome-oriented goals and objectives for individuals and groups.
(Partially Met)

As with other standards in Program Strategies, we selected several core courses which, in
our opinion, demonstrate compliance with the 8.17 standard. We selected PLS 210 (Recreation
Programming and Leadership) as evidence of how this standard is met in a major way. We also
identify PLS 120 (Introduction to Therapeutic Recreation, PLS 270 (Practicum), PLS 230 (Park
Management and Operation), and PLS 301 (Outdoor Recreation, as examples of this standard
being met in a minor way. As with most of the standards, we could have identified other courses
which also demonstrate compliance with this standard.

We based our evidence of compliance with this standard on material contained in the
course syllabi, especially the Course Objectives, the explanation of how the course objectives
would be accomplished, and the course evaluation procedures. We will continue to review
compliance with all standards and make appropriate revisions that more clearly demonstrate
outcome-oriented goals and objectives.

ADMINISTRATION/MANAGEMENT

Standard 8.36
Evidence of students’ ability to utilize computer ... related to leisure services.
(Partially Met)

Following is a summary of the current requirements for computer-generated material in
PLRS core courses.

PLS 101 Introduction to Parks and Leisure Services
Students are required to produce a paper utilizing word processing software.

PLS 210 Recreation Programming and Leadership
Students are required to make a Power Point presentation. Course syllabus and all
assignments are listed on Web CT (a Marshall University computer program that
provides a means of communication between students and faculty in each course)

PLS 270 Practicum
Students submit a weekly summary of their experiences by e-mail.

PLS 402 Assessment and Evaluation in Recreation and Leisure Services
Students learn SPSS (Statistical Package for Social Sciences) and utilize it to analyze
survey data.

Students are required to make a Power Point presentation.
PLS 410  Recreation Areas and Facilities Maintenance
Each student is required to produce a comprehensive maintenance management plan utilizing word processing software. These plans must contain databases, charts, graphs, and spread sheets.

Students are introduced to computer software designed to inventory and manage trees in parks and on urban streets.

PLS 490  Senior Internship
All comprehensive weekly reports and the Internship Manual must be prepared utilizing computer software.

OVERALL EVALUATION OF SECTION 8.00

The documentation of at least 26 of the 42 8.00 standards contained reporting errors.

Following the on-site visit, we acknowledged in writing to the visitation team and to the Council in our evaluation of the accreditation visit that we had inadvertently submitted the self-study with errors in the 8.00 standard; and we apologized for this error.

Apparently, we utilized an earlier draft of the 8.00 standards to cross-reference these standards in Appendix E, Table 2.

We have made some revisions in reporting our compliance with the 8.00 standard, as recommended by the visitation team; and we have corrected the cross-reference errors between the 8.00 standards and the matrix in Appendix E.

Again, we apologize for this error in our reporting process and we trust that these revisions and corrections resolve this issue. A revised copy of the self-study 8.00 standard and Appendix E are attached.

MAJOR CONCERNS

1.  Faculty resources appear to be inadequate …

We are aware that this academic program barely meets the standard of having no more than 40 percent of its course offerings taught by part-time and adjunct faculty. While it would be highly desirable to have a third full-time faculty member in this program, the demands for new faculty positions exist in several academic programs in the Division of Exercise Science, Sport, and Recreation. We will continue to review the demands for additional faculty in this program and attempt to respond in appropriate and practical ways. The program coordinator and faculty will continue to present justification to the administration for additional faculty as they have done in the past.
2. Lack of back issues to important discipline-specific journals.

We anticipate that concerns related to this issue will be resolved in the very near future. See the explanation presented under Standard 6.07 of this report.

SECONDARY CONCERNS

1. Lack of a formal organizational structure within the program.

Although the Park Resources and Leisure Services program is clearly identified as a unit within the Division of Exercise Science, Sport, and Recreation, formalized and functional processes take place primarily at the division level rather than the academic unit level. Since only two full-time faculty are assigned teaching responsibility in the academic unit, it is not practical to schedule formal meetings between these two individuals. Policy and operational decisions are made within this academic unit; however, the process is primarily casual and informal between the two full-time faculty members.

In an attempt to develop a more formal organizational structure within the academic unit, periodic formal meetings will be scheduled. Both full-time faculty will attend, and part-time and adjunct faculty will be invited. Student representatives will be invited, as appropriate. A written record of these meetings will be maintained.

2. Appropriate release time for the program coordinator.

The University grants the program coordinator 0.25 release time per semester for administrative duties. He also receives additional release time for various grants and funded projects. The standard (4.06) requiring that full-time faculty instruct at least 60 percent of the courses is a potential hindrance to the program coordinator continuing to receive additional release time for grants and funded projects.

3. Some texts are a bit dated.

This issue was raised in the continuing accreditation review conducted in 1995. The explanation provided at this time was accepted. We submit the same response at this time.

While the textbooks selected for certain core and specialization courses may have been published several years back, faculty justify utilizing these texts for a variety of reasons. In addition, a series of supplemental reading assignments from current literature are assigned in each case. All of the current supplemental reading assignments for courses that utilize older texts did not appear in the course syllabi submitted in the self-study. We are attaching a report that identifies core courses that may have been of concern to the visitation team. This report identifies courses that utilize older textbooks and the current supplemental reading assignments required in these courses. All course syllabi should have contained the supplemental reading list. All syllabi will be revised immediately to include the supplemental reading material.
Although texts utilized in some of the courses are a few years old, the use of a variety of current supplemental reading assignments clearly demonstrates that these courses incorporate recently published material. We trust that this helps to resolve this concern.

4. **Students do not appear to be aware of the advising resources available to them.**

   This is a rather perplexing concern. The two full-time faculty provide academic advisement to all park and recreation majors. Students are instructed that they may meet with their faculty advisors at any time, not just during posted office hours. These two faculty members routinely disseminate information about pre-registration in the classroom. Students are cautioned about the need to be constantly aware of the long-range course schedule when registering for classes, and they are urged to consult with their faculty advisor before they make a decision to skip a required course on the long-range course schedule. An appointment schedule is posted on each of the faculty advisors’ doors at pre-registration time each semester. Advisees may sign up for an individual appointment with their faculty advisor. Unfortunately, few students take advantage of this opportunity.

   A Student Handbook for majors (currently under revision) contains specific information about the advisement process and emphasizes the importance of regularly consulting with assigned faculty advisors.

   All students in the College of Education and Human Services receive copies of the college newsletter, which is published each semester. This newsletter contains explicit information about the registration process, including the importance of meeting with faculty advisors.

   The university has implemented computerized registration procedures that may encourage many students to register without faculty advisor input. Registration via the Internet does not require faculty approval.