

Annual Assessment Report: Recreation & Park Resources 2009-2010

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**Annual Assessment Report: 2009-2010,
Recreation & Park Resources, School of Kinesiology, College of Educ. & H.S.**

This document details the assessment strategies and outcomes being utilized and implemented by the Recreation and Park Resources (RPR) program. Contained within this report is the program's mission statement, the student learning outcomes, current and proposed assessment activities, overview of changes made as a result of the previous year's report, changes being made to the program based on assessment data, and further assistance needed to improve assessment strategies.

Program's Mission Statement:

Marshall University's Recreation and Park Resources program supports the aspirations of students seeking knowledge, skills, and abilities to better both humans and the environment; fosters an excellence in scholarship that seeks to comprehend the human experience in both in natural and urban areas; while serving communities both local and beyond.

The mission statement of RPR directly supports Marshall University's mission statement on several levels. First, the RPR mission statement emphasizes education in the first phrase, noting that the program "supports the aspirations of students seeking knowledge, skills, and abilities to better both humans and the environment". This statement reflects the education of both undergraduate and graduate students by developing the knowledge, skills, and abilities of our students to contribute to society and the individual. Further, the second sentence of Marshall University's mission statement is embedded in the remainder of the RPR mission statement in noting scholarship and service to community both local and beyond. This entails the preservation, discovery, synthesis, and direct dissemination of knowledge via a multitude of media.

Program's Student Learning Outcomes:

Eight student learning outcomes have been solidified as objectives of measurement for students enrolled and engaged in RPR courses and the curriculum. These eight learning outcomes were adopted in accordance with the National Recreation and Park Association's (NRPA) standards for accreditation. The NRPA is the accrediting body for recreation programs in higher education. The following eight learning outcomes will begin a cycle of assessment starting in the spring of 2010:

- O1: Students graduating from the Program shall demonstrate entry-level knowledge of the scope of the profession that is the focus of the Program, along with professional practices of that profession.

- O2: Students graduating from the Program shall demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the profession(s) for which the Program prepares students.

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- O3: Students graduating from the Program shall demonstrate the ability to apply relevant knowledge of professional practice, and the historical, scientific, and philosophical foundations to develop valid and sound arguments on which to base decisions about professional policies, procedures, practices, techniques, and related ethical and professional issues.

- O4: Students graduating from the Program shall demonstrate the ability to design experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

- O5: Students graduating from the Program shall demonstrate the ability to facilitate recreation experiences for diverse clientele, settings, cultures, and contexts.

- O6: Students graduating from the Program shall demonstrate the ability to evaluate service and experience offerings and to use evaluation data to improve the quality of offerings.

- O7: Students graduating from the Program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations.

- O8: Students graduating from the Program shall be able to apply entry-level concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations to a specific setting.

The RPR faculty will assess 25% of the student learning outcomes each year. The following matrix displays the schedule of outcome assessment (see Appendix A for full matrix of learning outcomes and assessment details):

	O1	O2	O3	O4	O5	O6	O7	O8
YEAR ASSESSED	2009-2010	2009-2010	2010-2011	2010-2011	2011-2012	2011-2012	2012-2013	2012-2013

Assessment Activities:

The RPR faculty will utilize a number of assessment tools in order to evaluate students learning objectives, including both direct and indirect assessments.

Considering the indirect assessments, three primary tools have been used to solicit data from students and internship supervisors; these include an internship evaluation report, an agency director survey, and a current class enrollee evaluation. Additionally, the RPR faculty also consider enrollment data and trends as an indicator of the strength of the program.

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- Intern Evaluation Report (IA)
 - First, all of our graduates must complete a 12 credit-12 week internship at the fruition of their academic studies. Students are evaluated by both their supervisor as well as the internship coordinator. Students were evaluated on both personal qualities and professional qualities. The faculty posits that our program has some impact on a person’s personality qualities, however, the professional qualities are a stronger benchmark of learning outcomes and the assessment of our interns. (Assessment categories in italics are most indicative of student learning outcomes from undergraduate academic study in RPR)

Evaluation of Student Intern Professional Qualities (n=9, Summer 2009)		
Assessment Category	Mean Score (1-5 Scale) 1 = Low 5 = High	What the score represents
<i>Professional Qualities (overall)</i>	4.14	<i>Job knowledge, job skills, quality of work, quantity of work accomplished, initiative, dependability, attendance, physical ability, accuracy in work, creativity, communication ability</i>
<i>Job Knowledge</i>	4.34	<i>Good to excellent basic knowledge for position</i>
<i>Job Skills</i>	4.34	<i>Above average to excellent skills and abilities for the position</i>
<i>Quality of Work</i>	4.44	<i>Good to excellent quality of work performed</i>
<i>Quantity of Work</i>	4.11	<i>Very industrious to superior in quantity of work accomplished</i>
<i>Initiative</i>	3.89	<i>Average to above average in show casing initiative</i>
<i>Dependability</i>	4.67	<i>Requires little to minimum supervision in position</i>
<i>Attendance</i>	4.34	<i>Prompt to always regular and on time attendance</i>
<i>Physical Ability</i>	4.45	<i>Energetic to excellent physical ability to accomplish tasks associated with position.</i>
<i>Accuracy</i>	3.67	<i>Usually accurate to exact and precise most of the time in work performed</i>
<i>Creativity</i>	3.11	<i>Displays average or slightly above average levels of creativity in completing position responsibilities</i>
<i>Communication Ability</i>	4.22	<i>Above average to excellent in clearly communicating with others</i>
Overall Performance	4.89	Definitely above average to superior in overall performance
Recommendation for Future Employment w/ the Organization	100%	All supervisors would recommend all interns for available positions in their organizations.

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- Agency Director Survey (IA)
 - A second survey was completed by agency directors whose organizations had hosted our interns in the past. Six surveys were completed and returned. The data from the survey is qualitative in nature, with the following two themes emerging:
 - Areas for Improvement
 - Students need more training and education in the following areas: Geography, Biology / Conservation, Organizational Management
 - Preparation for the Position
 - Students were marginally to well prepared for their internship

- Current Major / Class Enrollee Survey (IA)
 - In the fall semester of 2009, 45 students were surveyed using a questionnaire to solicit both quantitative and qualitative data. This questionnaire sought to garner information concerning students' perceptions of their education stemming from our classes and the program, the content data, level of challenge in our courses possess, reflections on faculty, staff, and the program, sense of preparation for future career, likes, dislikes, reason for enrolling in the specific course, and constraints inhibiting one from choosing RPR as a major (see Appendix B for questionnaire).

 - Quantitative Data: Student were given 13 prompts and asked to respond using a Likert type scale (1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree). The following table includes the results of the quantitative data collected from questionnaire, the mean scores, and n size.

Prompts	Mean	N
I feel that I am learning a lot in the RPR program.	4.24	45
I feel the courses in the RPR program meet my interests.	4.04	45
I am challenged by the RPR courses.	4.00	44
As a whole, the staff in RPR and the School of Kinesiology are knowledgeable and helpful.	4.45	44
If I was to select a new major, it would <u>not</u> be RPR.	2.82	45
As a whole, the RPR faculty have exceeded my expectations.	4.86	44
I would like the RPR courses to be more challenging.	2.76	43
I expected to learn more in my RPR classes.	2.70	44
I believe that I will be prepared for a career in the recreation industry	3.81	43
If I was to choose again, I would keep my RPR major.	3.62	42
As a whole, the RPR faculty have <u>not</u> met my expectations.	2.07	43
As a whole, the faculty in RPR are knowledgeable and helpful.	4.41	44
I am satisfied with my education in the RPR program.	4.27	44

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- There were three open ended quantitative questions analyzed for emergent themes. The following text details the emergent themes in regard to the prompting question.
 - What do you like best about the RPR program? (for RPR majors)
 - Three emergent themes were found within the responses to this question:
 - 1) Activities and the Experience (11 responses)
The following comments were recorded by students:
 - Challenges put forward
 - Classes are experience and interactive, rather than just lecture
 - Awesome faculty/staff, and hands on outdoor experiences
 - Group projects
 - Hands on activities
 - The open learning environment
 - Learning in the outdoors
 - The outdoors activities
 - The hands on learning experience
 - I get to be in the outdoors
 - It involves the outdoors, fun
 - 2) Faculty & Staff (8 responses)
The following comments were recorded by students:
 - The professors love teaching RPR
 - The student-professor relationship
 - Content, staff, meets my interest
 - Awesome faculty/staff
 - I like that there are only a few professors in the program, because it makes it easier to track down information when it is needed. It also allows far more personal interaction
 - I like the one on one help that you can get
 - The people, everyone is here for reasons, better than paycheck, I hope the field is the same way
 - I really enjoy how Mr. Farmer teaches and how excited he is about what he is teaching
 - 3) Interest in Content (6 responses)
The following comments were recorded by student:
 - Learning about the people who made the parks
 - The subject matter and the preparation for the field, in general
 - I am learning a lot about the outdoor lecture
 - Content, staff, meets my interest
 - I like the outdoors
 - Learning about outdoor history

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- How could the RPR program be improved? (for RPR majors)
Three main themes emerged from this question.

1) New Activities to Consider (9 responses)

The following comments were recorded by student:

- Camping trips
- More outdoor activities
- More field labs
- More outdoor hands on learning
- More fieldtrips
- Real world experiences and applications and experience with current professionals
- More work outside in the field more related classes
- More outdoor hands on experience
- Being outside more for classes

2) Suggested Curriculum Changes (9 responses)

The following comments were recorded by students:

- By bringing much more science into the program and going as the tool set to be more competitive with students from other RPR type programs. We seem to be majorly learning in some areas and at this point, the coursework , seem a little to generic
- A masters program, maybe more science courses
- More classes based more specific not such broad courses
- Sure, but all programs can be improved with funding and more staff
- Better schedules of all courses desired all year long. Not every couple years
- I would like to see more classes concerned with wildlife management, historical preservation, environmental conservation (field matters)
- Make lower level courses not harder than 400 level
- New classes
- More people in the program.

3) Too serious (1 response)

The following comments were recorded by student:

- I am a nursing major only taking this class to be full time, our teacher takes it too seriously and has too many notes and requirements.

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○ For Non-Majors

▪ Why did you take this course?

Three main themes emerged from this question.

1) Electives or to fill schedule (minor fulfillment) (15 responses)

The following comments were recorded by student:

- Elective to satisfy credits...
- To learn about the outdoors and I learn more about the outdoors
- To fill my schedule. I was just looking for classes to fill schedule
- Because of electives involved stuff I didn't know much about it
- Elective credit--- course catalog
- Elective
- Easy A ---- I thought we would do outdoor activities but we don't do much besides lecture
- My roommate said that it was an interesting class and I needed it to graduate
- It is closely related to my field. Class list online
- To work toward a bachelor degree so I can begin the masters program. I was just browsing through open courses and found it
- To fill my minor
- I needed the hours
- Exercise is a leisure activity so I wanted to learn more about how to manage time for leisure activities. From my advisor
- PLS minor
- For minor

2) Topic (8 responses)

The following comments were recorded by student:

- To learn more about topics
- To learn about the outdoors and I learn more about the outdoors
- I thought I would learn a lot. Rick
- Because of electives involved stuff I didn't know much about it
- I thought the class would be based on outdoor activities
- It's a relaxing knowledgeable alternative to my usual schedule. It's an opportunity to learn about something fun and different
- Exercise is a leisure activity so I wanted to learn more about how to manage time for leisure activities. From my advisor
- I took it because I'm interested in RPR as a major. I learned about it on the Marshall website.

3) Friends Recommendation (4 responses)

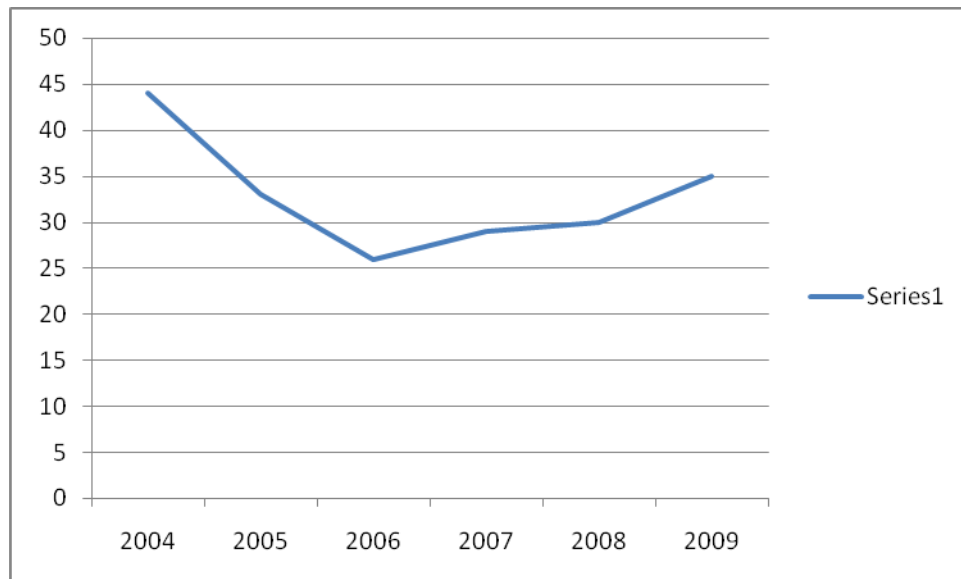
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The following comments were recorded by student:

- Friends
- Because I had 2 friends that took the course and truly like it
- My roommate said that it was an interesting class and I needed it to graduate
- I have a lot of friends that are parks majors and they all seem to love it.

- **RPR Enrollment Data**

Since 2006, the RPR program has been steadily increasing the number of students enrolled in the major. Currently, there are 35 documented majors in the program, up 17% since the end of the 2008-2009 school year. The chart below highlights the movement of majors in the RPR program since 2004.



Overview of Changes (based on most recent report):

The program changes that were made throughout the past year were in reference to the suggestions from Drs. Hensley and Reynolds. The suggestions were as follows:

- 1) The RPR program needed to hire a tenure line faculty member with a terminal degree in recreation or related field.
- 2) The RPR program needed to assess the outcomes of its academic program, by considering student knowledge, skills, and abilities at the fruition of their undergraduate experience.

Throughout the 2008 and 2009 school year the Recreation and Park Resources program conducted a national search for the open tenure line position within the program. The

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objectives were to find a successful candidate with a terminal degree in recreation, leisure behavior, or related field. Additionally, this person needed to be qualified to expand and revise the Off-Highway Vehicle trail program, work with Mr. Abel to reconstruct the program, and begin the process of reaccreditation with the National Recreation and Park Association. In late April of 2009, James Farmer, then ABD, accepted an offer made by Dean Rosalyn Templeton to join the Marshall University faculty in the fall of 2009. The applicant completed his degree in the Recreation, Park, and Tourism Studies Department at Indiana University and was awarded a Ph.D. in Leisure Behavior on August 31, 2009. Dr. Farmer is now the program coordinator and single tenure line faculty member in the Recreation and Park Resources program.

Concerning the second suggestion (assessment), the RPR program has identified eight learning outcomes and developed a schedule by which to assess these outcomes. The following table details the outcomes, the manner of the proposed assessment, and the course(s) in which the outcomes will be focused on and assessed. To date, we do not have benchmarks, results, or analysis / planned actions for these outcomes.

Outcomes & Year (Refer to pp. 1-2)	Manner of Assessment	Courses of Assessment
O1: 2009-2010	Internship Eval, Outcome assessment to be developed	PLS: 101, 301, 490
O2: 2009-2010	Outcome assessment to be developed	PLS: 101, 210, 230, 301
O3: 2010-2011	Outcome assessment to be developed	PLS: 101, 230/270, 401, 411
O4: 2010-2011	Outcome assessment to be developed	PLS: 210, 230/270
O5: 2011-2012	Outcome assessment to be developed	PLS: 340, 350, 400, 430
O6: 2011-2012	Outcome assessment to be developed	PLS: 401, 402, 411
O7: 2012-2013	Outcome assessment to be developed	PLS: 230, 402, 410, 411
O8: 2012-2013	Outcome assessment to be developed	PLS: 101, 340, 401, 410

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Changes / Modifications to Program (based on assessment data):

As stated previously, the Recreation and Park Resources Program is undergoing a significant curriculum and major revision (see Appendix C). Many factors contributed to this decision and the changes being made. In considering the assessment, the major contributions that have brought these changes is the indirect assessment data garnered from internship site supervisors and student feedback. Page 4 highlights suggestions made by internship site supervisors, which was to include opportunities for students to gain an understanding of the natural sciences (namely biology and conservation sciences), geography, and organizational management. The new curriculum will allow students to focus in interdisciplinary concentrations to require 24 credit hours of coursework in one of the following concentration areas: biology, planning (geography), organizational management (business), and family and consumer sciences (tourism). These changes were found to be in alignment with the suggestions made by many of our students. One student specifically asked for “more science courses”, while another asked for courses in wildlife management and environmental conservation. This is a message that we have heard from numerous students and employers, as well as a trend across the field of recreation.

Assistance Needed with Assessment:

At this point, no assistance is needed with assessment unless the committee deems otherwise.

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**APPENDIX A
Marshall University**

**Assessment of Program's Student Learning Outcomes for the Recreation and Park Resources Program
2009-2010**

Program's Student Learning Outcome	Year Evaluated	Assessment Measures	Benchmarks	Results	Analysis / Planned Actions
Students graduating from the Program shall demonstrate entry-level knowledge of the scope of the profession that is the focus of the Program, along with professional practices of that profession.	2009-10	Student Internship Supervisor Evaluation	To Be Determined (TBD)	TBD	TBD
Students graduating from the Program shall demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the profession(s) for which the Program prepares students.	2009-10	Final Examination in PLS 101 (NRRM 180)	TBD	TBD	TBD
Students graduating from the Program shall demonstrate the ability to apply relevant knowledge of professional practice, and the historical, scientific, and philosophical foundations to develop valid and sound arguments on which to base decisions about professional policies, procedures, practices, techniques, and related ethical and professional issues.	2010-11	TBD	TBD	TBD	TBD
Students graduating from the Program shall demonstrate the ability to design experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.	2010-11	TBD	TBD	TBD	TBD

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Program's Student Learning Outcome	Year Evaluated	Assessment Measures	Benchmarks	Results	Analysis / Planned Actions
Students graduating from the Program shall demonstrate the ability to facilitate recreation experiences for diverse clientele, settings, cultures, and contexts.	2011-12	TBD	TBD	TBD	TBD
Students graduating from the Program shall demonstrate the ability to evaluate service and experience offerings and to use evaluation data to improve the quality of offerings.	2011-12	TBD	TBD	TBD	TBD
Students graduating from the Program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations.	2012-13	TBD	TBD	TBD	TBD
Students graduating from the Program shall be able to apply entry-level concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations to a specific setting.	2012-13	TBD	TBD	TBD	TBD

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APPENDIX B

**Recreation & Park Resources
Student Survey**

The RPR faculty are asking for your assistance and input to help us improve the program. If you have not done so already, please complete the following survey. If you have already taken the survey, please disregard this copy.

Please respond to the following prompts by selecting the appropriate response. (SD = strongly disagree; D = disagree; UN = undecided; A = agree; SA = strongly agree).

Prompts	SD	D	UN	A	SA
I feel that I am learning a lot in the RPR program.					
I feel the courses in the RPR program meet my interests.					
I am challenged by the RPR courses.					
As a whole, the staff in RPR and the School of Kinesiology are knowledgeable and helpful.					
If I was to select a new major, it would <u>not</u> be RPR.					
As a whole, the RPR faculty have exceeded my expectations.					
I would like the RPR courses to be more challenging.					
I expected to learn more in my RPR classes.					
I believe that I will be prepared for a career in the recreation industry					
If I was to choose again, I would keep my RPR major.					
As a whole, the RPR faculty have <u>not</u> met my expectations.					
As a whole, the faculty in RPR are knowledgeable and helpful.					
I am satisfied with my education in the RPR program.					

Please answer the following questions by writing in your responses below:

For RPR Majors:

What do you like best about the RPR program?

How could the RPR program be improved?

For non-majors taking a PLS/RPR course:

What is your major?

Why did you take this course? How did you learn about this course?

What would keep you from majoring in RPR or taking more of its courses?

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APPENDIX C

Natural Resources and Recreation Management		Catalog Year 2010-2011
School of Kinesiology, College of Education & Human Services		
<p>This is a non-teaching interdisciplinary program in Natural Resources and Recreation Management (NRRM), leading to a Bachelor of Science degree. The NRRM curriculum is a professional program; however, students will choose one of six concentration areas to focus on in pursuit of an education and / or profession in this particular area of interest. The six concentrations include: Environmental Communication, Natural Resources, Parks, and Protected Lands Management, Natural Resources and Ecotourism, Off-Highway-Vehlele Management and Tourism, Outdoor Recreation and Leadership, and Recreation and Park Administration</p>		
CORE COURSES: PROFESSIONAL PREPARATION REQUIREMENTS		36 hrs
(All NRRM majors are required to take these courses)		
<p>_____ NRRM 180: Introduction to Natural Resources and Recreation (3) _____ NRRM 181: Environment and People: Issues & Solutions (3) _____ NRRM 269: Programming & Event Leadership (3) _____ NRRM 270: Practicum in Programming and Event Leadership (3) _____ NRRM 284: Natural History (3) _____ NRRM 380: Administration of Natural Resources, Parks, and Recreation (3) _____ NRRM 381: Research, Evaluation, and Assessment in NRRM (3) _____ NRRM 382: Therapeutic Recreation Program Planning (3) or NRRM 282 Recreation for People w. Disabilities (3) _____ NRRM 490: Natural Resources and Recreation Management Internship (12)</p>		
INTERDISCIPLINARY TRACKS		21 hrs
<p>Students must choose a track focus for interdisciplinary coursework, complete the two (2) mandatory* interdisciplinary courses listed, as well as additional interdisciplinary credit hours to an accumulative total of 21.</p>		
<p>Administration Track MGT 320: Principles of Mgmt (3)* MGT 424: Personnel Mgmt (3)* ACC 310/215: Prin. of Accounting (3) CMM 315: Group Communication (3) CJ 211: Law Enforcement (3) COUN 261: Intro to Group Guid. (3) MGT 419: Business and Society (3) MKT 437: Consumer Behavior (3)</p>	<p>Family & Cons. Science (Tourism) FC 362: Cat. for Special Events (3)* FC 365: Cont. Cost in Food & Lod. (3)* FC 364: Dining Service Mgmt (3) FCS 379: Aesthetics for Living (3) FCS 444: Consumer Education (3) FCS 429: Palate Development (3) FCS 466: Cul. History and Culture (3) MGT 360: Intro to Entrep. (3)</p>	<p>Planning Track PSC 301: Urban Government and Politics (3)* PSC 202: US State Gov. and Pol. (3)* ENG 354: Scientific and Tech. Writ. (3) GEO 110: GIS (1) GEO 414: Methods and Tech. of Reg. Plan. (3) GEO 416: Environmental Planning (3) GEO 426: Principles of GIS (3) <i>Other courses at advisors discretion</i></p>
<p>Science Track BSC 120: Principles of Biology (4)* BSC 121: Principles of Biology (4)* BSC 320: Plant Ecology (3) BSC 405: Economic Botany (3) BSC 406: Herpetology (3) BSC 408: Ornithology (3)</p>	<p>BSC 409: Mammalogy (3) BSC 416: Plant Taxonomy (3) BSC 430: Plant Ecology (3) BSC 431: Limnology (3) BSC 460: Conservation of Forests, Soils, and Wildlife (3)</p>	<p>ENG 354: Scientific and Technical Writing (3) GEO 110: GIS (1) GEO 426: Principles of GIS (3) GEO 201: GPS (1) GEO 230: Intro to Meteorology (4)</p>
Minor in Natural Resources & Recreation Management		12 hrs
<p>Students must complete 12 credit hours to earn a minor in Natural Resource and Recreation Management. Students may elect to earn in a minor in Natural Resources and Recreation Management by completing 12 credit hours in one of the six concentration area; additionally students may complete a minor in of the six concentration areas by completing all four courses listed under a single concentration and one designated core course.</p>		
Field Experience Requirements		
<p>All students majoring in Natural Resources and Recreation Management must complete 300 documented field experience hours within the recreation industry. Faculty advisors will assist students in making contacts with recreational professionals in order to procure volunteer and or paid positions to gain field experience.</p>		

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Concentration Areas	12 hrs + 12 hrs		
<p>Students must choose a concentration area and complete four courses (12 credits) in the given area. Students must also complete twelve (12) credit hours from within any of the other concentrations and / or Outdoor Leadership Field Courses (A maximum of 6 credit hours can be taken from the Outdoor Leadership Field Courses).</p>			
<p>Environmental Communication NRRM 310: Environmental Interpretation (3) NRRM 311: Intro to Environmental Education (3) NRRM 312: Intro to Outdoor Education (3) NRRM 313: Visitor & Consumer Behavior in Rec. & Tour. (3)</p>	<p>Natural Resources, Parks, and Protected Lands Man. NRRM 320: Rec. Area & Facility Maint. (3) NRRM 322: Wildland Recreation Mgmt (3) NRRM 321: N.R., & Parks Mgmt and Operations (3) NRRM 461: Nat. Area and Parks Planning and Design (3)</p>		
<p>Natural Resource & Eco-Tourism NRRM 313: Visitor & Consumer Behavior in Rec. & Tourism (3) NRRM 330: Sustainable Tourism (3) NRRM 310: Environmental Interpretation (3) NRRM 430: Ecotourism: Manage. and Admin. (3)</p>	<p>Off-Highway-Vehicle Management and Tourism NRRM 440: Intro to OHV Recreation (3) NRRM 441: Planning & Construction of OHV Trails (3) NRRM 442: Operation & Mgmt of OHV Trail Sys. (3) NRRM 443: Construction of OHV Trail Systems (3)</p>		
<p>Outdoor Recreation and Leadership NRRM 350: Outdoor Recreation (3) NRRM 310: Environmental Interpretation (3) NRRM 351: Outdoor Adventure Training (3) NRRM 451: Forest Recreation Planning (3)</p>	<p>Recreation & Park Administration NRRM 313: Visitor and Consumer Behavior in Rec. & Tour. (3) NRRM 321: Park Mgmt & Operations (3) NRRM 360: NRRM Event Facilitation (3) NRRM 361: Recreational Sport Management (3) NRRM 461: Nat. Res. & Parks Planning & Design (3)</p>		
<p>Outdoor Leadership Field Courses NRRM 100: Outdoor Leadership: Canoeing (1) NRRM 101: Outdoor Leadership: Fly Fishing (1) NRRM 102: Outdoor Leadership: Bass Fishing (1) NRRM 103: Outdoor Leadership: Backpacking (1) NRRM 104: Outdoor Leadership: Rock Climbing (1)**</p>			
<p>NRRM 105: Outdoor Leadership: Kayaking (1)** NRRM 106: Outdoor Leadership: Leave No Trace Ethics (1)** NRRM 200: Wilderness First Aid (1)** NRRM 201: Outdoor Leadership: Wild. First Resp. (3)** (** signifies course to be developed in the future)</p>			
GENERAL REQUIREMENTS			
<p>FINE ARTS (Select one of the following 3hr. courses) _____ ART 112 _____ THE 112 _____ MUS 142 (3)</p>			
COMMUNICATION STUDIES			
<p>Written Communications (EXEMPT from ENG 101 & 102 w/ ACT 34+) _____ ENG 101 (PR: ACT 18 Verbal; SAT: 450 Verbal; or ENG 100) (3) _____ ENG 102 (Fr/So) or ENG 302 (Jr/Sr) (Grade of C or better required) (3) Or ENG 201H (PR: ACT 28 Verbal; SAT 630 Verbal)- Students completing ENG 201H are awarded 3 additional hours of credit toward graduation.</p>			
<p>HUMANITIES _____ ENG _____ (Literature Course) (3)</p>			
<p>MATHEMATICS _____ MTH 121 or higher (PR: ACT 19 Math; SAT 460 Math, or Math Workshop) (3)</p>			
<p>COMPUTER SC. _____ (3)</p>			
<p>NATURAL SC. _____ ISC (PR: MTH 121 or higher) (4) _____ Science course work other than ISC offered in College of Science (4)</p>			
<p>SOCIAL SCIENCES _____ Multicultural (SOS 207) _____ International Studies _____ International Studies (9)</p>			
<p>NEW STUDENT SEMINAR _____ UNI 101 or HON 101 (1)</p>			
<p>TOTAL REQUIREMENT HOURS 39 HOURS</p>			
MARSHALL PLAN			
<p>Writing Intensive 3 hrs Selected from approved list</p>	<p>Math 121 or higher 3 hrs</p>	<p>International 3 hrs Selected from approved list</p>	<p>Computer Literacy 4 hrs As required per major</p>
<p>Integrated Science 4 hrs (or 12 hrs. in 2 science areas)</p>	<p>Multicultural 3 hrs Selected from approved list</p>	<p>International 3 hrs Selected from approved list</p>	<p>CAPSTONE As required per major</p>
120 Minimum Semester Hours		45 Upper Division Hours	
Marshall Plan			