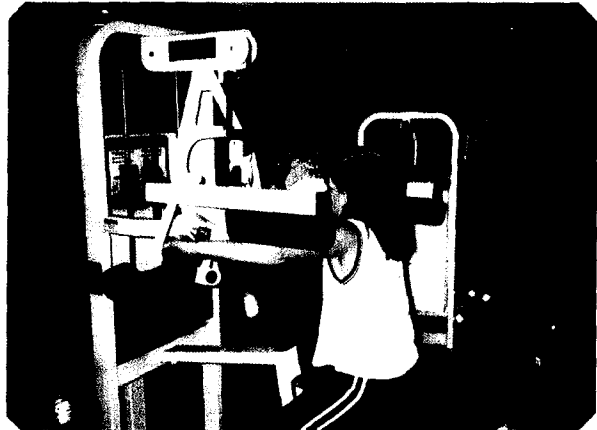
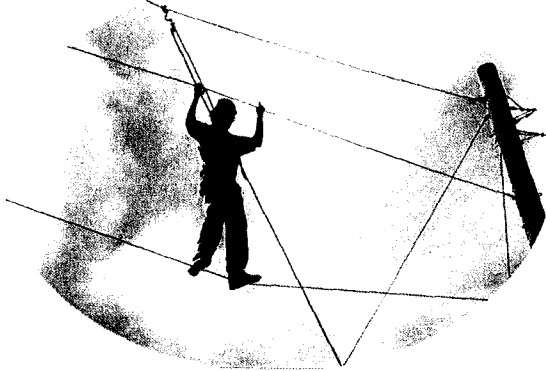


# Recreation Leadership and Management

## Academic Program Review Report



September 12, 2003

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# MEMORANDUM

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**DATE:** November 25, 2003

**TO:** Academic Senate

**FROM:** Academic Program Review Council

**RE:** Recommendations for:  
**Bachelor of Science Degree in Recreation Leadership and Management**

**CC:** Susan Hastings-Bishop, Michelle A. Johnston, Laurie Chesley, Thomas Oldfield

## **RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:**

We recommend that this program be continued with monitoring.

- The RLM faculty will develop a plan to identify and respond the factors responsible for chronic under enrollment. This plan shall be submitted to the Academic Program Review Council not later than November 1<sup>st</sup>, 2004
- The RLM faculty shall submit an interim report to the Academic Program Review Council not later than November 1<sup>st</sup>, 2006 that includes a summary and evaluation of the actions taken with regard to implementation of the plan and the enrollment data for the academic years 2004, 2005, and 2006.

## **DESCRIPTION OF PROGRAM:**

### **CATALOG ENTRY:**

#### **Why Choose Recreation Leadership & Management?**

The four specialized tracks in RLM provide each student the opportunity to develop skills and expertise in their area of interest. The Corporate Fitness and Wellness area includes courses in nutrition, exercise physiology, health promotion and fitness testing. The Leisure Services area includes commercial recreation, tourism planning, community education and camp programming. The Outdoor/Adventure Education track includes adventure based skill classes (canoeing, rock climbing, ropes course facilitation), expedition leadership, basic outdoor skills and methodology of outdoor education. The Sports Management track provides studies in recreational sport marketing, legal and risk management issues, sport administration and contemporary issues of sport. All of the options include interdisciplinary courses, such as facilities management, which make up the remaining 28-30 credit hours for emphasis track. In addition, each student takes 15 hours of business courses, which include areas of accounting, management, economics,

and marketing in addition to their general education, professional core and emphasis track.

### **Admission Requirements**

Students must have a 2.0 grade point average (GPA) from high school or in courses that transfer from another college. Ferris students wishing to make a curriculum change into the College of Education and Human Services must also have a 2.0 GPA.

### **Graduation Requirements**

An internship is required in the RLM program. Graduates are also required to prepare a portfolio in addition to course work. Minimum semester credit hours required for Recreation Leadership and Management: 128. Students will receive a bachelor of science degree in Recreation Leadership and Management upon graduation after successful completion of the requirements with a 2.0 GPA overall and a 2.5 GPA in their academic emphasis and core requirements

## **BACKGROUND INFORMATION OBTAINED FROM THE REVIEW PROCESS:**

The Recreation Management and Leadership (RLM) program is housed in the Leisure Studies and Wellness Department of the College of Education and Human Services. Over the years as faculty retirement positions were reallocated by previous deans, the program coordinator administrative duties have been shifted from RLM to Health and Physical Education or split. The program coordination work is about 75% Recreation Management and Leadership and 25% Health and Physical Education for the 6 hours of release time workload granted and this individual continues to have only a part-time secretary. The Dean relies on the program coordinator to complete administrative daily tasks and reports that a department head would do full time.

A questionnaire was mailed to 78 of the graduates of the Recreation Leadership and Management program and 34 (43%) were returned. The composite responses and individual comments were included in the report.

Because of privacy issues, employers with only one graduate from this program do or will not respond to surveys about their employees. A total of 3 agencies responded to the survey. No comments were reported.

Surveys were given to 63 current students and 45 (73%) were returned. The composite responses and individual comments were included in the report.

## **COST INFORMATION:**

According to the 2000-2001 report from institutional research:

### **Total cost per SCH**

#### BS Degree in Recreation Leadership and Management

|                                   |          |
|-----------------------------------|----------|
| Corporate Fitness-Wellness track  | \$169.52 |
| Leisure Service Track             | \$165.41 |
| Outdoor Adventure Education Track | \$168.21 |
| Sports Management Track           | \$163.79 |

### **Total program cost**

#### BS Degree in Recreation Leadership and Management

|                                   |             |
|-----------------------------------|-------------|
| Corporate Fitness-Wellness track  | \$21,698.56 |
| Leisure Service Track             | \$21,172.34 |
| Outdoor Adventure Education Track | \$21,531.04 |
| Sports Management Track           | \$20,965.33 |

## **ASSESSMENT OF THE PROGRAM:**

### **(1) The program has a number of important strengths:**

- Recreation Leadership and Management program provides career education for entry-level in the field of leisure services and provides students with the ability to pursue upper management positions at the next level. This program is directly related to the mission of Ferris State University.
- The Recreation Leadership and Management BS program is one of 7 programs offered in the State of Michigan. It is 1 of 4 accredited programs in the state and 1 of 104 nationally accredited programs. The accreditation of this program is an indication of national leadership.
- The Ferris State University program was the first in the state to use Senior Exit Interviews and Senior Portfolio Reviews and is unique among state universities in the use of the service-learning model.
- The program provides service to the local campus and the Big Rapids community through its student service learning and leadership projects.
- Graduates of this program provide a very broad base of services to people through government, non-profit, and commercial sectors that provide leisure in the forms of parks, recreation programs and facilities at local, state and national levels.

- This program provides outdoor recreation activity courses such as the basic climbing wall course as a service to non-majors for academic credit.
- Student and graduate surveys suggest that most students have a positive attitude toward the courses that were taken in this program.
- The program's classrooms and office facilities in the SRC have been enhanced and updated to support the faculty office and traditional classroom needs at this time.
  - Facility space is adequate to meet the needs of the RLM program.
  - Instructional media equipment (ceiling projector, computer, VCR and Visualizer was installed in room SRC 114 during July 2003.
  - In the fall of 2003 the department received to additional laptops and 12 PDA's to advance technology learning.
- The two current full time faculty both hold terminal degrees in the field. One of the two faculty was new to Ferris in Fall 2002. The department also employs a one year temporary faculty Fall 2003.
- During the last 5 years:
  - The one tenured faculty has received a promotion or merit award.
  - Both of the faculty have attended a regional or national professional meeting.
  - Both the tenured and tenure track faculty have had a paper published and/or given a presentation/poster session at a professional meeting.
  - One of the fulltime faculty received a one semester sabbatical leave.
- The program faculty are nationally recognized for service to professional organizations at the nation level, presentations at conferences and service to recreation and parks agencies, educational organizations and campus community.
  - One of the faculty is serving as an accreditation visitor and other is serving as an officer of a national organization.
- The Dean of the College of Education and Human Services has expressed strong support for this program.

**(2) The Academic Program Review Council has the following concerns:**

- According to the 2002 Administrative Program Review, there has been steady decline in enrollment ranging from a high of 77 in fall of 1998 to a low of 60 in the fall of 2002.
  - The panel reports that enrollment for the fall of 2003 is 68.

- Enrollment by track is as follows:
  - Corporate Fitness and Wellness – 7
  - Leisure Service Programming – 6
  - Outdoor/Adventure Education – 25
  - Sports Management – 11
  - Undecided - 19
- Changes in the upper administrative level in the College of Education and Human Services have occurred about every two years. This has been coupled with changes in priorities and in the program coordinator position. These changes have made it difficult for this program to maintain its focus.
- Staffing in this program has been inconsistent due to repeated turnover in one of the two positions. A third position exists in which work load is set on a semester to semester or year to year funding basis.
- The program continues to offer four tracks while overall enrollment has declined or remained stagnant. The department has been unable to offer and/or adequately staff courses in these tracks.
  - The Ferris State University Catalog lists 33 courses with the RMLS prefix. There are two full time tenure track equivalent faculty and one time supplemental faculty available to teach all of these courses.
  - Courses have been cancelled because of a lack of faculty and/or students and other courses were taught by independent study, yet a significant portion of the load for a full time faculty is devoted to administrative responsibilities.
  - The program faculty are proposing a series of new initiatives at a time of minimal enrollment.
- There appears to be some duplication of effort between this program and the Resort Management Program with respect to the direction that the latter program is moving which may impact enrollment in this program.
- The program faculty were unable to provide the Council with meaningful data concerning success on certification tests taken by their graduates.
- The program developed its own survey form and data from surveys are not as complete as it could be:
  - The survey data from employers was very limited.
  - Of surveys sent to 78 graduates 34 (43%) were returned.

**(3) We recommend that the following steps be taken to improve the quality of this program:**

- In view of the low enrollment in this program, the staffing problems encountered, and the large number of courses taught, the faculty needs to refocus their curriculum to correspond with student demand and the resources available.
  - The faculty will prepare a plan to identify courses and/or tracks that are characterized by chronic under enrollment and develop strategies to address these problems.
    - The Recreation Leadership and Management faculty should consider consolidation of tracks to make better use of existing resources.
    - This plan should be reviewed by the Dean of the College of Education and Human Services and be submitted to the Academic Program Review Council not later than November 1<sup>st</sup>, 2004.
  - The Recreation Leadership and Management faculty will submit a written interim report to the Academic Program Review Council not later than November 1<sup>st</sup>, 2006. This report will include:
    - a summary of actions take with regard to implementation of the plan
    - analysis of the effectiveness of those actions,
    - enrollment data for the academic years 2004, 2005, and 2006.
- The program faculty should delay implementation of new initiatives until such time that a stable and healthy enrollment is established in the currently existing program.
- The purchase of expensive equipment should be delayed until implementation of the plan to address the problems that currently exist in the program.
- The program faculty should develop ways to determine the success of the students in this program on certification tests.
- University Marketing and Advancement, the College of Education and Human Services, the Department of Leisure Studies and Wellness, and program faculty should develop strategies to identify appropriate target audiences and effectively market this program.
- The Vice-President should carefully examine any proposal that may come out of the Hospitality Programs with respect to duplication of effort and potential impact on enrollment in this program.

# Questions for Recreation Leadership and Management Panel

The bulleted items found under item 5 pages 15-16 of the document **Academic Program Review: A Guide for Participants** are the primary basis of the evaluation of the Recreation and Leadership Management Program. The following questions are directly related to these criteria. The bullet number to which the question refers is cited prior to the question.

1

**In what ways do you consider this program central to the Mission of Ferris State University?** The mission states that career preparation is one of our central goals. 1) Recreation Leadership and Management program provides career education for entry-level in the field of leisure services and the students with the ability to pursue upper management positions at the next level. In some smaller agencies with only one to two full time staff, they have been hired in the assistant or head manager positions. 2) Accreditation meets the nationally recognized program. 3) The program is unique based on the emphasis tracks that are offered.

Review pages 1-2 to 1-5

- 2 **Please describe what is currently being done to increase the visibility of the program.** The program coordinator is working with the university marketing staff on promotional hard copy and web site pages to increase the visibility for the program in the marketing/recruiting area. RLM is working with Admissions to use their new tracking system as part of the recruiting process. In addition, program continues to provide service to the local campus and Big Rapids community through its student service learning and leadership projects. Both fulltime faculty are active with national organizations/groups through presentations, one is serving as an accreditation visitor, and other is serving as an officer of a national organization.
- 3 **Please characterize the service provided by this program and its graduates to the state, country, and/or world.** When defining leisure services, it is a very broad base of services to people through government, non-profit, and commercial sectors that provide leisure in the forms of parks, recreation programs and facilities at local, state and national levels. The graduates of the Recreation Leadership and Management program have the academic knowledge and professional skills to work in these various settings as creative programmers and managers. Within each of the specialized emphasis tracks students may end up as *Corporate Fitness & Wellness*-private health clubs, resorts, corporation wellness programs, MWR fitness centers; *Leisure Services*-public park and recreation departments, youth organization professional staff, special events coordinators for places such as Meijer Gardens, senior retirement community recreation activity directors, park rangers; *Outdoor/Adventure Education*- youth camps, youth at risk programs that use the outdoors, environmental education centers, year round



conference/camp facilities, hunting and fishing guides, school system outdoor education programs; *Sports Management*-campus recreation/intramurals, sports complexes, minor league team front office management; prison recreation, youth and amateur sports programs.

**4 Describe the demand for this program by students.** The demand for this program will see shifts in job markets with the economic shifts in our country's economy from the public sector to the commercial in the good times and back to the public and non-profit. The leisure services industry varies because of the variety of agencies one can work for. However there is a core of knowledge and skills one needs to succeed when working for the various agencies. This makes it easy for professionals to move between the government, non-profit and commercial sectors as jobs shift with economics and monetary resources. It creates a flat effect when you look at the job market it does not have blips of high and lows when you aggregate the numbers of job in the workplace. When you talk to students who make inquiries they tend to be focused on one type of facility or agency they would like to work for. Through the program advising and discussion they discover the versatility to seeking positions in the leisure setting they desire but also become aware that they will have more options when they graduate. Since the program is accredited, they can sit for the national exam upon graduation instead of trying to find a full time job and work two years before they can take the exam that is required after graduation from a non-accredited program. More public agencies are looking for applicants who have the ability to take the exam or have already done so.

**6, 7 Please summarize briefly the placement rate of and the average salary of graduates. Please provide us with a brief list of job titles that recent graduates have accepted. See sections 2-6 to 2-8, 7-5 to 7-8. Also specific examples**

• Battle Creek Park and Recreation Department provide the following:

|                                 |                      |
|---------------------------------|----------------------|
| Parks & Recreation Director     | \$80,340             |
| Business Manager                | \$63,970             |
| Facilities Superintendent       | \$63,970             |
| Program Supervisor              | \$57,980             |
| Group Sales & Marketing Manager | \$57,600             |
| Facility General Manager        | \$54,028             |
| Recreation Technicians          | \$40,320             |
| Program Coordinators            | \$27,040 no benefits |

**8 Describe the service provided to non-majors by this program.** This program provides some outdoor recreation activity course such as the basic climbing wall course as service to non-majors for academic credit. Some students when slots are available have taken the more in depth skills courses reserved for our majors. The Resort Management program has two course required by all of the students, the RMLS 340 Commercial Recreation and the RMLS 465 Tourism Planning courses. We also offer a concentration in recreation courses available to the

Resort Management students. We have had two Resort Management students complete the minor in Recreation that is available to other students across campus. The program is currently working with Hospitality faculty to provide a new course for their Club Management minor, certificate and new concentration in Resort Management.

Initiatives to offer two new certifications related to outdoor/adventure settings have been started. The first is Wilderness First Responder training not only used full to the current RLM students but potentially any organization who's personnel must deal with search and rescue, i.e. criminal justice officers, DNR, U. S. Forest Service, youth camp staff who are in charge of off site trips. This certification must be renewed every 3 years. The other area is a series of three outdoor/adventure instructor certificates offered by the Wilderness Education Association. Educators, youth workers, youth camp staff who lead backcountry groups go through a series of trainings that focusing on the social dynamics of a group, health and safety, and how to present outdoor skill instruction. These new course are designed to be offered in summer semester as workshop formats. The WEA course will also be tied to the proposed Master's program.

**12 With regard to the professional activities and accomplishments of the full time tenured or tenure track faculty who currently teach in this program:**

**How many have received a promotion or merit award in the last 5 years?** The senior faculty member of the two 9 month tenure tracks received a presidential merit raise in 2000.

**How many have had a publication in a professional journal and/or presented a paper/poster at a professional meeting in the last 5 years?** Both faculty have done presentations to groups on campus and at national meetings, during the last five years. These are noted in the academic curriculum vitae.

**How many have attended a regional or national professional meeting in the last 5 years?** Both faculty have participated in at least 2-3 national professional meeting each of the last five years. These are noted in the academic curriculum vitae

**How many have received a sabbatical leave during the last five years.** The senior faculty member of the two 9 month-tenure tracks received a sabbatical in Winter 2001.

**Note:** The travel funding up to this year had improved over the previous five years to where each 9 month tenure faculty member had \$600 to spend. Those dollars were reallocated for 2003-04 to cover other expenses related to curriculum, such as student field trips, equipment, technology voted on by the faculty.

- 13 **Please comment on administrative effectiveness with respect to this program.** The current structure came into place 15 years ago when LSW department had a full time Department Head, the RLM program had 25% time coordinator and full time secretary. The retirement of the department head resulted in the RLM program coordinator placed in charge of the whole department with 50% administrative time. At that time there were 3 full-time RLM faculty of which one was program coordinator. Over the years as faculty retirement positions were reallocated by previous deans the program coordinator administrative duties have been shifted from RLM to HPE or split, but only 50% release time allocated. The Dean or someone else assigned by the Dean's office has been assigned the official administrator to deal with faculty contract issues and procedures. To adjust needs for accreditation and management of advising, recruiting, marketing, reports such as self studies, APR the program coordination work is about 75% RLM and 25% HPE for the 6 hours of release time workload granted and continues to have only a part-time secretary. The LSW programs are not housed in the same building as the Dean's office due to the unique facility needs for instruction. And since Winter of 1999 we no longer set the priorities for use of the facility, that up until the remodeling was part of the LSW Department's responsibilities. The Dean relies on the program coordinator to complete administrative daily tasks and reports a department head would do full time.

**The following questions or requests for information are the result of our discussion concerning specific statements or material within the Recreation Leadership and Management Program Review Panel document. The page number containing the material upon which the question is based is cited prior to the question.**

page

1-1; **How has accreditation helped your program?**

- 1) It has provided visibility at the national level and recognition amongst our peers in academic programs.
- 2) It has provided guidelines and assessment measurement for curriculum
- 3) It provides certification options to those graduates who wish to pursue them
- 4) It provides a means to compete with three other institutions in Michigan

1-1; **The top paragraph page 1-2 discusses difficulties that you have encountered in adequately staffing the program. What impact does the fact that a faculty member in this program also serves as the department coordinator have on staffing and instruction in the program?** It provides a coordination of the FSU RLM's curriculum and administration that helps in maintaining the accreditation guidelines for managing student information, recruiting and advising consistencies. If you shift the coordination time back to the other side of the department they come up short by one faculty position. If the program

coordinator does not have an understanding of the student major the reports, recruiting, marketing, and self-studies fall back on to the RLM faculty who are teaching now full time plus doing extra assigned work. **Is accreditation a factor in this or could others in the department perform this role?** Yes this is one of the review criteria for national accreditation. The criteria states "the administrator of the recreation, park resources and leisure services academic unit shall be a person with a minimum rank of associate professor with at least one advance degree in leisure services preferably. They must have at least a 50% administration designation.

- 1-3 Please explain why you want to initiate a Masters in view of the staffing difficulties you have described and the market conditions for current graduates?** The requests from former students to provide graduates with continuing education applicable to an advance degree work in experiential education, along with encouragement from the School of Education to provide these specialty courses at this level is why we are having the discuss and planning at this time. The opportunity to combine 4 to 5 RLM courses under an option of a Masters in Education opens the opportunity to increase FTE and possible drawing graduate students who could teach outdoor skills course for the program and add diversity. This will also provide a means to offer graduate and undergraduate courses that provide certifications such as Wilderness Education Association coordinates. **Is the demand for Master level individuals greater than for BS level graduates?** The master's is not in leisure service management. The courses will focus on the experiential teaching model and experiential education formats used in a variety of settings such as schools, nature centers, alternative education programs. Education will be the focus. Teachers will probably make up the major portion of the graduate population. The undergraduates in the outdoor/adventure education emphasis track often chose an advance degree of this type to help them advance to upper management in outdoor education centers or alternative education settings.
- 1-7 Program budget. Please submit your Unit Action Plans for the last 5 years. You may bring these with you to the meeting. See copies sent electronically**
- 1-8 Pages 1-8 to 1-25 show evaluations of RMLS students. Who is doing the evaluation and what are their qualifications to make these assessments?** The measures are taken from our learner assessment plan established for accreditation and NCA. Professionals, who supervised the students at the field experience, completed the RMLS 294 and 491 student evaluations and internships work sites. The portfolio data is from the professional panels that spend a day on campus completing our senior exit interviews. Both of these groups are people who have worked in the field for at least two years, have similar college and university degrees and course work as the RLM program, and have work at their current position for a minimum of one year. In addition, some of the portfolio reviewers

make up members of the academic advisor committee. It offers them a chance to see the work students are producing and help us to focus on RLM curriculum program areas.

**1-42** **The administrative review shows that there have been significant increases in the S&E budget for the department over the past five years. How does this translate into the budget for your program?** The budget figures are representative of the combine dollars for the HPE and RLM portions of the department. There are some line items in the budget that are strictly RLM specific, i.e. professional organization department memberships, accreditation, and internship travel. The travel dollars per faculty member have been divided up based on total departmental faculty. Dollars for instructional equipment, office supplies, copying, and phones are shared equally. RLM receives proportional higher dollars in areas of field trip expenses due to outdoor skill course requirements, mailing for recruiting purposes, and technology to meet the needs of integrating technology as part of student preparation. For the 2003-04, dollars have been reallocated in the budget to cover accreditation costs and faculty have given up for 2003-2004 the previous travel dollars to class field trips due to cuts in our S & E.

**2-1;** **You state that some students in the graduate survey indicated that the degree did not significantly add value to their progress in their career. How important is it to have a degree in this area to obtaining a job in the leisure industry and for advancement in the field?** For those students opting to not pursue a career in recreation, they may perceive no added value to their current job, but at the same time they did not seek a job in the field because they thought they could earn more money somewhere else or made personal choices related to relationships that have nothing to do with the work field. Some of those same students if you were to look at their academic careers would be the student who did not fully participate in the learning experience by missing classes, fully pull their weight in the group projects, and prior to their internship or field experiences did not gain work experiences through summer jobs, volunteer work, etc. As a result the choices of internships were limited by their person goal planning that is reflected in not having a set of credentials to be competitive in the entry level job search. The learning processes and hands on experiences are vital to getting that first job. There is a skill set that the agency employer's expect along with a resume that demonstrates application ability of the skill and knowledge set that corresponds to the degree.

**2-10** **Your graduate survey indicates that 70% now work in a leisure service**  
**7-6** **position. Is this the result of a lack of demand or poor salaries in the field?**  
No, it has more to do with individuals who chose different priorities in their lives. Students' opted to not pursue a career in recreation for personal reasons such as family locations constraining their ability to find a job specific or the husband/wife loses their job and they are forced to move to a new location with limits on options in the RLM degree field. And for some, what was stated in the

above question. A few each year go onto graduate school thus do not enter the job market officially and get counted in those not working. I think the percentage needs to be looked at the actual number of students who are captured in the percentage.

- 2-10 In the graduate survey some former students gave a negative response when queried about new and important material in courses. What is your interpretation of this result?** Not knowing, during the seven-year span, which of the student respondents were indicating these problems, faculty can only speculate that it applies to past adjunct and faculty not on board at this time. Some faculty full and adjunct in the specialty areas often used the same textbooks or did not follow the recommended information suggested by the full time faculty or senior faculty members. Professional development was recommended to bring into the classroom the new methods of delivery, that were not followed up or adjuncts for only one semester. This issue goes back to the staffing consistency for the department.
- 2-10 In the graduate survey some former students gave a negative response when asked if department members helped graduates find employment. What is your interpretation of this result?** The faculty provides the students with the opportunities to learn the theory and content they need but also opportunities to gain practical experiences that can go on their resume for those people reviewing them for jobs. Faculty can provide suggestions of where to look for jobs. But faculty cannot "get" a person the job, the student has to take advantage of the preparation and learning opportunities provided that will help them get that first job. Faculty cannot provide information to students who have graduated and do not maintain contact with the University once they finish their internships.
- 2-10 In the graduate survey some former students gave a negative response when asked if they would choose the same major again. What is your interpretation of this result?** Students have moved on to more specializations that if they were to go to a different university they might have ended up in another related field. The students did not want to leave Ferris but took our degree as it was the closest to what they thought they wanted to do. There are students who even after completing a two or four year degree still don't know what they want to do in life.
- 2-12 Please respond to the students comments concerning the Corporate Fitness Track.** The need for faculty to teach the specialized courses in the track and outside of department course offerings are not being met due to staffing issue in other department areas. This has created problems of trying to use adjunct or overload to provide the courses. The department prior to the last review had a corporate fitness specialist, but through restructuring was bought out, that could teach and designed the courses taught within the department. The last RLM job search for the department included a portion of the job description to address sport management and corporate fitness needs. The current job posting for faculty

replacement has also included job qualifications to meet these groups needs. Faculty have received feedback from the internship sites that have been positive about our students in corporate fitness saying in addition to their personal training and fitness skills they are very strong programmers and have business management skills that may of their interns out of traditional HPE programs do not have. Two of the major companies that are contracted by the automotive industry in Michigan regularly seek our students.

- 2-14 Please respond to the comment concerning CPR and First Aid.** Each track has 9-12 credits of electives. Faculty advise the students to take the HLTH 125 before graduation if they can fit it in their schedule. However, transfers can do this option also but often do not elect to take the extra courses. The certification is one that will have to be renewed annually for CPR and every 3 years for First Aid. To save the student money faculty recommend alternatives such as taking a course over a break at home, some receive it as part of the summer jobs available to students (agency picks up costs), offer re-certifications in CPR when department faculty are available, and department is working on establishing a Wilderness First Aid certification to offered May 2004, by contracting through SOLO.
- 4-1 Please elaborate on the concern expressed by some students with respect to library resources.** Trying to keep up with the journals that relate to this field by the library has been a problem. The problems last spring with the electronic data base company that went bankrupt, was as source for many of the journals for our field. For the traditional materials, the faculty, annually, send over book company listing of new materials they would like to see available which exceed the budget allotment for the department. The RLM program shares it FLITE budget with HPE. HPE with the new demands on teacher certification has put an addition strain on the demands for both programs keeping up.
- 4-4 Please comment on concerns expressed about sports management track. What is the rationale for having this track in the Recreation Leadership and Management program rather than in a department in Business?** Sport management is looked at from a broad based approach. Previously listed were examples of what types of jobs RLM students are trained for. All RLM students take a business core of courses. The sport management students study courses about sport and programming for a variety of sports event facilities. They are not looking for careers in golf and tennis nor working in a resort setting. However, the course work focus is on marketing to a variety of ages, sports complex facilities, sport tourism, and programming which is not taught in the business courses. An example is the BLAW 411 course focus in on legal documents and contracts while our students do an in depth analysis regarding risk management RMLS 348 of a sport facility that goes beyond a waiver or contract but the daily operation hazards and safety issues in which the student studies the recommended procedures to providing a safe employee work environment and is customer friendly in a variety of sport settings. They write up and research as many aspects

of the planning process as possible. The hospitality department recognizes that our department can provide the knowledge about leisure services. They can focus on the room service and food service. However, students need to understand sport organizations, policies, procedures, programming to attract the user from a social-psychology approach that is the thread through our humanistic approach which drives the government and non-profit sectors that are adapting some business practices but not in the way the business course approach them. Sport Management has its own set of academic specialist and they are not the general business faculty but people who have worked in campus recreation, sport facilities, etc. with doctorates. Also the faculty would suggest if you look where the newest sport management programs have expanded in the last five years you would find them in park, recreation and tourism departments, HPE departments where many of these programs started or are separate departments on their own.

**5-12 Please explain the concern expressed in the faculty survey with regard to learning resources.** As previously stated in question for section 4-1

**6-7 What is the context of the statement concerning power struggle with staff?** From the academic advisor stand point it may be the constant trying to balance instructional resources, budget allocations, and positions for workloads when you have one side of the department as an academic major (RLM) and the other (HPE) servicing electives and required courses to other majors outside the department. The PE teaching minor resources are not tied directly to the School of Education's budget to help support it, thus they must be supported with the same budget as the RLM major. The COEHS like all the colleges on the campus have constraints on their financial resources.

**6-7 Please elaborate on comment from a member of the advisory committee "To bad that the staff has to spend so much time keeping the programs alive at FSU?"** The advisor committee was commenting on the time that faculty have to spend writing reports such as this one, continually defend and justify every new idea or course they wish to initiate to administration while understaffed. They are also commenting on why it is the faculty's job, in addition to teaching and advising, to do recruiting and marketing for the program and no resources to do it with. The advisor group may be also wondering why service of faculty and students to the community is not as well recognized in alumni publications.

**7-1 What does Occupational Outlook Handbook of the US Department of Labor indicate about job opportunities in the field?** There is not one category that covers all the jobs found in leisure services related to our program. The current category found in the 2003-2004 on line directory is 'recreation and fitness workers' with a "grow faster than average" that was defined as increase between 21% to 35% for the years 2000 to 2010. The document listed the CPRP certification and need for a bachelor degree to achieve recreation supervisor (entry level management) and a master's degree for higher level administration.



- 7-3 **Please clarify for us how the information in the MRPA/CMU document applies to your report.** This report was commissioned by the state professional organization and is one set of data that reflects the jobs in the recreation and parks profession in Michigan. It depicts the variety of facilities, programs and staffing that graduates of the RLM program may opt to work in. It also provides a listing of the types of programs and facilities currently provided in Michigan but are also representative of national trends.
- 8-1; 9-9 **Please describe the exercise physiology equipment that your are requesting. In how many courses in your program would use this equipment be used? How frequently would this equipment be used and by how many total students? Is it possible to obtain equipment donations from industry?** The equipment includes a treadmill with sophisticated data instrumentation, computers that would run data entry software set up for fitness testing that we could hook instruments for blood pressure, skin fold testing, heart rate, etc. The equipment would be used for the corporate fitness students courses (4 total) in course two course to learn how to use it , but as part of service learning projects in the other two. Through service learning it could be used for the fitness service HPE classes with the corporate students doing the testing to gain experience. If U-Rec would allow the students to provide testing services to those using the SRC they could possible for a small fee generate dollars to help support the lab. We have talked to the grant people in the VPAA and VP for Marketing and Advancement about these needs but to date have not had any luck in acquiring the equipment.
- 8-1 **What alternatives exist with respect to the use of kayaks beyond purchasing a large number of them?** The number requested would allow the recommend cap of 16 students to teach the skill class as set by the VPAA for our outdoor skill courses. In addition to the new kayaking course, they would be used for the WEA courses we plan on teaching, service learning projects, other class than just the skills class, and by faculty for special requests to do service with area agencies. The alternative would be to transport students and supervising faculty to sites that rent the equipment at a cost of \$1200-\$1500 for the weekend trip, but would not help with doing the weekly lead up of development of skills which could be done on local river and Roger's pond, before the weekend trip. The local commercial business does not have the equipment to rent that would meet our needs. We receive the current canoes and trail in a similar request from our last 7-year review. Previously the department rented annually the canoes owned by the sports complex/FSU but they were not well maintained.
- 8-2 **Please discuss the transfer of the ropes course to U-Rec. What financial impact does this have on your program? Does this have any impact on the educational opportunities for the students in your program?** The ropes course access is limited to class use at this time and reduces the chances to use the facility for a laboratory beyond the classroom. The faculty in this department does not continue to supervise and monitor their skill development when they

work with the U-Rec staff. The depth of the current staff's knowledge in U-Rec is very limited compared to that of the background of current RLM faculty. Financially the ropes course under the RLM program's management was making enough to pay the annual cost to maintain the course, cover the release time replacement cost for Dr. Wurdinger and providing him with varying amounts (\$3-5,000) of a stipend during the summer months. He could have had more dollars if he elected to not hire out as many facilitators in some contracts. The department has no current knowledge of how the dollars are being handled at this time.

**8-2 Do you know the rationale for charging rental fees for use of SRC? Was your budget raised correspondingly when the switch was made?** The rentals decision was made by the VP of Administration and Finance that the program must rent back facilities when doing any type of training, workshops or fund raising that is outside of the classroom related use by the LSW department. We did not receive any dollars to off set this policy. Student groups on campus can use the facilities for the rental fee and in some cases for free, but not our faculty who would like to initiate workshops and training to meet requests that we periodically get and as a way to generate supplemental funds for the program. The SRC is paid for with student fee (bond repayment) and the department does not know the exact breakdown of U-Rec budget is between fees collected and dollars received from tuition.

**9-2 Please explain how the internships are supervised. Are these paid internships?** The supervision is on site by professionals and a faculty member on campus is responsible to help the student complete the necessary paper work and advise them on possible sites to do the internships. The campus supervisor when funding is available will visit with internship site at least once during the semester. The interns have a series of modules they submit along with their site supervisor's evaluation forms. There is a Web CT site set up with the same information that we provide the supervisor and student in a hard copy format of the manual. We are trying to move to an electronic format. Some interns are paid a salary or hourly wage, others may receive a stipend, some receive room and board, or some combination of these.

The faculty member assigned on a formula based on a twelve-credit workload equates to 28 students. Along with supervising the students enrolled each semester the faculty member is responsible for administration of the next semester's internships paper work and preparing the next up coming semester's students to go out to their sites. Fall and Winter semester the workload is usually 1 to 2 credits.

- 9-11 **According to the Ferris Catalog RMLS 435 has as a prerequisite of HLTH 425. Why is that course not listed in the program? Since that course has enrollment in criminal justice as a prerequisite, do your students have any difficulty taking that course?** CJ will allow RLM student to take the course. Issues with how many sections a year can be taught has to do with CJ's enrollment and HPE faculty workload covers the course. The fact that student's may all ready have a first aid certificate or have recently taken a WFR course a waiver is given by the department as they have met the certification course requirement. The students if they enter the program as a freshman has 9-12 elective credits to fill and if they elect to do the course on campus it becomes an elective.
- 9-8 **How many different courses are taught by the RMLS faculty? How many to students are in each track?** The professional core courses are taught at least once every year. The specialized courses in the emphasis tracks are taught every 9-12 other year. RLM faculty teach courses with the RMLS designation except the 13-2 RMLS 213 and the 316 that HPE faculty have been teach as overload or adjunct. Depending on staffing over the last three years it varies as to what course were taught by full time faculty and adjunct/overload. **In view of the staffing concerns that are raised in this document could this program be offered more efficiently by reducing the number of tracks?** If the department's staff load had remained constant rather than up and down and positions being taken away, we could adequately provide the services for these classes. However retention of students is effected when asked almost on a semester by semester basis will such and such " instructor be back to teach a course" and all the department can say is "we don't know" because positions are not posted, sub/fac dollars are reduced or temporary positions are only give for one year or promised and than taken away.
- 9-8 **According to the SIS data, enrollment in a freshman level course in your core such as RMLS 121 has been relatively steady while enrollment RMLS 468, a senior level course in the core has shown a steady drop in enrollment.** The number in the 468 class over the last two years has had to do with previous lack of recruiting, and advising issues. **Please explain the apparent decrease in enrollment between the freshman year and the senior year?** Part of the problem is when students come into the program. If panel looks at the student status you will see that a portion of those in the class RMLS 121 are not freshman **What is your retention rate?** Not having been in the program coordinator position the last 3 years current faculty, do not have records to validate what the retention rate was. The other problem is student perceptions of an unstable department do to the way staffing has been handled has had some transfer to other universities. **Is there competition for students between this program and resort management?** The resort management is preparing the student for only one very narrow job in the commercial sector. RLM has graduates who work the recreation jobs in the resort setting without taking that major. These were issues

that the faculty in RLM present to the UCC but at the time it was still pushed through. The RLM program this fall had two resort management students transfer to our program as they saw more benefit from our degree than the one in business. The RLM program's focus is on the recreational amenities which means we do not compete for the other jobs of front desk, housekeeping, or food service. The Resort Management students can go to these other areas if they do not get a job in the resort as a recreation activities director but they still fall into the resort setting. However the RLM student has the career development to switch to one of the other sectors in parks and recreation that is much broader. This is reflected in the Occupational Outlook Handbook of the US Department of Labor information also.

- 10-2 How do you account for the decline in enrollment between the early 1990's and the early 2000's?** The program one full time position to a buyout and one HPE support position to the same impact. A vacant position in RLM was only filled for two years with temporary faculty. The program coordination was back and forth. Two faculty left (2001) again only one of the two was allowed to be filled after another year of just adjunct not even a full time temporary being allowed. There has been only one consistent faculty member in the program over the last 10 years.
- 12-1 Please summarize the faculty work load for the last 5 years. Has the low number of full time faculty affected enrollment? If so, how?** Student concerns from year to year if their will be a program has been a problem. Admission counselors have questioned faculty because somehow they have gotten the impression the program was being cancelled. The need for specialization has effected by workload issues in corporate fitness and wellness and the sport management. Faculty hiring has been in a crisis management mode of filling the workload based on what adjunct can be found but they cannot always fill the course needs of the majors by providing the depth and consistency a full time faculty member with an advance degree would provide. Adjunct do not provide the student with the "bonding with faculty" who have a long term commitment to the program.
- 12-1 Please elaborate on the statement that funding sources have brought recognition at the state level for Ferris.** The grants such as the Eisenhower Professional Development Grants (faculty) and Michigan Campus Compact Grants (students) give recognition to Ferris State University. RLM faculty and student work have become models at the state level.

- 13-2 **In the Program Review Panel Evaluation Form the panel indicates that the demand for graduates is high. Please explain in light of other statements within the document.** The information being sent to the department on a daily basis along with listings on the web sites provided indicate there are jobs. Alumni call when they have positions, former internship sites call the department when they have positions, postings via e-mail and list servers are all indicators there are jobs and they would consider an RLM student from Ferris. Refer to responses to 7-1 and 7-2 previously stated data regarding the job market and profession.

# **CRITERIA SUMMARY FOR BS DEGREE IN RECREATION LEADERSHIP AND MANAGEMENT**

## **CATALOG ENTRY:**

### **Why Choose Recreation Leadership & Management?**

The four specialized tracks in RLM provide each student the opportunity to develop skills and expertise in their area of interest. The Corporate Fitness and Wellness area includes courses in nutrition, exercise physiology, health promotion and fitness testing. The Leisure Services area includes commercial recreation, tourism planning, community education and camp programming. The Outdoor/Adventure Education track includes adventure based skill classes (canoeing, rock climbing, ropes course facilitation), expedition leadership, basic outdoor skills and methodology of outdoor education. The Sports Management track provides studies in recreational sport marketing, legal and risk management issues, sport administration and contemporary issues of sport. All of the options include interdisciplinary courses, such as facilities management, which make up the remaining 28-30 credit hours for emphasis track. In addition, each student takes 15 hours of business courses, which include areas of accounting, management, economics, and marketing in addition to their general education, professional core and emphasis track.

### **Admission Requirements**

Students must have a 2.0 grade point average (GPA) from high school or in courses that transfer from another college. Ferris students wishing to make a curriculum change into the College of Education and Human Services must also have a 2.0 GPA.

### **Graduation Requirements**

An internship is required in the RLM program. Graduates are also required to prepare a portfolio in addition to course work. Minimum semester credit hours required for Recreation Leadership and Management: 128. Students will receive a bachelor of science degree in Recreation Leadership and Management upon graduation after successful completion of the requirements with a 2.0 GPA overall and a 2.5 GPA in their academic emphasis and core requirements

## **BACKGROUND INFORMATION OBTAINED FROM THE REVIEW PROCESS:**

Fifteen years ago the Leisure Studies and Wellness department had a full time Department Head, the Recreation Leadership and Management program (RLM) had 25% time coordinator and full time secretary. The retirement of the department head resulted in the RLM program coordinator being placed in charge of the whole department with 50% administrative time. At that time there were 3 full-time Recreation Leadership and Management faculty one of which was program coordinator. Over the years as faculty retirement positions were reallocated by previous deans, the program coordinator administrative duties have been shifted from RLM to Health and Physical Education or split, but only 50% release time was allocated. The Dean or someone else assigned by the Dean's office has been designated as the official administrator to deal with faculty contract issues and procedures. To adjust needs for accreditation and management of

advising, recruiting, marketing, reports such as self studies, APR, the program coordination work is about 75% RLM and 25% HPE for the 6 hours of release time workload granted and this individual continues to have only a part-time secretary. The Dean relies on the program coordinator to complete administrative daily tasks and reports that a department head would do full time.

A questionnaire was mailed to 78 of the graduates of the Recreation Leadership and Management program and 34 (43%) were returned. The composite responses and individual comments were included in the report.

Because of privacy issues, employers with only one graduate from this program do or will not respond to surveys about their employees. A total of 3 agencies responded to the survey. No comments were reported.

Surveys were given to 63 current students and 45 (73%) were returned. The composite responses and individual comments were included in the report.

### **SPECIFIC CRITERIA:**

- **CENTRALITY TO FSU MISSION:**

Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.

Recreation Leadership and Management program provides career education for entry-level in the field of leisure services and the students with the ability to pursue upper management positions at the next level. The accreditation of this program is an indication of national leadership.

This program is central to the mission of Ferris State University.

- **UNIQUENESS AND VISIBILITY OF PROGRAM:**

The Recreation Leadership and Management BS program is one of 7 programs offered in the State of Michigan. It is 1 of 4 accredited programs in the state and 1 of 104 nationally accredited programs. The Ferris State University program has two tracks not offered by other programs in the state, was the first program in the state to use Senior Exit Interviews and Senior Portfolio Reviews, and is unique among state universities in the use of the service-learning model.

The current faculty members are nationally recognized for service to professional organizations at the nation level, presentations at conferences and service to recreation and parks agencies, educational organizations and campus community.

The program provides service to the local campus and Big Rapids community through its student service learning and leadership projects. The full time faculty members are active with national organizations/groups through presentations, one is serving as an accreditation visitor, and other is serving as an officer of a national organization.

- **SERVICE TO STATE, NATION, WORLD:**

Graduates of this program provide a very broad base of services to people through government, non-profit, and commercial sectors that provide leisure in the forms of parks, recreation programs and facilities at local, state and national levels.

- **DEMAND BY STUDENTS:**

According to the 2002 Administrative Program Review, there has been steady decline in enrollment starting ranging from a high of 77 in fall of 1998 to a low of 60 in the fall of 2002. The panel reports that enrollment for the fall of 2003 is 68. Information concerning enrollment in specific tracks was not supplied to the Council.

- **DEMAND FOR, PLACEMENT OF, AND AVERAGE SALARY OF GRADUATES:**

The average number of graduates over the last 5 years ranges from 15-20 per year. According to the Administrative Program Review placement of these graduates was between 70% and 90%. The starting salaries ranged from \$22,000 to \$33,000 per year although some positions come with housing and meals which is not included in the salary data.

The graduate survey indicates that 70% of those returning the survey were currently working in a leisure service position.

- **SERVICE TO NON-MAJORS:**

This program provides some outdoor recreation activity courses, such as the basic climbing wall. Some students, when slots are available, have taken the more in depth skills courses reserved for RLM majors. A concentration in recreation courses is available to the Resort Management students. A minor in Recreation is available to other students across campus. The program is currently working with Hospitality faculty to provide a new course for their Club Management minor, certificate and new concentration in Resort Management.

Initiatives to offer two new certifications related to outdoor/adventure settings have been started. The first is Wilderness First Responder training not only useful to the current RLM students but potentially any organization who's personnel must deal with search and rescue, i.e. criminal justice officers, DNR, U. S. Forest Service, youth camp staff who are in charge of off site trips. The other area is a series of three outdoor/adventure instructor certificates offered by the Wilderness Education Association. Educators, youth workers, youth camp staff who lead backcountry groups go through a series of trainings that focus on the social dynamics of a group, health and safety, and how to present outdoor skill instruction. These new course are designed to be offered in summer semester as workshop formats.



- **QUALITY OF INSTRUCTION:**

Student and graduate surveys suggest that most students have a positive attitude toward the courses that were taken in this program.

- **FACILITIES AND EQUIPMENT:**

The classrooms and office facilities in the Student Recreation Center which houses this program have been enhanced and updated to support the faculty office and traditional classroom needs at this time. Facility space is adequate to meet the needs of the RLM program.

Each year the department has continued to submit a list of technology equipment to keep it current and have hardware that meets the software standards for both university licenses and specialty software to the field of leisure services. In FY03 the department was granted \$12,000 funding to mediate the SRC 114 classroom that is used by RLM. The installation has at this time not been completed, but the equipment has been available for installation since Jan 2003. The program faculty has been using a laptop and projection unit on a cart for the last three years.

There is a need for continued support of special technology and upgrades to equipment in the area of computer hardware and software as well as exercise physiology assessment, GPS, etc.

According to the faculty, the need for large items or outdoor skills based equipment and exercise physiology testing equipment is great.

- **LIBRARY INFORMATION RESOURCES:**

According to the panel report, library resources need to be continually updated and professional journal accessed electronically and hard copy, when not electronically available need additional funding resources.

- **COST:**

According to the 2000-2001 report from institutional research:

**Total cost per SCH**

BS Degree in Recreation Leadership and Management

|                                   |          |
|-----------------------------------|----------|
| Corporate Fitness-Wellness track  | \$169.52 |
| Leisure Service Track             | \$165.41 |
| Outdoor Adventure Education Track | \$168.21 |
| Sports Management Track           | \$163.79 |

**Total program cost**

|                                                   |             |
|---------------------------------------------------|-------------|
| BS Degree in Recreation Leadership and Management |             |
| Corporate Fitness-Wellness track                  | \$21,698.56 |
| Leisure Service Track                             | \$21,172.34 |
| Outdoor Adventure Education Track                 | \$21,531.04 |
| Sports Management Track                           | \$20,965.33 |

• **FACULTY:**

○ **QUALIFICATIONS:**

- According to the panel, there has been a significant turn over of faculty members over the last seven years in the tenure track positions.
- The two current full time faculty members both hold terminal degrees, meet the needs for specialization of the program and are current in their field.

○ **PROFESSIONAL AND SCHOLARLY ACTIVITIES:**

- The senior faculty member of the two 9 month tenure tracks received a presidential merit raise in 2000.
- Both faculty members have made presentations to groups on campus and at national meetings, during the last five years.
- Both faculty have participated in at least 2-3 national professional meeting each of the last five years
- One faculty member during the last five years was awarded a one semester sabbatical leave.

• **ADMINISTRATIVE EFFECTIVENESS:**

Changes at the college level have been about every two years for the Dean and Associate Dean that has also seen changes in the program coordinator position and priorities. Some have been beneficial to the program and others have created negative effects in the administration of the program needs.

The program coordination work involves activities such as management of advising, recruiting, marketing, reports such as self studies for accreditation and APR. The responsibilities involve about 75% RLM and 25% HPE for the 6 hours of release time workload granted. The Dean relies on the program coordinator to complete administrative daily tasks and reports a department head would do full time. The program continues to have only a part-time secretary which creates limitations of office services to the students and faculty in the program.

The Administrative Program Review was completely filled out and appeared to be accurate.

**Criteria Summary for  
BS Degree in Recreation Leadership and Management**

The staffing has been in flux over the last seven years. One of the current faculty members has been at the University during that time, but the other position has seen a continual turnover in personal.

November 21, 2003,

Dear Jack,

I have received and reviewed the APRC Recommendations to be presented on November 25, 2003. There were a couple of bulleted information pieces that need to be slightly changed for accuracy.

Page 4 Comment:

“The two current full time faculty both hold terminal degrees in the fields. One of the two faculty is new to Ferris this fall should read.” Should be changed to **“was new to Ferris in Fall 2002. The department also employs a one year temporary faculty Fall 2003.”**

Page 5 Comment:

“Courses have been cancelled because of a lack of faculty and/or students and other course were taught by independent study, yet a significant portion of the load for a full time faculty has been devoted to administration responsibilities”

Would request that this be clarified ” **From summer 2001 through fall 2002, RLM faculty were not designated to administrative responsibilities. Winter 2003 –present the LSW coordinator, who is now, an RLM faculty has had 6 credits administrative workload as required by NRPA/AALR Accreditation. Therefore there has been a lack of administrative oversight for recruitment prior to this time”**

“The Ferris State University Catalog lists 33 courses with RMSL prefixes.” Should be changed to **“The Ferris State University Catalog lists 33 courses with RMLS prefixes.”**

In conclusion, your information has been based on past practices. Since Winter 2003, the department has had stable leadership, and through that leadership enrollment numbers have grown steadily, schedules have been regularized, advising has been documented and recruiting has become a college-wide priority issue.

TO: Jack Buss, Chair of the Academic Program Review Committee  
FROM: Dr. Susan J. Hastings-Bishop, Professor and Program Coordinator  
Recreation Leadership and Management  
RE: Response to the APRC 2003 Criteria Summary for RLM  
DATE: November 6, 2003

The following comments to the information sent to the Recreation Leadership and Management program as the draft.

Under section DEMAND OF STUDENTS:

- The enrollment of 68 students reflects an 8 % increase over the Fall 2002's, 60-student enrollment shown on the Administrative Program Review.
- The original response did not reflect the emphasis track break down on current majors. During early winter registration, the data becomes more concrete especially for the new students. Advisors can find out what the students intentions are. As of November 1, the following break down was recorded.

| Emphasis Track                 | Student Numbers |
|--------------------------------|-----------------|
| Corporate Fitness and Wellness | 7 (up 6)        |
| Leisure Service Programming    | 6 (up 3)        |
| Outdoor/Adventure Education    | 25 (the same)   |
| Sports Management              | 11 (up 5)       |
| Undecided                      | 19              |

Under section FACILITIES AND EQUIPMENT:

- The SRC 114 instructional classroom media equipment (ceiling projector, computer, VCR, and Visualizer) was purchased in fall 2002, installed in late July 2003, and as of August 2003 fully functional. Prior to the fully mediated classroom, the program used a laptop and projector on a cart for three years to bring the Internet and power point access to the classroom. The RLM program has adopted an integration of technology across the curriculum and its courses. This approach has made the program a leader on campus and among similar national programs. Over the last four years, technology requests and S & E budget expenditures have taken between \$3,000-7,000 annually to maintain and moved the program forward while keeping the curriculum competitive with other programs in the state and nationally. In fall 2003, the department received two additional laptops and 12 PDA's to advance technology learning. The concern of the faculty is keeping up with the technology that meets the diverse needs based on the emphasis tracks, i.e. fitness technology based test and measurement, GPS, to business type of application related to management of programs through computer based registration, league scheduling, and fee payment systems to list a few.

- The committee inquired to the possible solicitation of companies for kayaks. There is little likelihood at this time of a company donating directly to the university or working out a better deal than what has been provided the program in pricing estimates, based on the most recent inquiries. The faculty are looking for a possible grant opportunity to meet these demands. As competition for students, in similar programs increases, meeting equipment needs will assist with attracting students and the ability to offer the courses that meet trends. Consideration of the requested investment of the one time \$12000 over 10 years is minimal for kayak equipment.
- A grant was submitted on November 5, 2005 for \$2500 this included a request to purchase \$400 in exercise heart monitor devices (set of 6).

Under FACULTY:

- The turn over in faculty positions is of greatest concern when dealing with the third position that has been up and down, going from support as adjunct to funded position for one year than when position was vacated back to temporary or adjunct again. During the last three years, this has put more demand on the one consistent full time faculty position. When the second position was open for one year it left a big hole in faculty's ability to recruit, market, etc. as the one faculty member had to focus on teaching and advising. The second full time person came on board in fall of 2002 and the program coordination release time moved back to RLM and the focusing on the recruiting and marketing was than possible. These administrative duties are linked to a RLM faculty position and reflect lost momentum in retention, recruiting and marketing when positions lag in being filled. The third workload is set on a semester-to-semester or year-to-year funding basis which impacts meeting accreditation 3 FTE workload. The three FTE workload includes coordination's release time course coverage, provides specialty courses for the emphasis tracks, and some coverage for professional courses.

Recreation Leadership and Management  
Department of Leisure Studies and Wellness  
College of Education and Human Services  
Academic Program Review Report  
September 12, 2003

Contact Person:  
Dr. Susan J. Hastings-Bishop  
Professor and Program Coordinator  
Department of Leisure Studies and Wellness  
SRC 102 ext . 2457

Academic Program Committee Members

Mr. Anthony Agbah  
Dr. Susan J. Hastings-Bishop  
Dr. Leonard Johnson  
Dr. Denise Mitten  
Ms. Jennifer Parks

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# FERRIS STATE UNIVERSITY

## MEMORANDUM

TO: Jack Buss, Chair, Academic Program Review Committee  
FROM: Michelle Johnston, Dean, COEHS  
DATE: September 8, 2003  
RE: Academic Program Review of the Recreation Leadership and Management Program

I am writing in support of the Academic Program Review of the Recreation Leadership and Management Program (RLM) report findings. This program has a twenty-five year history of excellence and service to the Ferris State University community. The College of Education and Human Services is proud of the RLM program because its students are among the most active students in the community, as they participate in academic service learning projects, volunteer in non-profit agencies, and apply for Campus Compact grants to help fund their activities in the community.

Furthermore, I concur with the delineation of program strengths, which include having:

- Nationally recognized faculty who are willing to support student-led initiatives;
- Updated offices and classrooms;
- Current technology;
- Accreditation by the NRPA/AALR Accreditation Council;
- Active advisory council members; and
- Increased enrollment trends after losing students.

I also recognize that the program has many challenges that are inherent in any small baccalaureate-level program. Specifically, RLM needs stable faculty workloads, full-time rather than part-time clerical staff, and adequate funding, especially, in this time of statewide fiscal restraint.

As you review the RLM program, please recognize that it is a viable program in which the College of Education and Human Services is focusing its recruiting and marketing energies. As Dean, I support the recommendations that are in Section Thirteen of this report. Specifically, I agree that:

1. The program needs additional faculty either in the tenure-track or in a full-time temporary position;
2. Because the recreation industry is becoming increasingly technologically-based, our students need expertise and our technology has to be at an industry standard of excellence;
3. Having appropriate equipment for outdoor skill activities is a way to ensure that our students are current and know about the trends in the field;
4. The faculty members need ongoing professional development to maintain quality program offerings; and
5. The RLM program should maintain its accreditation.

If you or your committee members have any questions, please contact me at 591-3648.

COLLEGE OF EDUCATION AND HUMAN SERVICES  
OFFICE OF THE DEAN

1349 Cramer Circle, Big Rapids, MI 49307-2737  
Phone 231 591-3648 Fax 231 591-3516

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- Assisting with team building activities for the University College's High School Career Exploration program;
  - Providing Career Service student volunteers for fall and winter Career Days held on campus and working on the student planning committee for Career Services for the last four years;
  - Accumulating service learning hours by working with the Big Rapids School District's 21<sup>st</sup> Century Community Learning Center grant project for three years (1999-2002) and with elementary schools choice programs at lunch-time, planning and implementing leisure activities for K-12; and
  - Providing recreational planned programs for Big Brothers and Big Sisters, HOPE Network, WISE, Girl Scouts, community and youth-based organizations with one-day programs or special program requests or assistance.
- Serve as staff /student workers for the Card Wildlife Museum; Student Volunteer Center; FSU Challenge Course; U-Rec's climbing wall, outdoor activities guides and building supervisors; FSU Student Activities; and FSU Sports Complex.

Opportunities and challenges for the next five years will be to:

- Provide new outdoor skills and fitness certification course opportunities for students, i.e. kayaking, climbing, ACSM preparation.
- Maintain the classroom content and exposure to the professional related experiences. Along with continuation of NRPA/AALR Accreditation that provides national recognition of the program; and
- Initiate and implement a Masters in Education with an option in Experiential Education that will open up opportunities to providing advanced coursework for Michigan based teachers and nationally for those seeking advanced degrees with such an emphasis. Graduate assistantships for these students providing both teaching experiences but the RLM program sources of outdoor skilled individuals to assist with expansion of outdoor skills course demands.
- Continued development of strategies and resources for recruiting of RLM students at the undergraduate and graduate level working with FSU Admissions and University Advancement and Marketing.
- Cultivate new members for the Academic Advisory committee to expand the expertise representative of changes in the professional work force and diversity of the employment opportunities available to current and future graduates.
- Support with resources and reasonable program workloads that will allow for faculty professional in the forms of training for new certifications, technology, pedagogy and course development. Funding allowing travel to attend conferences and serve on committees or in elected positions for involvement with national and state professional organizations that will enhance professional networking advantageous to the program and students.

## **B) Program Uniqueness**

The uniqueness of the RLM curriculum includes the type of classroom learning environment, integration of technology, and Ferris' traditional hands-on approach to career education. The learner-centered learning approach to coursework includes group projects, cooperative learning, critical thinking, and service learning.

In the last five years, the program incorporated academic service learning into its courses. Throughout its existence, the students have provided one-day community-based programming projects tied to RLM leadership and programming courses. However, through the faculty initiatives, the program incorporates even a more extended learning model of service learning. This approach involves students' planning and implementing a series of programming experiences with community-based groups tied to the classroom curriculum for a more reflective learning process. This approach has been used to meet the demand for more hands-on experiences indicated in the student assessment data collection.

The advancements in technology have spread to the professional workforce found in leisure services. It incorporates hardware and software that most business offices use as management tools. However, the expansion in the professional use of technology, which includes fitness equipment, website client services, and electronic marketing communications about services, has added to the entry-level expectations for the RLM students. They must have advanced computer and related technology-based skills when they enter the workforce. Therefore, technology is a major tool that RLM faculty integrates into all courses of the curriculum. The faculty uses Web CT to compile classroom resources and as a tool to train students in how to communicate electronically.

Critical thinking is an essential component of the classroom-learning environment when the faculty engages the students in the teaching and learning activities through incorporating new models of instruction by sharing responsibilities with the students. Presentations and group projects requiring extensive content development are the norm. The projects are designed by faculty to apply the basic concepts presented in class, by both peers and the faculty member. Problem solving, analysis, and application are key components to the student's ability to work in the leisure services profession on a daily basis.

Currently, there are six other Leisure Services/Leisure Studies/Recreation and Parks curriculums offered at Michigan Universities (Central Michigan University, Eastern Michigan University, Michigan State University, Northern Michigan University, Lake Superior State and Western Michigan University). Of those, Ferris State University is one of four accredited programs, including Central Michigan University, Eastern Michigan University, and Michigan State University. Nationally, there are only one hundred and four (as of April 2003), currently accredited programs.

The RLM program is unique when benchmarked against other programs within Michigan. Two of the four-tracks offered are not provided by the other six universities in

Michigan, specifically corporate fitness and sports management. The RLM program was the first program to initiate the use of Senior Exit Interviews and Senior Portfolio Reviews by professionals. Today, Michigan State and Central Michigan are doing similar review processes based on the model established by the RLM faculty in 1995. The providing of services to community agencies is common amongst all of the state programs, but the use of the service-learning model at this time is specific to Ferris State University among the state universities; however, Calvin College is the only other private institution that uses the service-learning instructional approach.

### C) Program Outcomes

The program outcomes have been established in three ways: 1) FSU annual goals, 2) NRPA/AALR Accreditation Council Criterion, and 3) Assessment processes in place that evaluates the student's work and provides verbal input by students, professionals/alumni, and faculty.

The University planning process and VPAA plan has been reviewed at the program-level. Annually, the RLM program aligns its goals to the UAP process and relates its goals to those university-wide strategic directions in its administration, marketing, and academic content development. The NRPA/AALR accreditation provides a list of 40 outcomes specific to the content of the Professional Core course content (**see copy of Criterion 8.00 series from the NRPA/AALR pages 9-3 to 9-6**). These are found within the course syllabi objectives by the designated number found in the NRPA/AALR accreditation materials. The last is the assessment process in place as part of North Central Accreditation requirements. The RLM program, in addition to the annual data collected as part of the Academic Administrative Program Review, conducts Senior Exit Interviews and Senior Portfolio Reviews. The students have representation at department meetings. The senior exit interview and representation at meetings allow students to have input to the RLM program, specifically, in its development of new courses and identification of professional development opportunities to enhance the outcomes of the course content and learning process.

The RLM program has the following outcomes for the Ferris students:

1. Students will graduate and be prepared to enter the leisure service career market.
2. Students will be able to demonstrate professional entry-level management skills for supervision and organizing leisure services.
3. Students will have an understanding of social, psychological, and physical aspects that influence the delivery of leisure services.
4. Students will be able to apply problem solving and critical thinking skills to leisure service management situations.

Included in this section are aggregated summaries of the Field Experience (**pages 1-8 to 1-19**), Internship (**pages 1-20 to 1-25**), and Senior Portfolio Review (**pages 1-26 to 1-40**) evaluations that are part of the student assessment plan that assists the faculty with measurement of RLM academic program outcomes.

## D) Academic Administrative Program Review

The academic administrative program review submitted in February 2003 is included at the following the descriptive summary of Section One **pages 1-42 to 1-46**.

**Enrollment** numbers do not always include the three to four students annually because of TIP and dual enrollment students not counted as students within the RLM program but the first designated program they are dually enrolled in, which means a manual check of their records. Another factor that sometimes does allow for an accurate official day count is the process of how student curriculum change records get processed in SIS system at the Dean's office level. They may be delayed due to staffing constraints and priorities at different times of the semester. This problem has improved over the last year. However, the problem is germane to Ferris State University and impacts the ability to provide accurate official enrollment counts.

**Graduation and placement rates** have not changed much from over the last five years. The number of students graduating from RLM has been between 15-20 students per year. The large number of transfer students and the need to work more hours to help pay for course tuition has lead to students spending one to two additional semesters at Ferris. During the last three years, one to two of the students have entered into a graduate program rather than the workforce. These students do not confine their search to Michigan and are flexible in relocating. The graduate/alumni survey has a listing of the types of professional employment (see **Section 2 pages 2-6 and 2-7**).

**Starting salaries** and benefits have steadily increased at the entry-level of our graduates. It should be noted that positions in the outdoor/adventure education track often come with housing and meals that are not included with the salary listed by the organization. Also, there has been reported, when contacts have been made with former students, a steady increase in benefits of retirement and health insurance options over the last ten years. In November 2001, Michigan Recreation and Parks Association produced a Comprehensive Parks and Recreation Survey that included a summary of minimum to maximum range of salaries in Michigan. The sampling included the following positions and ranges:

- Director \$23,000-\$125,829
- Assistant Director \$22,000-\$84,000
- Supervisor \$24,700-\$53,986
- Programmer \$16,000-\$43,000

(From MRPA Comprehensive Parks and Recreation Survey Executive Summary, November 2001, page 7-6).

Additional sampling of titles and salaries can be found in the Graduate/Alumni Survey information in this report (see **Section 2 pages 2-6 to 2-8**).



**Workloads** in the Administrative Program Review have varied over the years because of a variety of work assignments other than just teaching. These have included program coordination time, marketing, and challenge course coordinator. In FY 2001 (Fall 2000), the program had one faculty member on sabbatical for one semester. During the FY 2002, two of the tenure tracks were vacant and only one adjunct was hired to fill teaching needs.

**Program Budget** figures representing the S&E include the costs of the HPE program and from year to year the priorities of spending in some areas are not equally represented because of this combined budget. For the last six years, there has been a special object code line item set up for the NRPA/AALR Accreditation annual costs. The dollars have been from the one time funding provided for this purpose in FY 1998-99. Major equipment dollars have been awarded through the UAP process such as canoes and a trailer, technology upgrades and software. These UAP funds have been combined with grant dollars and RLM development funds (average dollars from \$2000-\$2300 annually).

RECREATION LEADERSHIP AND MANAGEMENT  
FIELD EXPERIENCE EVALUATION

Summer 1997-Summer 2001(evaluation form transition Summer 2002)

|                                | BELOW<br>AVERAGE | AVERAGE | ABOVE<br>AVERAGE | SUPERIOR | NA |
|--------------------------------|------------------|---------|------------------|----------|----|
| 1. Professional Preparation    | 0                | 16      | 38               | 24       | 0  |
| 2. Participation               | 2                | 10      | 24               | 39       | 0  |
| 3. Originality                 | 1                | 12      | 39               | 0        | 0  |
| 4. Judgment                    | 1                | 14      | 36               | 29       | 0  |
| 5. Effective Use of Discipline | 0                | 13      | 35               | 23       | 13 |
| 6. Communication               | 1                | 17      | 34               | 26       | 0  |
| 7. Leadership                  | 0                | 12      | 37               | 31       | 0  |
| 8. Rapport                     | 0                | 4       | 27               | 47       | 1  |
| 9. Interactions with Clients   | 1                | 6       | 31               | 37       | 2  |
| J. Adaptability                | 0                | 13      | 23               | 39       | 1  |
| 11. Personality                | 0                | 4       | 19               | 57       | 0  |
| 12. Emotional Maturity         | 0                | 9       | 29               | 40       | 0  |
| 13. Personal Conduct           | 0                | 3       | 22               | 54       | 0  |
| 14. Personal Appearance        | 0                | 14      | 19               | 45       | 0  |
| 15. Capacity for Future        | 0                | 6       | 24               | 47       | 0  |

FERRIS STATE UNIVERDSITY  
 RECREATION LEADERSHIP AND MANAGEMENT  
 RMLS 294 3 CR  
SUPERVISED FIELD EXPERIENCE EVALUATION

\_\_\_\_\_ Mid Term Date \_\_\_\_\_  
 (last) Student's Name (First) Field Experience \_\_\_\_\_ Final

Instructions: Please place a check mark in the column which you consider best rates the students. Do not return this from to the student. As a guide, the following definitions may be used when rating the student: BELOW AVERAGE – Seems to lace the particular trait or demonstrate it less frequently than his/her peers. AVERAGE – No better or worse than peers. ABOVE AVERAGE – Demonstrates the trait above level of peers. SUPERIOR – Consistently demonstrates a high degree of achievement.

|                                                                             | 1                | 2       | 3                | 4        |    |         |
|-----------------------------------------------------------------------------|------------------|---------|------------------|----------|----|---------|
|                                                                             | BELOW<br>AVERAGE | AVERAGE | ABOVE<br>AVERAGE | SUPERIOR | NA | COMMENT |
| 1. <u>PROFESSIONAL PREPARATION.</u><br>Skill and knowledge for the position |                  |         |                  |          |    |         |
| 2. <u>PARTICIPATION.</u> Prompt<br>Dependable, prepared                     |                  |         |                  |          |    |         |
| 3. <u>ORIGINALITY.</u> Initiative,<br>resourcefulness, imagination.         |                  |         |                  |          |    |         |
| 4. <u>JUDGEMENT.</u> Evaluates<br>in a reliable manner, common sense        |                  |         |                  |          |    |         |
| 5. <u>EFFECTIVE USE OF DISCIPLINE.</u><br>Fairness/control of situation     |                  |         |                  |          |    |         |
| 6. <u>COMMUNICATION.</u> Written<br>and/or oral expression                  |                  |         |                  |          |    |         |
| 7. <u>LEADERSHIP.</u> Responsible<br>organized                              |                  |         |                  |          |    |         |
| 8. <u>RAPPORT.</u> With supervisor<br>and fellow workers                    |                  |         |                  |          |    |         |

|                                                                | 1       | 2       | 3       | 4        |    |         |
|----------------------------------------------------------------|---------|---------|---------|----------|----|---------|
|                                                                | BELOW   |         | ABOVE   |          |    |         |
|                                                                | AVERAGE | AVERAGE | AVERAGE | SUPERIOR | NA | COMMENT |
| 9. <u>INTERACTIONS WITH CLIENTS.</u><br>Motivating skills      |         |         |         |          |    |         |
| 10. <u>ADAPTABILITY.</u>                                       |         |         |         |          |    |         |
| 11. <u>PERSONALITY.</u> Sociable,<br>pleasant                  |         |         |         |          |    |         |
| 12. <u>EMOTIONAL MATURITY</u><br>Stable dependable             |         |         |         |          |    |         |
| 13. <u>PERSONAL CONDUCT.</u> Manners<br>courteous, considerate |         |         |         |          |    |         |
| 14. <u>PERSONAL APPEARANCE.</u><br>Neat and appropriate        |         |         |         |          |    |         |
| 15. <u>CAPACITY FOR FUTURE<br/>DEVELOPMENT</u>                 |         |         |         |          |    |         |

INTEGRITY: Honesty in personal, professional and intellectual matters:

Questionable \_\_\_\_ No reason to question to best of my knowledge  
Personal Standards \_\_\_\_ (explain below)

HOW WELL DO YOU KNOW THE STUDENT?: Not at all \_\_\_\_ Slightly \_\_\_\_ Average \_\_\_\_ Fairly Well \_\_\_\_ Very Well \_\_\_\_

REMARKS: Please use this space for comments you may care to make. A statement of the student's greatest asset, talent or aptitude will be most helpful.

JOB RELATED SKILLS AND KNOWLEDGE

(add any areas of field experience that the agency feels should be part of the final evaluation)

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SUMMARY

A. List major accomplishments during the field experience covered by the review. Comment on specific achievements and objectives.

B. Comment on specific areas for further growth and improvement by the field experience student.

C. General Comments: (Attach additional typed pages as necessary)

**RECREATION LEADERSHIP AND MANAGEMENT**  
**FIELD EXPERIENCE EVALUATION FORM**  
 \_\_\_\_\_ Mid-Term and \_\_\_\_\_ Final Evaluation Form

Student \_\_\_\_\_ Internship \_\_\_\_\_

**INSTRUCTIONS:** This Evaluation when completed by the site supervisor is **EXTREMELY** valuable to the student. It provides an objective evaluation of the student's abilities, characteristics and growth; and identifies areas requiring improvement.

For each item rate the student on a scale of 1-5 (**1 being highest**) and return to University Supervisor by \_\_\_\_\_. (A fax copy must be followed up by the original in the mail with signatures)

- Scale: 0 = Does not apply to current position (N/A)  
 1 = Excellent - consistently exceeds expectations  
 2 = Above average - meets and often exceeds expectations  
 3 = Average - meets expectations but no more  
 4 = Below average - rarely meets expectations  
 5 = Poor - never meets expectations

| <b>PERFORMANCE FACTORS</b>                                                             | 0 | 1 | 2 | 3 | 4 | 5 | <b>Performance Report Comments</b> |
|----------------------------------------------------------------------------------------|---|---|---|---|---|---|------------------------------------|
| <b>I. JOB PERFORMANCE</b>                                                              |   |   |   |   |   |   |                                    |
| A. Completes assigned work/tasks on time and in a professional manner                  | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
| B. Works with minimal supervision                                                      | 0 | 6 | 0 | 0 | 0 | 0 |                                    |
| C. Works quickly and efficiently                                                       | 4 | 2 | 0 | 0 | 0 | 0 |                                    |
| D. Performs tasks accurately                                                           | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
| E. Offers practical suggestions, looks for new ways of doing things                    | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
| F. Performs well under pressure                                                        | 0 | 6 | 0 | 0 | 0 | 0 |                                    |
| G. Anticipates/solves problems                                                         | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
| H. Adapts to change                                                                    | 0 | 6 | 0 | 0 | 0 | 0 |                                    |
| I. Takes initiative in recognizing tasks to be done without directions                 | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
| J. Shows maturity in selecting courses of action and is consistent in making decisions | 0 | 4 | 6 | 0 | 0 | 0 |                                    |

| <b>PERFORMANCE FACTORS</b>                                                         | 0 | 1 | 2 | 3 | 4 | 5 | <b>Performance Report Comments</b> |
|------------------------------------------------------------------------------------|---|---|---|---|---|---|------------------------------------|
| <b>2. RELIABILITY</b>                                                              |   |   |   |   |   |   |                                    |
| A. Reports to work on time                                                         | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
| B. Reports to work as scheduled                                                    | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
| C. Works over/comes in when needed                                                 | 0 | 6 | 0 | 0 | 0 | 0 |                                    |
| D. Willingness to accept responsibility                                            | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
|                                                                                    |   |   |   |   |   |   |                                    |
| <b>3. PROFESSIONAL RELATIONS/ATTITUDE</b>                                          |   |   |   |   |   |   |                                    |
| A. Demonstrates pride in work                                                      | 0 | 6 | 0 | 0 | 0 | 0 |                                    |
| B. Shows interest/enthusiasm for job                                               | 0 | 6 | 0 | 0 | 0 | 0 |                                    |
| C. Respects supervisors                                                            | 0 | 6 | 0 | 0 | 0 | 0 |                                    |
| D. Accepts constructive criticism                                                  | 0 | 6 | 0 | 0 | 0 | 0 |                                    |
| E. Works cooperatively with and is accepted by agency staff/employees              | 1 | 5 | 0 | 0 | 0 | 0 |                                    |
| F. Is enthusiastic, generates interests, gets others excited and motivated         | 1 | 4 | 1 | 0 | 0 | 0 |                                    |
| G. Is self motivated                                                               | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
| H. Is friendly, courteous, tactful and relaxed with staff and participants/clients | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
| I. Represents agency and self in a positive fashion                                | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
| J. Shows interest and concern for the variety of participant/client's needs        | 0 | 4 | 2 | 0 | 0 | 0 |                                    |
|                                                                                    |   |   |   |   |   |   |                                    |
| <b>4. PERSONAL APPEARANCE AND GROOMING</b>                                         |   |   |   |   |   |   |                                    |
| A. Wears proper attire/shoes/name tag                                              | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
| B. Is neat and well groomed                                                        | 0 | 5 | 1 | 0 | 0 | 0 |                                    |
| C. Maintains good personal hygiene                                                 | 0 | 6 | 0 | 0 | 0 | 0 |                                    |

| PERFORMANCE FACTORS                                                                                               | 0 | 1 | 2 | 3 | 4 | 5 | Performance Report Comments (Please list any Accidents or Incidents) |
|-------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|----------------------------------------------------------------------|
| <b>5. WORK HABITS</b>                                                                                             |   |   |   |   |   |   |                                                                      |
| A. Demonstrates safe work habits with equipment                                                                   | 0 | 4 | 2 | 0 | 0 | 0 |                                                                      |
| B. Maintains clear/orderly work area or facility                                                                  | 0 | 4 | 2 | 0 | 0 | 0 |                                                                      |
| C. Possesses knowledge and skills of programming and programming development; and/or facility management.         | 1 | 3 | 2 | 0 | 0 | 0 |                                                                      |
| D. Possesses knowledge and skills of organization and administration applicable to agency situation               | 0 | 5 | 1 | 0 | 0 | 0 |                                                                      |
| E. Displays quality leadership and supervision when working with staff and/or participants                        | 0 | 4 | 2 | 0 | 0 | 0 |                                                                      |
| F. Able to convey <b>written</b> ideas clearly in a neat, accurate, and organized professional manner             | 2 | 4 | 0 | 0 | 0 | 0 |                                                                      |
| G. Able to <b>verbally express</b> thoughts clearly, make points effectively and in an organized manner           | 0 | 3 | 3 | 0 | 0 | 0 |                                                                      |
| H. Comfortable when speaking in front of group(s) of participants/clients or staff                                | 0 | 5 | 1 | 0 | 0 | 0 |                                                                      |
| I. Demonstrates effective use of technology based equipment, hardware and software currently in use at the agency | 1 | 4 | 1 | 0 | 0 | 0 |                                                                      |
| <b>6. GROWTH POTENTIAL</b>                                                                                        |   |   |   |   |   |   |                                                                      |
| A. Shows interest in advancement                                                                                  | 0 | 3 | 2 | 0 | 0 | 0 |                                                                      |
| B. Seeks opportunities to learn                                                                                   | 0 | 4 | 1 | 0 | 0 | 0 |                                                                      |
| C. Accepts added responsibility                                                                                   | 0 | 4 | 1 | 0 | 0 | 0 |                                                                      |
| D. Assists fellow workers                                                                                         | 1 | 2 | 2 | 0 | 0 | 0 |                                                                      |
| E. Thinks constructively, shows initiative                                                                        | 0 | 3 | 2 | 0 | 0 | 0 |                                                                      |



**7. JOB RELATED SKILLS AND KNOWLEDGE**

(Add any areas of internship that the agency feels should be part of the final evaluation).

**8. SUMMARY**

A. List major accomplishments during the independent study work experience covered by this review. Comment on specific achievements and objectives.

B. Comment on specific areas for further growth and improvement by the student.

C. General Comments: (Attach additional typed pages as necessary)

I have discussed this evaluation with the student.

\_\_\_\_\_  
Site Supervisor

\_\_\_\_\_  
Date

Student Comments:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

Hours completed to date \_\_\_\_\_.

/02

## FIELD EXPERIENCE COMMENTS

Emily continues to struggle/work on her written communication skills. She is very aware that this is a weak area for her and seeks appropriate resources to aide her in this area. Emily is very motivated to gain experience and in this environment. She displays a wonderful rapport with patients and families. During this fieldwork experience I have seen professional growth in areas of creativity, communication – oral and written, initiatives and confidence in her abilities. Emily has the potential to be an excellent CTRS and I look forward to watching her continue her education toward her career choice.

Morgan's confidence increased with experience. Like most young people, she has many activities going at the same time, and some tasks were not accomplished in a prompt or timely manner. For example, she never came back for her mid-term (semester) report signing, and preparation of materials for the Center were not finished until after the semester was over. They are still not complete. All in all, Morgan is a very personable young lady and it was a pleasure to have her as a field experience intern.

Bob has done a wonderful job for me this semester. I wish I had more people of his dedication and caliber. Bob is much more comfortable with groups than when he started. Bob will make a wonderful addition to anyone's staff.

Ross has great potential, but his heart does not seem to be in the rehabilitation field. He works well, learns fast and follows directions. He could be a bit more self-motivated, but again, I think his interest is in "personal training" rather than rehabilitation. His knowledge of anatomy and exercise physiology is good,. He was confident and related well with the patients, answering the endless "why" questions with easy-to-understand terminology. The patients both liked and respected him. His is not an aggressive student, but when experience was offered he seemed to absorb what was offered with ease. He is also adept at adapting the new knowledge into the work place.

Amy has been excellent in trip planning and preparation. Amy could work on areas of personnel management, group management, delegation and insight.

Mike Wolf has worked for University Recreation for 3 months. He has been in charge of running our rock climbing wall. Mike created a Policies and Procedures Manual for the wall that we will use for training our employees. He understands the policies and what it takes to get the job done. He works in an organized manner and deals very well with people.

Derek led a couple of small groups of boys on our waiting list. The boys liked Derek. However, there were some missed outings with the boys plus lack of involvement in other activities Derek had planned to be a part of. Derek seems to have the knowledge and ability to lead and he has man excellent ideas, but lacks follow through on these plans.

Luke has been an asset to our program. His knowledge of camp life and children were invaluable this summer. I'm really glad that he chose to do his field experience with us. I believe Luke has gained an invaluable experience also. Working with different staff and a diverse group of kids, proved to be challenging at times. Luke had to endure through a lot of changes this summer, through it all he remained pleasant. I appreciate his dedication and hard work! I hope he considers helping us again.

John is very pleasant to work with. He has a lot of good qualities. There are areas which growth is still needed, but that will come with experience. One example would be taking more initiative and knowing when to tell a child enough is enough and letting them know he is in charge. Another is being a resource in ideas for school age activities and implementing those ideas.

Due to the early birth of my son (5 weeks), Rachel had to plan our second big marketing event alone. She has been preparing for the 2<sup>nd</sup> party since the first one, along with myself, but neither of us expected her to have to do this party alone. She has learned so much! She did a wonderful job and pulled everything together. She now can plan one of our marketing events from start to finish. She has learned to think thing through thoroughly to ensure a completely planned party. She is very trustworthy, honest, dependable and likeable. I'd be happy to give her a recommendation for a future internship or for a job.

Heather was always motivated to learn new skills and use these skills to enhance the program. She brought to the job an energy that showed through her interactions with the children. However, I felt that her common sense was lacking at times. She occasionally used poor judgment in regards to policy. I feel Heather will grow to be very good in this field, but not until her maturity level rises to meet the demands a position of this nature requires.

I enjoyed having Claudia on my staff this summer. She works well with campers of all ages; however, her greatest strength/talent is working with younger children. Many of the parents have commented on the great job she does with their children. (In a few cases, she was approached by parents regarding child care positions after camp). Claudia has handled a diverse camp program. She was given the responsibility to lead a new program - Leaders-in-Training, as well as leading a program where parents attend camp with their child. She has also been responsible for a different standard camp programs for children in aged ranging from 4 years old to 8 years old. In all situations Claudia has handled herself in a mature manner. Claudia is always welcome to consider a second year at Chippewa Nature Center as a member of my camp staff. I would love to have her back!

This is so hard to write because Brian will now be leaving Cross Timbers Ranch Inc. We have come so far in such a short time and with Brian's help we are on our way to having a successful business. He has provided knowledge that we have needed and couldn't have gotten on our own. We are incorporated as of 5-1-99. You meet very few people like Brian in your lifetime where excellence means everything. We are better business people, more organized and better prepared because of his hard work. He will be missed very much but we hope we have helped prepare him to meet his future with a smile on his face and memories in his heart.

RECREATION LEADERSHIP AND MANAGEMENT  
 INTERNSHIP FINAL EVALUATION  
 NEW FORM

Summer 1997 - Fall 2002

Rated 1-5 with 1 being the highest

|                                                                            | 0 | 1  | 2  | 3 | 4 | 5 |
|----------------------------------------------------------------------------|---|----|----|---|---|---|
| <b><u>Job Performance</u></b>                                              |   |    |    |   |   |   |
| A. Completes assigned work/tasks on time and in a professional manner      | 0 | 34 | 15 | 5 | 0 | 0 |
| B. Works with minimal supervision                                          | 0 | 32 | 24 | 5 | 1 | 0 |
| C. Works quickly and efficiently                                           | 0 | 27 | 20 | 3 | 1 | 0 |
| D. Performs tasks accurately                                               | 0 | 23 | 23 | 3 | 0 | 0 |
| E. Offers practical suggestions, looks for new ways of doing things        | 0 | 28 | 20 | 2 | 0 | 0 |
| F. Performs well under pressure                                            | 2 | 24 | 17 | 8 | 0 | 0 |
| G. Anticipates/solves problems                                             | 1 | 20 | 25 | 3 | 0 | 0 |
| H. Adapts to change                                                        | 2 | 22 | 22 | 3 | 1 | 0 |
| I. Takes initiative in recognizing tasks to be done without directions     | 2 | 26 | 18 | 4 | 0 | 0 |
| J. Shows maturity in selecting courses of action and making decisions      | 1 | 27 | 17 | 5 | 1 | 0 |
| <b><u>Reliability</u></b>                                                  |   |    |    |   |   |   |
| A. Reports to work on time                                                 | 0 | 34 | 13 | 3 | 1 | 0 |
| B. Reports to work as scheduled                                            | 0 | 33 | 14 | 4 | 0 | 0 |
| C. Works over/comes in when needed                                         | 2 | 33 | 13 | 2 | 1 | 0 |
| D. Willingness to accept responsibility                                    | 0 | 36 | 14 | 1 | 0 | 0 |
| <b><u>Professional Relations/Attitude</u></b>                              |   |    |    |   |   |   |
| A. Demonstrates pride in work                                              | 0 | 30 | 17 | 3 | 0 | 0 |
| B. Shows interest/enthusiasm for job                                       | 0 | 36 | 13 | 2 | 1 | 0 |
| C. Respects supervisors                                                    | 0 | 38 | 9  | 1 | 1 | 0 |
| D. Accepts constructive criticism                                          | 0 | 31 | 15 | 4 | 0 | 0 |
| E. Works cooperatively with and is accepted by agency staff/employees      | 0 | 32 | 16 | 1 | 1 | 0 |
| F. Is enthusiastic, generates interests, get other excited and motivated   | 0 | 23 | 22 | 3 | 1 | 0 |
| G. Is self motivated                                                       | 0 | 29 | 18 | 2 | 1 | 0 |
| H. Is friendly, courteous, tactful and relaxed with staff and participants | 0 | 36 | 12 | 3 | 0 | 0 |
| I. Represents agency and self in a positive fashion                        | 0 | 37 | 14 | 1 | 0 | 0 |
| J. Shows interest and concern for the variety of participant/client needs  | 0 | 29 | 19 | 2 | 0 | 0 |
| <b><u>Personal Appearance and Grooming</u></b>                             |   |    |    |   |   |   |
| A. Wears proper attire/shoes/name tag                                      | 0 | 30 | 17 | 3 | 0 | 0 |
| B. Is neat and well groomed                                                | 0 | 30 | 18 | 3 | 0 | 0 |
| C. Maintains good personal hygiene                                         | 0 | 33 | 15 | 2 | 0 | 0 |

|                                                                                                                   | 0 | 1  | 2  | 3 | 4 | 5 |
|-------------------------------------------------------------------------------------------------------------------|---|----|----|---|---|---|
| <b>Work habits</b>                                                                                                |   |    |    |   |   |   |
| A. <u>Demonstrates safe work habits with equipment</u>                                                            | 1 | 32 | 16 | 1 | 0 | 0 |
| B. <u>Maintains clear/orderly work area on facility</u>                                                           | 2 | 30 | 16 | 2 | 0 | 0 |
| C. <u>Possesses knowledge and skills or programming and programming development</u>                               | 0 | 21 | 8  | 0 | 0 | 0 |
| D. <u>Displays quality leadership and supervision when working with staff and or participants</u>                 | 1 | 25 | 18 | 4 | 1 | 0 |
| E. <u>Able to convey written ideas clearly in neat, accurate, and organized and organized professional manner</u> | 1 | 15 | 26 | 7 | 0 | 0 |
| F. <u>Able to verbally express thoughts clearly, make points effectively and in an organized manner</u>           | 0 | 21 | 24 | 5 | 0 | 0 |
| G. <u>comfortable when speaking in front of group(s) of participants/clients or staff</u>                         | 2 | 21 | 20 | 6 | 0 | 0 |
| <b>Growth Potential</b>                                                                                           |   |    |    |   |   |   |
| A. Shows interest in advancement                                                                                  | 2 | 33 | 15 | 1 | 0 | 0 |
| B. Seeks opportunities to learn                                                                                   | 1 | 38 | 9  | 3 | 0 | 0 |
| C. Accepts added responsibility                                                                                   | 1 | 38 | 9  | 2 | 0 | 0 |
| D. Assists fellow workers                                                                                         | 1 | 36 | 12 | 0 | 2 | 0 |
| E. Thinks constructively, shows initiative                                                                        | 1 | 30 | 17 | 3 | 3 | 0 |

## 7. JOB RELATED SKILLS AND KNOWLEDGE

(Add any areas of internship that the agency feels should be part of the final evaluation).

## 8. SUMMARY

A. List major accomplishments during the independent study work experience covered by this review. Comment on specific achievements and objectives.

B. Comment on specific areas for further growth and improvement by the student.

C. General Comments: (Attach additional typed pages as necessary)



[ ] I have discussed this evaluation with the student.

\_\_\_\_\_  
Site Supervisor Date

Student Comments:

\_\_\_\_\_  
Student Date

Hours completed to date \_\_\_\_\_.

## INTERNSHIP COMMENTS

CJ did an outstanding job overall this season. He was particularly strong in showing a great deal of leadership and the crew looked to him for direction when I was not available. Major accomplishments this season included not only the work that we accomplished (moving fee stations, installing barriers, installing a new gate, completing a historical restoration project, installing several signs, weekly facility maintenance and back-country patrol, and completion of a majority of a visitor use survey), but also the experience that CJ gained and the growth and knowledge he acquired. CJ needs to pay more attention to detail and to clean up when a task is completed. This, I am sure, is something that CJ will learn and practice as he grows in this profession.

Brian has so much potential for a recreation career. If I could hire him for a position here I would encourage him to apply. He is not a sit around kind of person he always asks, "What needs to be done."

As you may know, Rob has interviewed for a Fitness Specialist position here on site at FPL-WELL, Juno Beach. He has come such a long way during his time spent here. He may not know it, but he has proven himself, many times, to have gained a great deal of respect, not only from the FPL-WELL staff, but also from FPL employees! Again, we are grateful to have him with us! Thanks for all your support as well Susan!

I cannot say enough wonderful things about Claudia Ward! She has been a delightful person to work with (the entire summer staff wholeheartedly agrees)! Her motivation, drive, and enthusiasm were all traits of Claudia's that we as a staff all tried to model after her. Claudia is passionate about her work and strives to be the best she can. She is organized, responsible, and a very gifted teacher! About two-thirds of the way through summer camp, a teacher called and cancelled due to a family emergency. Claudia eagerly and quickly volunteered to teach the class herself. I trusted her completely and she quickly embraced the opportunity it would be for her to grow and learn. Although she has only one weekend to plan, she came up with a lesson plan and direction that she wanted her students to go, implemented and evaluated her lessons, and supervised a high school volunteer. Her week was a wonderful success and she should be so proud of the class she taught. I would welcome Claudia back anytime in the future! She is an outstanding individual and I know she will be successful at anything she does!

Dursa has integrated very well with both departmental structure and staff and at the same time set excellent rapport with patients and clients. She has shown a great sensitivity to clients needs and has met these with good judgment concerning appropriate limit setting and high expectations within the realm of reality. She demonstrated a natural ability in this field and works well through assignments and often accomplishes more than what is expected. She has taken on a professional attitude in all of her dealings with staff, volunteers, patients, clients, and family members. Dursa remains the type of individual who concentrates her efforts on productiveness. She has been a great asset to our agency, as a student and with no doubt will find the transition from student to therapist an easy one.

Heather has had minimal training since she took her new position as my assistant. Again, now that we are in our peak season, she has figured much out on her own. She has taken it upon herself to meet with each individual counselor to assess what his or her needs are. Heather has tremendous organizational skills and is not hesitant when it comes to decision-making. She is sure about herself and presents herself in a most professional manner. In the short time she has been in her position, Heather has implemented the following programs: art gallery tour for kids, manners program, police awareness program for kids, and lake awareness program. Since her start, we have had a few major social programs i.e.: State Farm, GE, Dean Witter and more to carry out. Heather did all of the organizing of arts & crafts, counselors and entertainment for these events. For the most part these events were flawless. In a few weeks we will be coming to a slow down period of our children's program which will enable Heather to attend more management training sessions as well as office time. She is truly a pleasure and an extremely together individual.

Luke's potential for advancement is high. He has wonderful ideas and respectable ambition. I have concern in his "supervisory" skills. I feel that Luke needs to be closely supervised in certain areas. In a job like this, one needs to be willing to do a lot of "hands-on" work. If there is a task that Luke feels uncomfortable with instead of rolling up his sleeves, he shies away and delegates. He has wonderful ideas, can walk into a room and pick out exactly what he would do differently but, has a tendency to resent authority.

Bob is very versatile, flexible, and creative. He helped us with so many different activities and jobs that they are too numerous to name. He expanded his interpretive skills to include more creativity in programming. Bob researched, planned and conducted a segment for the PWLC's Monthly TV Show. He did a great job with his topic and his program. His Thursday programs were well received by the public and he continued to expand and increase his knowledge on the prairie and wetlands habitats. I believe Bob could or should increase his knowledge on early childhood development. He needs to soften up when dealing with younger children "go with the flow," relax and let the children lead. He is good with the younger children but could improve. Bob is a great person and a good employee. I would highly recommend him for any interpretive or education program.

**Summary of Senior Portfolio Assessment  
April 1997 ( N=15 Students)**

**General Areas**

1. Communications - Written

|                    |    |
|--------------------|----|
| More than adequate | 24 |
| Adequate           | 26 |
| Less than adequate | 4  |
| Did not assess     | 0  |

2. Work Experience:

|                    |    |
|--------------------|----|
| More than adequate | 22 |
| Adequate           | 22 |
| Less than adequate | 8  |
| Did not assess     | 3  |

**Professional Knowledge and Skills Areas**

3. Demonstration of Professional Knowledge or Skills  
(Check only areas that match up with student's entries)

A. Budget:

|                |    |
|----------------|----|
| Exceeded       | 11 |
| Met            | 19 |
| Did not meet   | 5  |
| Did not Assess | 20 |

B. Program Development/Implementation:

|                |    |
|----------------|----|
| Exceeded       | 24 |
| Met            | 23 |
| Did not meet   | 2  |
| Did not Assess | 6  |

C. Test and Measurement/Health Promotion:

|                |    |
|----------------|----|
| Exceeded       | 2  |
| Met            | 7  |
| Did not meet   | 0  |
| Did not Assess | 46 |

D. Report /Technical/Grant Writing:

|              |    |
|--------------|----|
| Exceeded     | 7  |
| Met          | 29 |
| Did not meet | 1  |

|                |    |
|----------------|----|
| Did not Assess | 15 |
|----------------|----|

E. Marketing:

|                |    |
|----------------|----|
| Exceeded       | 4  |
| Met            | 24 |
| Did not meet   | 7  |
| Did not Assess | 19 |

F. Supervision:

|                |    |
|----------------|----|
| Exceeded       | 17 |
| Met            | 24 |
| Did not meet   | 2  |
| Did not Assess | 11 |

G. Master Planning/Design:

|                |    |
|----------------|----|
| Exceeded       | 10 |
| Met            | 22 |
| Did not meet   | 3  |
| Did not Assess | 20 |

H. Evaluation of Professional Performance:

|                |    |
|----------------|----|
| Exceeded       | 13 |
| Met            | 23 |
| Did not meet   | 2  |
| Did not Assess | 15 |

4. Overall Rating of Student Portfolio:

|                |    |
|----------------|----|
| Exceeded       | 17 |
| Met            | 26 |
| Did not meet   | 11 |
| Did not Assess | 0  |

Written comments:

- Would recommend that you add some additional materials which demonstrate your ability to prepare budgets and show knowledge of basic marketing. Look for some of these as part of the internship. Work on the presentation of information during your interviews by giving details about the types of activities you have conducted with groups. This may be the jumping off spot for the use of your portfolio also.
- EXCELLENT PORTFOLIO BROOKE'S ENTHUSIASM AND EXITEMENT FOR THE OUTDOORS COMES THROUGH AND SHE HAS A WIDE RANGE OF EXPERIENCES. NICE JOB ! WELL DONE! YOU HAVE A LOT OF EXPERIENCE. SUGGEST YOU PLACE YOUR SUMMER FIELD EXPERIENCE EVALUATION SHEETS IN. YOU MAY WANT TO ORGANIZE THE ITEMS TOWARD THE BACK WITH SOME MORE DESCRIPTIVE MATERIAL FOR THEIR INTERPRETATION AND HELP HIGHLIGHT THEM MORE.
- WHAT YOU HAVE PLACE IN THE PORTFOLIO IS A EXCELLENT START. YOU MAY WANT TO SURE IT UP WITH SOME MORE DETAILED INFORMATION WHICH WILL HELP DEMONSTRATE COMMUNICATION SKILLS AND REPORT WRITING.

- WELL ORGANIZED AND VERY PRESENTABLE. I ESPECIALLY LIKE THE WAY A SUMMARY PAGE WAS AT THE BEGINNING OF EACH SECTION. NICE ORGANIZATION OF INFORMATION. WELL PUT TOGETHER, MIX OF INFORMATION, WEAK AREA IN BUDGETING, EXCELLENT PRESENTATION FORMAT.
- HARD TO FOLLOW, RESUME WOULD HAVE HELPED, NOT AS STRUCTURED AS OTHER PORTFOLIO'S REVIEWED. LACKED THE PHILOSOPHY STATEMENTS, GOALS, AND STRENGTH/WEAKNESS STATEMENTS. SUGGEST YOU REDUCE SIZE OF PORTFOLIO AND HIGHLIGHT THE REPORTS AND DOCUMENTS THAT DEMONSTRATE SKILLS AND KNOWLEDGE IN AN APPLIED FORMAT RATHER THAN EXAMS. YOU HAVE THESE DOCUMENTS BUT LOST AMONG THE UNNECESSARY MATERIALS.
- PHILOSOPHY STATEMENT SEEMS BOOKISH. TWO ACTIVITIES ARE EXCELLENT/EMPLOYMENT ONLY FOR SUMMER ORGANIZATION OF INFORMATION NEEDED.
- NEEDS TO WORK ON WRITING SKILLS, MANY MISS SPELLED WORDS, AND SENTENCE THAT DID NOT MAKE SENSE. ORGANIZE THE MATERIALS IN A MORE LOGICAL SEQUENCE. NEEDS TO BE MORE THROUGH WITH IDEAS. SHOULD PUT YOUR RESUME UP FRONT OF PORTFOLIO SO THAT IT IS THE SUMMARY DOCUMENT FOR THE WHOLE PORTFOLIO. ADD YOUR EVALUATIONS FROM THE FIELD EXPERIENCE TO HELP SUPPORT THE INFORMATION PRESENTED ABOUT IT.
- SUGGEST USING EVALUATION FORMS FROM FIELD EXPERIENCE. NO RESUME. STATEMENT NEEDS TO EXPAND ON GOALS FOR JOB YOU ARE SEEKING.
- Lay out of your materials presented very good. May want to add some more marketing materials from the internship to supplement the classroom area.
- PHILOSOPHY STATEMENT WELL WRITTEN. NEED TO INCLUDE RESUME TO HELP IN WORK EXPERIENCE ASSESSMENT. PERSONAL GOALS NEED TO BE ADDED.
- SEEMS TO BE ABLE TO HANDLE RESPONSIBILITY. NEED TO INCLUDE EVALUATION OF FIELD EXPERIENCE OR SOME MORE FORMAL FORM OF EVALUATION OF PROFESSIONAL EXPERIENCES.
- MIGHT WANT TO INCLUDE ACTUAL EVALUATIONS FROM WORK EXPERIENCES.
- PROVIDED TO MANY TEST. NOT MUCH WORK EXPERIENCE RELATED TO PROFESSION. PRESENTATION OF INFORMATION BY SEPARATING BETTER, WORK TO DEMONSTRATE EXPERTISE (SKILLS AND KNOWLEDGE)
- WELL ORGANIZED PORTFOLIO. DID A GREAT JOB RESEARCHING DATA FOR MAJOR PROJECTS. USE DIVIDERS TO SEPARATE EXAMPLES/AREA OF CONTENT.
- WELL LAYED OUT AND NICE TO SEE YOU SPENT TIME "CLEANING" UP PROJECTS.
- DOCUMENTATION WAS WEAK IN AREAS OF MARKETING, MASTER PLANNING, TECHNICAL WRITING. PROJECT SELECTION WERE ADEQUATE BUT WHAT ABOUT INCREASING REPRESENTATION OF YOUR CORPORATE FITNESS EMPHASIS. MAKE SURE YOU WRITE DOWN PROPER DEGREE TITLE AS IT APPEARS ON YOUR TRANSCRIPT WITH TITLE OF EMPHASIS OTHERWISE SOMEONE MAY QUESTION "MISREPRESENTATION" ON YOUR PART.

**Summary of Senior Portfolio Assessment  
April 1998 (N= 22 Students)**

**General Areas**

1. Communications - Written

|                    |    |
|--------------------|----|
| More than adequate | 29 |
| Adequate           | 48 |
| Less than adequate | 7  |
| Did not assess     | 0  |

2. Work Experience:

|                    |    |
|--------------------|----|
| More than adequate | 25 |
| Adequate           | 58 |
| Less than adequate | 11 |
| Did not assess     | 0  |

**Professional Knowledge and Skills Areas**

3. Demonstration of Professional Knowledge or Skills

(Check only areas that match up with student's entries)

A. Budget:

|                |    |
|----------------|----|
| Exceeded       | 10 |
| Met            | 51 |
| Did not meet   | 7  |
| Did not Assess | 12 |

B. Program Development/Implementation:

|                |    |
|----------------|----|
| Exceeded       | 21 |
| Met            | 54 |
| Did not meet   | 1  |
| Did not Assess | 8  |

C. Test and Measurement/Health Promotion:

|                |    |
|----------------|----|
| Exceeded       | 7  |
| Met            | 9  |
| Did not meet   | 0  |
| Did not Assess | 67 |

D. Report /Technical/Grant Writing:

|              |    |
|--------------|----|
| Exceeded     | 11 |
| Met          | 45 |
| Did not meet | 5  |

|                |    |
|----------------|----|
| Did not Assess | 27 |
|----------------|----|

E. Marketing:

|                |    |
|----------------|----|
| Exceeded       | 5  |
| Met            | 30 |
| Did not meet   | 8  |
| Did not Assess | 40 |

F. Supervision:

|                |    |
|----------------|----|
| Exceeded       | 20 |
| Met            | 45 |
| Did not meet   | 2  |
| Did not Assess | 17 |

G. Master Planning/Design:

|                |    |
|----------------|----|
| Exceeded       | 10 |
| Met            | 42 |
| Did not meet   | 2  |
| Did not Assess | 29 |

H. Evaluation of Professional Performance:

|                |    |
|----------------|----|
| Exceeded       | 10 |
| Met            | 47 |
| Did not meet   | 9  |
| Did not Assess | 17 |

4. Overall Rating of Student Portfolio:

|                |    |
|----------------|----|
| Exceeded       | 13 |
| Met            | 53 |
| Did not meet   | 13 |
| Did not Assess | 0  |

Written comments:

- Need to realize that at this time your work experience does not come across. Your portfolio is weak due to your course sequence which does not allow you to show all the skills. Julie's portfolio was well prepared. Her resume is very clean, short and to the point. She seems to show confidence in her work and ability to take on responsibility. The topics represented in the portfolio shows a great foundation of learning experiences.
- Very well done! Need some budgeting and administration examples. Statement needs to be longer.
- Quite impressed with Lucas' portfolio-questions being when did he have time for classes! Good coverage in his proposal- well broken down-not sure on future funding. Good experience and volunteering. Good Luck
- Overall good professional presentation to work w/youth populations but organize materials better (dividers, etc.) move certification and/ or field experience to the front. Lori seemed to have good experiences and seemed to know where she wants to go. (Except Detroit) Nice touch with the pictures. More students need to consider this approach to give their portfolios a little more depth about the individual as a person. The portfolio does a good job of representing lots of program



experience. Good to have the Salvation Army evaluation I'd put it at the front same for certification. Pictures are great, label yourself.

- Tony will do well in his career. Nicely positive. Good to put field experience towards the front. Why not put your grades on the general req. Sheet since there is a space. Nice design within the notebook. Pictures were appropriate. Nice selection of topics/examples. Very well organized and presented but label, more professionally done as far as labels. Good job with visual elements
- Suggest you add some items which show more of your administrative skills. (Budgeting, report writing) Philosophical statement interesting approach. Amanda's portfolio is well written, organized and presented in an easy to review manner. After reading her philosophy statement and lesson plan I was convinced that Amanda would be an excellent candidate for a position as an environmental educator or interpretative person. Amanda's philosophy state is so good that I believe it should be the first page of her portfolio. The other things lacking is demonstration or experience in budgeting, master plan etc. Good job with supervision, resume. Separate Goals and Objectives from each other. Good luck with \$25,000. Call if it happens. Need budgeting to be done. Appletown provides this or maintenance mgt. Good professional description on what you have achieved. Separate sections with tabs. Use individual pieces of paper to each packet. It really hard to get all packet out of the film.
- Need to clean up presentation of materials, i.e. Coversheets for all documents. Overall selection was good regarding documentation, need to find something that will depict more depth of your programming experiences, to the reader.
- Need to expand in the areas of master planning especially with your minor in facilities management.
- Need to draw on content of projects which draw together a picture of your professional skills and knowledge. Nice job needs to organize little better has a lot of stuff. Didn't provide examples of knowledge or skill in many areas besides measurement/health promotion. Rob was thorough but included some seemingly insignificant materials. Might help to use tabs to divide topics.
- Check spelling and capitalization. If portfolio is to be used professionally it needs to be reviewed and retyped in some instances. I had a difficult time assessing the portfolios. It needs to a lot of work - I feel he can do this if he gives it the time it deserves. Missing strengths and weaknesses. Need to have examples of program activities you actually did. Pictures are for what purpose. (materials are not representing your personal experiences) Where are the individual page covers needed to make the portfolio look nicer. Original group project documents are not to be part of your portfolio they are to remain in the department so that all members of the group.
- The two areas which Gian presented in his portfolio-finance & management and facilities management were reviews and articles and not representative of his work. Shows a lack of professional commitment in presentation of oneself. Showed a resistance to the project. Needed to have more- missing items.
- LIKED SEEING EVALUATION OF FIELD EXPERIENCE. ON RESUME PUT DATES OF EXPERIENCE. PHILOSOPHY STATEMENT ? IMPORTANT TO HAVE TABLE OF CONTENTS. QUESTION TO CONSIDER ON BACKPACKING TRIP, EVACUATION PLAN?, SPONTANEOUS PLANNING DURING BACKPACKING IS NOT ALWAYS ACCEPTABLE PRACTICE OF SAFETY EQUATION.
- Excellent-good use of dividers. Clearly gives the employer an impression of a calm, methodical, through, thinking employee.
- I feel Jennifer had a good philosophy her portfolio need a bit of clean up. I would take out the grades on some papers - overall good job. Redo goals and justifications so it doesn't have a grade on it. (Maintenance).
- I suggest a table of contents. The projects included are long on paper and add bulk but not really depth. The intro. To each section would help impress an employer more if they include how the project taught budget, finance, program development, etc. Reports are good. Need to look at ways to demonstrate the evaluation of your work experiences (formal evaluations needed). Need to clean up work a little, cover in plastic the pages, table of contents. Good that the field experience report was a beginning, but overall seems to be lacking some important materials. Needs a table of contents and suggesting dividers. He has experience but not necessarily in rec. Writing skills are good.
- Very well presented, use dividers and don't be afraid to show yourself off. Nice to have a table of contents. Statement of philosophy was one of the better ones of the students I have read. Need to

know why the PRA letter, American Rental Association and such are included. Fun to read. I might put the field experience before class experience. Some materials need a little more explanation of their purpose or presentation format as it is not clear why they are in portfolio. Appears you have use original materials and have not left the group materials as required. Design Project seems to lack key element of diagrams. Not good to put in a document unless complete.

- I thought she should have focused a little more on her emphasis track if that's where she will be attempting to get work. Less focus on article reviews Needs to re-organize info. and format. It seemed to me that Sara has the material included. The material needs to be organized. The table of contents is appropriate to include but doesn't match the organization of material. I gave Sara some suggestions on representing her resume. Try to use the word really bit less.
- Put your resume first, Put examples of activities with evaluation.
- The portfolio is very neat and I particularly like the photo gallery section. There is a need for much more to base an evaluation of his professional performance. Need more evaluations related to what is on resume. I like the table of contents. Separate goals and objectives. Two action steps oh how you will achieve the goal. Your paper on space was good. How does this paper apply to recreation? Try to incorporate other classes you take into the recreation field. It makes it easier to learn and is better education for you. I like the photo's looks like you learned early to check your gear! Good examples of personnel experiences. Need more professional oriented materials.
- Trisha work looks to exceed my expectations I believe her experience in the field will help her after graduation! Good selection of items from courses and work experience. Papers tend to highlight your experiences.
- Nice presentation of your materials. Excellent thought-out, philosophy statement.
- The first page is table of contents great to have but even with the cover I'd suggest having your name on the first page. Might want to include a reference from Ferris. Nice color them for dividers (section headers). Excellent selection of materials and well laid out for the review. Check grammar, Claudia's portfolio needs a little more grammar checks. Experience looks good. Needs some help w/proof reading in corporate grant writing. Dividers a good idea have a proof readers and possible relocation of field work experiences toward front. She has a good idea of what she wants to do. More so than most.
- May want to include more evaluation of your performance in the leadership role/mgmt. other than skill orientation. Good set of materials which demonstrate the adventure education skills. Most the information is there but need to be more organized-a table of contents would help. Brian has a lot of work experience and needs to write more on this. Organization of portfolio needs to be better. Provide tabs so info is easy to get to. Consider redoing projects even though grade worth change. This give the readers (employer) sense of commitment to excellence. In philosophy don't describe why you left Ferris the first time or just put personal reasons. Goals/objectives seem to be goals-if to make a comfortable living. Objective describe how to or what you will do to obtain a goal. Complete check off sheets or just list what you are certified on or where.
- Add papers that support your test grades. Need a Resume in your portfolio. Need some order. For risk mgmt. Just include the section you wrote not others. Need some evaluations. Site information about soils, water supply, etc. Instead of including it all. (Copy write laws). In person you sounded good and presented yourself well, do this in your portfolio too. The portfolio is lacking information on work experience and also evaluative material on performance. If this was added the portfolio would definitely meet the requirements. May want to consider putting some type of examples related to programming skills and knowledge in portfolio.

**Summary of Senior Portfolio Assessment  
April 1999 (N=15 Students)**

**General Areas**

1. Communications - Written

|                    |    |
|--------------------|----|
| More than adequate | 27 |
| Adequate           | 26 |
| Less than adequate | 0  |
| Did not assess     | 0  |

2. Work Experience:

|                    |    |
|--------------------|----|
| More than adequate | 10 |
| Adequate           | 43 |
| Less than adequate | 0  |
| Did not assess     | 0  |

**Professional Knowledge and Skills Areas**

3. Demonstration of Professional Knowledge or Skills  
(Check only areas that match up with student's entries)

A. Budget:

|                |    |
|----------------|----|
| Exceeded       | 4  |
| Met            | 34 |
| Did not meet   |    |
| Did not Assess | 14 |

B. Program Development/Implementation:

|                |    |
|----------------|----|
| Exceeded       | 15 |
| Met            | 32 |
| Did not meet   | 2  |
| Did not Assess | 5  |

C. Test and Measurement/Health Promotion:

|                |    |
|----------------|----|
| Exceeded       | 14 |
| Met            | 14 |
| Did not meet   | 0  |
| Did not Assess | 25 |

D. Report /Technical/Grant Writing:

|              |    |
|--------------|----|
| Exceeded     | 9  |
| Met          | 31 |
| Did not meet | 2  |

|                |    |
|----------------|----|
| Did not Assess | 12 |
|----------------|----|

E. Marketing:

|                |    |
|----------------|----|
| Exceeded       | 4  |
| Met            | 21 |
| Did not meet   | 4  |
| Did not Assess | 23 |

F. Supervision:

|                |    |
|----------------|----|
| Exceeded       | 10 |
| Met            | 62 |
| Did not meet   | 11 |
| Did not Assess | 16 |

G. Master Planning/Design:

|                |    |
|----------------|----|
| Exceeded       | 7  |
| Met            | 28 |
| Did not meet   | 1  |
| Did not Assess | 17 |

H. Evaluation of Professional Performance:

|                |    |
|----------------|----|
| Exceeded       | 7  |
| Met            | 36 |
| Did not meet   | 2  |
| Did not Assess | 6  |

4. Overall Rating of Student Portfolio:

|                |    |
|----------------|----|
| Exceeded       | 10 |
| Met            | 39 |
| Did not meet   | 3  |
| Did not Assess | 0  |

Written comments:

- Need to include resume. Need to stay away from the exams better to be more project oriented reports.
- Risk management plan taking up majority of information submitted in portfolio. Are there other materials you could include? Check spelling on coversheets and statements. Need to consider adding more programming information related to your skills. You have more to offer regarding your skills than presented. Shows many activity areas but not your specific role.
- Can use more experience and information in portfolio. Organized well, can use more photos showing wide variety of work experiences. Goals were to focus on long term and short term objectives you wish to meet. Need more explanation of Title of your degree is BS in Recreation Leadership and Management with an emphasis in Outdoor/Adventure Education and minor in Applied Communications.
- Coversheets with each section at front to help the readers understand the meaning behind the project (required as part of the portfolio. Cover page of presentation giving date, location of

- presentation, name of group. Your portfolio hints that you would be an outstanding professional and are an Photo's doing different things with jobs. Excellent resume-continue to get varying experience. Become a salesman of yourself. Proof read materials.
- Check spelling. Make sure the project visuals are seen, redo projects when a lot of comments on your projects looks neater. Outstanding student. However, there is little evidence in the portfolio. It relies to heavily on experience with housing and not enough on recreation course work or employment. The design of the portfolio makes your work difficult to evaluation. Need more recreation work experience indicated in portfolio. Do not claim volunteer if a class assignment. Not real clear as to what programs involved with housing, need demonstration of program content. One flyer not adequate, what did you really do to market this program significance of the projects, coversheets ask these important questions you were to answer.
  - Great Portfolio. May want to place visuals into the documents to back up the written materials. Also some more specific budgeting skills would be good.
  - Awesome Portfolio. A lot of work not the portfolio and it shows. Good Work!! Change number on 348 to 345, Need to add more marketing to complete the full compliment of areas.
  - Excellent use of computer skills to enhance your projects. Overall good work. Very through-an excellent portfolio. I'm a little unsure of what is meant by supervision .Great job!
  - Very interesting and balanced portfolio. Need to have supervision experiences, not sure how carpenter's assistant relates to field, may want to take out of resume. I like your philosophy statement-very descriptive. Keep your personal interests, they help when you get frustrated.
  - Missing several areas of expertise that were to be demonstrated. Information presented good but does not demonstrate the breath of skills one would be expected to have. Be careful of misspelling or mis-typed words. Good philosophy statement. Strengths did not come across in portfolio. If focused primarily on activities the had organized and didn't reflect the other skills( e.g. Financial management an employee would look for) Philosophy statement was strong and really got across how essential this field of study is to his life and beliefs about the importance of nature. Some of his comments suggested that at times he might just do enough to get by in class , I'd caution him to be careful not to suggest to an employer that he might give less than 100% on the job.
  - Need to have the portfolio transition from one area to another more clear. In some areas need to make demonstration of knowledge stand out more.
  - May want to add more visual materials to written works. Great job !
  - Portfolio could be a little neater and organized better. Resume in smaller font and do not capitalize all words, makes it difficult to read and focus on actual words. Cover sheets should be in front of each project it is designated for. Take time to re-due projects which have a great deal of writing on them. Need to better organize projects by content and with explanations.
  - Could use a little more organization, looks like it was put together last minute. Seems to have not worked very hard on the project-to bad, had a good start. Should include certification copies of, don't have references to specific events, put education before work on resume. Put philosophy state at beginning , don't bury them in the portfolio.

**Summary of Senior Portfolio Assessment  
April 2000 (N=15 students)**

**General Areas**

1. Communications - Written

|                    |    |
|--------------------|----|
| More than adequate | 22 |
| Adequate           | 34 |
| Less than adequate | 6  |
| Did not assess     | 1  |

2. Work Experience:

|                    |    |
|--------------------|----|
| More than adequate | 21 |
| Adequate           | 29 |
| Less than adequate | 11 |
| Did not assess     | 1  |

**Professional Knowledge and Skills Areas**

3. Demonstration of Professional Knowledge or Skills  
(Check only areas that match up with student's entries)

A. Budget/Finance:

|                |    |
|----------------|----|
| Exceeded       | 11 |
| Met            | 43 |
| Did not meet   | 1  |
| Did not Assess | 12 |

B. Program Development/Implementation:

|                |    |
|----------------|----|
| Exceeded       | 18 |
| Met            | 33 |
| Did not meet   | 1  |
| Did not Assess | 6  |

C. Test and Measurement/Health Promotion:

|                |    |
|----------------|----|
| Exceeded       | 2  |
| Met            | 9  |
| Did not meet   | 1  |
| Did not Assess | 41 |

D. Report /Technical/Grant Writing:

|              |    |
|--------------|----|
| Exceeded     | 11 |
| Met          | 28 |
| Did not meet | 5  |

|                |    |
|----------------|----|
| Did not Assess | 16 |
|----------------|----|

E. Marketing:

|                |    |
|----------------|----|
| Exceeded       | 11 |
| Met            | 26 |
| Did not meet   | 7  |
| Did not Assess | 19 |

F. Supervision:

|                |    |
|----------------|----|
| Exceeded       | 4  |
| Met            | 43 |
| Did not meet   | 3  |
| Did not Assess | 12 |

G. Master Planning/Design:

|                |    |
|----------------|----|
| Exceeded       | 3  |
| Met            | 25 |
| Did not meet   | 6  |
| Did not Assess | 27 |

H. Evaluation of Professional Performance:

|                |    |
|----------------|----|
| Exceeded       | 5  |
| Met            | 40 |
| Did not meet   | 7  |
| Did not Assess | 9  |

4. Overall Rating of Student Portfolio:

|                |    |
|----------------|----|
| Exceeded       | 9  |
| Met            | 39 |
| Did not meet   | 12 |
| Did not Assess | 2  |

Written comments:

- Documentation missing regarding statement of philosophy, personal strengths and weaknesses. Lay out of portfolio needs worked on for a more "professional look to it".
- In your budget summary, some of your maintenance sky rockets from one year to the next. That seems pretty high. That survey was good , but probably to long for a college student . Brandy overall you did a good job. Keep up the good work. An excellent portfolio, very through and professional in content and appearance. If I had any suggestions on the portfolio. It only be to add some pictures especially showing some of your experiences. Portfolio needed an organizational structure , tabs, rationale. For the writing, I suggest vary your sentence, especially since you're going to grad. school. I liked the inclusion of your fliers & evaluation. Showed sensitive regarding diversity. Appeared to understand research. Need more graphics & pictures. Good perspective on personal skills and experiences through presentation of information. Inclusion of some color would enhance the presentation.

- Need to show more recreation experiences and show how it relates to your major. Spelling!!!! “collage” “college”. Seems very confident and organized. Need to take your experiences to the level of how they impact your management and supervision ability related to adventure education and general programming. Does not come across as real strong, but more the potential is there.
- A very vocal and take charge person. Would like to see more academic work/less social. Highlight more recreational experiences, seems to be secondary to political aspirations. Great job with grades and scholarship. Excellent letters of recommendation. Self confident, can take you a long Emily you did a very good job, if you ever need an internship or field experience please don't hesitate to call the Kentwood Parks and Recreation. A well organized portfolio that is appealing to read and shows Emily 's planning ability. Spelling errors in resume, expand on your strengths with examples. Regarding zipper hold in low elements describe what that is in appendix, some doubling with Scott's book. Good Schedule for hiking program. Pretest/posttest in schedule? Survey”. Regarding Alfred-nice job may want to include diet mgt. And heart rate computations, Ask Sue about the merry milers program in Ohio. Don't see quotes in writing regarding references Also include references, at least one per paragraph for professional writing. Accuracy on resume: spelling errors, Eagle Village location Ewart/Hersey. Philosophy & strengths-Look at paragraph structure and correct sentence fragments, spelling and grammar checking might catch errors. Programs needed diagrams to enhance descriptions of safety procedures. Activities repeated. Program proposal ( trail/trail#) I think “trail” was better be consistent, Post test-explain them /are they for the day or project? Where is the survey? You need examples. Overall the portfolio is well organized and laid out, Review your content to see where you could improve on areas of demonstration, i. e. examples to enhance the content. Excellent start but need a mix of humility. Nice portfolio, but needs to focus more on what you want to do as career less on student organizations. As you move forward in the job market less of what you did with student organizations and more application of academic learning becomes important to the reviewer. Demonstration of recreational management skills and practical application of theory become the measure of competing for a job. Need to have more related job experience. Need to take and incorporate some of your course work at the end of this semester into the portfolio and it will more well rounded for the corporate fitness area. Good job. Interesting, self-assessment. The one piece is very revealing.
- Resume: very easy to follow. Professional philosophy –needs some work, I found it hard to follow. Projects-look good but need to have cover pages. On resume- a few typo's Don't put grade point. Adventure skill-with certificates or discuss skills in work experiences. No marketing piece. Swinging log is that the tee-tortter, if so be careful accident potential is high. In risk mgt. would like to see med form accident form. Conflict assess no grade. Survival and rectangle looked good. Budget? Content of selected course are good, but need to expand on the relationship between the content and supervision and management skills. Well demonstrated outdoor skills and experiences, but how are you ready for the management level.
- Need cover pages for portfolio, tabs, table of contents would help? Portfolio covers a variety of areas from the check sheet but does not have any distinctive way a highlighting what you would like the audience to notice. Might consider tabs or cover pages that draws attention to content to follow better.
- Spelling errors found, use spellchecker etc., more care should be given to signature, a pet peave of mine when reviewing application information. More detail needed for marketing plan, who is the target audience, how to promote business, expenses involved in marketing. Nice extension job on budget process. Covered the bare minimum of what was asked regarding the portfolio. Need to consider how you could have included more information related to present field experience and other related job experiences.
- There was a difference between the portfolio and interview. He's more capable than portfolio shows .Portfolio needs structure & organization. For someone with graduate hopes, the formal writing evidence shows an adequate level but you need to excel. You need a rationale for your strengths. You need explanations for your Appletown work. I would questions some of the increases and because of your budget summary. If field office/supervisor and building and activity maintenance. The numbers seemed pretty high and low. Also I like your views on ethics in the work place. Overall you did a good job. Unfortunately, I do not believe that Mark's



portfolio reflects the excellent abilities that Mark possesses. The portfolio is missing key areas such as evaluation. I did like Mark's marketing for the "Muskegon River Guide Services" and that part of the portfolio showed that Mark has ability when interested in what he is writing about. Mark you need to put more information in the document about your field experience to offset the lack of work experience on your resume'.

- Very good job on the portfolio. I like the Table of Contents might add tabs or page #. Describe your strengths and weaknesses. When writing technical papers define some people and expand on why they believe that concept. Regarding Philosophy- you do have one, you gave several examples. Your opinion of yourself and what you stand for is most important in Recreation. Nice job overall. Portfolio was comprehensive. Some of the areas you may want to expand with other materials that either enhance or give more insight into your personal skills. Nice touch with the colors and pictures.
- Portfolio did not cover the minimum requirements and some areas needed more information or a different presentation format to demonstrate the ideas you were trying to present.
- Your portfolio covers a great deal of who you are and what you are about, but for some of the areas to be more defined may take some additional materials added, such as test and measurement that you can add at the end of this semester. Overall a good job and good start to a nice portfolio.
- I liked the pictures, need coversheets (tabs) Place class outline first or dead last, need 3<sup>rd</sup> piece of writing. Resume your skills and certifications need to be reflected in your work experience. Correction on the computer before turning in for review, need better organization of portfolio. Seems to be missing various categories listed on this evaluation form. No real order/flow with the information included in the portfolio. Pictures are nice touch, but need to consider content to back up resume and show strengths of management skills relative to full time position.
- Tabs are good idea, need to be wider and labeled. Interesting and varied work background. Some of her written statements portray an attitude that could be destructive in a management position, Eluding to doing it all or more than her share, intolerance of inexperienced and comments on professor. Good knowledge in all areas. Demonstration of extensive work experiences and business skills

| Review Sheet for RLM<br>Student Portfolio N=10                                                                   |                    |          |                    |                |
|------------------------------------------------------------------------------------------------------------------|--------------------|----------|--------------------|----------------|
| April 2002                                                                                                       |                    |          |                    |                |
| Name:                                                                                                            |                    |          |                    |                |
| Content Areas                                                                                                    | More than Adequate | Adequate | Less than Adequate | Not Assessable |
| 1. Written Communications                                                                                        | 21                 | 17       | 1                  | 0              |
| 2. Related Work or Volunteer Experiences                                                                         | 16                 | 15       | 5                  | 2              |
| <i>Evidence that demonstrates Knowledge, Application and/or Proficiency within Professional Core Course Work</i> |                    |          |                    |                |
| 3. Budget/Finance                                                                                                | 5                  | 10       | 8                  | 15             |
| 4. Marketing                                                                                                     | 0                  | 11       | 10                 | 20             |
| 5. Program Planning                                                                                              | 20                 | 15       | 0                  | 4              |
| 6. Planning and Design                                                                                           | 9                  | 16       | 0                  | 12             |
| 7. Supervision/Leadership                                                                                        | 15                 | 18       | 4                  | 2              |
| 8. Evaluation/Survey Research                                                                                    | 10                 | 18       | 4                  | 7              |
| 9. Risk Management                                                                                               | 8                  | 11       | 3                  | 17             |
| 10. RLM Field Experience                                                                                         | 11                 | 11       | 2                  | 12             |
| <i>Evidence that demonstrates Knowledge, Application and/or Proficiency within Emphasis Course Work</i>          |                    |          |                    |                |
| 11. Health Promotion                                                                                             | 4                  | 4        | 1                  | 31             |
| 12. Fitness Test and Measurement                                                                                 | 4                  | 4        | 1                  | 31             |
| 13. Facility Management                                                                                          | 6                  | 10       | 0                  | 22             |
| 14. Outdoor Recreation Mgmt.                                                                                     | 13                 | 16       | 1                  | 11             |
| 15. Outdoor Skills                                                                                               | 8                  | 12       | 1                  | 16             |
| 16. Sports Marketing                                                                                             | 1                  | 4        | 1                  | 33             |
| 17. Sports Law                                                                                                   | 0                  | 0        | 0                  | 39             |
| 18. Tourism Planning                                                                                             | 0                  | 5        | 0                  | 33             |
| 19. Commercial Recreation                                                                                        | 3                  | 7        | 0                  | 29             |
| 20. Overall Rating of Portfolio                                                                                  | 16                 | 9        | 10                 | 0              |

**Note:** Each student was requested to submit a resume, statement of philosophy, goals and a list of his or her strengths and weaknesses. Student must submit evidence from one professional core course, one emphasis track course and one additional from either of these.

## Additional Comments by Reviewer:

- Portfolio was not lay out well, info hard to find when buried in plastic reports. Watch spelling errors-“many”. Try to be more patient when putting your portfolio together. It seems like a lot of items were missing. Portfolio could have been more representative of your goals. Needs more depth in depicting your resume. Place cover sheet separate from the actual evidence items.
- Very well put together. Administrative information experiences regarding budgeting should include more examples in the future. Overall, nice presentation and selection of items for evidence. May want some type of descriptive information for photographs and make sure that people in them have given you permission to be in your pictures, especially children under 18. Identify what sections of a group project you were responsible for.
- Nice selection of items, but no coversheets explaining why you selected the items. This helps the review understand sometimes, what the items of evidence represents, or why they are important to the student. Overall, good information in the portfolio. Need to include more work experiences related to your desired entry level job expectations.
- Outstanding demonstration of leadership and program development/implementation. Overview of why selection of items of evidence not always stated as to their importance to the student. Recommendation that the student may want to add or develop evidence of administrative tasks in the finance, budgeting and marketing. Indicate in group projects what portions you were primarily responsible for.
- Portfolio covered a minimum of content. Items of evidence were not the strongest to demonstrate professional performance to date based on course work. Additional budgeting examples would be good. Recommend you not include papers, which have been graded, correct the mistakes and put the rewritten product in the paper.
- Portfolio lacks depth of evidence of student’s knowledge and skills. Evidence of performance are lacking. Additional information demonstrating administrative areas of finance, budgeting would be helpful to enhance the overall content of the portfolio
- Very nicely put together portfolio. Adequate information on budgeting skills, facilities, need to enhance with more items which indicate work or volunteer experiences that would address the area of your interest, sports management. Field experience evaluations would be good to add in the future. Need something that demonstrates working with sports marketing other than exams.
- Overall, portfolio nice job. Might want to add some additional administrative evidence to enhance content later. Recommend putting in powerpoints that are not written on. Not always evident why student felt items placed in portfolio were chosen, no coversheets.
- Very open to viewing what is needed in the field. Personable and able to discuss what trends are applicable to her field. When including group project, be sure to indicate what part was completed by you. Nice portfolio presentation. Areas of budgeting need to be expanded on.
- Nice job on information regarding the health and fitness aspects of your portfolio. Some indications of the marketing, but not clear what aspects of the information was or if it was produced by you. For the youth activities, needed a little more detail on your role as planner and implementer for Young Life. Written support.

## ADMINISTRATIVE PROGRAM REVIEW 2002

Program/Department: Recreation Leadership and Management/Leisure Studies and Wellness  
 Date Submitted: 2/4/03

Please provide the following information:

### Enrollment

|                                | Fall 1998 | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Tenure Track FTE               | 2         | 2         | 3         | 1         | 2         |
| Overload/Supplemental FTEF     | .25       | 1.09      | .50       | 1.65      | .82       |
| Adjunct/Clinical FTEF (unpaid) | NA        | NA        | NA        | NA        | NA        |
| Enrollment on-campus total*    | 77        | 73        | 65        | 61        | 60        |
| Freshman                       | 14        | 9         | 9         | 17        | 19        |
| Sophomore                      | 14        | 13        | 11        | 8         | 13        |
| Junior                         | 20        | 20        | 9         | 12        | 9         |
| Senior                         | 29        | 31        | 36        | 24        | 19        |
| Masters                        | NA        | NA        | NA        | NA        | NA        |
| Doctoral                       | NA        | NA        | NA        | NA        | NA        |
| Pre-Professional Students      | NA        | NA        | NA        | NA        | NA        |
| Enrollment off-campus*         | NA        | NA        | NA        | NA        | NA        |
| Traverse City                  |           |           |           |           |           |
| Grand Rapids                   |           |           |           |           |           |
| Southwest                      |           |           |           |           |           |
| Southeast                      |           |           |           |           |           |

\*Use official count (7-day) If there has been a change in enrollment, explain why:

### Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

90 students

What factors limit program capacity?

### Financial

| Expenditures*             | FY 98       | FY 99       | FY 00       | FY 01       | FY 02       |
|---------------------------|-------------|-------------|-------------|-------------|-------------|
| Supply & Expense          | \$16,185.16 | \$18,511.98 | \$17,017.51 | \$25,487.83 | \$30,174.62 |
| Faculty Prof. Development |             |             |             |             |             |
| General Fund              |             |             |             |             | \$3279.76   |
| Non-General Fund (Timme)  |             |             |             |             | \$400.00    |
| UCEL Incentives           | NA          | NA          | NA          | NA          | NA          |
| FSU-GR Incentives         | NA          | NA          | NA          | NA          | NA          |
| Equipment                 | \$4,456.00  | \$5,560.00  | \$2,245.60  | \$6,189.57  | \$4,708.05  |
| Voc. Ed. Funds            | NA          | NA          | NA          | NA          | NA          |
| General Fund              | \$4,456.00  | \$5,560.00  | \$2,245.60  | \$6,189.57  | \$4,708.05  |
| Non-General Fund          | NA          | NA          | NA          | NA          | NA          |
| UCEL Incentives           | NA          | NA          | NA          | NA          | NA          |
| FSU-GR Incentives         | NA          | NA          | NA          | NA          | NA          |

\*Use end of fiscal year expenditures. Note: RLM/HPE are a combined under one account in the Department of Leisure Studies and Wellness.

If you spent UCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

| Revenues                        | FY 98    | FY 99    | FY 00    | FY 01    | FY 02    |
|---------------------------------|----------|----------|----------|----------|----------|
| Net Clinic Revenue              | NA       | NA       | NA       | NA       | NA       |
| Scholarship Donations           | NA       | NA       | NA       | NA       | NA       |
| Gifts, Grants, & Cash Donations | \$30,000 | \$88,168 | \$534.51 | \$475.05 | \$310.04 |
| Endowment Earnings              | NA       | NA       | NA       | NA       | NA       |
| Institute Programs/Services     | NA       | NA       | NA       | NA       | NA       |
| In-Kind                         | NA       | NA       | NA       | NA       | NA       |

#### Other

|                                      | AY 97/98    | AY 98/99    | AY 99/00    | AY 00/01    | AY 01/02    |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Number of Graduates* - Total         | 18          | 20          | 18          | 11          | 20          |
| - On campus                          | 18          | 20          | 18          | 11          | 20          |
| - Off campus                         | 0           | 0           | 0           | 0           | 0           |
| Placement of Graduates               | 82%         | 70%         | 89%         | 85%         | 80%         |
| Average Starting Salary              | \$22-28,000 | \$24-28,900 | \$23-28,000 | \$20-31,000 | \$24-33,000 |
| Productivity - Academic Year Average | 428.18      | 394.07      | 361.00      | 360.59      | 367.88      |
| - Summer                             | 154.21      | 154.40      | 150.67      | 188.25      | 160.87      |
| Summer Enrollment                    | 41          | 39          | 24          | 35          | 20          |

\* Use total for full year (S, F, W)

#### 1. a) Areas of Strength:

- 1) Quality instruction that uses learner centered learning through experiential classroom formats
- 2) NRPA/AALR accredited program, 1 of 4 in Michigan, 1 of 105 nationally.
- 3) Student and faculty orientation to team work approach in classroom.
- 4) Integration of technology through out the course content and across the curriculum.
- 5) Both faculty and students involved with external professional organizations at the national and state levels.
- 6) Service learning component of the courses that provides professional experiences before the more formal field experience and internships
- 7) RLM majors group recognition for their service to the local and campus community by Student Affairs.

#### b) Areas of Concern and Proposed Action to Address Them:

- 1) Workloads of current two fulltime faculty and adjunct demonstrate need for third full time position as part of NRPA/AALR accreditation requested through UAP
- 2) S & E to support the curriculum course field trips, technology, and accreditation related costs and faculty professional development and involvement at the national level. Request through UAP
- 3) Secretarial support full time rather than part time to meet student record keeping, program marketing, administrative report and budgetary related documentation processes. The lack of this type of support full time was raise as a concern with the NRPA/AALR accreditation. UAP request.

#### 2. Future goals (please give time frame)

- a) Updating and minor changes to the current RLM curriculum check sheets (hasn't been formally done since 1993 when curriculum went on line.) Fall 2003

b) Initiative to offering two new certifications in first aid specifically for backcountry adventure education programs. Wilderness First Aid (Fall 2003) and Wilderness First Responder (Summer 2004) course to be offered starting Fall 2003 through UCEL pending the staff certification.

c) Initiative to offer the Wilderness Education Association (WEA) Instructors course certifications beginning Summer 2004 through UCEL pending current full time faculty's certification as Instructor Trainer during summer and fall 2003.

d) With hiring of second tenure track faculty qualified to assist with pursuing the Experiential Education Option of Masters in Education. Academic year 2003/04 work on curriculum and send forward to be approved Fall 2004 and begin recruiting process for Fall 2005.

### 3. Other Recommendations:

a) Continue to monitor changes in the NRPA/AALR accreditation standards that must be demonstrated in through curriculum course content areas.

### 4. Does the program have an advisory committee?

a) If yes, when did it last meet?

- YES. The advisory group were active in the 25<sup>th</sup> Anniversary Celebration held in September 2002 for the alumni. This replaced the Fall meeting. In the Winter semester they will join the department for the annual Senior Exit interviews.

b) no, why not? By what other means do faculty receive advice from employers and outside professionals?

- In addition to the advisory group, faculty travel annually to conferences and professional development that enhances the knowledge of current trends.

c) When were new members last appointed? Fall 2003

d) Are there non-alumni/ae on the committee? How many?

- 1 from professional staff of Girl Scout Council.

### 5. Does the program have an internship or other cooperative or experiential learning course?

a) If yes, is the internship required or recommended?

- Required Field Experience 3 credits (150 hrs) and Internship 6 credits (600 hrs) both of these are part of the NRPA/AALR standards.

b) If no, what is the reason for not requiring such an experience?

### 6. Does the program offer courses through the web?

a) Please list the web-based (fully delivered through the internet) courses the program offered last year?

- Dr. Hastings-Bishop has done independent studies with students both on and off campus using her Web CT sites fully on the web during the last 18 months. The courses were RMLS 320, 340, 345, 427, 430 for students who were unable to attend the classroom sessions or out of sequence due to transferring into the program

- c) Please list the web-assisted (e.g., WebCT) courses the program offered last year.
- From Winter 2002 to Winter 2003 the following courses have been taught Web CT enhance RMLS 225,240,294, 320,340,345, 428, 465,468,491,499. The goal of the department is to have all courses in the professional core and theory RMLS in the emphasis tracks on the Web CT. The only course which would not be placed there would be the pure skills based classes.

7. What is unique about this program?

- a) For what distinctive characteristics is it known in the state or nation?
- National ties to professional groups: Denise Mitten is –president elect for the Association of Experiential Education and member of the same organization’s professional journal review committee for *the Journal of Experiential Education*.
  - Michigan Compact Grants granted to FSU where RLM students.
  - Susan Hastings-Bishop member of the National Task Force Report on Leisure Education in the Public Schools established by American Association of Health, Physical Education , Recreation and Dance (AAPHERD)
- b) What are some strategies that could lead to (greater) recognition?
- Regionally known for providing WEA and WFA certification instruction
  - Presentation not only by faculty but our students at national and state conferences.
  - Grants that use applied research that will allow our undergraduate students to explore in depth areas of their interests while being mentored by faculty.
  - Continued community and campus service to other colleges such as University College when they bring students onto campus for career exploration that culminates with the group team building activities RLM provides; PRA’s service projects with youth in the community and the Career Center on campus; and the students who work in campus U-Rec to run intramurals, supervisors for the climbing wall, ropes course, and other activities.

8. Questions about Program Outcomes Assessment (attach additional sheets, if necessary):

- a) What are the program’s learning outcomes?
- Established NRPA/AALR standards incorporated into the objectives of the major’s Professional Core and Emphasis tracks.
- b) What assessment measures are used, both direct and indirect?
- Senior Exit Interviews with practitioners (conducted over the last 7 years)
  - Student Portfolio
  - Professional evaluation of field based experiences (field experience and internship)
  - Group and/or major projects which draw together basic concepts from the course content (evidence used in portfolio’s)
  - Traditional measures of exams, presentations, and short topic papers
  - Student self evaluation of performance through written journals, check forms, and comments provided in portfolio
- c) What are the standards for assessment results?
- National Recreation and Parks Association (NRPA) and American Association of Leisure and Recreation (AALR).

d) What were the assessment results for 2001-02?

- Desire to have more certifications available to students while enrolled in the RLM curriculum
- Fill the tenure track position who has knowledge of experiential education in the adventure education aspect of this type of learning environment
- Provide more field trips to professional sites and bring speakers to campus.
- Practitioner's evaluation of seniors was an aggregate score of meeting or above meeting demonstrated knowledge and skills in the senior portfolios.

e) How will / how have the results been used for pedagogical or curricular change?

- Certification initiatives for contracting to bring the opportunities to the campus.
- Currently working on minor changes to the emphasis tracks and business core courses that will accommodate the optional certificates as credit courses for students.
- Continuation of course content monitoring to include current accreditation standard changes and professional information.

9. Questions about Course Outcomes Assessment:

Do all multi-sectioned courses have common outcomes?

- This is not a problem as the course sections are only offered once a year except for the RMLS 121 Introduction to Leisure Services, RMLS 294 Field Experience and RMLS 491 Internship. The latter both have manuals and the RMLS 121 has been taught by the same person over the last 4 semesters.

a) If not, how do you plan to address discrepancies?

b) Do you keep all course syllabi on file in a central location?

- Available in the Leisure Studies and Wellness departmental office SRC 102

\*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by \_\_\_\_\_ 2/4/03  
Dr. Susan J. Hastings-Bishop, Program Coordinator

Reviewed by Dean \_\_\_\_\_ 2/7/03  
Dr. Michelle Johnston, Dean College of Education and Human Services





## Section Two Graduate Follow-up Survey

During the last week of March 2003, RLM mailed a questionnaire to 78 of its graduates from summer 1997 to summer 2002. The overall response to the questionnaire was a total of 34 respondents or 43%. The 17 males and 14 females responding graduates are from predominately Caucasian American middle-class backgrounds and between the ages of 21 and 28. Disaggregated results show that 8 Corporate Fitness and Wellness emphasis, 9 Leisure Service Programming emphasis, 14 Outdoor/Adventure Education emphasis, and 3 Sports Management graduates responded.

Twenty-three of the thirty-three or 70% of those former students responding to the survey were currently working in a leisure service position. The salary ranges for the group was between \$20,000-\$55,000. Eight responded that they were employed in another field unrelated to the degree. Seven of the former students reported working in the commercial or employee services sector, seven in the non-profit private sector and twelve in the public sector. The employment locations, agency titles and list of position titles are listed in question responses 37 and 38 **pages 2-6 and 2-7.**

The general comments from the graduates were about the need for continued hands-on experiences and more curriculum development in this direction as preparation for the internship. They indicated a need to: 1) fill faculty positions with specialty areas of corporate fitness and wellness and sport management; 2) provide resources which will enhance test and measurement for corporate fitness; and 3) expand the outdoor/adventure education students' wilderness first aid, climbing and kayaking "hard skills" and development of their "soft skills" of facilitation and group processing beyond the ropes course experience.

The graduates viewed the use of group work planning and implementing of projects during their RLM educational experience at Ferris as contributing towards workplace effectiveness. Responses to the question of the graduates felt their degree added value to their progress in the career was very much--60 % (20), somewhat--27% (9), and very little--12% (4).

## RLM GRADUATE SURVEY AUGUST 1997 – DECEMBER 2002

The questions on the survey will provide input for the RLM Academic Program Review, which is used by Ferris State University in planning and maintaining programs current within the profession. Thank you for your assistance.

1. How satisfied are you in your career?

- |           |                       |
|-----------|-----------------------|
| <u>20</u> | 1. very satisfied     |
| <u>13</u> | 2. somewhat satisfied |
| <u>1</u>  | 3. unsatisfied        |

2. What was your overall GPA upon graduation from FSU?

- |          |               |
|----------|---------------|
| <u>5</u> | 1. 3.75-4.00  |
| <u>7</u> | 2. 3.50-3.74  |
| <u>6</u> | 3. 3.25-3.49  |
| <u>6</u> | 4. 3.00-3.24  |
| <u>5</u> | 5. 2.75-2.99  |
| <u>5</u> | 6. 2.50-2.74  |
| <u>0</u> | 7. Below 2.50 |

3. How many years did you attend this university before obtaining you degree?

(Check nearest year)

- |           |                    |
|-----------|--------------------|
| <u>0</u>  | 1. 1 year          |
| <u>1</u>  | 2. 2 years         |
| <u>5</u>  | 3. 3 years         |
| <u>11</u> | 4. 4 years         |
| <u>17</u> | 5. 5 or more years |

4. What was your enrollment status while attending this university? (select one from the following)

- |           |                                                      |
|-----------|------------------------------------------------------|
| <u>34</u> | 1. Primarily full-time (12 semester hours or more)   |
|           | 2. Primarily part-time (less than 12 semester hours) |
|           | 3. Combination of full and part-time                 |
|           | 4.                                                   |

5. Would you recommend FSU to another student interested in Recreation Leadership and Management?

- |           |                   |
|-----------|-------------------|
| <u>24</u> | 1. Definitely Yes |
| <u>9</u>  | 2. Probably Yes   |
| <u>0</u>  | 3. Uncertain      |
| <u>1</u>  | 4. Probably No    |
| <u>0</u>  | 5. Definitely No  |

6. Would you recommend FSU's other programs to potential students?

- |           |                   |
|-----------|-------------------|
| <u>23</u> | 1. Definitely Yes |
| <u>9</u>  | 2. Probably Yes   |
| <u>2</u>  | 3. Uncertain      |
| <u>0</u>  | 4. Probably No    |
| <u>0</u>  | 5. Definitely No  |

7. Approximately how many hours per week did you spend in Recreation Leadership and Management homework?

- |           |                     |
|-----------|---------------------|
| <u>0</u>  | 1. Never            |
| <u>14</u> | 2. 6-10 hours       |
| <u>13</u> | 3. 11-15 hours      |
| <u>7</u>  | 4. 16-20 hours      |
| <u>0</u>  | 5. 21-25 hours      |
| <u>0</u>  | 6. 26 or more hours |

8. How often were term papers, reports or major writing assignments required in the Recreation Leadership and Management classes? (Please mark only one).

- 0 1. never  
18 2. not very often (2-3 per class a semester)  
12 3. often (4-6 per class a semester)  
4 4. very often (7 or more a class per semester)

9. How many hours per week did you spend in outside employment and/or childcare while attending FSU?

- 3 1. 0-9 hours  
9 2. 10+ hours  
16 3. 20+ hours  
5 4. 30+ hours  
1 5. 40+ hours

10. Which year did you graduate from FSU? \_\_\_\_\_

- 9 1. 1997  
3 2. 1998  
7 3. 1999  
3 4. 2000  
5 5. 2001  
7 6. 2002

11. What was your emphasis track while in the RLM program?

- 8 1. Corporate Fitness  
9 2. Leisure Service Programming  
14 3. Outdoor/Adventure Education  
3 4. Sport Management

12. Did you transfer into the program 14 yes 20 no. If yes, then was it from a 8 community college \_\_\_\_\_ another college/university.

a) Briefly describe why you transferred into the RLM program.

- Best program choice for me
- The fitness track
- Interested in the program, love sports
- Interest in fitness
- Small class sizes
- Interest in health/fitness field
- I liked the program and the field experience
- Wanted a career in sports
- Was in a 2-year program at another school – wanted a 4-year degree
- A friend recommended the program
- Was in Ad. Design at FSU heard about through another student
- Liked the holistic approach. It is very important.

13. What is your sex?

- 17 1. Male  
16 2. Female

14. What is your perception of the socioeconomic background and environment in which you were raised?

- 0 1. upper class  
5 2. upper middle class  
22 3. middle class  
6 4. lower middle class  
1 5. lower class

15. What age group are you currently a part of?

- |           |               |
|-----------|---------------|
| <u>8</u>  | 1. 21 to 24   |
| <u>19</u> | 2. 25 to 28   |
| <u>1</u>  | 3. 29 to 32   |
| <u>1</u>  | 4. 33 to 36   |
| <u>1</u>  | 5. 37 to 40   |
| <u>1</u>  | 6. 41 to 44   |
| <u>0</u>  | 7. 45 or over |

16. Which of the phrases below best describes your racial/ethnic background? Please select only one response. (response is optional)

- |           |                                               |
|-----------|-----------------------------------------------|
| <u>1</u>  | 1. African-American/Black                     |
| <u>0</u>  | 2. American Indian, Alaskan Native            |
| <u>32</u> | 3. Caucasian-American/White                   |
| <u>0</u>  | 4. Mexican-American/Chicano                   |
| <u>0</u>  | 5. Asian--American, Pacific Islander          |
| <u>0</u>  | 6. Puerto Rican, Cuban, other Hispanic origin |
| <u>0</u>  | 7. Other                                      |
| <u>0</u>  | 8. Multiracial                                |
| <u>0</u>  | 9. Prefer not to respond                      |

17. Which state was your permanent residence **prior** to attending FSU?

- Michigan 30
- Colorado 1
- Ohio 1
- Alaska 1

18. Which state is **now** your permanent residence?

- Michigan 20
- Florida 11
- Indiana 1
- North Carolina 1
- Ohio 1
- Illinois 1
- Minnesota 2
- Connecticut 1
- New York 1
- Virginia 1
- Mannheim Germany 1
- Wisconsin 1

19. Are you presently or have you taken additional undergraduate or graduate school courses? Yes 13 No 20 (if no go to question 23)

20. College or university you are attending (name and address)?

- Central Michigan University
- Western Michigan University
- Saginaw Valley State University
- University of Kentucky
- Ferris State University
- Grand Valley State University
- Mid Michigan Community College
- Ohio University – Athens
- University of Texas

- University of New Haven
- Grand Rapids Community College
- Minnesota State University – Mankato
- Florida Gulf Coast University

21. Major \_\_\_\_\_/Emphasis \_\_\_\_\_

- Sports Administration
  - Education
  - Teacher Certification
  - Business
  - Business
  - Social Work
  - 
  - MS PE
  - Logistics Management
  - Sport Management
  - Registered Dental Assistant
  - Experiential Education
  - Master of Public Administration
- Sport Management
  - Elementary Education
  - Accounting
  - ISM
  - Advance Generalist
  - Health Related
  - Recreation Administration
  - Military Logistics
  - Generalist

22. Level of degree you are seeking. B.A./B.S.  M.A./M.S.  Specialist  Ph.D. \_\_\_\_\_ MSW

23. Please list other degrees or certificates you have received since leaving FSU.

**Example**

- Spin and Core Board Certifications
- Lifeguard
- ACE-CES Clinical Exercise Specialist
- ACLS-Advanced Cardiac Life Support
- Registered Dental Assistant
- Journeyman Electrician
- NASM Certified Personal Trainer
- MSISM
- Wilderness First Aid certificate

The following statements reflect goals of many college students. How much help do you feel the experiences at FSU helped you in reaching these goals? (Circle one number after each statement)

- (1) This university provided **very much** help \_\_\_\_\_
- (2) This university provided **some** help \_\_\_\_\_
- (3) This university provided **very little** help \_\_\_\_\_
- (4) This university provided **no** help \_\_\_\_\_
- (5) This was **not** a goal of mine \_\_\_\_\_

|                                                       |       |       |      |      |   |
|-------------------------------------------------------|-------|-------|------|------|---|
| 24. to increase my knowledge in of the academic field | 1(17) | 2(12) | 3(3) | 4    | 5 |
| 25. to satisfy job and career requirements            | 1(14) | 2(14) | 3(4) | 4    | 5 |
| 26. to obtain a degree or certificate                 | 1(29) | 2(3)  | 3(3) | 4    | 5 |
| 27. to learn skills that enriched my daily life       | 1(17) | 2(12) | 3(2) | 4(1) | 5 |

|                                                                |       |       |       |      |      |
|----------------------------------------------------------------|-------|-------|-------|------|------|
| 28. to become actively involved in student life and activities | 1(9)  | 2(14) | 3(6)  | 4(0) | 5(3) |
| 29. to develop greater appreciation of cultural events         | 1(7)  | 2(12) | 3(11) | 4(1) | 5(2) |
| 30. to improve my self image                                   | 1(9)  | 2(12) | 3(7)  | 4(1) | 5(3) |
| 31. to improve my leadership skills                            | 1(23) | 2(6)  | 3(2)  | 4(0) | 5(1) |
| 32. to increase my earning power                               | 1(10) | 2(11) | 3(7)  | 4(3) | 5(1) |
| 33. to generally improve myself                                | 1(17) | 2(11) | 3(3)  | 4(0) | 5(1) |

34. Which of the following best describes your current employment status? (Mark all that apply)

- 21 Employed in field of my choice
- 8 Employed in unrelated field to my degree by own choice
- 2 Volunteer/Community Service (Peace Corp, Americorp, Religious)
- 2 Employed seeking employment in field related to my program/emphasis
- 6 Not seeking other employment
- 1 Employed in the military
- Unemployed, seeking work in field related to my program/emphasis
- Unemployed, seeking employment
- Unemployed, net seeking employment (indicate reason below)
- 2 Full-time student
- Full-time homemaker
- Health disability
- Family responsibilities
- Other, please specify: Paid on an event by event basis
- Other, describe: \_\_\_\_\_
- Self-employed: Type of Business I own a health facility

35. How closely related is your present job to RLM/emphasis program?

- 17 Very related (draws upon specific knowledge related to my course of study)
- 12 Somewhat related (draws generally upon knowledge)
- 5 Non-related (does not draw upon knowledge)

36. In general, how satisfied are you with your present job? Check one.

- 17 Very satisfied
- 14 Somewhat satisfied
- 11 Somewhat dissatisfied
- 11 Very dissatisfied

37. Current employer (name/address/telephone/fax/e-mail or website)

- Big Bear Adventures, BigBearAdventures.com, 231-238-8181
- Spring Hill Camps, [Rgregory@Springhillcamps.com](mailto:Rgregory@Springhillcamps.com)
- Heritage Cove, Fort Myers, FL
- U of M Athletics Department, 1000 S. State Street, Ann Arbor MI 48109
- County of Huron, 250 E Huron Ave, Bad Axe MI 48413 989-269-6554
- City of Big Rapids
- Indianapolis Athletic Club, 350 N Meridian St., Indianapolis IN 46204 [www.iacindy.com](http://www.iacindy.com)
- Findlay YMCA, Findlay OH
- Employer: JRV Management, Inc, 13333 Telegraph Rd, Taylor MI. Place employment: Mount Clemens Ice Arena & Fitness Center [Npoliski@JRVMANAGEMENT.COM](mailto:Npoliski@JRVMANAGEMENT.COM)

- Saline Parks & Rec, 1866 Woodland Dr, Saline MI 48176, Fax: 734-429-5208, [bpuffer@ci.saline](mailto:bpuffer@ci.saline).
- Lindenhurst Park District, 2200 E Gass Lake Rd, Lindenhurst IL 60046, 847-356-6011, [www.lindenhurstparks.org](http://www.lindenhurstparks.org)
- Body Sculpted
- Michigan Athletic Club, 2500 Burton SE, Grand Rapids MI 49544 616-956-0944
- Holland P.T. Corp., 11399 E Lakewood Blvd, Holland MI 49424
- YMCA of Greater Buffalo, Camp Weona, 280 Cayowa Rd, Buffalo NY 14225, 716-565-6008 716-565-6007, [www.campweona.com](http://www.campweona.com)
- [www.musonhealthcare.org](http://www.musonhealthcare.org)
- Mecosta County General Hospital, 405 Winter, Big Rapids MI 49307, my office 231-972-2820, hospital 231-796-8691
- City of East Lansing, 300 Bailey Street, East Lansing MI 48823 [www.cityofeastlansing.com](http://www.cityofeastlansing.com)
- United States Army, [goarmy.com](http://goarmy.com) [armyof one.com](http://armyofone.com)
- Just for Kicks Sports, L.L.C./GT-Rock, 160 Hughes Drive, Traverse City MI 49686, 231-933-7033, fax: 231-933-7211 [www.j4kicks.com](http://www.j4kicks.com) [www.gt-rod.com](http://www.gt-rod.com)
- Hamtramck Public Schools, 11350 Charest, Hamtramck MI 313-892-4980 ext. 262, [danielsc@hamtramck.k12.mi.us](mailto:danielsc@hamtramck.k12.mi.us)
- Radisson, 270 Ann St NW, Grand Rapids MI 616-363-9001
- Office Depot, 4455 Connecticut Ave NW, Washington D.C., 20008
- Camp Woodson (State of North Carolina Department of Juvenile Justice and Delinquency Prevention, Old HWY US to Swannanoa, N.C. 828-686-9595
- Valley Railroad Company, DBA Essex Steam Train, 1 Railroad Ave, Essex, CT 06426 [www.essexsteamtrain.com](http://www.essexsteamtrain.com)
- Drs. Lockwood and Gray
- Minnesota State University – Mankato, GA Position, 10 Gage, Mankato MN 56001
- 630-978-4865 Ext. 8154
- GMAC Mortgage Corp, 2252 28<sup>th</sup> Street, Grand Rapids MI 49508 [www.gmacmortgage.com](http://www.gmacmortgage.com)
- Florida Park Service, Koreshan State Historic Site, PO Box 7, Estero FL 33928
- Steven's Point School District, 1900 Polk St., Steven's Point, WI 54481 [www.wisp.k12.us](http://www.wisp.k12.us)
- Southgate Parks & Recreation, 14400 Dix-Toledo, Southgate, MI 48195 [Rjewell@ci.southgate.mi.us](mailto:Rjewell@ci.southgate.mi.us)
- Ferris State University, Rankin Center, Big Rapids MI 49307 [www.ferris.edu](http://www.ferris.edu)

38. Position/Title:

- Manager of River Operations
- Recruiter/Staffing Team
- Fitness Director
- Event Manager
- Assistant Facilities Manager
- Recreation Coordinator
- Athletic Coordinator
- Sports/Youth Director
- General Manager
- Rec. Supervisor
- Entry-level Supervisor
- Owner/Trainer
- Sr. Personal Trainer
- President
- Outdoor Education/Teen Problem Director
- Educator/Coordinator – Advance Care Planning
- Fitness Instructor for Cardiac Rehab & Fitness Participants
- Recreation Specialist
- Captain, Ordnance Branch



- Project Director
- Front Desk Agent
- Customer Sales Technology
- Wilderness Counselor Technician
- General Manager
- Registered Dental Assistant
- G.S. Orientation/Transition Programs
- Personal Training Coordinator
- Sales Assistant/Processor
- Park Services Specialist
- Assistant Director of Parks and Recreation
- Experiential/Adventure Facilitator
- Manager Student Volunteer Center/Ropes Course Facilitator

39. How would you characterize your position (managerial, technical, entry-level supervisor, instructional, director/superintendent, fitness specialist, etc.)

- |                              |   |
|------------------------------|---|
| • Managerial                 | 9 |
| • Technical                  | 1 |
| • Entry Level Assistant      | 1 |
| • Entry-Level Supervisor     | 9 |
| • Instructional              | 4 |
| • Director/Superintendent    | 2 |
| • Fitness Specialist         | 2 |
| • Human Resources            | 1 |
| • Director/Middle Management | 3 |
| • Supervisor/Advisor         | 1 |

40. What is the current annual salary/income range for your current professional position?  
 \_\_\_\_\_ (if not receiving a salary go to question no. 41)

- |               |    |
|---------------|----|
| • \$20-29,000 | 10 |
| • \$30-35,000 | 4  |
| • \$40-45,000 | 4  |
| • \$50-55,000 | 3  |

41. What is your present hourly salary before deductions (include commission but not overtime pay)?

- |                   |                      |
|-------------------|----------------------|
| \$ _____ per hour | _____ hours per week |
| • \$ 8.00         | 40                   |
| • 10.00           | 40                   |
| • 10.00-25.00     | Varies               |
| • 11.00           | 20                   |
| • 11.00           | 40+                  |
| • 11.55           | 40                   |
| • 13.00           | 30                   |
| • 13.00           | 40                   |
| • 14.50           | 40                   |
| • 16.50           | 40                   |
| • 17.00           | 20                   |
| • 30.00           |                      |
| • Varies          | Varies               |

42. Which leisure service sector does your agency/organization belong to?

- 3 Commercial Sector
- 7 Non-Profit Sector
- 15 Public Sector
- 4 Employee Service Sector (private corporations)

43. Approximately, how many employers have you had since graduation including current employer? \_\_\_\_\_

- 1 12
- 2 4
- 3 10
- 4 4
- 5 2
- 8 1

44. From which source(s) did you learn about your current job?

- \_\_\_\_\_ Ferris Career Planning and Placement Office
- \_\_\_\_\_ Ferris counselor/advisor
- 3 Ferris faculty
- 5 Parent/relative
- 5 Newspaper/trade publication
- 2 Professional Association/Job Listing (AEE, NRPA, YMCA, AWHP, NIRSA)
- 4 Student/friend
- 4 Recruited by employer
- 1 Employment agency
- 1 Resume Expert Web site
- 4 Other Web sites
- 2 Other, please specify It was my internship site, MRPA Focus listing
- 2 Prior knowledge of facility
- 1 Phone Book
- 2 Web Site
- 1 Word of mouth, self-seeking
- 1 Door-to-Door Job Searching

45. If your present job is **NOT** in Recreation Leadership and Management, please check the **one best reason** why.

- 1 Preferred to work in another field
- 4 Found better paying job in another field
- 3 Could not find a job in field of preparation
- 1 Worked previously in field of preparation, but changed
- \_\_\_\_\_ Preferred not to move to new locality
- 2 Temporary job while in transition (either in college between jobs or summer employment)
- \_\_\_\_\_ Took job in order to get preferred working hours
- \_\_\_\_\_ Did not complete program or pass licensing test in order to be eligible to work in my field of preparation
- \_\_\_\_\_ Health problems prevented me from working in field of preparation
- 1 Other (specify) GA Position
- 1 Attempting to integrate fitness program at current job.
- 1 Committed before I began work in my studies-too late to change. I will work in RLMS upon separation/retirement
- 1 GA position to pay for graduate school

46. What has been or was the average length of your job search(es)? \_\_\_\_\_

- On-going 1
- Not Long At All
- 2 Days

- 2 Weeks 2
- 3 Weeks 1
- 1-3 Months 13
- Few Months 1
- 1 Year 1
- 2 Years 3
- Offered job after graduation 1

47. Indicate whether any of the following was a problem in your job search.

- 8 Deciding what I wanted to do
- 8 Knowing how to find job openings
- 10 Finding a job for which I was trained
- 2 Writing resumes/cover letters
- 7 Finding the kind of job I wanted
- 8 Finding a job where I want to live
- 14 Finding a job that paid enough
- 1 Race or sex discrimination

48. To what extent do you agree with the following statements about your major program/department while at Ferris State University? Please check.

|                                                                                                                 | Agree<br>Strongly | Agree<br>with<br>Reservations | Disagree<br>with<br>Reservations | Disagree<br>Strongly |
|-----------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------|----------------------------------|----------------------|
| Faculty members were genuinely interested in the welfare and professional development of students.              | [21]              | [11]                          | [2]                              | [ ]                  |
| I would advise a friend with similar interests to enroll in the same major.                                     | [20]              | [11]                          | [ ]                              | [3]                  |
| Courses covered new and important material and were not redundant.                                              | [14]              | [14]                          | [3]                              | [3]                  |
| Department members actively helped graduates of the program to find appropriate employment.                     | [9]               | [13]                          | [5]                              | [5]                  |
| If starting over, I would enroll in the same major again.                                                       | [16]              | [10]                          | [2]                              | [6]                  |
| There was good communication between faculty and students regarding student needs and concerns.                 | [14]              | [17]                          | [3]                              | [ ]                  |
| Many opportunities existed outside the classroom for interaction between students and department faculty.       | [18]              | [12]                          | [6]                              | [ ]                  |
| The interactions and discussions with my peers in the department were a major source of motivation and support. | [13]              | [14]                          | [6]                              | [ 1]                 |

|                                                                                                                         |      |      |     |     |
|-------------------------------------------------------------------------------------------------------------------------|------|------|-----|-----|
| Department members encouraged and helped students explore ways of continuing their education after graduating from FSU. | [14] | [9]  | [9] | [2] |
| The material covered in the programs was relevant to what I have experienced in the field.                              | [9]  | [19] | [3] | [2] |
| The field experience (RMLS 294 and Internship RLMS 491) contributed significantly to my professional preparation        | [27] | [4]  | [1] | [2] |
| Full-time RLM faculty were effective academic counselors during academic scheduling and advising.                       | [25] | [8]  | [1] | [ ] |
| RLM faculty were current and knowledgeable.                                                                             | [25] | [8]  | [1] | [ ] |
| RMLS designated courses effectively balanced both theory and application.                                               | [17] | [16] | [1] | [ ] |
| RLM course projects/activities helped me develop skills which are applicable to the profession at the entry level.      | [23] | [9]  | [2] | [ ] |
| Technology support within the RLM program was readily available to complete specialized software based projects.        | [12] | [16] | [2] | [4] |
| HPE/SRC classrooms and physical activity areas support the RLM student learning environment adequately                  | [16] | [13] | [3] | [2] |

49. How much did your educational experiences in the RLM program at Ferris contribute to your personal growth in each of the following areas? Please check.

|                                                             | Very Much | Somewhat | Very Little | None |
|-------------------------------------------------------------|-----------|----------|-------------|------|
| - Using the internet                                        | [9]       | [13]     | [9]         | [3]  |
| - Writing effectively                                       | [17]      | [11]     | [6]         | [ ]  |
| - Speaking effectively                                      | [19]      | [12]     | [2]         | [1]  |
| - Understanding written information                         | [12]      | [16]     | [6]         | [ ]  |
| - Working independently                                     | [18]      | [12]     | [4]         | [ ]  |
| - Learning on your own                                      | [16]      | [16]     | [2]         | [ ]  |
| - Using the library/professional literature                 | [14]      | [12]     | [7]         | [1]  |
| - Working cooperatively in a group                          | [29]      | [4]      | [1]         | [ ]  |
| - Organizing your time effectively                          | [15]      | [13]     | [5]         | [ ]  |
| - Planning and carrying out projects                        | [19]      | [15]     | [ ]         | [ ]  |
| -Understanding and applying mathematics in daily activities | [4]       | [16]     | [13]        | [1]  |
| - Persisting at difficult tasks                             | [18]      | [11]     | [5]         | [ ]  |
| - Defining and solving problems                             | [19]      | [12]     | [3]         | [ ]  |
| - Understanding different philosophies                      |           |          |             |      |

|                                     |      |      |     |     |
|-------------------------------------|------|------|-----|-----|
| and cultures                        | [12] | [19] | [3] | [ ] |
| - Leading and guiding others        | [22] | [12] | [ ] | [ ] |
| - Working with a variety of people  | [25] | [9]  | [ ] | [ ] |
| - Dealing with stressful situations | [14] | [15] | [5] | [ ] |
| - Using computers and technology    | [12] | [14] | [6] | [2] |

50. To what extent has your degree from Ferris added value to the progress you have made in your career?

[21] Very Much      [8] Somewhat      [4] Very Little      [ ] None

Please provide any general comments regarding the RLM program and your experiences while a student that you feel are relevant to the review of the academic program by the department.

- Regarding knowledge and instruction given to the emphasis of Corporate Fitness there is very little time or effort involved in their success. Instructors had very little knowledge of fitness and wellness and the courses required were generally irrelevant to us as fitness majors. We were setup for failure from the very beginning. The majority of education received in my time at FSU was a direct result of my own initiation. No assistance was given in finding appropriate avenues for employment or internships. The staff only reflected interest in those students involved in the Programming and Outdoor Education tracks. Corporate Fitness and Sports Management tracks had very little representation by staff. And those staff that has experience were not related with any type of respect. In those tracks of Corporate Fitness and Sports Management FSU needs to either shape up or eliminate them from the course directory.
- Recreation is NOT a high paying job it is exciting, and you have to love what you do we don't do it for the money. Maintenance was a waste of time never used it in the real world!
- Very little help in finding a full-time job. Since Leaving Ferris and completing Grad School at Central Michigan I still haven't found a full-time position.
- I feel more emphasis needs to be placed in the Corporate Fitness and Sports Management majors (emphasis) I feel I may have gotten a better job with more of a background in my emphasis as opposed to Outdoor/Adventure, which was what the majority of full-time staff was. Thank you!
- Hope all is well. I got married and no kits yet! Take care. Bethany (Hammond) Bidwell
- Thanks Sue for all your preparation, leadership and encouragement. Your focus has greatly prepared myself and others in the RMLS field for real life responsibilities and focus on our chosen field. Thanks again, Brian Krager.
- My overall educational experience as a student in the RLMS program was very positive and helpful in my present employment. I have applied many of my experiences to my current job. I always have and will continue to recommend the RMLS program to any potential students that I talk to.
- Working at the SRC should be mandatory experience, experience and more working experience is key for getting a job after FSU. Students in the programs should be scheduling athletic activities, etc, ect, ect, being around an environment in which they will work in after FSU.
- The program was very weak in the Corporate Fitness Track when I attended FSU. The focus of the RLM program is mainly on the Outdoor program. I suggest hiring a faculty person who is experienced in the Fitness Field. The best thing or most important thing I benefited from was the internships and the faculties stress on students to work hard at preparing for a career! (Sorry so messy; was in hurry).

- I was quite pleased with the knowledge level and commitment to the program and students that I experienced from my primary professors, Susan Hastings-Bishop and Scott Wurdinger. Susan is a demanding professor and was not easy to deal with as a younger student. However, her “hard-love” demeanor is a good one and as long as she is calling the shots I am confident that the program will only improve.
- I think our program was structured very well and Sue and Scott did the best with student/faculty relationships. It was not understood to my, initially, that this degree was only a steppingstone. Once I was in the program, that was called to my attention. Problems I have with our program are: 1) Not enough classes specifically targeted at Corporate Fitness. 2) No info given/taught on designing exercise programs, ordering of fitness equipment, or advanced fitness testing procedures. 3) No exercise Phys. Lab!! Overall, this degree has gotten me to where I want to be right now. I am looking to further my education into the health field. I also think the instructors did well for what they had. That’s my two cents for all it’s worth.
- It would have been helpful to have an opportunity to get licensed/certified in my track, or to have spoken with some leaders in the field about the “next step,” getting actual experience in guiding, etc., during the undergraduate years. I did not use my field experience well – be tougher about which programs/jobs qualify for internships.
- This program is a very good program and I would tell anyone that was ever remotely thinking about recreation to go into the program.
- I just want to say that for me, I’ve found that the most valuable aspect of the RLM program way/is the field experience and internship. It is because of those work experiences that I’ve been able to get the jobs I’ve had. It is extremely important to have a good field experience and internship. I see now why it was stressed so much and I am glad it was.
- I learned the most in the classes including field work – canoeing, rock climbing, backpacking, high ropes facilitation – I not only learned the skills, also how to teach and facilitate the activities. I also learned the most in the RLM classes when we worked with groups at camps and such, and with high school students. Experiential Education – my life would not be the same without it.
- I feel that at least 1 instructor in the program should have a sport management background. All of the projects, with the exclusion of sport. Marketing, were geared toward outdoor and public rec. It makes those of us in the Sport track feel like we weren’t as much a part of the program as others. The leadership and other classes that required students to do off-site programs outside of classroom time were terrible. Students were not informed before they signed up for the class that they would have to participate in these programs. No extra credits were earned by the extra time put in, and it really messed with work schedules. Too much emphasis on working with kids. Myself and a couple of others, greatly resented being forced to work with kids and I know the kids did not have a great experience either. Options are needed. Overall, I think I got a good education. As a non-trad student, I have a heck of a lot more experience than most of the students. I found it fairly easy to apply what I learned in class to the regular working world.
- More direction for students in job searching.
- I think it is really important to have those hands-on experiences. (field experience and internship). My experience at FSU was great. I believe it is what you make of it.
- Please add to the program more hands-on experience with strength training.
- I loved the program and course work. The only problem was finding employment in my degree range. I am living in Grand Rapids and there isn’t too much around. I could have used more help for employment placement.

- The RLM Program has allowed me to become part of the Florida Park Service and Preserve opportunities in park management. I'm very happy with my career. Keep up the good work!
- I think that in order to train competent professional in the field of experiential/adventure education more emphasis needs to be placed on "skills" courses. It has been my experience through teaching that the technical/safety protocols that are used in the field are often forgotten within one year without use. Exposure to many different adventure based activities are key. When I left the program, I found little emphasis was placed on the "soft skills" associated with group dynamics and processing.
- Many classes and topics were repeated, i.e. design and maintenance. Also why aren't CPR & First Aid part of the program? I would seem as if every recreation graduate should have this training, since a majority of jobs require it. This will help out our program grads be better professionally prepared. Finally, all of the classes that require so much time commitment out of class (CLC, Service Learning, etc.) should be listed as "lab" and given extra credit for the lab work.

**THANK YOU**  
**From the RLM Faculty**  
**Dr. Susan Hastings-Bishop and Dr. Denise Mitten**  
**As Alumni your responses play a part in the quality of the program**

**Please provide your current address information to be placed in the drawing for prizes provided by the Ferris State University Alumni Office.**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip Code** \_\_\_\_\_

**Phone no.** \_\_\_\_\_

**E-mail** \_\_\_\_\_

### Section Three Employer Follow-up Survey

The follow-up survey with the employer is problematic regarding the RLM graduates because the number of actual graduates working within each of the leisure service agencies. The legal issue related to employee evaluations when only one employee is a Ferris graduate. Consequently, the evaluation becomes personalized rather than an evaluation of an aggregate of Ferris RLM graduates. Therefore, commenting by government and private agencies with only one former Ferris student employee is not permissible. Thus for this seven year period the data represents only three agencies employing more than one RLM graduate.

The responses on the agencies' contacted (see page 3-2) includes one government (park and recreation department), one non-profit (YMCA) and one private (corporate fitness contractor) agency. The private agency should be noted has contracts nationally in a variety of corporate fitness settings while the other two agencies are more traditional and are both located in Michigan. The corporate fitness and park/recreation department have had only two employees each who were graduates, while the non-profit agencies has had five of the program's graduates employed by them. Amongst these employees all but one were at the entry supervisory programming level and one was an administrator responsible for budgeting and management level details.

The responsibility levels for these professional are reflected in the ratings. The day-to-day programming skills (competencies 1,2,6, & 8) are rated higher than the administrative areas (competencies 3,4,5, & 7) that is to be expected as their job level has limited or not part of their responsibilities within some administration duties of the overall operation.



**Ferris State University  
College of Education and Human Services  
Recreation Leadership and Management  
Employer's Phone Interview Survey Results**

Academic Program Review: Agencies/Companies are being asked to rate the FSU Recreation Leadership and Management graduates, as employees, in the following ten areas. Using a scale of 0= Not Applicable, 1= poor, 2=below average, 3=average/acceptable, 4 very good/above average or 5= excellent/exceptional. The agencies and companies selected have had two or more alumni as employees during the last seven years.

**AREAS OF JOB PERFORMANCE OR COMPETENSES:**

1. Preparation: Academic preparation and job preparation when hired.
2. Program development and implementation skills.
3. Communication Skills:
  - a. Writing: Report and Technical Writing
  - b. Verbal: Presentation and Public Speaking
4. Management/Administration Knowledge
  - a. Web/ Technology/Computer Software
  - b. Budget Planning and Monitoring
  - c. Purchasing
5. Marketing and Promotion Expertise
6. Supervision of:
  - a. Staff
  - b. Clients
7. Facility Management:
  - a. Maintenance of Equipment, Areas or Buildings
  - b. Planning and Design of Facilities or Areas.
8. Program Needs Assessment and Program Evaluation
9. Overall professional performance.

| Agency or Company                            | 1.   | 2.   | 3a  | 3b | 4a | 4b | 4c | 5    | 6a  | 6b   | 7-a | 7b | 8 | 9    |
|----------------------------------------------|------|------|-----|----|----|----|----|------|-----|------|-----|----|---|------|
| Health and Fitness Corporation, MN           | 4    | 4    | 3   | 4  | 0  | 0  | 0  | 4    | 0   | 4    | 0   | 0  | 4 | 4    |
| Kentwood Parks and Recreation Department, MI | 4    | 4    | 4   | 4  | 4  | 3  | 3  | 4    | 5   | 5    | 3   | 3  | 4 | 5    |
| Livonia YMCA, MI                             | 3.5  | 3    | 3.5 | 4  | 4  | 3  | 3  | 3    | 4   | 3.5  | 4   | 3  | 5 | 3.5  |
| Average of Totals                            | 3.83 | 3.67 | 3.5 | 4  | 4  | 3  | 3  | 3.67 | 4.5 | 4.17 | 3.5 | 3  | 4 | 4.17 |

## **Section Four**

### **Student Evaluation of Instruction**

RLM students participated in the student evaluation of instruction in March 2003. The students completed the questionnaires in the RLM Winter Semester 03 course classroom setting. Department representatives contacted students, who were not attending RLM major classes (e.g., those students on internships or not currently registered in major courses), to complete the evaluation, but contacting the students was not successful in all cases. The response rate was 45 students out of a possible 63 students or 73%. The student respondents included 5 freshman, 12 sophomores, 12 juniors and 16 seniors.

The questionnaire and responses are summarized on the enclosed document by frequency. The questions examined classroom instruction, advising, use of technology, general education, facilities and equipment, and service learning.

The overall student ratings were favorable regarding the program's instruction and curriculum content. When compared to the 1997 survey, the ratings have increased. The advising combined rating (rating 4 & 5) for 1997 was 58% (n=37) and in 2003 was 79% (n=34) or a change of a 21% increase. The overall program satisfaction combined rating (4 & 5) changed from 70% (n=46) in 1997 to 69% (n=31) in 2003.

The students overall concerns continue regarding the library resources and teaching equipment. The specific concerns are with the resources and instructional support for the specialization in the corporate fitness and wellness emphasis and the sports management emphasis track (only four years old). The corporate fitness concerns continue from the last report, while the sport management is new.

Recreation Leadership and Management

RLM Majors, including those intending to transfer into Recreation Leadership and Management but who have not yet done so. Do put your name on the survey.

Please circle the number that most closely reflects your level of agreement or disagreement with each statement as it relates to the curriculum as a whole. Use N/A if you feel you are too new to the curriculum to have been exposed to the given subject (e.g., if you haven't taken any business courses yet). Please use the space provided if you would like to clarify any answers - your comments are most welcome! The department will tabulate all surveys in order to insure confidentiality of your responses.

Thank you!

|                                                                                        | Strongly Disagree |      |       | Strongly Agree |       |        |
|----------------------------------------------------------------------------------------|-------------------|------|-------|----------------|-------|--------|
|                                                                                        | 1                 | 2    | 3     | 4              | 5     |        |
| 1. RLM faculty are helpful and sensitive when students have difficulty.                | 1(1)              | 2(0) | 3(3)  | 4(20)          | 5(18) | N/A(1) |
| 2. RLM faculty are fair and impartial in their dealings with the students.             | 1(1)              | 2(1) | 3(6)  | 4(24)          | 5(13) | N/A    |
| 3. RLM faculty treat students with respect.                                            | 1(1)              | 2(0) | 3(1)  | 4(20)          | 5(23) | N/A    |
| 4. RLM faculty possess speaking ability adequate for teaching.                         | 1(0)              | 2(1) | 3(4)  | 4(21)          | 5(18) | N/A(1) |
| 5. RLM faculty help students feel free to ask questions, disagree, express ideas, etc. | 1(0)              | 2(1) | 3(2)  | 4(17)          | 5(25) | N/A    |
| 6. RLM faculty exhibit enthusiasm for the subject.                                     | 1(1)              | 2(0) | 3(4)  | 4(19)          | 5(20) | N/A(1) |
| 7. RLM faculty use examples and illustrations to clarify the material.                 | 1(0)              | 2(1) | 3(5)  | 4(17)          | 5(21) | N/A(1) |
| 8. RLM faculty stimulate thinking.                                                     | 1(0)              | 2(1) | 3(7)  | 4(21)          | 5(16) | N/A    |
| 9. RLM faculty present their material in an interesting and well-organized way.        | 1(1)              | 2(1) | 3(11) | 4(22)          | 5(10) | N/A    |
| 10. RLM faculty clarify the objectives of courses.                                     | 1(1)              | 2(2) | 3(13) | 4(20)          | 5(9)  | N/A    |
| 11. Examinations are administered and graded in a fair manner.                         | 1(1)              | 2(0) | 3(4)  | 4(20)          | 5(19) | N/A    |
| 12. Academic advising by RLM faculty has been effective and personalized.              | 1(0)              | 2(0) | 3(8)  | 4(17)          | 5(17) | N/A(2) |
| 13. RLM students are professionally prepared through information about:                |                   |      |       |                |       |        |
| a. summer employment opportunities                                                     | 1(3)              | 2(5) | 3(10) | 4(10)          | 5(12) | N/A(5) |
| b. internship/field experience opportunities                                           | 1(1)              | 2(3) | 3(12) | 4(11)          | 5(13) | N/A(4) |
| c. professional organizations (PRA, MRPA, NRPA, AEE, NIRSA, etc.)                      | 1(0)              | 2(1) | 3(10) | 4(16)          | 5(16) | N/A(1) |

- a. current 1(1) 2(1) 3(8) 4(20) 5(15) N/A
- b. interesting 1(1) 2(0) 3(11) 4(23) 5(10) N/A
- c. relevant to the leisure services profession as a whole 1(2) 2(0) 3(6) 4(23) 5(14) N/A
- d. relevant to my personal career interests 1(3) 2(4) 3(14) 4(18) 5(6) N/A
15. The following non-RLM required course areas contribute to my overall preparation as a leisure service professional:
- a. Communication Competence (ENGL, COMM) 1(2) 2(3) 3(12) 4(19) 5(9) N/A
- b. Quantitative (Math) 1(5) 2(10) 3(19) 4(5) 5(5) N/A(1)
- c. Cultural Enrichment (HIST, HUMN, LITR) 1(2) 2(3) 3(13) 4(17) 5(7) N/A(1)
- d. Social Awareness and Global Consciousness (ECON, PSYC, SOCY) 1(1) 2(3) 3(11) 4(23) 5(6) N/A(1)
- e. Scientific Understanding (ASTR, BIOL, CHEM, GEOG, GEOL, PHSC, PHYS) 1(3) 2(7) 3(13) 4(15) 5(6) N/A(1)
16. Library facilities and materials are adequate to support RLM course assignments. 1(4) 2(1) 3(6) 4(21) 5(12) N/A
17. SRC 114 (space, lighting, seating, comfort) is conducive to the learning process. 1(1) 2(0) 3(6) 4(24) 5(14) N/A
- Support equipment (computer lab, mediation in classroom, activity equipment) is utilized to enhance teaching effectiveness. 1(1) 2(3) 3(6) 4(19) 5(15) N/A
19. Web-enhanced classes and use of the Web CT are beneficial to the learning experiences in the RML courses. 1(3) 2(1) 3(8) 4(19) 5(15) N/A
20. Service learning projects in the Big Rapids community are important to my RLM program learning experiences. 1(3) 2(5) 3(10) 4(18) 5(7) N/A(2)
21. Overall, I am satisfied with the Recreation Leadership and Management curriculum. 1(1) 2(2) 3(11) 4(18) 5(13) N/A
22. My class standing is: (circle one)
- |          |           |        |        |
|----------|-----------|--------|--------|
| Freshman | Sophomore | Junior | Senior |
| 5        | 12        | 12     | 16     |
23. I have been taking RLM curriculum courses for \_\_\_\_\_ semesters
- 1 (8)
- 2 (8)
- 3 (7)
- 4 (8)
- 5 (5)
- 6 (7)
- 10 (1)

24. I am interested or have chosen

- 5 Corporate Fitness and Wellness Emphasis Track
- 4 Leisure Services Programming Emphasis Track
- 20 Adventure/Outdoor Education Emphasis Track
- 13 Sports Management Emphasis Track
- 3 No Answer

Comments: Please use the space below to elaborate on or clarify any of the above responses. Be specific as to which response you are referring. Again, please be candid.

- My response to question 21 is based on the fact that I feel I could be learning more about my track and I feel I should graduate with more experience. I'm also not happy with the unimportance the RLM field seems to have in this school as a whole and I feel they have gotten rid of (or scared off) some of the best teachers our major will ever have.
- To question 2. A few students are favorites. To question 9. Depends upon the teacher. Question 10. I think the objectives are gone through too fast. To question 11. There are a few exceptions. To question 12. Excellent advising by Sue. To question 15a. Conflict class is great, but Lon Green is terrible. To question 17. Outside would be better.
- I think that some of the general education classes are not needed.
- Marks would vary based on professor to professor basis.
- I feel the RMLS classes are more geared towards the outdoor adventure & programming track and not equally focused on sports management. I have taken classes that have no real significance to my major-sports management.
- There are some courses, such as marketing and sociology that are too repetitive, as the same subjects are taught throughout the curriculum, and the instructor for communication and conflict is adversarial and doesn't contribute to the student's education. Courses like camp counseling should be optional (in my opinion) and a course on preparing a professional portfolio should be at the beginning of the college career, then refining it at the end – to be more beneficial to the student.
- To question 18. I feel that the U-Rec doesn't have an adequate study area. The computer lab gets so full and has become a social spot rather than a study spot.
- It would be nice to do this for every individual course and instructor. Lumping all of the courses together, I believe, does not allow a good critique on courses.
- I wish that there was more information taught about sports management. Because, it's not talked about very much. I think that there should be more classes for that major.
- I would like to learn more info on internship opportunities for the corporate/wellness track.
- I enjoy the trips and gaining hard skills in the field (hands-on learning). Also, the ability to attend national conferences and the personal level of professors.

## **Section Five Faculty Perceptions**

Respondents to the faculty survey included both members of the Leisure Studies and Wellness Department as well as the Resort Management and the Facility Management faculty, who have had contact with the RLM students or their students with our courses. There currently are two Recreation Leadership and Management full-time tenure track faculty and two Health and Physical Education faculty of which one retired in June 2003. As a result, there is limited input because of the size of the department faculty and two outside faculty returning the survey information. Non-response and limited responses to the questions area content are due to limited contact or first hand knowledge of what goes on in the classrooms or the administrative structure of the RLM program. A total of six faculty responses were returned.

The comments and response frequency and average are provided on the document used for the Faculty Survey. The document summary indicates strengths in instruction, advising, field experience/internship placement, use of academic advisory committee, and faculty credentials. The weak areas of marketing, graduate student follow-up, recruiting, clerical support staff and support budget to expand off-campus activities related to course instruction and professional development continue to be issues as in the last program review.

The average response rates were from a low of 2.3 to the high of 4.8. The lowest averages were in graduate student follow-up (2.3), promotion of the program (3.6), clerical staff (2.6), and support in current operating budget (3.6). While the highest areas were information on labor market (4.0), provision for field experience/internship (4.8), assistance for students with disabilities (4.8), qualification of instructional staff (4.5), instructional technology and equipment (4.5), and use of advisory committee (4.6).

**Rating: Please circle the rating**

0 = Unknown

1 = Poor

2 = Low Average

3 = Acceptable

4 = Good

5 = Excellent

## GOALS AND OBJECTIVES

### 1. Participation in program plan 4.3

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent Administrators and/or other supervisory personnel involved in developing and revising the UAP for the RLM program seek and response to faculty, student and academic advisory committee input.

Poor - Development of the plan for the RLM program is basically the work of one or two persons in the university.

Comments:

- RLM program faculty have input to the UAP process at the departmental level, which impacts the budgeting, and one time funding annually.

### 2. Program goals 4.3

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent -Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of RLM program effectiveness.

Poor - No written goals exist for the RLM program.

Comments:

- Program goals annually reflect the goals set by the board of trustees, accreditation standards, and proposals for improving the overall program's instructional needs. These are all part of the UAP process

### 3. Course objectives 4.4

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent Written measurable objectives have been developed for all occupational courses in the RLM program and are used to plan and organize instruction.

Poor - No written objectives have been developed for courses in the RLM program.

Comments:

- The Criteria 8 series of the NRPA/AALR accreditation standards establishes the base benchmarks for the instruction in the Professional Core courses. The emphasis tracks which are designed for of skills, knowledge and demonstration of student learning focus on the area of specialization and within the current faculty expertise that works with these students.
- This is true for the courses I know about.
- Yes, for FMAN courses – do not know about RMLS courses

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent-Competency based performance objectives are on file in writing, consistent with employment standards, and tell students what to expect and help faculty pace instruction.

Poor-Competency based performance objectives have not been developed for courses in RLM program.

Comments:

- Again the only standards on file are those for the NRPA/AALR
- I think we could look at these – especially for certain emphasis

**5. Use of competency based performance objectives 4.6**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent Competency based performance objectives are distributed to students and used to assess student progress.

Poor-Competency based performance objectives are not used with students for progress evaluation nor are students aware that they exist.

Comments:

- The Senior Exit interviews are used as a time to review portfolios that represent a snapshot of the student's work. Objectives are distributed to the students through the course syllable that correspond with the NRPA/AALR standards.
- I know this is true for course work and for the overall course requirements

**6. Use of information of labor market needs 4.0**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent Current data on labor market needs and emerging trends in job openings are systematically used in developing and evaluating this program.

Poor-Labor market data is not used in planning or evaluation

Comments:

- Input from the academic advisory group, information gathered at professional conferences, and written materials provided through professional network are used in this process.

**7. Use of information or job performance requirements 4.4**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent -Current data on job performance requirements and trends are systematically used in developing and evaluating this program and content of its courses.

Poor-Job performance requirements information has not been collected for use in planning and evaluating.

Comments:

- The faculty attends national and state professional conferences, along with departmental professional memberships, which provide access to trends information and data from the organizations, and the use of academic advisory group are tapped to maintain curriculum and current content related to job performance requirements upon graduation.
- I think many of the guest speakers we have add greatly to this concept



|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent-Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating RLM program and content of its course.

Poor-Student follow-up information has not been collected for use in evaluating RLM program.

Comments:

- Follow the NRPA/AALR standards for professional core and recommendations by specialty professional organizations such as ABE, ACSM, etc. for emphasis tracks.

**9. Use of student follow-up information 4.25**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent Current follow-up data on completers and leavers (students marketable skills) are consistently and systematically used in evaluating RLM program.

Poor-Student follow-up information has not been collected for use in evaluating RLM program.

Comments:

- Contact with alumni is limited to e-mail, academic advisory committee meetings, and casual conversations at state and national conventions/conferences or workshops. Annual formal follow-ups are limited due to program staffing (only two full-time faculty who teach full-time and most semesters overloads to service the current students. Information collected from alumni job sites is limited due to legal issues due to most sites having hired only one of our alumni. The response is viewed as evaluation of the FSU staff person, which is in conflict with their staff performance evaluation policies.

**PROCESSES**

**10. Adaptation of instruction 4.5**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent Instruction in all courses required for RLM program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as small group or individualized instruction, laboratory or "hands-on" experiences, open entry/open exit, credit by examination).

Poor-Instructional approaches in RLM program do not consider individual student differences.

Comments:

- The instructional model of the RLM program allows for students to experience learning in a variety of ways. Classroom formats currently used include "hands-on" through service learning, use of web enhanced course materials using Web CT, lecture with visuals include use of theory and application to projects, as individuals and cooperative groups, to simulations of job based performance activities.
- I think the staff teaches using a variety of instructional methods. I am not sure how well the students are prepared to use these methods.

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   |   |   |   | 2 |   | 4 |
| 0 | 1 | 2 | 3 | 4 | 5 |   |

Excellent-Applicable supportive courses (such as anatomy and physiology, technical communications, business management) Are closely coordinated with RLM program and are kept relevant to program goals and current to the needs of the students  
Poor- Supportive course content reflects no planned approach to meeting needs of students in RLM program.

Comments:

- Work with other disciplines outside of the department to better understand the changes in those curriculums related to specific course the RLM students are taking and also to make them aware of our needs. Discussions have taken place with facilities management, communication, language and literature, sociology over the past years as issues have come up or University policy changes have necessitated interaction.
- And always needs updating.

**12. Coordination with other community agencies and educational programs 4.3**

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   |   |   |   | 2 |   | 4 |
| 0 | 1 | 2 | 3 | 4 | 5 |   |

Excellent-Effective liaison is maintained with other programs and educational agencies and institutions (such as high schools, other community colleges, four year colleges, and area proprietary schools, to assure a coordinated approach and to avoid duplication in meeting RLM needs of the area or community.

Poor-University activities reflect a disinterest in coordination with other programs and agencies having impact on RLM program.

Comments:

- The last four years has seen the RLM program expand the academic course work to include a service learning component that grew out of request for RLM students to work with community agencies and need to expand and formalize the student's experience beyond a one time or one day period.
- On the academic/university side the program coordinator has been involved in annual meeting with other programs across the country

**13. Provision for work experience, cooperative education, or clinical 4.8**

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   |   |   |   | 2 |   | 4 |
| 0 | 1 | 2 | 3 | 4 | 5 |   |

Excellent-Ample opportunities are provided for related work experience, cooperative education, field and/or internship experience for students in RLM program. Student participation is well coordinated with academic and employer supervision.

Poor- Few opportunities are provided in RLM program for related work experience, cooperative education, field and/or internship experience where such participation is feasible.

Comments:

- Program has two required work experiences. One for 150-hr..3 cr. Hr. field experience and the second 600hr./6 cr.hr. internship. Some students also choose to do independent studies related to other work experiences for credit. We have web sites with the requirements and information found in the hard copy manuals

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent-Students and potential students desiring enrollment in RLM program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged by unrealistic prerequisites. The program is readily available and accessible at convenient times and locations.

Poor-The RLM program is not available or accessible to most students seeking enrollment. Discriminatory selection procedures are practiced.

Comments :

- The program is open to anyone who meets the FSU standards and policies for admission to a program on campus. Courses in the Professional core are all taught at least one section, once during the academic year. Specialization courses are taught on a rotation odd-even year to 1) accommodate the faculty workload and 2) to efficiently reduce low enrollment in classes because all majors do not take the class as they do in the Professional Core.

**5. Provision for the student's with disabilities 4.8**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent- University support services are provided for disabled (physical, mental, emotional, and other health impairing disabilities) students enrolled in RLM program. Facilities and equipment adaptations are made as needed. Services and facilities modifications are coordinated with professional instruction and results are assessed continuously.

Poor-No support services or facilities and equipment modifications are available for disabled students enrolled in RLM program.

Comments:

- The RLLM program has had several students with disabilities, learning primarily, over the years. We have found with the use of Web CT it has assisted these students in ability to study for exams and review class information presented in a media format more conducive to their learning needs. The campus services also has assisted the instructors when needed.

**6. Efforts to achieve gender equity 4.2**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent-Emphasis is given to eliminating gender bias and gender stereotyping in RLM program: staffing, student recruitment, program advisement, and career counseling; access to and acceptance in programs; selection of curricular materials; instruction; job development and placement.

Poor-Almost no attention is directed toward achieving gender equity in RLM program.

Comments:

- During the last seven years the program's student diversity has included international students, Hispanics, African Americans and Native American students. Staffing of only two faculty positions and available personnel in this area is experiencing a shortage of new doctoral students graduating in comparison to retirees and the professional group, Society of Recreation and Parks Educators have been working at the national level to recruit minority graduate students to fill the gap in diversity among potential faculty from the doctoral student pools.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent-Instructors or other qualified personnel advise students (day, evening, weekend) on program and course selection. Registration procedures facilitate course selection and sequencing.

Poor-Instructors make no provision for advising students on course and program selection.

**Comments:**

- All majors have advisor holds, which can only be removed, for registration once they see their academic advisor – RLM faculty. Students have contact regarding field experiences and internships with the FLM faculty as the process requires them to go through a series steps to establish the off campus experiences. Faculty has posted office hours, provide e-mail contact and voice mail for students to communicate with them. Offices are on the same hallway in the SRC as the classroom and LSW computer lab so students have access to the faculty between classes and most days they can be consulted if the students need help when working in the computer lab.

**18. Provision for career planning and guidance 4.0**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent-Day, evening, and weekend students in the RLM program have ready access to career planning and guidance services.

Poor-Little or no provision is made for career planning and guidance services for students enrolled in the RLM program.

**Comments:**

- Advising regarding selection of field experience and internship sites are the first of several opportunities for discussion with student regarding career goals. The field experience course includes resume preparation, planning for an internship search, and opportunity to network at a work site about future job opportunities. The internship criteria placement is based on the site mirroring as much as possible the first entry-level position the student is seeking. The RMLS 499 course covers preparation of the portfolio's use in a job interview and search process. Seniors are interviewed, once by the instructor in a mock video taped job interview and a second with professionals in the field as part of this same course. The department has access to and provides information about job posted received from agencies and through the department's professional memberships.
- The Career Center does not provide an adequate outlet for this program's needs in assisting the RLM student with job search.

**19. Adequacy of career planning and guidance 4.2**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent-Instructors or other qualified personnel providing career planning and guidance services have current and relevant occupational knowledge and use a variety of resources

(such as Website listings, printed materials, audiovisuals, job observation) to meet individual student career objectives.

Poor-Career planning and guidance services are ineffective and staffed with personnel who have little RLM knowledge.

**Comments:**

- See previous comments.

**20. Provision for employability information 4.2**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent The RLM program includes information that is valuable to students as employees (on such topics as employment opportunities and future potential, starting salary, benefits, responsibilities and rights).

Poor-Almost no emphasis is placed on providing information important to students as employees.

**Comments:**

- Discussion of job opportunities, expectations of the profession, professional certifications, continuing education expectations, job benefits, and job titles related responsibilities are discussed in several courses. The area of graduate education is also looked at in the RMLS 499 course.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent The college/department has an effectively functioning system for locating jobs and coordinating placement for students in the RLM program

Poor-The college/department has no system or an ineffective system for locating jobs and coordinating placement for RLM students enrolled in the RLM program.

Comments:

- The expectation of this major is not to find jobs primarily in Michigan but across the country in a very diverse set of work settings. The job trends in this field do not vary as much as others. It does not see major growth but as the economy fluctuates from good to bad there is a shift from public and non-profit recreation agencies demand in the low time to time of more discretionary income dollars towards the commercial sector. Our graduate annual place in leisure services runs between 70-80% due to students decisions to attend graduate school and others who for one reason or another do not end up working in leisure service.

**22. Student follow-up system 2.3**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent -Success and failure of RLM program leavers and completers are assessed through periodic follow-up studies. Information learned is made available to instructors, students, advisory committee members and others concerned (such as counselors) and is used to modify RLM program.

Poor-No effort is made to follow up former students of RLM program.

Comments:

- The follow-up is not systematic in the department due to staffing of a part-time secretary and over the last seven years inconsistency in faculty in place to do little more than teach with a second priority on recruiting and working on accreditation. The budget does not provide funding to set up any formal process. Individual contact with students who use e-mail provides the most current information, which is shared informally among faculty and staff.

**23. Promotion of RLM program 3.6**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent An active and organized effort is made to inform the public and its representatives (such as news media, legislators, board, business community) of the importance of providing effective and comprehensive career education and specific training for this profession to gain community support.

Poor-There is no organized public information effort for the RLM program.

Comments:

- Budget limitations have constrained the department's ability to use more than the program sheets provided by Advancement and Marketing, use of one-time marketing funds provided department with a table display, but lack of faculty time due to workload is a constraint in traveling off campus.

24. Evaluation of leadership and coordination 4.4

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent Responsibility, authority, and accountability for the RLM program are clearly identified and assigned. Administrative effectiveness is achieved in planning, managing, and evaluating this program.

Poor-There are no clearly defined lines of responsibility, authority, and accountability for the RLM program.

Comments:

- Changes at the college level have been about every two years for the Dean and Associate Dean that has also seen changes in the program coordinator position and priorities. Some have been beneficial to the program and others have created negative effects in the administration of the program needs.

**25. Qualifications of administrators and/or supervisors 4.3**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent-All persons responsible for directing and coordinating the RLM program demonstrate a high level of administrative ability. There are knowledgeable in and committed to RLM education.

Poor-Persons responsible for directing and coordinating the RLM program have little administrative training, education, and experience.

Comment:

- See previous comments

**26. Instructional staffing 4.25**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent-Instructional staffing for the RLM program is sufficient to permit optimum program effectiveness (such as through enabling instructors to meet individual student needs, providing liaison with advisory committees, and assisting with placement and follow-up activities).

Poor- Staffing is inadequate to meet the needs of the RLM program effectively.

Comments:

- The staffing has been also in flux over the last seven years with consistency of only one of the two faculty members being the same person. The faculty during the seven years however, have served on both college and university committees, worked with the academic advisory committee, and have assisted students in networking for internships and employment whenever possible.

**27. Qualifications of instructional staff 4.5**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent -Instructors in the RLM program have two or more years in relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence.

Poor-The college does not encourage or support professional development of faculty.

Comments:

- The faculties over the last seven years in the tenure tracks have had advanced degrees, met needs for specialization of the program, and were current in their field. They also brought networks among the professionals in both the academic and leisure service worksite areas.

4.7

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent-The college encourages and supports the continuing professional development of faculty through such opportunities as conference attendance, curriculum development, work experience.

Poor-The college does not encourage or support professional development of faculty.

Comments:

- Annually the budget has over the last four years been able to expand the support for faculty to meet a portion of the expenses to attend conferences, professional meetings, workshops, etc. beyond what has been provided in funding from through the Center for Teaching, Learning and Faculty Development in the RLM area. One faculty member during the past seven year period also received a one semester sabbatical.

**29. Use of instructional support staff 3.5**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent Paraprofessionals (such as aides, laboratory assistants) are used when appropriate to provide classroom help to students and to ensure maximum effectiveness to instructors in the program.

Poor-Little use is made of instructional support staff in the RLM program..

Comments:

- Does not apply to this program. However, outside professional speakers and special workshops have been used..

**30. Use of clerical support staff 2.6**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent- Departmental office and clerical assistance is available to program to assist with administrative paper work, student assistance, and marketing materials.

Poor- Little or no office or clerical assistance is available to the program and ineffective use is made of clerical support staff.

Comments:

- The department has clerical staff for 24 hrs. a week, which is shared with the HPE side of the department to complete administrative work: budget, student records, travel, administration documentation for Dean and VPAA office, etc. The other half of her load is assigned to the TSMP program. This has been an issue for both departments and a request to give full-time CT to both LSW and TDMP in the UAP for the last 4 year.
- Out clerical assistance would work better if full-time

**31. Adequacy and availability of instructional technology and equipment 4.5**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent- Technology and equipment used on or off campus for the program is current, representative of that used on jobs for which the students are being trained, and in sufficient supply to meet the needs of students.

Poor- Technology and equipment for the RLM program is outmoded and in sufficient quantity to support quality instruction.

Comments:

- Each year the department has continued to submit a list of technology equipment to keep it current and have hardware that meets the software standards for both university licenses and specialty software to the field of leisure services. In FY03 the department was granted \$12,000 funding to mediate the SRC 114 classroom that is used by RLM. The installation has at this time not been completed, but the equipment has been available for installation since January 2003. The program faculty as been using a laptop and projection unit on a cart for the last three years. We are moving forward to have all courses be web-enhanced using the Web CT template.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent- Technology and equipment used for the RLM program is operational, safe, and will maintained  
Poor- Technology and equipment used for the RLM program is often not operational and unsafe.

Comments:

- Equipment that is under the department and program's control in the SRC has been taken care of. However, the larger facility maintenance is under the VP for Student Affairs and controlled by the University Recreation (U-Rec) that does not allow us to do more than report repairs and replacement needs, with no control as to when they will be done or how they get paid for or prioritized for work completion.

**33. Adequacy of instructional facilities 4.2**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent- Instructional facilities (excluding equipment) meet the RLM program objectives and student needs, are functional and provide maximum flexibility and safe working conditions.

Poor- Instructional facilities for the RLM program generally are restrictive, dysfunctional, or overcrowded.

Comments:

- Large item purchase needs to expand course offerings with current trends in dependent on one time funding from the UAP process. Facility space is adequate for needs of the RLM program. Constraints on use of facilities for generation of entrepreneurial funds does not allow the program to use the facilities in this manner due to the policies in place regarding the SRC set by the university administration. Unlike other departments, FLM faculty cannot conduct a workshop in the building without paying a rental fee to the U-Rec department even though this is the program's designated teaching facility.

**34. Scheduling and program use of instructional facilities 4.2**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent- Program scheduling and use of facilities and/or equipment is maximize use and consistent with quality instruction and program initiatives.

Poor- Facilities and equipment for the RLM program are significantly under used or scheduled for instruction and initiatives.

Comments:

- Scheduling priority during the Mon-Fri. is given to the RLM courses for SRC 114 classroom but weekends and outside of semester schedules have to be requested from U-Rec.

**35. Adequacy and availability of instructional materials and supplies 4.0**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent- Instructional materials and supplies are readily available and in sufficient quantity to support quality instruction.

Poor- Materials and supplies in this program are limited in amounts, generally outdated, and lack relevance to the program and student needs.

Comments:

- RLM requires and has requested funding for large items such as new kayaks, GPS, exercise physiology assessment software and instruments to keep up with the demands of training for the entry-level career positions. We have requested these items through the UAP process as one time funding needs.



|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent- Learning resources for this program are available and accessible to students, current relevant to RLM, and selected to avoid gender bias and stereotyping.

Poor-Learning resources for this program are outdated, limited in quantity and lack relevance to RLM.

Comments:

- Library resources need to be continually updated and professional journal access electronically and hardcopy when not electronically available need additional funding resources

**37. Use of advisory committee 4.6**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent- The advisory committee for RLM program is active and representative of the occupation

Poor- The advisory committee for RLM program is not representative of the occupation and rarely meets.

Comments:

- Advisory committee members service the department not only as consultants, but also as reviewers for senior exit interviews, portfolio, and guest speakers for classes and special events. Fall 2002 the department celebrated its 25<sup>th</sup> anniversary and the members of the advisory committee helped with the programs/sessions.

**38. Do you feel a yearly advisory committee meeting is a good idea? 5.0**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent-The yearly meeting with the advisory committee is a worthwhile activity.

Poor- The yearly meeting with the advisory committee is a waste of time.

Comments:

- Yes and they help with input as part of the accreditation process.

**39. Provisions in Current Operating Budget 3.6**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent- Adequate funds are allocated in the college operating budget to support achievement of approved program objectives. Allocations are planned to consider instructor budget input.

Poor-Funds provided are seriously inadequate in relation to approved objectives for the RLM program.

Comments:

- The current departmental operating budget is shared with the HPE program. The current state of University wide budget and potential cuts in the FY04 have faculty concerned with potential losses in field trips, supplementing class costs for special activities off campus or bring them to campus and the budget expansion over the last several years to meet and maintain NRPA/AALR accreditation.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Excellent -Funds are allocated in a planned effort to provide for needed new equipment and for equipment replacement and repair, consistent with the objectives for the RLM program and based on instructor input.

Poor-Equipment needs in the RLM program are almost totally unmet in the capital outlay budget.

Comments:

- Need for continued support of special technology needs and upgrades to equipment in the area of computer hardware and software as well as exercise physiology assessment, GPS, etc. The need for large items or outdoor skills based equipment and exercise physiology testing.

**41. Additional Comments**

- With the accreditation of the RLM program 4 years ago and with increased budget allocations over the last 5 years facilities and staffing have made some advances to assisting with the maintaining standards required by this process. However the looming budget constraints could set the program back in the areas of equipment support, faculty/staffing workload issues, and in professional development and curriculum and course adjustments to maintain the quality of the student's education.
- Although I am familiar with RLM faculty and students, I am not so knowledgeable about the operation of the program.

## Section Six Advisory Committee Perceptions

The Academic Advisory Committee for the RLM program has been active with the accreditation process, senior assessment, internship supervisors, and assisting with classroom presentations either as guest classroom speakers, assisting with field trips and alumni events, such as the 25<sup>th</sup> Anniversary Celebration held in September 2002.

The members of the committee come from a variety of agencies. The current committee (see listing 6-2 to 6-5) consists of the following individuals and the agencies for which they work. The advisory groups' responses and personal activity has increased over the last seven years. The 1997 response rate was an N=5 and in 2003 N=9. The ratings (acceptable to excellent) and comments overall were positive of the program's content, facilities, and placement. However, the academic advisory perceives the need for increased student involvement in professional organizations as important and similar concerns for the specialized areas as in the 1997 report.

RECREATION LEADERSHIP AND MANAGEMENT  
ADVISORY COMMITTEE  
2002-2003

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4/15/03

# FERRIS STATE UNIVERSITY

**Instructions:**

Rate each item using the following guide

**Excellent:** nearly ideal, top five to ten percent

**Good :** strong rating, top five to ten percent

**Acceptable:** average, middle third

**Below Expectations:** fair, bottom one-third

**Poor:** seriously inadequate, bottom ten to five percent

**Don't Know**

Please rate each item below:

| 1. Instructional program content and quality are:                                                                      | Poor | Below Expectations | Acceptable | Good | Excellent | Don't Know |
|------------------------------------------------------------------------------------------------------------------------|------|--------------------|------------|------|-----------|------------|
| Based on performance objectives that represent job skills and knowledge required for successful entry level employment |      |                    | 6          | 1    | 1         |            |
| Designed to provide students with practical job application experiences                                                |      |                    | 4          | 1    | 1         |            |
| Responsive to upgrading and retraining needs of employed professionals.                                                |      | 1                  | 2          | 4    |           | 2          |
| Periodically reviewed and revised to keep current with changing job practices and technology                           |      |                    |            | 5    | 1         |            |
| Course content aligned with NRPA/AALR Accreditation standards                                                          |      |                    |            | 2    | 1         | 6          |

**Comments:**

- Perhaps a listing of NRPA/AALR standard will help answer the field question

| 2. Instructional Equipment is:                                        | Poor | Below Expectations | Acceptable | Good | Excellent | Don't Know |
|-----------------------------------------------------------------------|------|--------------------|------------|------|-----------|------------|
| Well maintained                                                       |      |                    |            | 6    | 2         | 1          |
| Current and representative of that used on the job                    |      |                    |            | 5    | 3         | 1          |
| Support for new equipment initiatives and updates provided to program |      |                    | 2          | 4    | 2         | 1          |

**Comments:**

| 3. Instructional Facilities                                                     | Poor | Below Expectations | Acceptable | Good | Excellent | Don't Know |
|---------------------------------------------------------------------------------|------|--------------------|------------|------|-----------|------------|
| Provide adequate lighting, ventilation, heating, power and other utilities      |      |                    | 1          | 4    | 4         |            |
| Allocate sufficient space to support quality instruction                        |      |                    | 1          | 4    | 3         | 1          |
| Meet essential health and safety standards                                      |      |                    |            | 4    | 4         | 1          |
| Classroom technology access and support for student development and instruction |      |                    |            | 5    | 3         | 1          |

**Comments:**

- The SRC facilities are great for learning and opportunities for volunteer or career experiences

| 4. Placement                                                                                       | Poor | Below Expectations | Acceptable | Good | Excellent | Don't Know |
|----------------------------------------------------------------------------------------------------|------|--------------------|------------|------|-----------|------------|
| Services are available to students completing the program                                          |      |                    | 3          | 4    | 1         | 1          |
| Job opportunities exist for the students completing the program and leaving with marketable skills |      | 1                  | 2          | 5    |           |            |

**Comments:**

- More information during early freshman/sophomore years about career opportunities to gain experience other than field experience and internship

| 5. Academic Advisor Committee                                                       | Poor | Below Expectations | Acceptable | Good | Excellent | Don't Know |
|-------------------------------------------------------------------------------------|------|--------------------|------------|------|-----------|------------|
| Program's use of academic advisor committee for input to overall program            |      |                    | 2          | 5    | 1         | 1          |
| Academic Advisor Committee role in the program's student assessment process is ____ |      |                    | 2          | 4    | 2         | 1          |

**Comments:**

- I don't know any method to evaluate how the curriculum changes year to year



ADVISORY COMMITTEE PERCEPTIONS OF  
RECREATION LEADERSHIP AND MANAGEMENT  
FERRIS STATE UNIVERSITY

**Please answer the following:**

1. What are the major strengths of the Recreation Leadership and Management program?

- Students receive good technical skills
- Exposure to multiple area in the Recreation Field
- Possess skills to become employable
- The involvement of students in community volunteer work esp. CLS. Class requirements for students to get involved with recreation opportunities at nursing homes, parks, schools and education centers
- Technology
- Facilities and programming
- Accredited
- Excellent student to professor ratio
- Experience of professors
- Practical approach to course instruction
- Hands on instruction and participation
- Solid curriculum
- Students are well prepared upon graduation
- Technology, real life experiences, internship, opportunity to interact, keep us involved
- Current hard working instructional staff, that is willing to work "with" the students in the program
- Searching for the new park/rec. students

2. What are the major needs for improvement in the Recreation Leadership and Management program?

- Bring in more professionals
- Power struggle with staff
- Seemed to have confusion with students and why they take courses not entirely related to the track
- Increase full-time staff
- The need for health and fitness testing equipment
- More computers in the lab
- Continued development of program equipment and resources
- Consistency and longevity of staff
- Unsure at this time
- Need more involvement at state level (MRPA)
- Consider more enforcement classes and communication classes for negotiation with conflicting user groups to acquire voluntary compliance to agency rules and regulations
- Use of professionals from the core areas to help with the practical side and not just the theory side
- Feeling that Sports Management is not getting specialized education but it is too much like those in Recreation
- More instructional staff
- To bad that the staff has to spend so much time keeping the programs alive at FSU

3. Do you have additional comments or suggestions for the program or for the utilization of the advisory committee?

If so please state briefly.

- Get more alumni involved with students allowing them to ask questions of employed recreation professionals. This will also promote networking for potential employees and employers
- Have more opportunities to meet with students
- Not sure it is fair for me to assess, have not been there this year.
- Have us meet more on an availability basis instead of two times a year.

4/10/03

## **Section Seven**

### **Labor Market Demand Analysis**

#### **Overview**

The labor market for the profession of leisure services/leisure studies/recreation and parks has very few major spikes in the total number of jobs available when all the sectors (commercial, non-profit, or government) are combined. As the economy shifts with the unemployment rates so does the number of jobs found in each of the three sectors. In November 2001 the Michigan Recreation and Parks Association completed a study of Parks and Recreation (see MRPA/CMU Comprehensive Parks and Recreation Survey) that includes job positions/salaries (page 7-5 and 7-6) and trends (page 7-18).

Over the last two years, we have seen a sharp downturn in positions found in the commercial recreation as the discretionary spending of families and individuals is constrained by unemployment and impacts on tourism from 9/11. At the same time, the non-profits struggle with reduced donated income and increased demand by the population seeking affordable leisure experiences. Government agencies are in a similar situation as demand for services is high, and revenues have become limited due to budget reductions at the federal, state and local levels. This economic situation has impacted the hiring of additional positions in many of the agencies students have found positions. Furthermore, over the last three years, we have seen a number of entry-level positions become available in the non-profit and governmental level agencies due to the retirements of many of the upper administrative positions (director, superintendent, assistant directors, etc). This has resulted in many professionals at the supervisor positions during the last five to ten years able to move up to the more advanced positions and the entry levels opening up to new undergraduates.

One trend currently having an impact on jobs is the NRPA accreditation for government recreation and park agencies that require all employees to be Certified Park and Recreation Professionals. To achieve this certification requires taking the CPRP exam that the graduates of the RLM program may do upon graduation from the program. Those students not graduating from an NRPA/AALR accredited program must work two years full time before they may take this exam. Another is the option of attending graduate school by students rather than entering the job market. Some of the sport management and outdoor/adventure education emphasis tracks have entered Master's programs with the intension of seeking positions at the university level as campus recreation staff or student service staff following graduate program completion.

#### **Specific Information**

The types of jobs that students seek are very diverse along with the agencies that provide the services. For each of the specialized emphasis track below is a board list of possible employment for RLM students:

- Corporate Fitness – health promotion and fitness centers in corporate offices and manufacturing plants, private and resort health clubs/spas, YMCA fitness directors, campus recreation.
- Leisure Services – public park and recreation departments, non-profit youth agencies, commercial recreation businesses.
- Outdoor/Adventure Education – outdoor education centers, youth at risk adventure based programs, corporate challenge course training programs, campus outdoor pursuits programs.
- Sports Management – public and private sports complexes used for recreational athletic leagues and professional sports, special event arenas (ice, basketball, concerts), campus recreation, prison recreation.

These job opportunities are dispersed from coast to coast and have not been confined to the state of Michigan. Enclosed in this report section are examples of jobs posted in the last two years. Also included is a list of current websites (**page 7-37**) the RLM students' access for information for internship and job information.



Michigan Recreation and Park Association (MRPA)  
Department of Recreation, Parks, and Leisure  
Services Administration  
Central Michigan University



# **MRPA/CMU**

## **Comprehensive Parks and Recreation Survey**

### ***Executive Summary***

Completed November, 2001  
© 2001 by MRPA/CMU

# RESULTS OF THE MRPA / CMU COMPREHENSIVE PARKS AND RECREATION SURVEY

(Numerical results show the number of respondents that answered that particular question in the affirmative, unless noted otherwise.)

## Background Information

Total number of respondents: 202 out of 253, resulting in an 80% return rate.

Counties with communities represented:

|           |    |                |   |            |   |           |   |
|-----------|----|----------------|---|------------|---|-----------|---|
| Oakland   | 32 | Allegan        | 3 | Isabella   | 2 | Delta     | 1 |
| Wayne     | 28 | Berrien        | 3 | Jackson    | 2 | Emmet     | 1 |
| Macomb    | 17 | Genesee        | 3 | Lenawee    | 2 | Gratiot   | 1 |
| Washtenaw | 10 | Kalamazoo      | 3 | Livingston | 2 | Hillsdale | 1 |
| Ingham    | 8  | Lapeer         | 3 | Mackinac   | 2 | Kalkaska  | 1 |
| Kent      | 8  | Midland        | 3 | Marquette  | 2 | Mason     | 1 |
| Saginaw   | 7  | Shiawassee     | 3 | Alger      | 1 | Mecosta   | 1 |
| Clinton   | 6  | St. Joseph     | 3 | Antrim     | 1 | Montcalm  | 1 |
| Muskegon  | 6  | Branch         | 2 | Bay        | 1 | Osceola   | 1 |
| St. Clair | 5  | Eaton          | 2 | Benzie     | 1 | VanBuren  | 1 |
| Calhoun   | 4  | Grand Traverse | 2 | Cass       | 1 |           |   |
| Monroe    | 4  | Huron          | 2 | Chippewa   | 1 |           |   |
| Ottawa    | 4  | Ionia          | 2 | Clare      | 1 |           |   |

Populations Represented:

|                       |    |
|-----------------------|----|
| 1,000 - 2,500:        | 5  |
| 2,501 - 5,000:        | 10 |
| 5,001 - 10,000:       | 27 |
| 10,001 - 30,000:      | 63 |
| 30,001 - 50,000:      | 36 |
| 50,001 - 100,000:     | 34 |
| 100,000 and over:     | 25 |
| Unknown / Not listed: | 2  |

Does the community have a parks and recreation board or commission?

Yes: 177      No: 25

If "Yes," was the board or commission advisory or policy setting?

Advisory: 119      Policy Setting: 15

How many people serve on your board or commission (result is actual number)?

Minimum: 2      Maximum: 24      Average: 8

Are members of your board elected, appointed, or both?

Elected: 21      Appointed: 137      Both: 5

Do you have a 5-year master plan?

Yes: 175      No: 27

In what year does your master plan expire?

2000: 5      2001: 26      2002: 30      2003: 32      2004: 38      2005: 34      2006: 7

If there is no current master plan, will you have one for the future?

Yes: 9      No: 18

If you are creating a master plan for the future, in what year will that be completed?

2001: 6      2002: 2      2007: 1

## **Personnel and Staffing**

Number of Full Time Employees (per agency):      Min: 0      Max: 239      Avg: 10

Number that are MRPA members (per agency):      Min: 0      Max: 20      Avg: 3

Total Number of Full Time Employees Statewide: 2002

Total Number of Full Time MRPA members Statewide: 565

Number of Part Time Employees (per agency):      Min: 0      Max: 525      Avg: 28

Number that are MRPA members (per agency):      Min: 0      Max: 120      Avg: 1

Total Number of Part Time Employees Statewide: 5496

Total Number of Part Time MRPA members Statewide: 274

Number of Seasonal Employees (per agency):      Min: 0      Max: 787      Avg: 36

Number that are MRPA members (per agency):      Min: 0      Max: 3      Avg: <1

Total Number of Seasonal Employees Statewide: 7036

Total Number of Seasonal MRPA members Statewide: 5

Number of Contract Employees (per agency):      Min: 0      Max: 400      Avg: 13

Number that are MRPA members (per agency):      Min: 0      Max: 1      Avg: <1

Total Number of Contract Employees Statewide: 2495

Total Number of Contract MRPA members Statewide: 5

***Full Time Positions and Wages***

Director: Minimum Wage: \$23,000 / year  
Maximum wage: \$125,829 / year  
Average Wage: \$53,190 / year

Asst. Director: Minimum Wage: \$22,000 / year  
Maximum wage: \$84,000 / year  
Average Wage: \$40,414 / year

Supervisor: Minimum Wage: \$24,700 / year  
Maximum wage: \$53,986 / year  
Average Wage: \$39,848 / year

Programmer: Minimum Wage: \$16,000 / year  
Maximum wage: \$43,000 / year  
Average Wage: \$34,364 / year

***Part Time Wage information:***

Part Time Workers: Minimum Wage: \$5.15 / hour  
Maximum wage: \$21.00 / hour  
Average Wage: \$9.53 / hour

***Seasonal Wage information:***

Seasonal Workers: Minimum Wage: \$4.00 / hour  
Maximum wage: \$25.00 / hour  
Average Wage: \$8.43 / hour

***Contract Wage information:***

Contract Workers: Minimum Wage: \$4.00 / hour  
Maximum wage: \$60.00 / hour  
Average Wage: \$13.56 / hour

***Volunteer Information***

For this portion of the survey, agencies were asked to report on their volunteer numbers and usage. Some agencies reported their number of "full-time" volunteers, while others reported their total annual count. The following results are based on both types of reported figures.

Does your agency use volunteers? Yes: 174 No: 28  
Average number of volunteers annually (per agency): 121

What kinds of activities are volunteers involved with:  
Programs: 138 Facilities: 30 Special Events: 140 Clerical: 21 Maintenance: 42

There were additionally 12 respondents that noted they used volunteers in coaching roles. Other uses for volunteers include beautification projects, construction, garden design, meals on wheels, policing, ski patrol, and senior citizen activities.

In the last five years, volunteer use was seen to:  
Increase: 85 Decrease: 10 Stay the Same: 72



## Facilities and Areas Inventory

Agencies were asked to list their inventory of facilities and areas used by their agency, as well as whether the facility/area was owned or leased. The survey included a fixed list of properties, plus the option of including additional properties on a write-in basis. Those listed on the survey and those listed as "other" properties are broken up into the following two tables. Numbers reflect statewide totals.

| <b>Facilities and Areas (Fixed List)</b>         |              |              |               |
|--------------------------------------------------|--------------|--------------|---------------|
| <b>Facility Type</b>                             | <b>Total</b> | <b>Owned</b> | <b>Leased</b> |
| Administration Facilities                        | 171          | 136          | 11            |
| Arts and Crafts Center                           | 22           | 16           | 0             |
| Baseball Fields - Park                           | 655          | 120          | 8             |
| Baseball Fields - School                         | 522          | 31           | 37            |
| Bicycle Trails                                   | 113          | 38           | 0             |
| Community Center                                 | 95           | 74           | 6             |
| Community Gardens                                | 183          | 41           | 2             |
| Day Care / Preschool Center                      | 89           | 30           | 7             |
| Fitness Trails                                   | 42           | 15           | 0             |
| General Purpose Recreation Center                | 51           | 43           | 1             |
| Golf Courses - 18-hole                           | 57           | 33           | 4             |
| Golf Courses - 9-hole                            | 19           | 12           | 2             |
| Golf Courses - Driving Range                     | 19           | 15           | 0             |
| Golf Courses - Mini Golf Course                  | 7            | 6            | 0             |
| Gymnasiums - Park                                | 87           | 39           | 2             |
| Gymnasiums - School                              | 580          | 33           | 52            |
| Health Club Facility                             | 20           | 16           | 1             |
| Historical Structures                            | 89           | 45           | 1             |
| Ice Rinks - Outdoor                              | 157          | 75           | 4             |
| Ice Rinks - Indoor                               | 50           | 34           | 5             |
| Interpretive / Nature Center                     | 37           | 33           | 1             |
| Jogging / Running Trails                         | 130          | 34           | 0             |
| Nature / Hiking Trails                           | 259          | 50           | 0             |
| Nature Areas                                     | 235          | 88           | 7             |
| Performing Arts Center                           | 21           | 16           | 4             |
| Picnic Areas                                     | 1062         | 136          | 8             |
| Playgrounds - Park                               | 1312         | 157          | 9             |
| Playgrounds - School                             | 410          | 32           | 34            |
| Senior Citizen Center                            | 86           | 69           | 5             |
| Skating Facilities - Inline/Skateboard (Outdoor) | 96           | 63           | 3             |
| Skating Facilities - Roller / Inline (Indoor)    | 16           | 11           | 4             |
| Sledding Hills                                   | 135          | 87           | 4             |
| Soccer Fields - Park                             | 629          | 95           | 10            |
| Soccer Fields - School                           | 380          | 31           | 35            |
| Softball Fields - Park                           | 756          | 120          | 14            |
| Softball Fields - School                         | 431          | 26           | 37            |
| Swimming Pools - Outdoor                         | 86           | 48           | 4             |
| Swimming Pools - Aquatic Center                  | 13           | 13           | 0             |
| Swimming Pools - Indoor                          | 115          | 42           | 22            |

| <b>Facilities and Areas (Fixed List)</b> |               |              |               |
|------------------------------------------|---------------|--------------|---------------|
| <b>Facility Type</b>                     | <b>Total</b>  | <b>Owned</b> | <b>Leased</b> |
| Swimming Pools - Water Slide             | 42            | 24           | 1             |
| Tennis Courts - Outdoor                  | 1143          | 130          | 16            |
| Tennis Courts - Indoor                   | 68            | 6            | 1             |
| Volleyball Courts - Outdoor              | 428           | 117          | 6             |
| Volleyball Courts - Indoor               | 213           | 44           | 15            |
| <b>TOTAL</b>                             | <b>11,131</b> | <b>2324</b>  | <b>383</b>    |

The following list represents those items that agencies wrote in as additional properties:

| <b>Facilities and Areas (Write-In)</b> |              |              |               |
|----------------------------------------|--------------|--------------|---------------|
| <b>Facility Type</b>                   | <b>Total</b> | <b>Owned</b> | <b>Leased</b> |
| Amphitheater                           | 4            | 4            | 0             |
| Animal Barns                           | 3            | 1            | 0             |
| Archery Range                          | 1            | 1            | 0             |
| Arena / Civic Center                   | 2            | 2            | 0             |
| Banquet Facilities                     | 1            | 1            | 0             |
| Barrier Free Trail                     | 1            | 0            | 0             |
| Basketball Courts                      | 27           | 9            | 1             |
| Batting Cages                          | 7            | 2            | 0             |
| Beach                                  | 57           | 20           | 1             |
| Biathlon Ski Trail                     | 1            | 1            | 0             |
| BMX Bicycle Course                     | 3            | 3            | 0             |
| Boat Launch / Dock                     | 23           | 11           | 1             |
| Bocce Ball                             | 5            | 2            | 0             |
| Bowling Lanes                          | 1            | 0            | 1             |
| Campgrounds                            | 22           | 11           | 0             |
| Canoe Livery                           | 4            | 3            | 0             |
| Cemeteries                             | 4            | 1            | 0             |
| Cross Country Trails                   | 18           | 8            | 1             |
| Cross Train Facility                   | 1            | 1            | 0             |
| Curling Center                         | 1            | 1            | 0             |
| Dance Studio                           | 1            | 0            | 1             |
| Disc Golf Course                       | 12           | 10           | 0             |
| Dog Park                               | 2            | 2            | 0             |
| Equestrian Center                      | 1            | 1            | 0             |
| Equestrian Trails                      | 2            | 2            | 0             |
| Exhibit Barns                          | 3            | 1            | 0             |
| Farm                                   | 2            | 2            | 0             |
| Farmer's Market                        | 1            | 1            | 0             |
| Festival / Fair Grounds                | 1            | 1            | 0             |
| Field Hockey Playing Area              | 4            | 1            | 1             |
| Fish Ladder                            | 1            | 1            | 0             |
| Fishing Piers                          | 8            | 3            | 0             |
| Fitness Clusters                       | 4            | 2            | 0             |
| Football Fields                        | 5            | 4            | 0             |

| <b>Facilities and Areas (Write-In)</b> |              |              |               |
|----------------------------------------|--------------|--------------|---------------|
| <b>Facility Type</b>                   | <b>Total</b> | <b>Owned</b> | <b>Leased</b> |
| Golf Courses - Par 3 Golf Course       | 1            | 1            | 0             |
| Gymnastics Area                        | 1            | 1            | 0             |
| Horse Barn                             | 2            | 2            | 0             |
| Horseshoe Courts                       | 15           | 1            | 0             |
| Marina                                 | 9            | 8            | 0             |
| Mountain Bike Trails                   | 2            | 1            | 0             |
| Racquetball Courts                     | 13           | 2            | 0             |
| RC Airfield                            | 1            | 1            | 0             |
| RC Race Track                          | 1            | 1            | 0             |
| Residential Camp                       | 1            | 1            | 0             |
| River Trail                            | 1            | 0            | 0             |
| Room - Fitness                         | 1            | 1            | 0             |
| Safety Paths                           | 1            | 1            | 0             |
| Science Center                         | 1            | 1            | 0             |
| Shuffleboard Courts                    | 3            | 2            | 0             |
| Ski Hill                               | 2            | 2            | 0             |
| Sports Stadium                         | 2            | 1            | 1             |
| Squash Courts                          | 2            | 1            | 0             |
| Theater / Auditorium                   | 2            | 1            | 0             |
| Track                                  | 4            | 2            | 0             |
| Tractor Pull Track                     | 1            | 1            | 0             |
| Visitors Center                        | 1            | 1            | 0             |
| Wildlife Sanctuary                     | 1            | 1            | 0             |
| Zoo                                    | 2            | 2            | 0             |
| <b>TOTAL</b>                           | <b>303</b>   | <b>149</b>   | <b>8</b>      |

***Park Totals & Acreage***

(Numbers represent totals for the state)

Total Number of Parks: 2284

Total Parkland Acreage: 95,931

## Program Inventory

The following is the complete program inventory for Michigan. Listings are grouped by program activities, and show the total number of teams/group, total individual participants, total number of agencies that offer that particular program, and the trend value. The trend value ranges from -1.00 to +1.00, with -1.00 indicating a unanimous trend that the activity is decreasing in participation, +1.00 indicating a unanimous trend in increasing participation, and a value of 0.00 would indicate that participation remains level. In addition, the tables have divided the results into those that were directly listed on the survey (fixed list) and those that were written in by the individual agencies (write-in list).

| <b>Programs (Fixed List)</b>                    |                    |                          |                           |                    |
|-------------------------------------------------|--------------------|--------------------------|---------------------------|--------------------|
| <b>Program Name</b>                             | <b>Total Teams</b> | <b>Total Individuals</b> | <b>Number of Programs</b> | <b>Trend Value</b> |
| Camps - Baseball                                | 248                | 1775                     | 38                        | -0.06              |
| Camps - Basketball                              | 164                | 7561                     | 82                        | 0.30               |
| Camps - Football                                | 1                  | 1844                     | 31                        | 0.37               |
| Camps - Ice Hockey                              | 501                | 455                      | 8                         | 0.50               |
| Camps - Nature                                  | 22                 | 5597                     | 31                        | 0.44               |
| Camps - Performing Arts                         | 5                  | 3027                     | 28                        | 0.42               |
| Camps - Soccer                                  | 205                | 5493                     | 62                        | 0.43               |
| Camps - Softball                                | 4                  | 865                      | 31                        | 0.07               |
| Indoor Programs - Aerobics                      | 162                | 30946                    | 94                        | 0.21               |
| Indoor Programs - After School Programs         | 65                 | 35124                    | 67                        | 0.58               |
| Indoor Programs - Arts & Crafts                 | 63                 | 13893                    | 76                        | 0.42               |
| Indoor Programs - Dance                         | 121                | 25182                    | 84                        | 0.38               |
| Indoor Programs - Day Care                      | 9                  | 29755                    | 31                        | 0.69               |
| Indoor Programs - Fitness                       | 50                 | 16479                    | 40                        | 0.26               |
| Indoor Programs - Gymnastics                    | 35                 | 13218                    | 70                        | 0.35               |
| Indoor Programs - Ice Skating                   | 130                | 56696                    | 42                        | 0.14               |
| Indoor Programs - Inline Skating                | 32                 | 2156                     | 23                        | 0.88               |
| Indoor Programs - Kickboxing                    | 23                 | 2903                     | 50                        | 0.40               |
| Indoor Programs - Martial Arts                  | 15                 | 9094                     | 71                        | 0.27               |
| Indoor Programs - Roller Skating                |                    | 315                      | 9                         | 0.13               |
| Indoor Programs - Swimming                      | 22                 | 244205                   | 86                        | 0.25               |
| Indoor Programs - Tai Chi                       | 8                  | 1746                     | 48                        | 0.33               |
| Indoor Programs - Yoga                          | 9                  | 4510                     | 48                        | 0.60               |
| Indoor Sports - Basketball                      | 4152               | 43131                    | 137                       | 0.20               |
| Indoor Sports - Bowling                         | 56                 | 2937                     | 33                        | 0.27               |
| Indoor Sports - Cheerleading                    | 117                | 2057                     | 51                        | 0.35               |
| Indoor Sports - Floor Hockey                    | 386                | 5224                     | 48                        | 0.02               |
| Indoor Sports - Soccer                          | 413                | 13514                    | 52                        | 0.52               |
| Indoor Sports - Volleyball                      | 2037               | 14815                    | 101                       | 0.12               |
| Instruction and Workshops - Babysitting Clinics | 15                 | 1561                     | 51                        | 0.41               |
| Instruction and Workshops - Computers           |                    | 3658                     | 48                        | 0.67               |
| Instruction and Workshops - Dog Obedience       |                    | 2557                     | 43                        | 0.39               |
| Instruction and Workshops - Driver's Training   |                    | 956                      | 10                        | 0.25               |
| Instruction and Workshops - First-Aid / CPR     |                    | 2256                     | 55                        | 0.27               |

| <b>Programs (Fixed List)</b>                   |                    |                          |                           |                    |
|------------------------------------------------|--------------------|--------------------------|---------------------------|--------------------|
| <b>Program Name</b>                            | <b>Total Teams</b> | <b>Total Individuals</b> | <b>Number of Programs</b> | <b>Trend Value</b> |
| Instruction and Workshops - Gardening          |                    | 516                      | 24                        | 0.27               |
| Instruction and Workshops - Golf               |                    | 8529                     | 88                        | 0.34               |
| Instruction and Workshops - Hunter Safety      |                    | 3770                     | 50                        | 0.42               |
| Instruction and Workshops - Lifeguard Training |                    | 1224                     | 49                        | 0.09               |
| Instruction and Workshops - Sign Language      |                    | 420                      | 10                        | 0.00               |
| Outdoor Programs - Archery                     |                    | 363                      | 14                        | 0.64               |
| Outdoor Programs - Bicycling                   |                    | 260                      | 8                         | 0.88               |
| Outdoor Programs - Canoeing / Kayaking         |                    | 540                      | 25                        | 0.65               |
| Outdoor Programs - Inline Skating              |                    | 3755                     | 24                        | 0.72               |
| Outdoor Programs - Nature Study                | 170                | 43151                    | 29                        | 0.61               |
| Outdoor Programs - Playground Programs         | 1580               | 132197                   | 85                        | 0.35               |
| Outdoor Programs - Skateboarding               |                    | 4408                     | 15                        | 0.83               |
| Outdoor Sports - Baseball                      | 1772               | 21245                    | 92                        | -0.22              |
| Outdoor Sports - Golf                          | 84                 | 296334                   | 64                        | 0.42               |
| Outdoor Sports - Inline Hockey                 | 276                | 3599                     | 41                        | 0.38               |
| Outdoor Sports - Rock Climbing                 |                    | 30                       | 3                         | 0.50               |
| Outdoor Sports - Soccer                        | 3255               | 50838                    | 99                        | 0.62               |
| Outdoor Sports - Softball                      | 7103               | 76392                    | 137                       | -0.02              |
| Outdoor Sports - Tackle Football               | 91                 | 3227                     | 23                        | 0.48               |
| Outdoor Sports - T-Ball                        | 1044               | 12844                    | 104                       | 0.08               |
| Outdoor Sports - Tennis                        | 336                | 10711                    | 101                       | 0.11               |
| Outdoor Sports - Touch / Flag Football         | 421                | 5455                     | 57                        | 0.30               |
| <b>TOTAL</b>                                   | <b>25,205</b>      | <b>1,285,313</b>         | <b>2921</b>               | <b>0.36</b>        |

The following list represents those items that agencies wrote in as additional programs:

| <b>Programs (Write-In)</b>        |                    |                          |                           |                    |
|-----------------------------------|--------------------|--------------------------|---------------------------|--------------------|
| <b>Program Name</b>               | <b>Total Teams</b> | <b>Total Individuals</b> | <b>Number of Programs</b> | <b>Trend Value</b> |
| Camps - Academic                  |                    | 357                      | 7                         | 0.83               |
| Camps - Adventure                 |                    | 300                      | 1                         | 1.00               |
| Camps - Art                       |                    | 908                      | 7                         | 0.71               |
| Camps - Camp 911                  |                    | 35                       | 1                         | 0.00               |
| Camps - Cheerleading              |                    | 170                      | 6                         | -0.20              |
| Camps - Community Service Program |                    | 400                      | 1                         | 1.00               |
| Camps - Computer                  |                    | 90                       | 3                         | 0.50               |
| Camps - Day Camp (Generic)        | 60                 | 8559                     | 31                        | 0.42               |
| Camps - Doggy Day Camp            |                    | 25                       | 1                         | 1.00               |
| Camps - Equestrian                |                    | 8                        | 1                         | 0.00               |
| Camps - Family Camp               |                    | 70                       | 1                         | 1.00               |
| Camps - Field Hockey              |                    |                          | 1                         |                    |
| Camps - Fish                      |                    | 15                       | 1                         | 1.00               |
| Camps - Golf                      |                    | 45                       | 3                         | 1.00               |

**Programs (Write-In)**

| <i><b>Program Name</b></i>              | <i><b>Total Teams</b></i> | <i><b>Total Individuals</b></i> | <i><b>Number of Programs</b></i> | <i><b>Trend Value</b></i> |
|-----------------------------------------|---------------------------|---------------------------------|----------------------------------|---------------------------|
| Camps - Gymnastics                      | 2                         | 140                             | 4                                | 0.25                      |
| Camps - History                         |                           | 260                             | 2                                | 0.00                      |
| Camps - Inline Skating                  |                           | 80                              | 2                                | 0.50                      |
| Camps - Lacrosse                        |                           | 50                              | 1                                | 1.00                      |
| Camps - Little Sportsters               |                           | 20                              | 1                                | 0.00                      |
| Camps - Middle School Police Academy    |                           | 45                              | 1                                | 0.00                      |
| Camps - Roller Hockey / Inline Hockey   |                           | 151                             | 6                                | 0.60                      |
| Camps - Safety                          |                           | 290                             | 2                                | 0.50                      |
| Camps - Special Populations             |                           | 110                             | 4                                | 0.67                      |
| Camps - Speed                           |                           | 50                              | 1                                | 1.00                      |
| Camps - Sports                          | 14                        | 6457                            | 17                               | 0.76                      |
| Camps - Swimming                        |                           | 10                              | 1                                |                           |
| Camps - Teen                            |                           | 180                             | 4                                | 0.33                      |
| Camps - Tennis                          |                           | 337                             | 6                                | 0.00                      |
| Camps - Track                           |                           | 60                              | 1                                | 0.00                      |
| Camps - Travel                          |                           | 44                              | 1                                | 0.00                      |
| Camps - Travel Camp                     |                           | 25                              | 1                                |                           |
| Camps - Volleyball                      | 6                         | 793                             | 20                               | 0.22                      |
| Camps - Wrestling                       |                           | 75                              | 4                                | 0.50                      |
| Indoor Programs - Bingo                 |                           | 15                              | 1                                | 1.00                      |
| Indoor Programs - Bridge                |                           | 150                             | 1                                | 0.00                      |
| Indoor Programs - Card Games            |                           | 40                              | 1                                | 1.00                      |
| Indoor Programs - Community Band        |                           | 74                              | 1                                | 1.00                      |
| Indoor Programs - Community Service     |                           | 20                              | 1                                | 1.00                      |
| Indoor Programs - Drop In               |                           | 50                              | 1                                | 1.00                      |
| Indoor Programs - Fencing               |                           | 50                              | 1                                | 0.00                      |
| Indoor Programs - Fine Arts             |                           | 945                             | 1                                | 1.00                      |
| Indoor Programs - Fridays               |                           | 2000                            | 1                                | 0.00                      |
| Indoor Programs - Fun Bus               |                           | 1400                            | 1                                | 1.00                      |
| Indoor Programs - Gymboree              |                           | 36                              | 1                                | 1.00                      |
| Indoor Programs - Ice Hockey            | 20                        | 500                             | 1                                | 1.00                      |
| Indoor Programs - Little Chefs          |                           | 10                              | 1                                | 1.00                      |
| Indoor Programs - Movie Bus             |                           | 1000                            | 1                                | 1.00                      |
| Indoor Programs - Nature                |                           | 35                              | 2                                | -1.00                     |
| Indoor Programs - Open Recreation       |                           | 430                             | 3                                | 0.50                      |
| Indoor Programs - Performing Arts       |                           |                                 | 1                                | 0.00                      |
| Indoor Programs - Preschool Programming |                           | 650                             | 4                                | 0.50                      |
| Indoor Programs - Senior Programs       |                           | 1940                            | 4                                | 0.67                      |
| Indoor Programs - Special Programs      |                           | 5520                            | 3                                | 0.67                      |
| Indoor Programs - Swimming Bus          |                           | 1200                            | 1                                | 1.00                      |
| Indoor Programs - Teen Dances           |                           | 1000                            | 1                                | 0.00                      |
| Indoor Programs - Theatre               |                           | 1435                            | 6                                | 0.17                      |
| Indoor Programs - Tots Classes          |                           | 45                              | 1                                | 0.00                      |
| Indoor Programs - Water Aerobics        |                           |                                 | 1                                | 1.00                      |
| Indoor Sports - Badminton               |                           | 160                             | 1                                | 1.00                      |

**Programs (Write-In)**

| <i><b>Program Name</b></i>                                  | <i><b>Total Teams</b></i> | <i><b>Total Individuals</b></i> | <i><b>Number of Programs</b></i> | <i><b>Trend Value</b></i> |
|-------------------------------------------------------------|---------------------------|---------------------------------|----------------------------------|---------------------------|
| Indoor Sports - Ice Hockey                                  | 1                         | 546                             | 3                                | 0.67                      |
| Indoor Sports - Indoor Walking                              |                           | 50                              | 1                                | 0.00                      |
| Indoor Sports - Inline Hockey / Roller Hockey               | 50                        | 15                              | 1                                | 1.00                      |
| Indoor Sports - Pillo Polo / Broomball                      | 4                         | 50                              | 2                                | -1.00                     |
| Indoor Sports - Racquetball                                 | 2                         | 75                              | 3                                | 0.00                      |
| Indoor Sports - Rock Climbing                               | 2                         | 42                              | 2                                | 0.50                      |
| Indoor Sports - Roller Hockey                               | 30                        | 285                             | 2                                | 1.00                      |
| Indoor Sports - Skills Clinics                              |                           | 40                              | 1                                | 1.00                      |
| Indoor Sports - Wallyball                                   |                           |                                 | 1                                |                           |
| Indoor Sports - Wrestling                                   |                           | 150                             | 4                                | 0.33                      |
| Instruction and Workshops - Astrology / Psychic / Palmistry |                           | 10                              | 1                                |                           |
| Instruction and Workshops - Basket Weaving                  |                           | 200                             | 1                                | 1.00                      |
| Instruction and Workshops - Blood Pressure Screening        |                           |                                 | 1                                | 0.00                      |
| Instruction and Workshops - Boating Safety                  |                           | 546                             | 10                               | 0.50                      |
| Instruction and Workshops - Bowling                         |                           | 70                              | 1                                | 0.00                      |
| Instruction and Workshops - Cake Decorating                 |                           | 43                              | 1                                |                           |
| Instruction and Workshops - Car Care for Women              |                           | 20                              | 1                                | 1.00                      |
| Instruction and Workshops - Childbirth Prep                 |                           | 40                              | 1                                | 0.00                      |
| Instruction and Workshops - Cooking                         |                           | 150                             | 6                                | 0.00                      |
| Instruction and Workshops - Fishing                         |                           | 55                              | 3                                | -1.00                     |
| Instruction and Workshops - Floral Arrangement              |                           | 50                              | 1                                | 0.00                      |
| Instruction and Workshops - Foreign Language                |                           | 840                             | 3                                | 1.00                      |
| Instruction and Workshops - GPS                             |                           | 30                              | 1                                | 1.00                      |
| Instruction and Workshops - Guitar                          |                           | 24                              | 1                                |                           |
| Instruction and Workshops - History                         |                           | 25                              | 1                                | 1.00                      |
| Instruction and Workshops - Horseback Riding                |                           | 310                             | 3                                | 0.67                      |
| Instruction and Workshops - Leisure Classes                 |                           | 350                             | 2                                | 0.00                      |
| Instruction and Workshops - LifeSkills                      |                           | 42                              | 1                                | 1.00                      |
| Instruction and Workshops - Magic                           |                           | 100                             | 1                                | 1.00                      |
| Instruction and Workshops - Modeling                        |                           | 12                              | 1                                | 1.00                      |
| Instruction and Workshops - Music                           |                           | 719                             | 4                                | 0.75                      |
| Instruction and Workshops - Nutrition                       |                           | 20                              | 1                                | 1.00                      |
| Instruction and Workshops - Officiating                     |                           | 40                              | 1                                | 1.00                      |
| Instruction and Workshops - Personal Finance                |                           | 221                             | 5                                | 0.00                      |
| Instruction and Workshops - Photography                     |                           | 262                             | 4                                | 0.00                      |
| Instruction and Workshops - Piano                           |                           | 25                              | 1                                | 0.00                      |
| Instruction and Workshops - Pottery                         |                           | 50                              | 1                                | 1.00                      |
| Instruction and Workshops - Preschool Classes               |                           | 180                             | 1                                | 0.00                      |
| Instruction and Workshops - Real Estate                     |                           | 103                             | 1                                |                           |
| Instruction and Workshops - Safety Town                     |                           | 380                             | 4                                | 0.00                      |
| Instruction and Workshops - Scuba Diving                    |                           |                                 | 1                                |                           |
| Instruction and Workshops - Senior Seminar                  |                           | 90                              | 1                                | 1.00                      |
| Instruction and Workshops - Snowmobile Safety               |                           | 70                              | 2                                | 0.00                      |

**Programs (Write-In)**

| <i>Program Name</i>                       | <i>Total Teams</i> | <i>Total Individuals</i> | <i>Number of Programs</i> | <i>Trend Value</i> |
|-------------------------------------------|--------------------|--------------------------|---------------------------|--------------------|
| Instruction and Workshops - Soccer Clinic |                    | 90                       | 2                         | 0.50               |
| Instruction and Workshops - Tennis        |                    | 86                       | 2                         | 1.00               |
| Instruction and Workshops - Water Safety  |                    | 100                      | 1                         | 1.00               |
| Outdoor Programs - Astronomy              |                    | 25                       | 1                         |                    |
| Outdoor Programs - Bird Watching          |                    | 110                      | 2                         | 0.00               |
| Outdoor Programs - Concert in the Park    |                    | 3200                     | 1                         | 1.00               |
| Outdoor Programs - Fishing                |                    | 270                      | 1                         | 1.00               |
| Outdoor Programs - Hiking / Backpacking   |                    | 60                       | 2                         | 1.00               |
| Outdoor Programs - Hot Air Ballooning     |                    | 8                        | 1                         | 0.00               |
| Outdoor Programs - Mountain Biking        |                    | 200                      | 1                         | 1.00               |
| Outdoor Programs - Preschool Activities   |                    | 122                      | 1                         | 1.00               |
| Outdoor Programs - Safety Town            |                    | 122                      | 1                         | 1.00               |
| Outdoor Programs - Scout Badges           |                    | 550                      | 1                         |                    |
| Outdoor Programs - Skiing Club            |                    | 206                      | 4                         | 0.25               |
| Outdoor Programs - Sledding               |                    | 2000                     | 2                         | 0.50               |
| Outdoor Programs - Swimming               |                    | 94910                    | 5                         | 1.00               |
| Outdoor Programs - Walking                |                    | 1915                     | 4                         | 0.67               |
| Outdoor Sports - 3 on 3 Basketball        |                    | 50                       | 1                         | 1.00               |
| Outdoor Sports - Carting (Go-Kart)        |                    | 142                      | 1                         | 1.00               |
| Outdoor Sports - Disc Golf                |                    | 200                      | 5                         | 1.00               |
| Outdoor Sports - Horseshoes               | 8                  | 56                       | 1                         |                    |
| Outdoor Sports - Ice Skating              |                    | 250                      | 1                         | 1.00               |
| Outdoor Sports - Lacrosse                 | 30                 | 380                      | 3                         | 1.00               |
| Outdoor Sports - Little Sportsters        |                    | 45                       | 1                         | 1.00               |
| Outdoor Sports - Miniature Golf           |                    | 17                       | 1                         | 1.00               |
| Outdoor Sports - Pigtail                  | 17                 | 208                      | 1                         | 0.00               |
| Outdoor Sports - Powder Puff Football     | 17                 | 208                      | 1                         | 0.00               |
| Outdoor Sports - Swim Lessons             |                    | 300                      | 1                         |                    |
| Outdoor Sports - Swim Team                |                    | 200                      | 1                         | 0.00               |
| Outdoor Sports - Synchronized Swimming    |                    | 80                       | 2                         | 1.00               |
| Outdoor Sports - Twirling                 |                    | 58                       | 2                         | 0.50               |
| Outdoor Sports - Volleyball               | 126                | 720                      | 9                         | -0.13              |
| <b>TOTAL</b>                              | <b>703</b>         | <b>152,082</b>           | <b>337</b>                | <b>0.54</b>        |



## Special Events

Many organizations host a wide variety of special events, many of them unique to that location. However, some do appear in multiple locations across the state. The top 20 events, and their rank in popularity, are listed below:

| Rank | Event Name                     |
|------|--------------------------------|
| 1    | Daddy Daughter Dance           |
| 2    | Mother Son Dance               |
| 3    | Easter Egg Hunt                |
| 4    | Concerts in the Park           |
| 4    | Punt Pass and Kick             |
| 6    | Halloween Event                |
| 7    | Christmas Tree Event           |
| 7    | NBA 2Ball                      |
| 9    | Hershey Track and Field        |
| 10   | 4 <sup>th</sup> of July Events |

| Rank | Event Name                  |
|------|-----------------------------|
| 11   | Winter Festival             |
| 12   | Fireworks                   |
| 12   | Breakfast/Brunch with Santa |
| 14   | Halloween Walk              |
| 14   | Diamond Skills              |
| 16   | Fishing Derby               |
| 16   | Nursery School Olympics     |
| 18   | Santa's Hotline             |
| 19   | Lunch with Santa            |
| 19   | Movies in the Park          |

## Finance and Funding

### *Department Funding*

Which of the following departmental funding options do you use?

General Fund: 163

Millage: 39

Grants: 120

User Fees: 155

Other departmental funding sources were cited as well, with donations & gifts and funding through the city or local schools occurring the most often.

### *Grant Usage*

Have you used grants to obtain operation funds for facilities?

Yes: 52 No: 150

Have you used grants to obtain development / building funds?

Yes: 152 No: 50

Have you used grants to obtain funds to purchase lands?

Yes: 90 No: 112

### ***Grant Acquisition***

Have you obtained funds from any of the following grant sources (only affirmatives listed)?

Michigan Natural Resources Trust Fund: 115  
1988 Recreation Bond Program: 78  
1998 Clean Michigan Initiative Program: 85  
ISTEA: 39  
Land and Water Conservation Fund: 82  
Tribal Funds: 8  
HUD Open Space: 11

Other grants were also used, which were written in by respondents. Those top 10 additional grants are listed and ranked below:

| <b>Rank</b> | <b>Grant Name</b>                 |
|-------------|-----------------------------------|
| 1           | Local Community Foundation        |
| 2           | Community Development Block Grant |
| 3           | DNR Waterways / Boating Programs  |
| 4           | Coastal Zone Management Program   |
| 5           | Department of Transportation      |
| 5           | DNR Fisheries                     |
| 5           | Department of Education           |
| 5           | RPO                               |
| 5           | MRPA                              |
| 10          | Michigan Arts Council             |

### ***Financing of Projects in the 5-year Master Plan***

Dollar amount to complete all projects in a 5-year master plan:

Minimum: \$105,000

Maximum: \$294,375,000

Average: \$10,846,695

Grand Total for All Departments: \$1,334,143,573

### ***Contracted Work***

Do you use private concessions or contract out any of your services?

Yes: 91 No: 111

The top 10 contracted services are listed below:

| <b>Rank</b> | <b>Service Contracted</b>        |
|-------------|----------------------------------|
| 1           | Food Concessions                 |
| 2           | Lawn Care                        |
| 3           | Program Execution or Instruction |
| 4           | Banquet or Arena Operations      |
| 4           | Swimming Program                 |
| 4           | Vending Machines                 |
| 8           | Waste Management - Garbage       |
| 8           | Custodial                        |
| 9           | Pro Shop                         |
| 10          | Electrical Work                  |

***Budgets***

Minimum Total Capital Budget: \$1,000

Maximum Total Capital Budget: \$61,700,000

Average Total Capital Budget: \$1,723,369

Minimum Total Department Operations Budget: \$2,000

Maximum Total Department Operations Budget: \$62,464,747

Average Total Department Operations Budget: \$1,888,995

## Parks & Recreation Trends in Michigan

The following is a summation of the open-ended trends survey included with the comprehensive assessment. Respondents were given the option of naming trends in one of three types: Facilities, Funding, and Programs. The top ten trends identified, along with the number of respondents that noted the trend, are listed below:

| <b>Program Fund Name</b>                          | <b>Respondents</b> |
|---------------------------------------------------|--------------------|
| Aging Population                                  | 23                 |
| Family Events                                     | 21                 |
| Teen Programming                                  | 20                 |
| Extreme Sports Programming                        | 13                 |
| Non-Competitive / Non-Team Sports on the increase | 12                 |
| Partnering with Community / Corporations          | 10                 |
| Programming in Late Afternoon / Early Evening     | 10                 |
| Preschool Programming                             | 10                 |
| Online Registration                               | 7                  |
| Short-term Programming Options                    | 7                  |

| <b>Facility Trend Name</b>                   | <b>Respondents</b> |
|----------------------------------------------|--------------------|
| Multi-Purpose Facilities Needed              | 36                 |
| Partnering with Community / Corporations     | 11                 |
| ADA Compliance / Accessibility Issues        | 9                  |
| Natural Areas (demand for more)              | 8                  |
| Family Locker Rooms / Special Accommodations | 6                  |
| Contracting additional services              | 6                  |
| Rentals - Add More                           | 5                  |
| Quality Facilities Demanded by Participants  | 4                  |
| Skate Parks / In-line Skate Facilities       | 4                  |
| Trails Development                           | 3                  |

| <b>Funding Trend Name</b>                     | <b>Respondents</b> |
|-----------------------------------------------|--------------------|
| Self-Supporting Funding Model                 | 31                 |
| Grant Support                                 | 26                 |
| User Fee Increases                            | 25                 |
| Millage Support                               | 23                 |
| Partnering with Community / Corporations      | 18                 |
| Sponsorship Support / Corporate Donations     | 15                 |
| General Fund Support                          | 6                  |
| Bond Issues                                   | 4                  |
| Fundraising Support                           | 3                  |
| Federal / State investment on the local level | 2                  |

**RECREATION SPECIALIST, NF0188-04 (Afloat Recreation Specialist)**

**(Multiple Positions)**

Reference No. 01-06-832

ANNOUNCEMENT NO: 01-091

**MWR DIVISION, NAVY PERSONNEL COMMAND,  
MILLINGTON, TN**

Salary Range: \$32,000 - \$39,000. Location: Various United States Navy Ships. Area of Consideration: All Sources. Relocation Expenses: Negotiable. CLOSING DATE: Open Continuously. ABOUT THE POSITION: This position is that of Afloat Recreation Specialist on board ships worldwide. The function of the Recreation Specialist is to provide an extensive and comprehensive total recreation program for a large population of military members on ships. MAJOR DUTIES AND RESPONSIBILITIES: Serves on board a large U.S. Navy ship (aircraft carrier, submarine tender or multi-purpose amphibious assault ship) and is responsible for developing a comprehensive Morale, Welfare and Recreation (MWR) program for as many as 5,600 shipboard personnel. The incumbent serves as the ship's MWR resource person and as such, will provide guidance in developing individual, command and special interest group leisure activities in the ship's homeport, during port visits and during underway periods. Prepares and administers the ship's annual MWR budget. Develops marketing and publicity techniques to ensure that all personnel on board are aware of the leisure opportunities available to them. Prepares official correspondence including Naval messages, letters and logistics requisitions. Performs other related duties as assigned. QUALIFICATIONS: Must possess a degree in the field of recreation management from an accredited university or college or commensurate experience plus two years related experience. Knowledge or experience in independently directing all phases of a recreation program through proper application of principles, concepts, and techniques of recreation to specific needs of the ship. Must be knowledgeable of activities suitable for individuals or groups of various ages, interests, and capacities based on participant interests and needs. Ability to effectively communicate both verbal and in writing. Must possess skill in effectively managing the financial and material resources involved. The incumbent lives and works on board when the ship is underway. (Position requires periodic deployment.) At sea, the incumbent shares a stateroom with a junior officer; meals are obtained by either joining the Officers' Mess as a paying member or by purchasing meals on the Enlisted Mess Decks. Due to worldwide travel, certain vaccinations (e.g., anthrax) and preventive medications (e.g. malaria prophylaxis) may be required as a condition of employment in accordance with DoD requirements. Incumbent must participate in the direct deposit payroll system. APPLICATION PACKAGE SHOULD BE FORWARDED TO: Navy Personnel Command, Morale, Welfare and Recreation Division (Pers-653), 5720 Integrity Drive, Millington, TN 38055-6530 or fax to (901) 874-6844.

# Coordinator of Adventure-Based Programs

## Function of Job:

Under administrative review of the Director of the Hartman Union and the Chair of the Health, Physical Education and Recreation (HPER) department, the Coordinator of Adventure-Based Programs will develop, coordinate, and direct all aspects of the ropes course and indoor climbing wall; train and supervise professional and student staff involved in those programs; and perform teaching and other duties as assigned. This position will be partially funded through revenues generated by the ropes course from non-college corporate and non-profit groups.

## Characteristic Duties and Responsibilities:

- Manage and schedule the ropes course and indoor climbing wall for the college community and community and corporate groups.
- Conduct needs assessment with individual (group) clients; tailor programs to clients' needs, interests and goals; evaluate programs and initiate follow up as needed.
- Develop and enforce local operating procedures (LOP), safety and risk management procedures and all related documents.
- Hire, train, schedule and evaluate a staff of instructors for the course and climbing wall.
- Create and oversee the marketing plan (publications, web site, demo days, etc.), which will promote the use of these two adventure areas.
- Recruit the corporate and non-profit clientele for the facility.
- Develop and oversee a budget for the operation and maintain financial records (including determining a fee structure, assessing group charges, equipment purchases, etc).
- Maintain a customer database, medical documentation and program evaluation information.
- Supervise outdoor recreation majors when used as facilitators, providing them with an educational, hands-on training laboratory.
- Assist in course/wall facilitation as necessary.
- Purchase equipment for both the climbing wall and ropes course.
- Create and implement rope/equipment usage logs and monitor and maintain inventory of hardware and soft tools. Remove and store ropes course equipment in non-usage months (Dec-March).
- Inspect the course and climbing wall on a routine basis and coordinate site maintenance and annual Project Adventure site inspection.
- Teach up to 6 credits of related coursework within HPER each semester.
- Research information on best practices, trends, new equipment, etc and implement innovative measures/new elements as time allows.
- Perform related duties as assigned.

## Minimum Qualifications:

1. Bachelor's degree in Physical Education/Recreation or a related field and three to four years experience in teaching and facilitating or a supervisory position on a ropes course OR Master's degree in Physical Education/Recreation or a related field and one to two years of related experience.

## Additional Desirable Qualifications:

1. Thorough knowledge of ropes courses, their composition/elements, related equipment, safety and liability issues and overall administration.
2. Ability to deal effectively with the public, students, faculty, staff and external agencies.
3. Strong interpersonal and writing skills. General enthusiasm, positive attitude, a self-starter with the ability to instill the same in others.
4. Willingness to work on a flexible basis, as adventure-based programs are often in the evening and on weekends.

Salary:

Salary is \$32,877. Plymouth State College offers a comprehensive benefit package.  
Anticipated starting date: January 2, 2002

To Apply:

Send a letter of application and resume to:

Department of Human Resources  
MSC #14 - Plymouth State College  
17 High Street  
Plymouth, NH 03264-1595

Resumes will be reviewed until the position is filled. Review of resumes will begin Monday, November 26, 2001.

PSC is an AA/EEO employer and actively seeks women and minorities. Hiring contingent upon eligibility to work in the United States.



Robert Ditton  
<r-ditton@TAMU.EDU>  
Sent by: Society of Park  
& Recreation Educators  
<SPRENET@LISTSER  
V.UGA.EDU>

To: SPRENET@LISTSERV.UGA.EDU  
Subject: FW: RBFF Position Announcement (Plain Text Version)

02/22/02 10:46 AM  
Please respond to  
Society of Park &  
Recreation Educators

Please pass this position announcement along to any students interested in an entry level communications position in the Washington, D.C. area. Please direct all communications re: this position to Kirk Gillis at HR@rbff.org or (703) 519-0013.

Bob

Robert B. Ditton  
1807 Leona Drive  
College Station, TX 77840 USA  
(Voice) 979.845.9841  
(E-mail) (w) r-ditton@neo.tamu.edu      r-ditton@tamu.edu  
(E-mail) (h) rditton@tca.net  
<http://lutra.tamu.edu/rbd.htm>  
(Human Dimensions Lab) <http://lutra.tamu.edu/hdlab/>  
Homepage for the AFS Committee on the Human Dimensions of Recreational  
Fisheries: <http://lutra.tamu.edu/hdcom/> Ronald L. Schmied GCFI Scholarship:  
<http://lutra.tamu.edu/rbd/schmied.htm>

The Recreational Boating Fishing Foundation (RBFF) located in Alexandria, VA is seeking a highly motivated and talented individual to fill the new entry-level Communications Specialist position. We hope that you will take a moment to review the following position description and pass it on to appropriate academic departments, career centers, colleagues and interested individuals.  
Thank you!

[www.rbff.org](http://www.rbff.org)

POSITION ANNOUNCEMENT  
COMMUNICATIONS SPECIALIST

The Recreational Boating and Fishing Foundation (RBFF) has an immediate opening for an entry-level Communications Specialist. The successful candidate will have a Bachelors degree and experience in communications, marketing, journalism, aquatic education, natural resource management, parks and recreation, tourism, public policy or related field. The Communications Specialist serves a multi-faceted role with primary responsibility for administering the RBFF stakeholder database and stakeholder website. The Communications Specialist also assists the Communications Manager in implementing and evaluating a comprehensive and proactive effort to tell RBFF's story, generating positive media coverage and building strong relationships with stakeholder groups. The Communications Specialist works with RBFF staff to draft NewsWaves, the RBFF newsletter, and to conceptualize and prepare PowerPoint



2. Strategies for Health Behavior Change

3. Resources available to the employee that support Health Behavior change
  4. A 1 page double spaced, typed handout on your topic area that is provided to the employees to enhance their understanding of health promotion.
- B. Paper – In a 5-8 page length (typed, double spaced) paper, cover a Health Promotion in the Workplace program are using the same program area as your class presentation include:
1. A definition of your program area, its contribution to the corporate environment, and its effects on employee/community health.
  2. Describe sample program types and items that are used in the implementation of this program area. (classes, educational material, assessments, promotions, etc.)
  3. Indicate the resources (internal and external) that are used to implement this program.
  4. Indicate the Health Behavior Change Strategies that employees can use to make positive lifestyle changes in this area.
  5. Bottom line issues: health care costs, cost to company, cost to employee absenteeism, effect on community/family, etc.

III. Knowledge Tests

The two knowledge tests are based on the information presented in class, the required readings and presentation by guest speakers. Each knowledge test is worth 20 of the grade.

IV. Conference/Consulting:

Each student will be required to consult with a (group of) student(s) in my \_\_\_\_\_ and Wellness class, on a particular topic, \_\_\_\_\_ class this term.

V. Discussion/Participation in Class:

As issues in health promotion are presented in class, by the instructor and/or students or guest speakers, it is vital that students participate in discussion, question and answer sessions, and small group work. Sharing, listening and verbalizing ideas/materials in an active learning setting may be the most important aspect of this class.

Texts:

Travis, John, M.D. Wellness Index, Ten Speed Press, Berkeley, CA., latest edition.

American Council on Exercise, Lifestyle and Weight Management, Cotton, Richard T., editor, ACE, 1996.

**Syllabus: RMLS 225**  
**Winter Semester 2003**  
Tuesday and Thursday 1:30 - 2:45 pm  
114 SRC

**Course Title: Outdoor Recreation Management**

**Instructor: Dr. Denise Mitten**

Office Location: SRC 105

Office Hours: by appointment Monday 11 AM - 1 PM, T & R 12:20 AM- 1:20 PM

Phone: 591-5317 Office 796-7477 Home 651-329-7411 Cell

E-mail: [mittend@ferris.edu](mailto:mittend@ferris.edu)

Textbook: *Studies in Outdoor Recreation*, Robert Manning

Recommended: Jubenville, Alan and Ben W. Twight. (1993). Outdoor Recreation Management: Theory and Application, 3rd. ed. State College, Pennsylvania: Venture Publishing, Inc.

**Course Description:**

Provides an introduction and overview of outdoor recreation management principles, land management policies, planning models, historical to current perspective on natural resources use for recreational experiences, current trends and technical tools used by managers in development of outdoor recreation facilities.

**Objectives:**

The objectives of this course are to introduce the potential recreation manager to the problems, confrontations, and situations which exist in management of outdoor recreation resources and users. More importantly, students will learn how to solve these problems in a logical, creative, and equitable and professional manner.

By the end of the semester each student will:

1. Have a sense of the historical evolution of outdoor recreation management in the US.
2. Be familiar with the various land policies and decision making models of the land managing agencies.
3. Understand the tools and techniques of the outdoor recreation manager.
4. Recognize the importance of the outdoor recreation planning process.
5. Have knowledge of specific the management and operation of specific outdoor recreation facilities/areas.

Supplemental Readings Packet will be available in the bookstore. There may be additional readings on reserve in the instructor's office or library. You will be responsible for this material on exams.

**Evaluation and Grading:** The following point breakdown is approximate. Your grade will be based on the

percentage of the total points available during the semester that you earn through your work and effort during the course. The total points may vary depending on the number of short assignments, quizzes, and other projects.

|                   |            |                  |               |
|-------------------|------------|------------------|---------------|
| Professionalism   | 40         |                  |               |
| Short Assignments | 220        | A = 93-100%      | D+ = 67-69    |
| Book Review       | 100        | A- = 90-92       | D = 63-66     |
| Article Reviews   | 80         | B+ = 87-89       | D- = 60-62    |
| Test 1            | 100        | B = 83-86        | F = Below 60% |
| Test 2            | 100        | B- = 80-82       |               |
| Quizzes           | 60         | C+ = 77-79       |               |
| <u>Final Exam</u> | <u>100</u> | <u>C = 73-76</u> |               |
| Total             | 800        | C- = 70-72       |               |

The points and assignments listed above may be changed by the instructor if deemed necessary for the good of the class. Any changes will be announced and explained to the class in time for students to prepare accordingly assuming diligence on the part of the student.

### Tests and Quizzes

There will likely be 2 tests plus the final exam. Each is worth 100 points. The two tests will likely be given at around the sixth week and at around the eleventh week of classes. The final will be given during the period listed in the final exam schedule, Wednesday, May 7, 2:00 - 3:40 pm.

In addition there will likely be 3 quizzes worth 20 points each given approximately half way between tests. In addition there may be additional unannounced quizzes worth 10 points each. These quizzes will usually be given on days when attendance is low.

### Absence Policy

If you will be absent on the date of a test or quiz because of an excused absence, it is your responsibility to notify the instructor in advance. If you become ill on the date of an exam, you must notify the instructor of your situation that day. Only students who have an excused absence will be allowed to make up a missed test or quiz. Excused absences include field trips with other classes, participation in University sponsored events, severe injury or death of immediate family members. Exceptions to this policy may on rare occasion be granted at the discretion of the instructor. An exception will only be granted in cases of very unusual circumstances.

Students should make known to the instructor any problems or difficulties completing assignments or receiving class information such as field trips with other courses, doctors appointments, illness, etc. Communication should take place well before due dates and as early as possible.

Some assignments will be completed in class. Because of the nature of these assignments, students who miss class on those days will may not be able to make up the assignment. These assignments will usually be worth from 10 to 20 points each.

### Attendance Policy:

Attain 100% attendance and completion of assignments and you will receive the final exam points without taking it.

### Classroom and Course Work Performance and Deadline Expectations

1. Assignments will not be accepted after time or date assigned by the instructor verbally in class or in writing such as in this syllabus. Exceptions to this will be made when the instructor deems the circumstances reasonable for an extension following discussion with the student. This discussion should take place during office hours and before the assignment is due. Assignments should be ready to turn at the beginning of class. All assignments should be typed and stapled or placed in a folder (unless one page or otherwise directed). Please staple before coming to class. Assignments will be made as the course progresses. Some assignments may be made in addition to those listed in this syllabus.
2. Copying another person's work in whole or in part or cheating in any form will deprive the student of a proper learning experience and will not be accepted as fulfillment of course requirements. Such behavior may subject the

student to disciplinary measures as outlined in University policy.

3. Attendance will be kept to meet federal financial aid regulations, but will not count directly towards your grade. Those who attend regularly, regularly have grades superior to those who are absent regularly.

4. All assignments should be of professional quality. Writing should follow the RLM Standards for Written Work or APA format. RLM Standards for Written Work are available in the departmental office from the secretary.

5. Grading of projects and assignments will be based on the following general principles.

A 'A' work is superior work. It is work that provides more than what the instructor requires and shows initiative by the student. It demonstrated proper grammar, spelling, and professional report writing skills. Communication of theoretical principles and application of course concepts have been presented in a professional manner.

B 'B' work is above average work. It meets the requirements of the assignment by demonstrating a good understanding of the course concepts and is well written. Some short comings do not meet the full application of these concepts at a professional level.

C 'C' work is average work. The work meets the assigned requirements but has not fully demonstrated understanding of theory through application of the course concepts to assignment. The student needs to continue to work on some areas of the course concepts.

D 'D' work is below average work. The work does not meet the assignment. It demonstrates a need for improved communication skills to interpret the course concepts and application in the written form. More time needs to be spent on the preparation and studying of the theoretical concepts and application by the students which will lead to improved grades.

F 'F' work is failing work. The work does not meet the assignment requirements. The work is lacking key information, poorly organized, and demonstrated a need to work on a better understanding of course concepts. Students should see the instructor to discuss how the student can improve their work.

#### Projects

Additional small assignments may be made during the semester. Additional in class assignments are likely.

Article Review Assignment (80 points): every other Tuesday \_\_\_\_\_

Due:

Many problems face the managers of outdoor recreation areas. Underlying many of the problems in resource management is the concern to maintain the integrity of the outdoor environment while providing experiences expected by the participants. In reality the two objectives, resource protection and visitor participation, do not mix well. Any level of visitation degrades the environment somewhat. Many management situations arise that must be resolved by the manager. Conflicts arise because different recreation activities conflict with each other and in turn conflict with commodity production on a resource base which remains relatively the same size. At any one time a manager may have to make decisions involving many fields of expertise including:

- Developed Recreation
- Dispersed Recreation
- Non-motorized Trails
- Off-road Vehicles
- Wilderness Designation/Areas
- Wild and Scenic River Designation
- Water Quality
- Law Enforcement
- Wildlife Management
- Multiple-Use Management
- Ecosystem Management
- Transportation Systems

Land Acquisitions and Exchanges  
User Conflicts  
Fire Management  
Conflicts Between Resource Utilization and Recreation and Preservation  
Silviculture  
Biodiversity

1. Select four fields of expertise from the above list
2. Review two articles in each of the selected fields following the format below.

**Format:**

- a. Formal article citation using APA format (1 point).
- b. Detailed synopsis of the article clearly and concisely written (3 points).
- c. Significant findings of the article (3 points).
- d. Implications or practical application for outdoor recreation managers of findings (3 points).

**Terminology (30 points)**

By April 25 \_\_\_\_\_ Due:

Define each of the following fully. For those that are identified only by initials, such as BLM, also indicate what each letter stands for.

BLM  
NPS  
USFS  
USFWS  
SCS  
ROS  
FEIS  
DEIS  
NEPA  
IRM  
RECREATION CARRYING CAPACITY  
SOCIAL CARRYING CAPACITY  
ENVIRONMENTAL CARRYING CAPACITY  
LAC  
SYSTEMS ANALYSIS  
MULTIPLE USE  
DISPERSED USE  
FINAL MANAGEMENT PLAN  
SCORP  
GIS  
DNR  
DEC  
EA  
VRM  
EPA  
RO  
SCOPING

SHORT ASSIGNMENT 1 (20 POINTS)

Jan 23

DUE: \_\_\_\_\_

Define each of the following terms in relation to natural resource outdoor recreation management. Outdoor recreation management involves finding the balance between human activities and the natural world. Think about what that balance should be and how you could create that balance if you were in charge.

Define each term in your own words, not dictionary definitions. Definitions should reflect outdoor resource management.

1. Biocentrism
2. Anthropocentrism
3. Sustainable Development
4. Wilderness

SHORT ASSIGNMENT 2 (60 POINTS)

March 20 \_\_\_\_\_

DUE:

ROS

This assignment is designed to help the student understand and become more familiar with the tools used by management in the decision making process.

For each of the following anchor points on the ROS:

1. Give a recreation activity which could take place.
2. Describe the social encounter level
3. Describe the physical or natural environment
4. Give at least two methods managers could use to create the opportunity level.

The anchor points are:

Primitive  
Semi-primitive Non-motorized  
Semi-primitive Motorized  
Roaded Natural  
Rural  
Urban

The textbook, packet, and other resources provided in my office will be of use in completing the assignment. Materials from the office are not to be removed. You may use the materials in the office, computer lab, or reading room. Do not remove them from the building.

SHORT ASSIGNMENT 3

Feb 27

DUE: \_\_\_\_\_

EIS

Using the environmental impact statements located in my office, complete the following assignment.

Review the recreation management sections of the reports. The answers to the questions below should reflect the recreation management or opportunity information found in each section of the EIS report.

- A. Which EIS did you use? (2 pts.)  
Which government agency prepared the document (4 pts.)  
Where is the geographical location of the environmental assessment (2 pts.)
- B. Summarize the 'purpose and need' of the EIS (10 pts).
- C. Describe the proposed action related to recreation management (10 pts).
- D. Give two examples from the EIS of 'affect to environment' as they relate to recreation (10 pts.)
- E. Give two 'environmental consequences' from proposed plan. Only discuss recreation (10 pts).

- F. Summarize two letters of comment by groups or individuals on the issue of recreation. Include their specific concerns (10 pts).
- G. Define or list five environmental impacts which were assessed (10 pts.)
- H. Define or list five social impacts which were assessed (10 pts).
- I. Which alternative was chosen and why? (10 pts). Was this alternative the best one from an environmental standpoint?
- J. List at least one method that was used to collect social and environmental impacts (12 pts).

SHORT ASSIGNMENT 4 (20 POINTS) Feb 6

DUE: \_\_\_\_\_

### VISUAL MANAGEMENT

The following exercise will incorporate the visual management techniques we have studied in class through application on a local site.

The location for this exercise will be the Katke Golf Course clubhouse and the Holiday Inn Conference Center. Measurements will be taken from two locations. The ratings will be in three areas:

- A. Character Type
- B. Sensitivity Level
- C. What would be the recommendation for visual quality objectives? (Five examples of how you would landscape these two situations).

SYSTEM ANALYSIS PAPER

April 17

DUE: \_\_\_\_\_

#### Part 1 in class (20 points)

The class will visit a USFS campground. The class will be divided into several groups. Each group will decide what information would be needed as input for one assigned subsystem of the outdoor recreation management model. The three subsystems to be assigned are visitor management, resource management, and planning management. Each group should turn in at the end of class a list of 10 types of information they would seek if they were managers for this site.

#### Part 2 (100 points)

The lists will be compiled and distributed to the class for use in completing a Systems Analysis Paper.

Book Review (100 Points):

March 18

\_\_\_\_\_ Due:

Each student is to read a book dealing with some aspect of outdoor recreation or natural resource management. The book chosen for review should have been published within the last 20 years. Some exceptions to this general rule will be allowed for well-known classic books such as A Sand County Almanac. Specific instructions for the book review will be given later in class. Begin looking for a book now. A sign-up sheet will be posted near my office and brought to class. You may borrow your book from the University library, purchase a book, or borrow one from a friend. No books can be borrowed from the instructor. The instructor may be able to suggest some books. If there is any doubt whether the book you have chosen is suitable, please check with the instructor before spending a lot of time reading and then writing. (Cover page, reference page, body = 7)

# Winter Backpacking RMLS 232

Instructor - Jason Long

Course Meeting - SRC 114, Tuesday 3:00-3:50

Office - SRC 106, (231) 591-5318, (231) 629-0318 cell

Office Hours - Tuesday 2:30-3:00

Email - jasoutside@hotmail.com, jasonlong@ferris.edu

Course Purpose- The purpose of this course is to introduce students to the fundamentals of cold weather traveling and camping. Through lectures, demonstrations, training sessions, outings and hands on activities, students will gain the necessary knowledge to not only survive in a winter environment, but to comfortably enjoy what the winter season has to offer. The course activities will include backcountry skiing, snowshoeing, snow shelter building and many others.

Course Objectives- Upon course completion students will have the ability to:

1. Identify the mechanisms for producing heat as well as mechanisms for heat loss.
2. Identify and care for injuries related to cold weather.
3. Execute cold weather camping and traveling methods with style and tact.
4. Confidently select, care for and maintain equipment and clothing related to the cold weather environment.
5. Demonstrate competency in cross-country skiing and snowshoeing over varied terrain.
6. Understand nutrition related to a cold weather environment.
7. Practice "Leave No Trace Principles" with emphasis on camping and traveling during the winter season.
8. Identify cold weather hazards and how to avoid them.
9. Appreciate winter as a teaching environment.
10. Demonstrate safety and solid judgment skills in a cold weather environment.
11. Demonstrate leadership skills in winter outdoor pursuit activities.
12. Demonstrate skills in working cooperatively with others.
13. Develop instructional skills in cold weather outdoor pursuit activities and winter natural history.

## Course Schedule

1/15/02 – Course Introduction, Expectations

1/22/02 – Clothing and Equipment

1/29/02 – The Physiology of Temperature Regulation, Presentation #1

2/5/02 – Cold Weather Injuries, Presentation #2

2/9/02 – Heartwick Pines Day Trip (tentative)

2/12/02 – Snow Shelters, Presentation #3

2/15/02 – 2/17/02 – Sleeping Bear Dunes Outing (tentative)



2/19/02 – Food and Nutrition, Presentation #4  
2/26/02 – Leave No Trace Principles, Presentation #5  
3/1/02 – 3/302 – Sleeping Bear Dunes Outing (tentative)  
3/5/02 – Final Exam

Course Requirements- The evaluation of this course will consist of one exam, individual performance, a small group presentation, participation, and practical applications.

|                                 |                  |               |
|---------------------------------|------------------|---------------|
| Winter Camping Final Exam       | 50 Points        | 314 – 350 = A |
| Course Performance (instructor) | 50 Points        | 279 – 313 = B |
| Course Performance (student)    | 50 Points        | 244 – 278 = C |
| Team Presentation               | 50 Points        | 209 – 243 = D |
| Outing                          | 50 Points        | 208 – 0 = F   |
| Participation                   | 50 Points        |               |
| Day Trip                        | 40 Points        |               |
| Clothing, Equipment, Food List  | <u>10 Points</u> |               |
| Total                           | 350 Points       |               |

*Exam-* Upon course completion there will be a written, comprehensive final exam.

*Course Performance Evaluation-* Your performance during the course will be evaluated utilizing the criteria of 1) Safety and Judgment, 2) Leadership, 3) Expedition Behavior, 4) Outdoor Skills and 5) Environmental Ethics. Both the student and instructor will have input with regard to the final score given.

*Team Presentation-* Small teams of students will provide a presentation for the class involving a topic in relation to winter backpacking. The presentation will be 10 minutes in length and will utilize active learning techniques. The team will also submit a lesson plan upon completion of presentation.

*Outing-* A winter camping trip is tentatively scheduled for 2/15/02 – 2/17/02 or 3/1/02 – 3/3/02. Food, fuel, clothing and related equipment necessary for this trip is the responsibility of the student. The RMLS department does have *some* equipment available at no charge to the student. Please understand that the outing is a required component of the course. If you do not attend the outing you will fail the class. This trip will be discussed in detail during class.

*Participation-* This course largely depends on in class lectures and experiential learning that happens during class, so it is of paramount importance that the student attend our meetings. One absence will result in a 25 point deduction, a second will result in an additional 25 point deduction. Three absences will require the student to withdraw from the course or accept a failing grade. Participation points will be awarded if you are in class *and* participating!

*Day Trip-* A tentative date of 2/2/02 is set for a day trip to Hartwick Pines State Park for a skiing and snowshoeing introduction. Here we will also have the opportunity to build snow shelters.

*Clothing, Food and Equipment List-* Before the outing departure, a list of all clothing, food and equipment, specifically detailing those items that are planned to be taken on the trip, will be submitted.

*Extra Credit-* There may be opportunities to obtain extra credit points during the semester. These opportunities will be proposed by the instructor to the entire class and will certainly be above and beyond the requirements of the course. More discussion concerning this topic during class.

Basic Course Expectations- 1) The use of alcohol and/or drugs is obviously not allowed during the outing (or class for that matter) and will result in course failure. 2) The trip is designated for the enrolled students only. While it would be nice to invite friends and significant others along on the outing it would not create an optimal teaching and learning environment. 3) Late work is not accepted so please plan accordingly. 4) The nature of the course requires that the student have the physical ability to participate in the activities presented. It is strongly recommended that students are physically prepared for moving over varied terrain, possibly in deep snow, for long distances while carrying heavy packs.

Selected Readings- Although there are no required textbooks for this course, the review of several excellent resources is *strongly* recommended and encouraged.

-Allen & Mike's Really Cool Backcountry Ski Book  
By Allen O'Bannon and Mike Clelland

-Allen & Mike's Really Cool Backpackin' Book  
By Allen O'Bannon and Mike Clelland

-Winter Camping  
By Stephen Gorman

-NOLS Wilderness First Aid  
By Tad Schimelpfenig and Linda Lindsey

-The National Outdoor Leadership School's Wilderness Guide  
By Mark Harvey

-NOLS Cookery  
By Claudia Pearson

# Syllabus: RMLS 236

## Fall Semester 2002

Course Title: **Rock Climbing Instructor Training**

Instructor: Dr. Denise Mitten

Office Location: SRC 105

Office Hours: by appointment and Monday 11 AM - 1 PM, T & R 12:20 AM- 1:20 PM

Phone: 591-5317 Office 796-7477 Home 651-329-7411 Cell

E-mail: [mittend@ferris.edu](mailto:mittend@ferris.edu)

Textbook: *Toproping* By S. Peter Lewis

### **Nature of the Course**

The primary purpose of this course is to build on the basic principles of rock climbing in aiding the student to begin to develop rock climbing instructor skills. Students review and practice the techniques used for face, crack, dihedral and chimney climbing. Students review and practice climbing signals, belay techniques, safety knots, and safety procedures. Students will be exposed to risk management issues. A field trip to other rock gyms is required.

### **Other required materials**

Climbing shoes are very useful in this course, but not mandatory.

### **Course Objectives: During this course students have the opportunity to**

1. Demonstrate how to use a sheriff/ATC belay device.
2. Demonstrate standard climbing signals and how to use them.
3. Demonstrate how to tie a figure eight follow-through (re-threaded figure-eight), double overhand, and a water knot.
4. Demonstrate climbing techniques used for face, crack, dihedral and chimney climbing.
5. Learn how to do a belay escape.
6. Understand and practice appropriate safety techniques in gym climbing.
7. Apply procedures for risk management at the Ferris indoor climbing wall.

### **Course Requirements**

#### **Writing Requirements**

Written material should be typed, spell and grammar checked, and checked with the plagiarism prevention program.

#### **Special Projects**

##### **Class teaching presentation**

Each student will be assigned a teaching area. Students are to research their topic and prepare and deliver a 15-30 minute teaching piece to the other class students. Students will turn in the outline and notes used to present the material.

##### **Incident Reporting**

Students are required to research and write a summary of one climbing incident, this includes your assessment of what to do differently in the future. The report should also describe your assessment of the group relationships at the time of the incident. This report should be at least three pages long.

## **Book Report**

Students will complete one book review on a book about climbing. This report should be at least three pages long and should discuss the group dynamics of the trip or adventure written about.

## **Field Trip Write-up**

Students are required to write a three-page summary of their field trip experience. Include a section about gear that states which gear you have and how you believe it compares to other gear available and what gear you want to have as a possible rock climbing instructor. This gear includes shoes, harness, locking carabineer, belay device, rope, and two pieces of protection (your choice). Plan ahead for questions you would like to ask people we will be in contact with during our trip.

## **Special Requirements**

Students will be required to demonstrate safe belay techniques, use of climbing signals, how to tie a figure eight follow-through (re-threaded figure-eight), and double overhand knots, and proper climbing safety techniques. Students will have to demonstrate climbing four climbs in the gym. Students will have to demonstrate bouldering certain footage around the climbing wall.

## **Class Attendance Policy**

Students are expected to attend all classes and participate with the instructor and fellow classmates. If a student must miss a class it is the student's professional responsibility to contact me before the class time. If the student fails to contact me 5 points will be deducted from the student's total points.

## **Exceptions to the Attendance Policy**

Student has a verified accident on the way to class.

## **Late for Class and Late Assignments Policy**

Don't be. Assignments are due by class time on the date stated unless instructor states otherwise. Assignments will not be accepted after this time unless prior arrangements have been made with the instructor.

## **Safety Policy**

Students are to follow the instructor's directions in all safety matters.

## **Grading**

### **Grading of Tests and Projects**

Safety skills test 75 (25 written/50 physical) points.

Rock skills test 75 (50 climbs, 25 bouldering)

Final exam 40 points.

Book report 40 points.

Incident write-up 25 points.

Teaching session 25 points.

Field trip write-up 25 points.

**TOTAL 300 points**

### **Course Grading Scale**

Total possible points are 200.

|         |    |          |    |
|---------|----|----------|----|
| 100-94% | A  | 76-73    | C  |
| 93-90   | A- | 72-70    | C- |
| 89-87   | B+ | 69-67    | D+ |
| 86-83   | B  | 66-63    | D  |
| 82-80   | B- | 62-60    | D- |
| 79-77   | C+ | Below 60 | F  |

## **Class Expectations**

Students are required to participate in each class session. This includes both climbing and belaying.

## **Disabilities**

Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office located in Arts & Sciences Commons, 1017K, x.3772 or ASC 1021 x..5039.

## **Information Concerning Academic Misconduct**

See the student handbook.

## **Final Note**

I reserve the right to make needed and appropriate adjustments in this syllabus.

## **Instructor's Professional Background and Teaching Experience**

Dr. Mitten has been leading adventure wilderness trips since 1973. She has taught climbing and mountaineering extensively. She has lead climbing trips in Joshua Tree, Minnesota, North Carolina, Colorado and other sites and she has lead mountaineering trips in the Himalayas, up Denali, on several mountains in the northwest U.S. and in Colorado. Her undergraduate degree, from the University of Washington, is in Forest Resources (recreation emphasis); her master's degree is from Yale University in Forest Science, and her Ph.D. is from the University of Minnesota in Education. Dr. Mitten taught for ten years at Metro State University and for 19 years directed Woodswomen an international adventure education program for women and children. She has guided trips in many parts of the US as well as Europe, South America, New Zealand and Australia. Activities Dr. Mitten has guided include backpacking, canoeing (whitewater and flat water), climbing, hiking, kayaking, mountaineering, rafting, SCUBA diving, skiing, and snowshoeing.

**RMLS 240 Inclusive Recreation**  
**Fall Semester 2003 - 3 credits**  
**Monday - Wednesday -Friday 10:00 - 10:50 AM SRC 114**  
**Department of Leisure Studies and Wellness**  
**Instructor: Sarah Raymond**  
**Office: SRC 104 Phone: 591-5318**

**Course Description:**

A course designed to provide students with an understanding of the special and unique needs to therapeutic leisure and recreational service of individuals with social, physical, mental, and/or psychological disabilities. An ecological model approach will focus on the interfacing of facilities; family and community attitudes; and the individual's function level and interests to mainstreaming individuals into a leisure lifestyle. An intervention process will be used in the development of activity selection for special population individuals.

**Course Objectives:**

1. Demonstrate an understanding of therapeutic and special recreation as a mechanism to overcoming environmental, social and psychological barriers to a participant in inclusive recreation.(8.12)
2. Understand and demonstrate the human ecology application model through activity analysis.
3. The student will be introduced to the history of therapeutic recreation, and the past and present lead agencies that provide similar services today. (8.06, 8.08))
4. To gain a basic understanding of the medically defined characteristics of disabilities or multiple disabilities found among the special population and understand the nature of these conditions as they impact recreational activity participation. (8.17,8.20)
5. The student will be able to discuss attitudes toward individuals with disabilities.
6. Understand and be able to apply an intervention ecological model in selection and adaptation of activities to meet the leisure needs of the client. (8.02,8.15.8.19,8.20, 8.21)
7. Understand the process of mainstreaming from clinical to community based environments.(8.14,8.17)
8. To gain an awareness of the professional organization, certification process, and career opportunities. (8.08)
9. Understand and apply the legislative principles of the American's With Disabilities Act to recreation programming.(8.13, 8.14, 8.36,8.37)

**REQUIRED TEXT:** Dattilo J., (2002) Inclusive Leisure Services; Responding to the rights of People with Disabilities 2<sup>nd</sup>, University of Georgia., Venture Publishing.

**REQUIRE:** Use of worksheets or readings available on the WEB CT RMLS 240 Pages. Students will find periodically that the instructor has loaded information to be presented in class or worksheets for in class that each student is responsible for.

**RESERVED READINGS:** Students will be responsible for all readings both hard copy or electronically placed on reserve in the library.



|                                             |              |                |
|---------------------------------------------|--------------|----------------|
| II Intervention Approach                    |              | 125 PTS        |
| III Activity Adaptation/Prescription        |              | 50 PTS         |
| 1111 : Community service project evaluation |              | 100            |
| TOTAL POINTS                                | Exams        | 300 PTS        |
|                                             | Short Papers | 100 PTS        |
|                                             | Projects     | <u>525 PTS</u> |
|                                             |              | 775 PTS        |

**PLEASE NOTE:**

The instructor reserves the right to depart from the course outline during the course of the semester. The course outline is only tentative. Assignment due dates; types and number of projects; and point values from all required work may be changed to accommodate situations that may arise during the term. Any variations or alterations will **ALWAYS BE ANNOUNCED IN CLASS IN TIME FOR YOU TO PREPARE ACCORDINGLY, ASSUMING DILIGENT HARD WORK ON YOUR PART.**

Students will be expected to attend class sessions and to participate by interacting with the instructor and fellow class members.

It is the student's responsibility to call, email, or make known to the instructor in advance of problems with getting assignments or class information, ie. Field trips with other courses, doctors appointments, illness.

**ATTENDANCE POLICY**

Class will be a combination of theory and work on assignments with application of the theory. Class attendance **will be taken, but will not count directly** as part of your grade. As professionals wishing to acquire the skills and applicable experiences for your future careers in leisure services and recreation, the responsibility is yours to be aware of course assignment instructions, requirements and work completion dates assigned during class and as part of the syllabus. Your participation or lack of it in class discussion, group projects, and tasks will ultimately be reflected in your final performance.

If you will be absent from class due to course field trips, illness, or other personal appointments or commitments, the instructor must be notified in advance or in a reasonable manner. The instructor will work with the student in helping him or her with the missed information in class. The responsibility of communicating reasons for absents is yours.

**CLASSROOM AND COURSE WORK PERFORMANCE AND DEADLINES EXPECTATIONS**

Student Responsibilities:

1. Course work assignments are stated for major projects in the syllabus/Web CT and short assignments in class as material is covered. Assignments will not be accepted after time or date assigned by instructor verbally or in writing. Exception to this will be made when the instructor deems the circumstances reasonable for an extension following discussion with the student.
2. **COPYING OF ANOTHER PERSON'S WORK, in whole or in part,** or cheating in any form will deprive the student of a proper learning experience and will not be accepted as fulfilment of course requirements. Cheating may subject the student to discipline as outlined in University Policy.
3. Attendance will be taken to satisfy federal regulations regarding eligibility for financial aid and within FSU policy. It is also unlikely that a person who misses class on a regular basis will achieve a passing grade because of information and points missed, and lack of participation in projects.



4. All students are expected to present assignments and projects following the Written Standards for RLM or APA format. Projects involving numerical calculations are only correct when the correct numbers are given.
5. Grading of projects and assignments will be based on the following general principles.
  - A **A work is superior work.** It is work that provides more than what the instructor requires and shows initiative by the student. It demonstrates proper grammar, spelling, and professional report writing skills. Communication of theoretical and application of course concepts have been presented in a professional manner.
  - B **B work is above average work.** Meets the requirements of the assignment by demonstrating a good understanding of the course concepts and is well written. Some shortcomings do not meet the full application of these concepts at a professional level.
  - C **C work is average work.** The work meets the assigned requirements but has not fully demonstrated understanding of theory through application of the course concepts to the assignment. The student needs to continue to work on some areas of the course concepts.
  - D **D work is below average work.** The work does not meet the assignment requirements. It demonstrates a need for improved communication skills to interpret the course concepts and application in the written form. More time needs to be spent on the preparation and studying of the theoretical concepts and application by the students that will lead to improved grades. Student should see the instructor.
  - F **F work is failing work.** The work does not meet the assignment requirements. The work is lacking key information, poorly organized, and demonstrates a need to work on a better understanding of course concepts. Students should see the instructor to discuss how the student can improve their work.

#### COMPUTER HARDWARE/SOFTWARE REQUIREMENTS

The University provides students through the semester computer fee access to the Microsoft Office Suite 2000 (Word, Excel, Power Point) in both the PC and Mac versions. To access the Web CT course site students will need to run either Netscape 4.7 or 5.0 (do not recommend 6.0); or Internet Explorer 4.0 and above. These software packages will allow you to be compatible with the classroom, RLM computer lab and most machines on campus. You will need to run either Windows 97/98, Windows 2000, OS 8 or 9. Campus is not set up for Microsoft XP. If you do not have access to the above configurations then you will need to plan on using the campus computers to do the projects and electronically send homework.

Each time you place your disk in the campus computers it is advised that you run a disk scan for viruses. I advise you not to use a friend's computer without running a virus scan on their machine before using it. As the semester draws to an end the labs have the greatest amount of virus corruption occurring and will cause all to be frustrated. The best advice is stick to the one computer lab or computer to do all your work. I recommend you don't let a lot of people use your personal computer.

Each of you will be required to have an e-mail to communicate with your peers for this course. You have one provided in the Web CT and by FSU automatically. If you have hotmail, yahoo, or others take and link them to the Web CT e-mail so it will be forwarded. The excuse I didn't get the e-mail is not valid unless your server or service provider's server goes down.

# Syllabus: RMLS 242

## Fall Semester 2003

Course Title: **Programming and Evaluation of Leisure Services**

Meeting place and time : **SRC 114, Tues 12-1 :40 & Thur 12- 12 :50 PM**

Instructor: **Dr. Denise Mitten**

Office Location: **SRC 105**

Office Hours: by appointment and T & W 10:00 AM- 12:00 PM

Phone: 591-5317 Office 796-7477 Home 651-329-7411 Cell

E-mail: [mittend@ferris.edu](mailto:mittend@ferris.edu)

**Textbooks:** *Programming for Parks, Recreation, and Leisure Services*, DeGraaf, Jordan, DeGraaf. *Steps to Successful Programming*, DeGraaf, Jordan, DeGraaf

### **Nature of the Course**

This course is designed to introduce students to basic programming models, philosophy, and practices used in leisure service programming. Emphasis is on a servant leadership perspective. Students will complete a planning project incorporating planning principles, program evaluation, and servant leadership.

### **Course Objectives: During this course students have the opportunity to**

1. Understand the philosophy and theory concepts and strategies of leisure and recreation service programming.
2. Understand the psychological, sociological and physiological benefits of program participation in various leisure and recreation service settings
3. Understand the past, present, and future trends in programming
4. Understand and be able to demonstrate application of programming models used in the field of recreation
5. Demonstrate the ability to promote interpret and articulate the concerns of leisure systems for populations and services
6. Understand and show ability to conduct a needs assessment as part of selection, planning and facilitation.
7. Demonstrate the ability to formulate, plan, implement, and evaluate the extent that goals and objectives of program plan in leisure services have been met for participants.
8. Become knowledgeable about professional organizations and their impact on the leisure field.
9. Understand how to facilitate participant involvement during leisure activities, including appropriate use of affirmations.
10. Become proficient in scheduling program activities.
11. Understand what a program lifecycle is and how programming strategies change according to the cycle.

# Course Requirements

## Writing Requirements

Written material should be typed, spell and grammar checked, and checked with the plagiarism prevention program.

### Workbook and papers

During the course a number of assignments will be given from the workbook Steps to Successful Programming. Full points will be given for assignments completed fully. Additionally a number of other short writing assignments will be given. Again, full points will be given for assignments completed fully. Late assignments will earn no more than half the total points. Incomplete assignments can be completed and one half of the remaining points for that assignment can be earned.

## Special Projects

### FSU Student Career Days

Students are required to participate in the facilitation of three career day sessions. High school students visit FSU. The last session is activities provided by YOU ALL! Dates: November 11, November 21, December 5. Time: Noon (set-up) to 2:15 PM.

### Service leadership

Students will provide "Choice" activities for students at Riverview Elementary School (grades 1-5). Choice is daily 12:30 – 1 PM. Students should plan to arrive 12:20 PM. Five sessions of programming is required. Students pair up and while one student presents a program the other student evaluates the program execution. Students can work with one grade level or several. Students will write a three page paper **before** they begin their service that a) defines the organization's mission and philosophy, b) describes the population (grade) to be served, c) describes the programming to be implemented, including sequencing and how students plan to incorporate affirmations, d) explains why this programming was chosen and how the program should contribute benefits to the recipients, and e) describes a planned evaluation of your service (Due September 18 at the latest). After completing the servant leadership project, students will write a three-page evaluation of their experience. The instructor will also contact the "Choice" administrator for an evaluation.

### Group Programming Project

Students, in small groups, will design a leisure service program. Students will turn in an outline of this paper/program by October 2. At the end of the semester students will present the project to the class and turn in one group final report. Each section should have timelines. The planning and therefore the paper will consist of the following sections:

- a) Needs assessment. Who are the potential participants and how do you plan to assess their needs in relationship to your potential program. Hypothesis results from this section to use in your continued planning. This section should be a minimum of four pages (2000 words).
- b) The theory of recreation being applied in your program. Explain it; give literature review on other programs like yours and their findings on how the theory works as well as impacts of the program. Reference a minimum of five resources in this section. This section should be a minimum of five pages (2500 words).

- c) **BENEFIT** based outcomes/objectives. Objectives in the benefit based format/ performance based. Charts may help explain this section. Four pages minimum (2000 words).
- d) Pre-program tasks. What are these tasks? Who will do them and when. What are the estimated costs, staffing requirements? What grant writing options are there for funding? Prepare a Time line/ Pert Chart that breaks down when tasks are to be completed.
- e) Implementation. Describe the actual implementation of your program. Hypothesize what your first run will look like, including the possible affirmations you will use. Five pages (2500 words).
- f) Evaluation of the program. How will you conduct formative evaluations? How will you determine if your program goals and objectives have been met? How will you know about participant satisfaction, staff satisfaction and performance, and fiscal accountability? Identify which computer program you will use to quantify your findings. A sample of YOUR form would be useful here. (2000 word minimum).

## **Class Attendance Policy**

Students are expected to attend all classes and participate with the instructor and fellow classmates. If a student must miss a class it is the student's professional responsibility to contact me before the class time. If the student fails to contact me 5 points will be deducted from the student's total points. Attain 100% attendance and completion of assignments and you will receive the final exam points without taking it.

## **Exceptions to the Attendance Policy**

Student has a verified accident on the way to class.

## **Late for Class and Late Assignments Policy**

Please don't be. Assignments are due by class time on the date stated unless instructor states otherwise. Assignments will not be accepted after this time unless prior arrangements have been made with the instructor.

## **Tests and Other Assessments**

There will be at least three quizzes; some may be unannounced. You will have two short papers to complete. Students must complete the reflections sheets assigned. There will be a midterm and a final. Reading assignments will be given in class.

## **Grading**

### **Grading of Tests and Projects**

|                                                                             |                            |
|-----------------------------------------------------------------------------|----------------------------|
| Professionalism (your enthusiasm, punctuality, industrialism, and such.)    | 40 points                  |
| Service learning project = 100 points (paper 30, contact 40, evaluation 30) |                            |
| Career Day participation                                                    | 60 points                  |
| Two short papers 25 x 2 = 50 points                                         | Project = 100 points       |
| Reflections and short exercises 10 x 10 = 100 points                        | Quizzes 25 x 2 = 50 points |
|                                                                             | Final = 100 points         |

## Course Grading Scale

Total possible points are 500.

|         |    |          |    |
|---------|----|----------|----|
| 100-94% | A  | 76-73    | C  |
| 93-90   | A- | 72-70    | C- |
| 89-87   | B+ | 69-67    | D+ |
| 86-83   | B  | 66-63    | D  |
| 82-80   | B- | 62-60    | D- |
| 79-77   | C+ | Below 60 | F  |

Grading of projects and assignments will be based on the following general principles.

A 'A' work is superior work. It is work that provides more than what the instructor requires and shows initiative by the student. It demonstrated proper grammar, spelling, and professional report writing skills as well as communication of theoretical principles and application of course concepts.

B 'B' work is above average work. It meets the requirements of the assignment by demonstrating a good understanding of the course concepts and is well written.

C 'C' work is average work. The work meets the assigned requirements but has not fully demonstrated understanding of theory through application of the course concepts to assignment. The student needs to continue to work on some areas of the course concepts.

D 'D' work is below average work. The work does not meet the assignment. It demonstrates a need for improved communication skills to interpret the course concepts and application in the written form. More time needs to be spent on the preparation and studying of the theoretical concepts and application by the students which will lead to improved grades.

F 'F' work is failing work. The work does not meet the assignment requirements. The work is lacking key information, poorly organized, and demonstrated a need to work on a better understanding of course concepts. Students should see the instructor to discuss how the student can improve their work.

## Disabilities

Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office located in Arts & Sciences Commons, 1017K, x.3772 or ASC 1021 x. 5039.

## Information Concerning Academic Misconduct

See the student handbook.

## Final Note

I reserve the right to make needed and appropriate adjustments in this syllabus.

## Instructor's Professional Background and Teaching Experience

Dr. Mitten has been leading adventure wilderness trips since 1973. Before that she was a girl scout and a camp counselor teaching backpacking and sailing. Her undergraduate degree, from the University of Washington, is in Forest Resources (recreation emphasis); her master's degree is from Yale University in Forest Science, and her Ph.D. is from the University of Minnesota in Education. Dr. Mitten taught for ten years at Metro State University and for 19 years directed Woodswomen an international adventure education program for women and children. She has guided trips in many parts of the US as well as Europe, South America, New Zealand and Australia. Activities Dr. Mitten has guided include backpacking, canoeing (whitewater and flat water), climbing, hiking, kayaking, mountaineering, rafting, SCUBA diving, skiing, and snowshoeing.

## Course Calendar

August 26 Introduction to the course

August 28

September 4

September 11

September 18

September 25

October 2

October 9

October 16

October 23

October 30

November 6 Work on Plan

November 13 Work on Plan

November 20 Final Plans due

November 27

December 4 Review/questions

December 11 FINAL Thursday 12-1:40

# Syllabus: RMLS 245

## Winter Semester 2003

Course Title: **Camp Leadership and Planning**

Instructor: **Dr. Denise Mitten**

Office Location: **SRC 105**

Office Hours: by appointment Monday 11 AM - 1 PM, T & R 12:20 AM- 1:20 PM

Phone: 591-5317 Office 796-7477 Home 651-329-7411 Cell

E-mail: [mittend@ferris.edu](mailto:mittend@ferris.edu)

Textbook: *Camp Counseling* By Meier & Mitchell.

### **Nature of the Course**

Student will be introduced to organized youth camping's history, basic concepts and values. Through composing lesson plans and implementing these plans, students will gain knowledge about the role of camp counselors and deepen their understanding about the camping process.

### **Course Objectives: During this course students have the opportunity to**

1. Know the history of organized camping in the U.S.
2. Understand and develop working knowledge about camp programming.
3. Understand group dynamics, build on communication skills, and facilitate positive expedition behavior.
4. Understand the importance of outdoor education, natural and cultural history and environmental ethics to camping.
5. Understand risk management procedures for specific activities.
6. Understand why a lesson plan and evaluation are important steps in the process of teaching.
7. Understand the basic terminology used with lesson plans and evaluation procedures.
8. Understand how to write and implement lesson plans.

### **Course Requirements**

#### **Skills Requirements**

Students are required to demonstrate lesson planning and program implementation skills.

#### **Writing Requirements**

All written assignments should be submitted electronically.

#### **Assignments**

**Camping leader review and presentation:** From a list provided by the instructor, students will pick an outdoor leader to review. Each student will read material about their chosen person, as well as possibly conduct interviews with others to gain more impressions. Each student will turn in a paper (minimum of five pages) with references (minimum of five). Presentations will be 15 minutes and begin February 6.

**Lesson plans and teaching:** Each student will prepare a lesson plan to provide a half-hour program to elementary aged students (grade or grades of the students choice). The lesson plan will include at least one accommodation for a disability (ADA). After receiving feedback from the instructor on the lesson plan, the student will schedule three Choice sessions at Riverview elementary school (through the instructor). The student teaches the program three times to three

different age groups. The student will write a reflection and evaluation between each teaching and a final evaluation upon completion (some evaluation questions will be provided by the instructor). The student pairs with one other student and observes her/his sessions and submits a written assessment of the three lessons.

**Deb Cox Career Day:** All students will be available March 21 and May 2 noon to 2:45 PM. Activities will be provided to high school students visiting Ferris for career information. Planning will be done in class.

**St Mary's Camp Day:** All students will be available April 25. Students will design a one-day day camp experience for St Mary students. Planning will be done in class.

**Weekly assignments:** Each week there may be a short assignment given that will be due in one to three class sessions.

**Leave No Trace Training:** A certificate LNT training course will be offered the weekend of March 22 and 23. Extra credit will be given to students who are granted the certificate.

**Final exam:** If you have successfully completed the following tasks, you are exempt from the final exam. Otherwise the final is worth 150 points and is given, May , – PM. Attend all classes; complete all readings and sign a statement each class period saying so; complete all 6) assignments.

### **Class Attendance Policy**

Students are expected to attend all classes. If a student must miss a class it is the student's professional responsibility to contact me **before** the class time. The only exception is if a student has a verified accident on the way to class.

### **Late Assignments Policy**

Assignments are due by class time on the date stated. Assignments will not be accepted after this time unless prior arrangements have been made with the instructor.

### **Extra credit**

Extra credit is given to students who attend any of these conferences. 50 points per conference will be given, unless you are getting credit for another class, too. In that case 25 points will be given.

#### **Conference/training options**

WEA Conference January 22 –25, 2003

ACCT Conference January 30-, 2003

Tom Leahy Training February 13-15, 2003 (The instructor will be attending this and able to provide transportation)

T.E.A.M. Conference February 21-22, 2003 (Sarah Raymond is going to this conference)

Heartland AEE Conf March 21-22, 2003

SOEC Conference April 4-6, 2003 (Northland College, Ashland, WI)

LNT Training March 22-23 Michigan (required)

### **Safety Policy**

Students are to follow the instructor's directions in all safety matters.



## Grading of Tests and Papers

|                                        |            |
|----------------------------------------|------------|
| Professionalism                        | 50         |
| Camping leader review and presentation | 60         |
| Lesson plans and teaching              | 60         |
| Deb Cox Career Day                     | 25         |
| St Mary's Camp Day                     | 55         |
| Weekly assignments                     | 150        |
| Leave No Trace Training                | 50         |
| 2 Quizzes                              | 100        |
| Final                                  | <u>150</u> |
| TOTAL                                  | <u>700</u> |

Professionalism is determined by your punctuality, industrialism, attention to discussions, and such.

## Course Grading Scale

Total possible points are 200.

|         |    |       |    |          |    |
|---------|----|-------|----|----------|----|
| 100-94% | A  | 82-80 | B- | 69-67    | D+ |
| 93-90   | A- | 79-77 | C+ | 66-63    | D  |
| 89-87   | B+ | 76-73 | C  | 62-60    | D- |
| 86-83   | B  | 72-70 | C- | Below 60 | F  |

## Class Expectations

Students are required to participate in the discussions and activities.

## Information Concerning Academic Misconduct

See the student handbook.

## Final Note

The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

## Instructor's Professional Background and Teaching Experience

Dr. Mitten has been leading adventure wilderness trips since 1973 and has taught climbing and mountaineering extensively. She has lead climbing trips in Joshua Tree, CA, Minnesota, North Carolina, Colorado and other sites and she has lead mountaineering trips in the Himalayas, up Denali, on mountains in the northwest U.S. and in Colorado. Her undergraduate degree, from the University of Washington, is in Forest Resources (recreation emphasis); her master's degree from Yale University is in Forest Science, and her Ph.D. from the University of Minnesota is in Education. Dr. Mitten taught for ten years at Metro State University and for 19 years directed Woodswomen an international adventure education program for women and children. She has guided trips in many parts of the US as well as Europe, South America, New Zealand and Australia. Activities Dr. Mitten has guided include backpacking, canoeing (whitewater and flat water), climbing, hiking, kayaking, mountaineering, rafting, SCUBA diving, skiing, and snowshoeing.

**Syllabus: RMLS 318**  
**Fall Semester 2003**  
Monday 12:00 - 2:50 pm  
FSU Ropes Course & 114 SRC

**Course Title: Ropes Course Facilitation Skills**

**Instructor: Dr. Denise Mitten**

Office Location: SRC 105

Office Hours: by appointment and T & W 10:00 AM- 12:00 PM

Phone: 591-5317 Office 796-7477 Home 651-329-7411 Cell

E-mail: [mittend@ferris.edu](mailto:mittend@ferris.edu)

Textbook: *The Complete Ropes Course Manual 3<sup>rd</sup> edition*, K. Rohnke, J. Wall, C. Tait, D. Rogers.

Recommended: Ferris State University Challenge Course Policy and Procedure Manual.

The Association for Challenge Course Technology (ACCT) Challenge Course Standards, 5<sup>th</sup> edition January 2002. Zipline, the publication from Project Adventure. Look at these websites.

<http://www.high5adventure.org/>; <http://www.acctinfo.org/>; <http://www.leahy-inc.com/>; <http://www.aee.org/>;  
<http://www.pa.org/>; <http://www.alfiekohn.org/teaching/articles.htm>; Join this list serve: Ropes Online  
[www.ropesonline.org](http://www.ropesonline.org)

**Dress:** The majority of this class is activity based. Come prepared to be outside and active, even in the rain and cold.

**Transportation:** Students will be responsible for transporting themselves to the ropes course. Plan ahead, carpool when possible to help the environment.

**Course Description:**

This course is designed to help students learn how to facilitate high and low ropes course experiences, and is required for people wanting to become facilitators for the FSU ropes course program. Students will be exposed to the philosophy of experiential and adventure education and various facilitation techniques that can enhance participants' learning outcomes. Students will learn safety procedures for high and low elements of a ropes course and experience a number of problem solving initiatives. Technical skills include equipment use, belaying, knot tying, rescues, safety procedures, and risk management of low and high ropes courses. Students must pass with a "B" or better to move into the FSU ropes course instructor track. During this course we will facilitate experiences for several groups as part of our service learning.

**Objectives:**

During this course students have the opportunity to

1. Become familiar with the key philosophical underpinnings behind adventure education.
2. Become familiar with and understand ethical considerations when providing participants with a ropes course experience.
3. Understand and be able to use various facilitation techniques with groups of people.
4. Understand and be able to use teaching progressions while facilitating ropes course experiences.
5. Understand how teaching progressions and facilitation varies with the age groups and different populations of people.
6. Understand and be able to implement safety procedures while instructing a ropes course

- experience.
7. Demonstrate technical safety aspects concerning equipment usage, set up and take down procedures, belay techniques, belay school, ropes course rescue procedures, and emergency protocols
  8. Understand how to develop and implement a risk management plan for a ropes course facility.

## Course Requirements

### Writing Requirements

Written material should be typed, spell and grammar checked, and checked with a plagiarism prevention program.

### Special Projects

#### Shadowing (25 points) To be completed by November 1

During the semester each student is to arrange with the FSU Ropes Course coordinator two times to shadow a FSU ropes course facilitator as s/he facilitates a group of people. Students will write a two-page (1200 word paper) about the experience describing the group of people in the course, summarizing the activities done, describing the facilitation techniques used and how well the techniques matched the group members' needs.

#### Field Trip (25 points) Time and place to be announced

Students will go on at least one field trip to another ropes course. After a tour of their facilities students will write a three-page paper (1800 words minimum) about the design and possible strengths and concerns about the course design. Students will write about two different populations that might be served well by the course and why.

#### Article Review Assignment (60 points) Due every other week beginning September 15

Adventure education and challenge courses have a short and strong history. Some research has been initiated and some concepts have begun to be discussed in fields using adventure education. Some discussions are even heated and controversial. The purpose of this assignment is to expose student to some of the current topics and debate in fields using adventure education. To that end please:

1. Select three fields of expertise from the list here
2. Review two articles in each of your selected fields following the format below.
3. Pick articles from recognized journals in fields that use adventure education.

#### Format:

- Formal article citation using APA format (1 point).
- Detailed synopsis of the article clearly and concisely written (3 points).
- Significant findings of the article (3 points).
- Implications or practical application for facilitators of the findings (3 points).
- Articles are to be 500 words or more (reviews less than 500 words will be returned not graded). Submit articles electronically.

#### Topic Areas

|                         |                     |                    |
|-------------------------|---------------------|--------------------|
| Using wheelchairs       | Youth groups        | Processing         |
| Universal Access        | Children > 11 years | Risk               |
| Research on efficacy    | Construction        | Maintenance        |
| Corporate groups        | Gender differences  | Treatment oriented |
| Older adults on courses | Ropes course safety | Youth at Risk      |
| Adults on courses       | Rescues             | AEE Accreditation  |

## Terms (25 points) Due October 20

Define each of the following fully. For those that are identified only by initials, such as ACCT, also indicate what each letter stands for.

|        |         |                           |
|--------|---------|---------------------------|
| ACCT   | Dynamic | KN &N                     |
| UIAA   | TEB     | Challenge by choice       |
| GriGri | NEB     | Internal locus of control |
| SWL    | CBC     | External locus of control |
| Static |         |                           |

## Homework

During the course homework assignments will be given. These will primarily be one-page papers on a specific topic reflecting on the class process or a reading. If the assignment is not done the student will lose 10 points. Assignments can be submitted electronically before the class time. Reading assignments are on the syllabus indicating the class date by which the reading should be completed. There may be a short "quiz" on the reading at the beginning of the class, which cannot be taken later. If questions are answered incorrectly 5 points will be deducted.

## Tests and Other Assessments

There will be at least three quizzes; some may be unannounced and may include demonstration, or students facilitating an element. Students are expected to prepare for class a minimum of six hours a week.

## Extra Credit (Each approved extra credit experience is worth up to 50 points.)

Students have the opportunity to obtain extra credit by

- Submitting a workshop proposal to ACCT by September 30<sup>th</sup>
- Submitting a workshop proposal to Heartland AEE by September 30<sup>th</sup>
- Attending a Tom Leahy or Project Adventure facilitation workshop
- Attending facilitation/ropes course workshops at the AEE conference.

## Class Attendance Policy

Students are expected to attend all classes and participate with the instructor and classmates. If a student must miss a class it is the student's professional responsibility to contact the instructor before the class time. If the student fails to contact the instructor 5 points will be deducted from the student's total points. Attain 100% attendance and completion of all assignments and you will receive the final exam points without taking it.

If you will be absent on the date of a test or quiz because of an excused absence, it is your responsibility to notify the instructor in advance. If you become ill on the date of an exam, you must notify the instructor of your situation that day. Only students who have an excused absence will be allowed to make up a missed test or quiz. Excused absences include field trips with other classes, participation in University sponsored events, severe injury or death of immediate family members.

Students should make known to the instructor any problems or difficulties completing assignments or receiving class information such as field trips with other courses, doctors appointments, illness, etc. Communication should take place well before due dates and as early as possible.

## Exceptions to the Attendance Policy

Student has a verified accident on the way to class.

## Late for Class and Late Assignments Policy

Don't be. Assignments are due by class time on the date stated unless instructor states otherwise. Assignments will not be accepted after this time unless prior arrangements have been made with the instructor.

## Disabilities

Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office located in Arts & Sciences Commons, 1017K, x.3772 or ASC 1021 x. 5039.

## Grading

### Grading of Tests and Projects

|                                                                          |            |                     |                   |
|--------------------------------------------------------------------------|------------|---------------------|-------------------|
| Professionalism (your enthusiasm, punctuality, industrialism, and such.) | 45 points  |                     |                   |
| Participation                                                            | 45 points  | Article reporting   | 60 points         |
| Quizzes                                                                  | 75 points  | Shadowing           | 25 points         |
| Final exam                                                               | 100 points | Field trip write-up | 25 points         |
| Terms                                                                    | 25 points  | <b>TOTAL POINTS</b> | <b>400 points</b> |

### Course Grading Scale

Your grade will be based on the percentage of the total points available during the semester that you earn through your work and effort during the course. If deemed necessary, the points and assignments listed a may be changed by the instructor. Any changes will be announced and explained to the class in time for students to prepare accordingly assuming diligence on the part of the student.

|         |   |       |    |          |    |
|---------|---|-------|----|----------|----|
| 100-94% | A | 93-90 | A- | 89-87    | B+ |
| 86-83   | B | 82-80 | B- | 79-77    | C+ |
| 76-73   | C | 72-70 | C- | 69-67    | D+ |
| 66-63   | D | 62-60 | D- | Below 60 | F  |

Grading of projects and assignments will be based on the following general principles.

A 'A' work is superior work. It is work that provides more than what the instructor requires and shows initiative by the student. It demonstrated proper grammar, spelling, and professional report writing skills as well as communication of theoretical principles and application of course concepts.

B 'B' work is above average work. It meets the requirements of the assignment by demonstrating a good understanding of the course concepts and is well written.

C 'C' work is average work. The work meets the assigned requirements but has not fully demonstrated understanding of theory through application of the course concepts to assignment. The student needs to continue to work on some areas of the course concepts.

D 'D' work is below average work. The work does not meet the assignment. It demonstrates a need for improved communication skills to interpret the course concepts and application in the written form. More time needs to be spent on the preparation and studying of the theoretical concepts and application by the students which will lead to improved grades.

F 'F' work is failing work. The work does not meet the assignment requirements. The work is lacking key information, poorly organized, and demonstrated a need to work on a better understanding of course concepts. Students should see the instructor to discuss how the student can improve their work.

## **Information Concerning Academic Misconduct**

See the student handbook.

## **Final Note**

I reserve the right to make needed and appropriate adjustments in this syllabus.

## **Instructor's Professional Background and Teaching Experience**

Dr. Mitten has been leading adventure wilderness trips since 1973. Before that she was a girl scout and a camp counselor teaching backpacking and sailing. Her undergraduate degree, from the University of Washington, is in Forest Resources (recreation emphasis); her master's degree is from Yale University in Forest Science, and her Ph.D. is from the University of Minnesota in Education. Dr. Mitten taught for ten years at Metro State University and for 19 years directed Woodswomen an international adventure education program for women and children. She has guided trips in many parts of the US as well as Europe, South America, New Zealand and Australia. Activities Dr. Mitten has guided include backpacking, canoeing (whitewater and flat water), climbing, hiking, kayaking, mountaineering, rafting, SCUBA diving, skiing, and snowshoeing.

## **RMLS 318 Course calendar**

August 25 SRC 114, forms, overview,  
authors, Chapter 10, spiders' web

September 8 Read chapters 1 & 5 be able to  
tie bowline on a bight, overhand knot,  
square knot, figure eight follow-through.

September 15 article due, Read chapters 2 &  
Appendix I, tie figure eight loop, studebaker  
wrap, prusik knot, water knot, Killick Hitch

September 22 Read chapters 6 & 7

September 29 article due, Read Appendix II

October 6 Read chapters 3 & 4

October 13 article due

October 20 Terms due

October 22 article due Read chapters 8 & 9

October 27

November 3 article due

November 10 ropes course tear down

November 17 article due

November 24

December 1

December 8 12 – 1:40 pm Final

Technical Advisor, 1977. Thayer School of Engineering, Dartmouth College, NH.  
Studied the feasibility of burning wood for electrical generation including the environmental and inventory impacts; managed the forestry section of electrical generation plan.

Ecology Curriculum Consultant, 1976 Yale School of Forestry and Environmental Studies, New Haven, CT. Researched and wrote an ecology curriculum for K through 12 grade students.

## HONORS

1993 Entrepreneur of the Year Award, National Association of Professional Saleswomen  
1991-1992 Excellence in Teaching Award, Metropolitan State University, Minneapolis, MN

## TEACHING EXPERIENCE

University teaching for 12 years (Science and outdoor activity classes)  
Teaching outdoor traveling and living skills for Woodswomen, Inc 19 years  
High School teaching (Reed City, MI Corrections)  
Elementary and middle school teaching (Reed City, MI and Milford, DE-substitute teaching)

## PROFESSIONAL SERVICE AND INVOLVEMENT

### Certifications and Special Training

1997 Nonviolent Crisis Prevention Intervention  
1997 CPR for the Professional Rescuer  
1997 First Aid—Responding to Emergencies  
1996 Leadership Circles for Executive Directors, MAP for Nonprofits  
1995 First Things First, Covey Leadership Center  
1994 Managing Negativity in the Workplace, Skillpath  
1993 Building Negotiation Skills, Padgett Thompson  
1992 Managing Self-directed Work Teams, Smalley and Associates  
1992 Boundaries in the Workplace, United Way  
1992 Project WILD Aquatic Workshop, MN  
1991 Self-esteem: A Family Affair Facilitators Training, Jean Illsley Clarke, Minneapolis, MN  
1990 Incorporating American Ethnic Minority Women into the Curriculum, Ford Foundation  
1990 Science Literacy: What it means for Metro State, Metropolitan State University, MN  
1989 Conflict Resolution, Wilder Foundation  
1989 Rewarding Employees, Wilder Foundation  
1989 Succession Planning for Organizations, United Way  
1989 Working with the Metropolitan State University Prison Program  
1981 Environmental Management Policy Issues, Duke University  
1979 Outdoor Educator's Course, National Outdoor Leadership School  
1974 Wilderness First Responder  
19973 Water Safety Instructor  
1972 Educator's Course, North Carolina Outward Bound

### Organization memberships

Association for Experiential Education 1982 - present. I have served as the board treasurer, 1998-2001, as a Journal of Experiential Education Advisory Board Member 1990-1995 and have edited the newsletter for the Women's professional Group. Currently I am on the JEE review board and am the Board President elect.  
American Mountain Guides Association 1988 - 1996  
Board member, Women Outdoors, MA 1990-1992.  
Girl Scouts of America, 1963 - present. Girl Scout Leader WA. and MI.

### Conference Committees and Service Programs

1998 Images Association of Experiential Education WPG Conference, Steering Committee.  
1993 Prison Ecology Program; taught an ecology course for inmates at Oak Park Heights Prison, MN.

- 1974 Prison ecology Program; developed and taught an ecology course for inmates at Stillwater Prison, MN.
- 1990 Integration of Experiential Education, Association of Experiential Education International Conference, Steering Committee and Workshop chair-person.
- 1989 Wilderness Experiences for Women Offenders Program; wrote the major grant; chaired the advisory committee for the project; designed the program; guided the first several trips
- 1987 Women and Children Bonding in the Outdoors Program; wrote two major grants; designed the program; compiled program documentation.
- 1980 Science and Technology: Challenges to Women, National Science Foundation Women in Science Project, Minneapolis, MN, Conference steering committee member, and co-wrote the NSF grant that provided 80 per cent of the funding.
- 1976 New Haven City Youth Outdoor Program; developed and instructed an outdoor program for inner city youth in New Haven, CT.

### Invited Presentations

- Adventure Therapy as Complementary Medicine, keynote, 3IATC, Victoria BC, Canada April, 2003
- Helping leaders get girls outside, Girl Scouts USA Midwest Professional Conference, April, 2003
- Gender Considerations for Everyone, Plenary Session, Association of Experiential Education Heartland Region Conference. Kalamazoo, MI, March 2003
- Increasing the quality of learning for youth, Battle Creek Outdoor Centre, Dowling, MI, February, 2003
- Beyond Storming, Association of Experiential Education International Conference, St. Paul, MN 2002
- An Analysis of Outdoor Leaders' Ethics Guiding Decisions, Coalition for Education in the Outdoors, Bradford Woods, January, 2002.
- I may be teaching content, but my clients are learning process, Association of Experiential Education Southeast Regional Conference GA, March 2000
- Leadership for community building, Association of Experiential Education International Conference, Incline Village, NV, November 1998
- Adventure programming and facilitating when you don't know your participant is a survivor of sexual abuse, Association of Experiential Education International Conference, Incline Village, NV, November 1998
- Ethics and experiential education, University of Michigan School of Social Work, Ann Arbor, MI, October 1998
- Providing adventure therapy for women offenders, Adventure Therapy Conference, Aurora University, Aurora, IL, October 1998
- Looking at boundaries to enhance community, Association of Experiential Education Heartland Region Conference. Kalamazoo, MI, March 1998
- In relationship to each other: Using experiential education to honor individuals, Opening keynote, Association of Experiential Education 7th Annual Northwest Region Conference, Stanwood, WA, February 1998
- Therapeutic applications of experiential education. TOMCA XXXI (Top of Michigan Children's Agencies, Inc.) Thirty-first Training Conference, Gaylord, MI, December 1998
- Group Development Theory: Boring or Fun? A model for the 90s, Association of Experiential Education International Conference, Asheville, NC, November 1998
- Women in Experiential Education: A journey of strength and vision. Association of Experiential Education International Conference, Asheville, NC, November 1998
- Leadership and education in the outdoors: An exploration of gender, the feminine and feminist concerns, Keynote Panelist, 2nd annual Conference on Women's Leadership in the Outdoors, Asheville, NC, November, 1997
- Gender Considerations in Adventure Education, National Outdoor Leadership School, Lander, WY, May 1997, June 1997, August 1997, September 1997
- Climbing Denali: Motivation from Mountaineering. Midland Sunrise Optimist Club, Midland, MI, June 1997
- Take your Daughters to Work Day, Key speaker, Big Rapids, MI, April 1997



- Gender Considerations in Adventure Education, Master Practitioner speaker, Southeast Association of Experiential Education Conference, Greenville, NC, April 1997
- Experiential Activities, Initiatives, and Ropes Courses: Their relationship to Play Therapy. Association of Experiential Education 6th Annual Heartland Region Conference. Brookstone, IN, March 1997
- Women Outdoor Adventurers, 10th Annual International Conference on Outdoor Recreation and Education, Keynote speaker, Salt Lake City, Utah, November, 1996
- Outdoor Adventures for Women, The 4th Annual Midwestern Professional Women's Conference, Richmond, IN, October, 1996
- Leadership for Diaconal and Clergywomen, The Fall Diaconal and Clergywomen's retreat, Koinonia, Annandale, MN, September, 1996
- The Connection Between Nature and Self, Wilderness Wellness Retreat for the Center for Outdoor Adventures, University of Minnesota, Annandale, MN, February 1996
- Ethical use of Challenge Courses and Integrated Leadership Seminar, The Challenge Program, University of Michigan, Ann Arbor, MI, January 1996
- Ethics in Experiential Education, keynote speaker, Association of Experiential Education, Lake Geneva, WI, November 1995
- Out of Their Corsets and into the Woods: An Historical look at Women Adventurers, Forum of Executive Women, St. Cloud, MN, November 1995
- Women's Environmental Leadership Conference, Opening keynote address, Hollins College, VA, April 1995
- Grand Canyon & Southern Alps, AR to NZ, Grand Canoe Rendezvous, St. Paul, MN, March 1995
- Theory and Research Supporting Women-Only Programs, Association of Experiential Education, Austin, TX, November 1994
- Do Men Navigate Better than Women, Department of Army 8th Annual Recreation Conference, Colorado Springs, CO, October 1994
- Sports and Outdoor Recreation for Girls/Women: Issues and Ideas, National Recreation and Parks Association, Minneapolis, MN, October 1994
- Group Dynamics for County Park Workers, Hennepin Parks All Program Retreat, Minneapolis, MN, September 1994
- Out of Their Corsets and into the Woods: An Historical look at Women Adventurers, University of Minnesota, Duluth, Duluth, MN, March 1994
- Leadership and Diversity, Minnesota Naturalists' Association Workshop, Working to include Everyone: Recognizing Diversity, Minneapolis, MN, November 1993
- Adventure Therapy and Women, Minnesota Women Psychologists Annual Retreat, Annandale MN, September, 1993
- Rafting and Hiking in the Grand Canyon, Latitudes Map and Travel Store, Minneapolis, MN, October 1991
- Throw a Party: The Hostess Concept of Leadership, National Conference for Outdoor Leaders, Crested Butte, CO, September 1991
- The Opportunities of Homogeneous Groups, National Conference for Outdoor Leaders, Crested Butte, CO, September 1991
- Care of the Environment: Minimum Impact Techniques, University of MN, October 1990
- The Opportunities of Homogeneous Groups, Second Annual National Outdoor Leadership School Wilderness Education Conference, Lander, WY, August 1990
- Women as Outdoor Leaders, Women Outdoors New Zealand, Auckland, NZ, March 1990
- Winter Wonderland, Tales of Travel, Cable TV, Minneapolis, MN, December 1989
- The Importance of Leadership, Minnesota Society of American Foresters, St. Paul, MN, November 1989
- I Never Expected Someone to Die on my Trip, Association For Experiential Education Conference, Santa Fe, NM, October 1989
- Women with Careers in Experiential Education: Telling our Stories, Association for Experiential Education Conference, Santa Fe, NM, October 1989
- For Men: Taking the mystery out of working with women as co-leaders and participants, Association for Experiential Education Conference, Santa Fe, NM, October 1989
- Ecotourism, Horizontes, Inc. Costa Rica, April 1989

- Out of our Corsets and into the Woods, a history of Women Adventurers, Northern Iowa Women's Health Center Mother's Day Brunch, Mason City, IA, May 1989
- Women Explorers in the Outdoors, North Dakota State University, Fargo, ND, February 1989
- Eco-Feminism: The correlation between feminism and the environment; S.E.A.L. at Anoka-Ramsey College, MN, January, 14, 1988
- Leadership in a Women's Organization, Augsburg College, Minneapolis, MN, October 1988
- Leadership for women and men, Radford College, Radford, VA, October 1987
- Tibetan Travels and People, Travel in the East Series, St. Paul, MN, February 1987
- For Men: Taking the mystery out of working with women as co-leaders and participants, Association for Experiential Education Conference, Port Townsend, WA, November 1987
- In Search of a Feminist Standard for Outdoor Programs, Conference Panel Discussion, 1986 Mitten, Denise, Miranda, W., Warren, K., Tippett, S., Waller, K. (Speakers). Moodus, CT: Association of Experiential Education 14th Annual Conference
- Outdoor programming with women who are survivors of domestic violence and rape, Association for Experiential Education Conference, CT, October 1986
- Wilderness challenge courses for women: Do they foster personal growth? Association for Experiential Education Conference, CT, October 1986
- Working effectively with women, leadership styles from a women's tradition, Association for Experiential Education Conference, Junaluska, NC, October 1984
- Working effectively with women, leadership styles from a women's tradition, Association for Experiential Education Conference, Lake Geneva, WI, October 1983
- Women in Sports and Outdoor Recreation, National Women's Studies Association Conference, Columbus, Ohio, June 1983
- Meeting the Unknown: Bonding in the Wilderness, Association for Women in Psychology Conference, Seattle, WA, April 1983
- Ethics and objectivity in science, Science and Social Responsibility Conference, College of St Scholastica, Duluth, MN, October 1980
- Science and Social Responsibility Conference, Minneapolis, MN, April 1980
- Weyerhaeuser's High Yield Forestry, University of Minnesota, Forestry School, St Paul, MN, September 1978
- The role of women in industrial science, Association for Women in Science, Minneapolis, MN, September 1978

## RESEARCH AND SCHOLARLY ACTIVITIES

### Research

My research and scholarly interest are in the areas of ethics, group dynamics, and gender. I have examined how the ethic of care may influence outdoor leadership and adventure therapy. My dissertation research continued this work and explored the ethics guiding outdoor leaders' decision making. Through observational research I found common themes and saw important possibilities for group development in outdoor and adventure settings. This led to a concept of "Leadership for Community development." I have presented this model at the Association for Experiential Education International Conference and as a chapter in *Adventure Programming*, edited by Miles and Priest. Working with Leo McAvoy on a comprehensive research project for the Coalition for Education in the Outdoors Research Symposium, I twice co-authored *Group Development and Group Dynamics in Outdoor Education*. Through research and writing about gender in outdoor education for 20 years, I have an understanding differences and similarities and men's and women's ways of being and learning in the outdoors as well as the benefits and limitations of single-gender outdoor programs.

### Publications

2002 Kreitzer, MJ., Mitten, Denise, Harris, L, and Shandeling, J. Attitudes toward CAM among medical, nursing, and pharmacy faculty and students: A comparative analysis, *Alternative Therapies* 8 (6) pp. 44-47.

2002 Mitten, Denise, An Analysis of Outdoor Leaders' Ethics Guiding Decisions, in , M. Bialeschki, K. Henderson, A. Young, and R. Androjewski (EDs) *Research in Outdoor Education, Volume 6*, Bradford Woods, IN: Coalition for Education in the Outdoors.

1999 Mitten, Denise, Leadership for community building, in J. Miles & S. Priest (EDs) *Adventure Programming*, State College, PA: Venture Publishing, Inc.

1998 Mitten, Denise, "You ain't gonna get me on that rock," *ZipLines: The voice for adventure education*, No. 34. pp. 46-50.

1997 Hornibrook; Taffyn, E. Brinkert, D. Perry, R. Seimens, D. Mitten, and S. Priest, The benefits and motivations of all-women outdoor programs. *Journal of Experiential Education*, Vol. 20 No. 3. pp. 152-158.

1997 Mitten, Denise. In the light: Sexual diversity on women's outdoor trips, *Journal of Leisureability*, Vol. 24, No. 4. pp. 22-30.

1997 Mitten, Denise & L. Ohle, *Woodswomen Guide Handbook*, Woodswomen, Minneapolis, MN. 40 pgs.

1996 Mitten, Denise, The Value of Feminist Ethics in Experiential Education Teaching and Leadership, In K. Warren (ED) *Women and Experiential Education*, Dubuque, IA: Kendall/Hunt Publishing Company.

1996 McAvoy, L., D. Mitten, L. Stringer, J. Steckart, and Kraig Sproles, Group Development and Group Dynamics in Outdoor Education, in L. McAvoy, L. Stringer, M. Bialeschki, and A. Young (EDs) *Coalition for Education in the Outdoors Research Symposium Proceedings*, Bradford Woods, IN: Coalition for Education in the Outdoors.

1996 Mitten, Denise, "In the game: Get a summer-fit body (without really trying)", *Shape Magazine*, April p. 74-85

1995 Mitten, Denise, Building the group: Using personal affirming to create healthy group process, *The Journal of Experiential Education* Vol. 18, No. 2.

1994 Mitten, Denise, Wilderness therapy: Foundations, theory and research: Review, *The Journal of Experiential Education* Vol. 17, No. 3. pp. 49-51.

1994 Mitten, Denise in K. Warren, M. Sakols, J. Hunt, Jr. (EDs) *The Theory of Experiential Education*, IA: Kendall/Hunt Publishing Company. pp 187-195

1994 Mitten, Denise, Ethical Considerations in Adventure Therapy: A Feminist Critique, in E. Cole, E. Erdman, E. Rothblum (EDs) *Wilderness Therapy for Women: The Power of Adventure*, New York: Harrington Press. pp 55-84

1993 Mitten, Denise, Leader's Language Impacts Participant's Experience, *Women Outdoors magazine* Vol 13, No. 3.

1993 Mitten, Denise and Rosalind Dutton, Outdoor Leadership Considerations with Women Survivors of Sexual Abuse, *The Journal of Experiential Education* Vol. 16, No. 1.

1992 Mitten, Denise, Empowering Girls and Women in the Outdoors, *The Journal of Physical Education, Recreation, & Dance* Vol 63, No. 2.

1992 McAvoy, L. D. Mitten, J. Steckart, L. Stringer, Research in Outdoor Education: Group Development and Group Dynamics, in K. Henderson (ED) *Coalition for Education in the Outdoors research Symposium Proceedings*, Bradford Woods, IN: Coalition for Education in the Outdoors

1992 Mitten, Denise & Naomi Ross, *Women and Children Bonding in the Outdoors: A Guide to Program Development*, Woodswomen, Minneapolis, MN

1992 Mitten, Denise, *Throw a Party: The Hostess Concept of Leadership*, In R. Cash (ED) *Proceedings Journal, National Conference for Outdoor Leaders*, Crested Butte, CO

1992 Mitten, Denise, *The Opportunities of Homogeneous Groups*, In R. Cash (ED) *Proceedings Journal, National Conference for Outdoor Leaders*, Crested Butte, CO

1992 Mitten, Denise, *The American Team*, in R. da Silva (ED) *Leading Out: Women Climbers Reaching for the Top*, Seattle: Seal Press. pp. 201-217

1991 Mitten, Denise, *The Art of Leadership: Review*, *The Journal of Experiential Education* Vol. 14, No. 3.

1990 Mitten, Denise, *Meeting the Unknown: Group Dynamics in the Wilderness*, Woodswomen, Inc., MN. First edition 1986.

1990 Mitten, Denise, *Women Bonding*, *Women Outdoors Magazine*, Summer, MA.

1990 Mitten, Denise, *Ecotourism: Travel Trend of the 90's*, *Women's Outdoor Journal*, May/June, Rockport, IN.

1990 Mitten, Denise & N. Ross, *Woodswomen Guide Handbook*, Woodswomen, Minneapolis, MN

1989 Mitten, Denise, *Healthy Expressions of Diversity Lead to Positive Group Experiences*, *Journal of Experiential Education*, Vol. 12, No. 3, Boulder, CO.

1986 Mitten, Denise, *Stress Management and Wilderness Activities*, In M. Gass & L. Buel (ED) *Proceedings Journal*, Moodus, CT: Association of Experiential Education 14th Annual Conference

1986 Mitten, Denise, *Women's Outdoor Programs Need a Different Philosophy*, *The Bulletin of the Association of College Unions-International*, Vol. 54, No. 5, Bloomington, IN.

1986 Mitten, Denise, *Canoeing Country*, *Shape Magazine*, August, p. 43.

1985 Mitten, Denise, *A Philosophical Basis for a Women's Outdoor Adventure Program*, *Journal of Experiential Education*, Summer, Boulder, CO.

1982 Mitten, Denise, *Water Quality and Forest Practices in Minnesota*, Minnesota Department of Natural Resources.

1978 Mitten, Denise and David Hall, *Field Ecology at the John Dorr Nature Laboratory*, Yale University Press, New Haven, CT.

1976 Mitten, et. al., *Background paper for the 42nd Industrial Forestry Conference*, Amherst, MA.

1974 Mitten, Denise, *Dardenelles Winter Sports Study: examining the feasibility of a winter recreation complex near Merritt, WA.*

## INTERVIEWS

1993 *Suburban Spotlight*, Suburban Community Channels, White Bear Lake, MN

1992 *Woodswomen Outdoor Adventures*, CBS, Seattle, WA

1992 *Woodswomen Adventures*; MN Women's Consortium program, WLTT, MN

1991 *The Judy Corraeo Show*, Cable TV, Minneapolis, MN

1991 *Women and Kids Rock Climbing*, Good Company, Minneapolis, MN

1990 Women's Sports Night, KANA Radio 1470 AM, Blaine, MN  
 1989 Winter Wonderland, Tales of Travel, Channel 33, Cable TV, Minneapolis, MN  
 1989 "Focus", KI02 FM Radio, St Paul, MN  
 1989 "Woodswomen", Good time Cable TV, Minneapolis, MN  
 1988 "Woodswomen: Rockclimbing", 10:00 p.m. Report ABC Channel 4, Minneapolis, MN  
 1987 Profiled in *Climbing Magazine*, Vol 103 August  
 1987 "Woodswomen: Rockclimbing at Taylor's Falls", North Central Cable TV, Minneapolis, MN  
 1987 Profiled in Woman of Achievement, Perspectives, *The Review*, St Paul, MN, March 11, by  
 Marilee Jackson  
 1986 Arthur Frommer Travel Show, Cable TV, New York, NY  
 1986 It isn't how far you've come, but where you are that's important on a Woodswomen trip, by  
 Sam Cook, *News-Tribune & Herald*, Outdoors, Duluth, MN Sunday, January 26  
 1980 The Hardy Girls, Learning not to fear Mother Nature, *MS. Magazine*, October

## INSTITUTION INVOLVEMENT'S

### Teaching

#### Ferris State University

Spring 2003, Fall 2002, Spring 1999, Fall 1998: RML 234 Initiatives and Low Elements; RML 242 Programming and evaluation for Leisure Services, : RML 245 Camp Leadership and Programming; RML 172 Rock Climbing; RML 234 Initiatives and Low Elements, RML 231 Canoeing, RMLS 348 Risk Management, RMLS 211 Outdoor skills, RMLS 236 Rock Climbing for instructors.

#### Metropolitan State University

Fall 1986 - 96: Outdoor Leadership

Summer 1986 - 96: Canoeing Midwestern Rivers

Spring 1986 - 96: Where Land and Water Meet: Minnesota Ecology

I taught these three courses 1986-1996, as well as a few others on a one time basis.

### Institution service

Curriculum Committee, Ferris State University, Big Rapids, MI

Honors Program Committee, Ferris State University, Big Rapids, MI

Faculty Advisory Committee, Metropolitan State University, MN

Special Committee on Faculty Pay, Metropolitan University, MN

Faculty Committee on Women and Curricula, Yale University, CT

1991-1992 Excellence in Teaching Award, Metropolitan State University, Minneapolis, MN

## TEACHING AND TRAVELING IN THE OUTDOORS:

I have spent over 2,000 days in the field teaching and leading expeditions and wilderness trips

## INTERNATIONAL TRIPS AND EXPEDITIONS LED

1993 Roatan, Honduras—SCUBA diving

1993 Bernese-Oberland, Switzerland—hiking

1992 Costa Rica—wildlife exploration

1991 Australia, Kangaroo Valley – leadership course, canoeing

1991 Ireland—bicycling

1991 New Zealand—bicycling

1991 Galapagos Islands, Ecuador—wildlife watching, SCUBA diving

1990 Brittany, France—bicycling

1990 New Zealand—bicycling, sea kayaking, SCUBA diving

1990 Galapagos Islands, Ecuador—wildlife watching, SCUBA diving

1989 Brittany, France—bicycling

1989 Galapagos Islands, Ecuador—wildlife watching

1988 Bernese-Oberland, Switzerland—hiking

1988 Galapagos Islands, Ecuador—wildlife watching

1987 Nepal—trekking

1986 Bernese-Oberland, Switzerland—hiking

1988 Nepal—mountaineering  
1984 Nepal—trekking

## MAJOR DOMESTIC EXPEDITIONS LED

1988 Mt. McKinley, Alaska—mountaineering (20,190')  
1987 Colorado River, Grand Canyon, Colorado—whitewater rafting  
1985 Delores River, Colorado—whitewater rafting  
1985 Rio Grand River, Texas—whitewater rafting  
1985 Rio Grand River, Texas—whitewater kayaking and canoeing  
1984 San Juan River, Colorado—whitewater rafting  
1983 Noatak River, Gates of the Arctic National Recreation Area, Alaska—canoeing/kayaking  
1981 Kopka River, Ontario—canoeing

## MOUNTAIN ASCENTS

1993 Mt. Olympus, Washington (9,000') (leader)  
1992 Mt. Adams, Washington (12,276') (leader)  
1992 Mt. St. Helens, Washington (8,240') leader  
1991 Mt. Adams, Washington (12,276') (leader)  
1991 Mt. St. Helens, Washington (8,240') leader  
1990 Mt. Rainier, Washington, Camp Muir (10,000')  
1989 Mineral Mountain Washington (leader)  
1989 Ruth Mountain, Washington (leader)  
1989 Pole Creek Mountain, winter ascent, Colorado (10,100') (leader)  
1988 Mt. McKinley, Alaska (20,190') (leader)  
1986 Mt. Adams, Washington (12,276') (leader)  
1986 Matterhorn Switzerland (4478 m)  
1986 Mittelhorn Switzerland (leader)  
1986 Hochstollen (2480 m), Switzerland (leader)  
1985 Pisang Peak, Nepal (19,900') (leader)  
1985 Mt. Baker, Washington (11,000') (leader)  
1974 Mt. Zirkle, Colorado (12,000') (leader)  
1973 Mt. Agnes, Colorado (11,000') (leader)

## MAJOR CLIMBS

1994 Moosedog Tower, direct south face, 5.9 swing led  
1991 Willit Slab 5.7 led  
1991 Moosedog Tower, Wandering Winnebago, 5.8 swing led  
1989 Papa Woolsey, 5.10b led  
1989 Moosedog Tower, direct south face, 5.9 led

## LEADERSHIP COURSES TAUGHT

1996 Integrated Leadership, Zimmerman, MN  
1996 Integrated Leadership, Wilder Forest, MN  
1995 Integrated Leadership, Zimmerman, MN  
1995 Integrated Leadership, Wilder Forest, MN  
1995 Integrated Leadership, Hollins College, Roanoke, VA  
1994 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
1994 Integrated Leadership, Atlanta, GA  
1994 Integrated Leadership, Wilder Forest, MN  
1994 Joshua Tree, CA—rock climbing  
1993 Integrated Leadership, Wilder Forest, MN  
1993 Appalachian Trail, GA—backpacking  
1993 Olympic Range, WA—mountaineering  
1992 Cascade Range, WA—mountaineering  
1992 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
1992 Joshua Tree, CA—rock climbing

1992 Integrated Leadership, Wilder Forest, MN  
 1991 Integrated Leadership, Wilder Forest, MN  
 1991 Cascade Range, WA—mountaineering  
 1991 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
 1991 Joshua Tree, CA—rock climbing  
 1991 Kangaroo Valley, Australia—canoeing  
 1991 Integrated Leadership, Clare's Well, MN  
 1990 Appalachian Trail, GA—backpacking  
 1990 Integrated Leadership, Wilder Forest, MN  
 1990 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
 1990 Joshua Tree, CA—rock climbing  
 1989 Picketts Range, WA—mountaineering  
 1989 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
 1989 Eliot Rock Wilderness Area, GA—backpacking  
 1989 Lost Trail Ranch, CO—mountaineering and leadership  
 1988 Icicle Creek & Giffort Pinchot National Forest, WA—climbing and mountaineering  
 1988 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
 1988 Mountaineers Building, Seattle, WA  
 1987 Mountaineers Building, Seattle, WA  
 1987 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
 1986 Radford University, VA  
 1986 Wilder Forest, MN  
 1986 Prince William Sound—Sea kayaking; Chugach Wilderness Area, AK—backpacking  
 1986 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
 1986 Woodswomen staff training—Grantsburg, MN  
 1986 Wilder Forest, MN  
 1986 Wilder Forest, MN  
 1985 Wilder Forest, MN  
 1985 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
 1984 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
 1983 Wilder Forest, MN  
 1983 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
 1983 Wilder Forest, MN  
 1982 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
 1981 Boundary Waters Canoe Area Wilderness Area, MN—canoeing  
 1980 Minneapolis, MN

#### **OTHER WILDERNESS/OUTDOOR TRIPS LED—NOT A COMPLETE LIST**

2003 Bicycling the Kal-Haven Trail, MI  
 2002 Hiking, Nordhouse Dunes Wilderness Area, Ludington, MI  
 1997 Whitewater canoeing clinic, Brule River, WI  
 1996 Rock climbing—Joshua Tree, CA  
 1996 Backpacking—St Croix River Valley, WI  
 1996 Whitewater canoeing clinic, Brule River, WI  
 1996 Bicycle tour—Merrick, WI  
 1995 Intermediate cross-country skiing clinic  
 1994 Rock climbing—Joshua Tree, CA  
 1994 Whitewater canoeing clinic, Brule River, WI  
 1993 Bicycle tour—CA  
 1993 Bicycle tour—Merrick, WI  
 1993 Advanced rock climbing clinic—Taylor Falls, MN  
 1993 Whitewater canoeing clinic  
 1992 Women and Kids Canoe Expedition—Namekagon River, WI  
 1992 Women and Kids Canoe—Mississippi River  
 1992 Bicycle & Canoe—Red Cedar River & Trail, WI  
 1990 Rock climbing—Taylor Falls, MN

1987 Rock climbing—Joshua Tree, CA  
1986 Rock climbing—Joshua Tree, CA  
1985 Mountaineering—Mt. Baker National Forest, WA  
1985 Canoeing—Kenai Peninsula, AK  
1984 Winter travel—Montezuma, CO  
1984 Advanced cross-country skiing—MN  
1983 Whitewater canoeing—Kettle River, MN  
1983 Rock climbing—Ernis Lake, MN  
1983 Backpacking—Bighorn Mountains, WY  
1983 Whitewater clinic—Flambeau River  
1983 Horsepacking—Wascott, WI  
1983 Whitewater clinic—Brule River, WI  
1983 Log cabin building—Ely, MN  
1983 Canoeing—River, Missouri  
1982 Backpacking—Teton National Forest, WY  
1982 Canoeing—Boundary Water Canoe Area Wilderness Area  
1981 Log Cabin building—Ely, MN  
1981 Whitewater clinic—Brule River, WI  
1981 Backpacking—Isle Royal, WI  
1981 Horsepacking—Absorka Range, WY  
1980 Whitewater clinic—Brule River, WI  
1980 Log Cabin building—Ely, MN  
1980 Backpacking—Isle Royal, WI  
1980 Ski-touring—Wascott, WI  
1979 Canoeing—Boundary Water Canoe Area Wilderness Area  
1979 Whitewater clinic—Brule River, WI  
1974 Backpacking—Continental Divide Trail, Rabbit Ears Pass to Buffalo Pass, CO  
1974 Kayaking—Yampa River, CO  
1974 Kayaking and rafting—Colorado River, CO  
1974 Mountaineering—Mt. Zirkle Wilderness Area, CO  
1974 Backpacking—Continental Divide at Rabbit Ears Pass, CO  
1973 Kayaking—Flaming Gorge and the Green River, WY  
1973 Caving—WY  
1973 Mountaineering—Mt. Zirkle Wilderness Area, CO  
1971 Sailing—Chesapeake Bay, MD



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Education

|                         |                                      |      |
|-------------------------|--------------------------------------|------|
| Ferris State University | Recreation Leadership and Management | 1991 |
| Ferris State University | MS. Criminal Justice Administration  | 2002 |

Certifications

|                                                        |                        |
|--------------------------------------------------------|------------------------|
| Emergency Medical Technician                           | Certification: 8/03    |
| American Red Cross: Life Guard Instructor              | Certified since : 2000 |
| American Red Cross : Instructor Trainer                | Certified since: 2000  |
| American Red Cross Responding to Emergency Instructor  | Certified since: 2001  |
| American Red Cross Professional Rescuer CPR Instructor | Certified since : 2000 |
| American Red Cross Community First Aid Instructor      | Certified since : 1999 |
| Crisis Prevention Intervention                         | Certified since: 1990  |
| Wilderness First Aid                                   | Certified since: 1992  |

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Work Experience:

**September, 2000 – Present: Adjunct Professor: Ferris State University College of Education and Human Services, Leisure Studies and Wellness ( LSW) Dept., Ferris State University, Big Rapids, Michigan.**

**LSW: Instructor**

Provide students enrolled in the Leisure Studies and Wellness Program with practical hands on experience and classroom lectures that enhance learning in the following classes: Introduction to Recreation, Programming and Evaluation of Recreation Services, Finance, Biking, Backpacking and Canoeing. Maintain relationships with several community organizations that allowed my students to provide recreation services. Schedule and maintain records of students in class and out of class experiences.

**Ferris State University Seminar Instructor**

Organize a classroom environment that is conducive to allowing first year freshman in college to gain knowledge of Ferris State University's opportunities in education and personal achievement. Maintain records of student attendance and grades.

### **Administrative Duties**

Managed, updated and organized twelve students' school files, including the following: academic performance, and scheduling needs. Advised students in terms of scheduling requirements, academic standards, individual personal interests and academic performance. Also, maintained students confidentiality.

### **Research**

Maintain records of 600 youth whom had the opportunity to participate in the Community Learning Center After School Program funded by Big Rapids School District. Maintain information on attendance, academic performance, and school discipline and court referrals. Provide pre and post evaluation and statistics on the programs ability to enhance academic performance and safety during the after-school hours.

**August, 1999- December 1999: Quality Assurance: Eagle Village 175<sup>th</sup> avenue Hersey, Michigan.**

### **Administrative Duties**

Develop an Excel program to track behavior incidents of youth in a residential treatment center. Evaluate data and create usable information to enhance staff training and programming design.

**August 1997 – 1999: Residential House Supervisor: Eagle Village 175<sup>th</sup> avenue Hersey, Michigan.**

### **Therapeutic and Administrative Duties**

Evaluate and maintain training and supervision records of eight staff. Assign schedules, interview and hire appropriate staff. Maintain training records and performance of each staff member. Assured that all daily house procedures were followed to maintain client and staff safety. Program, implement and research therapeutic and recreational activities for adolescent offenders and their families.

**September 1995 – August 1997: Activity Specialist Newaygo Alternative School, Newaygo Michigan.**

### **Therapeutic and Administrative Duties**

Design and implement a therapeutic experiential education component involving leisure, wilderness and self-esteem building activities for youth admitted to a day treatment program. Document success and weaknesses of each individual youth. Assist in identifying treatment and educational needs of youth and families in cooperation with Family Independence Agency and area school officials.

**November 1989 – September 1995: Activity Specialist Eagle Village 175<sup>th</sup> avenue  
Hersey, Michigan.**

**Therapeutic Duties**

Supervise youth and assist in programming activities and wilderness trips for emotionally impaired youth. Provide written evaluations on youth performance on a monthly basis. Research, design, evaluate and document activities that would provide adjudicated youth and their families hope and recognition of their family strengths while in a treatment program.

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## Section Ten Enrollment Trends and Marketing

The Recreation Leadership and Management (RLM) program was recommended to receive marketing funding in the 1997 review. Specifically, RLM received funding in the UAP 1999 as a one-time allocation of \$2000. Those dollars were spent to develop a tabletop display with photographs for use in recruiting for such things as Autumn Adventure and a student worker to help develop web pages as part of the College of Education and Human Services web site. The Dean recommended that the RLM program be a high priority for one time funding again in the academic year 2003-04. RLM personnel will be working with the University Advancement and Marketing Division to develop a plan and materials for recruiting and marketing.

The prior marketing funds and follow through of the display materials and web site were passed on to the LSW program coordinators who for two years did not follow up with the dollars provided between August 2001-January 2003.

The national trends in enrollment have not changed since 1997. The average student enters the recreation and parks programs at the junior level or as a transfer from another major, rather than students enrolling in a college for the first time. Nationally, the recreation and parks major is often referred to as the "discovery major". On-campus recruiting brings in about half of the new students for the fall and winter semesters. With the addition of the University College, there is an upward trend in the number of sophomore-level students entering the program from within Ferris State University. As a result, many of the students must extend their stay at Ferris a minimum of one additional semester similar to most students who transfer or switch majors.

Recruiting occurs primarily from the campus setting. There are no current funds in the annual S&E budget to pursue off-campus recruiting/travel. However, in the past year, the College of Education and Human Services Dean's Office has provided two opportunities to recruit at conferences involving community college and university counselors as the target audience. On-campus the program has used contact with the majors through service learning projects and presentations in FSUS courses in conjunction with the University College programs. In Fall Semester 2003, the program will be working to provide specific materials as part of the EMT computerized recruiting materials developed with the Admissions Office. This will replace the current packets the department sends out based on Admission's information of potential students and admitted students. E-mail has been the other means of communicating with potential students, in particular those transferring into the program. The one-on-one has provided opportunity for new students and faculty to discuss course transfer credits, types of jobs available based on student's interest and assist with early transfer student registration in March. Lastly, in a new program the Admissions Office will be providing the COEHS a counselor who will work specifically with the programs in the college on recruiting.

The faculty teaching loads, as well as administrative duties and limitations, has kept the recruiting efforts to those on campus. With only two full-time faculty, they are limited in recruiting options due to teaching demands. The faculty is willing to answer phone calls, e-mails and meet with potential students.

**Enrollment Numbers:**

The enrollment figures for Fall Semesters are shown below but as previously stated these official numbers do not always contain the curriculum changes of on-campus students, or students who have TIP and are enrolled in associate degree programs.

| Enrollment<br>by<br>Curriculum | 90-<br>91 | 92-<br>93 | 93-94 | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |      |
|--------------------------------|-----------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| RLM                            | 103       | 94        | 109   | 93    | 82    | 89    | 77    | 77    | 73    | 65    | 61    | 60    | 66    | 0.03 |

**Section Eleven  
Program Productivity/Cost**

The RLM productivity is as follows for the last six years.

|                | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|----------------|---------|---------|---------|---------|---------|---------|
| SCH/FTE (F&W)  | 428.18  | 394.07  | 361.00  | 360.59  | 367.88  |         |
| SCH/FTE Summer | 154.21  | 154.40  | 150.67  | 188.25  | 160.87  |         |

The faculty position assignments have not been consistently filled during the last seven years. In the Winter Semester 2001, one faculty member was on sabbatical leave.

The RLM cost per student credit hour average for program were as follows for the 2000-2001 (Summer, Fall and Winter) in each emphasis track:

| Emphasis Track               | Cost     |
|------------------------------|----------|
| Corporate Fitness & Wellness | \$169.52 |
| Leisure Service Programming  | \$165.41 |
| Outdoor/Adventure Education  | \$168.21 |
| Sports Management            | \$163.79 |

**Ferris State University**  
**Degree Program Costing 2000 - 2001 (Summer, Fall, and Winter)**

College : Education  
 Department : Leisure Studies and Wellness

**Program Name: Recreation Leadership & Mgt/Corp Fitness-Well Track BS**

**Program Credits Required (Total credits to graduate) 128**

\*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$112.34  
 \*\*Department Cost per Student Credit Hour \$34.78  
 \*\*\*Dean's Cost per Student Credit Hour \$22.40

**Total Cost per Student Credit Hour (Average for program) \$169.52**

Total Program Instructor Cost (Assumes a student will complete program in one year) \$14,380.13  
 Total Program Department Cost \$4,451.65  
 Total Program Dean's Cost \$2,866.77

**Total Program Cost (Assumes a student will complete program in one year) \$21,698.56**

| Course ID | Level | Instructor Cost | Dept Cost   | Dean's Cost | SCH's Produced | Instructor Cost/SCH | Dept Cost/SCH | Dean's Cost/SCH | Credits Required | Program Instructor Cost | Program Dept Cost | Program Dean's Cost |
|-----------|-------|-----------------|-------------|-------------|----------------|---------------------|---------------|-----------------|------------------|-------------------------|-------------------|---------------------|
| ACCT201   | L     | \$249,688       | \$30,962    | \$35,129    | 2370           | \$105               | \$13          | \$15            | 3                | \$316                   | \$39              | \$44                |
| BIOL301   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 3                | \$427                   | \$134             | \$74                |
| CAHS150   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 3                | \$427                   | \$134             | \$74                |
| COMM121   | L     | \$215,073       | \$47,383    | \$44,776    | 3219           | \$67                | \$15          | \$14            | 3                | \$200                   | \$44              | \$42                |
| CULTELE   | E     | \$1,709,820     | \$289,517   | \$261,225   | 18573          | \$92                | \$16          | \$14            | 9                | \$829                   | \$140             | \$127               |
| ECON221   | L     | \$189,087       | \$33,510    | \$38,020    | 2565           | \$74                | \$13          | \$15            | 3                | \$221                   | \$39              | \$44                |
| ENGL150   | L     | \$573,937       | \$101,166   | \$100,025   | 7191           | \$80                | \$14          | \$14            | 3                | \$239                   | \$42              | \$42                |
| ENGL250   | L     | \$443,106       | \$62,337    | \$61,634    | 4431           | \$100               | \$14          | \$14            | 3                | \$300                   | \$42              | \$42                |
| ENGL323   | U     | \$14,076        | \$1,646     | \$1,627     | 117            | \$120               | \$14          | \$14            | 3                | \$361                   | \$42              | \$42                |
| FMAN321   | U     | \$15,695        | \$13,359    | \$3,724     | 153            | \$103               | \$87          | \$24            | 3                | \$308                   | \$262             | \$73                |
| FMAN451   | U     | \$24,801        | \$11,525    | \$3,213     | 132            | \$188               | \$87          | \$24            | 3                | \$564                   | \$262             | \$73                |
| FREEELE   | E     | \$24,198,385    | \$7,382,074 | \$5,176,043 | 212177         | \$114               | \$35          | \$24            | 9                | \$1,026                 | \$313             | \$220               |
| MATH115   | L     | \$244,523       | \$25,691    | \$42,647    | 3066           | \$80                | \$8           | \$14            | 3                | \$239                   | \$25              | \$42                |
| MGMT301   | U     | \$195,633       | \$34,707    | \$28,193    | 1902           | \$103               | \$18          | \$15            | 3                | \$309                   | \$55              | \$44                |
| MGMT373   | U     | \$56,757        | \$7,555     | \$6,137     | 414            | \$137               | \$18          | \$15            | 3                | \$411                   | \$55              | \$44                |
| MKTG321   | U     | \$174,094       | \$55,906    | \$21,923    | 1479           | \$118               | \$38          | \$15            | 3                | \$353                   | \$113             | \$44                |
| PHED338   | U     | \$22,771        | \$10,670    | \$7,409     | 237            | \$96                | \$45          | \$31            | 3                | \$288                   | \$135             | \$94                |
| PHED436   | U     | \$8,664         | \$3,107     | \$2,157     | 69             | \$126               | \$45          | \$31            | 3                | \$377                   | \$135             | \$94                |
| PSYC150   | L     | \$268,284       | \$77,185    | \$55,417    | 3984           | \$67                | \$19          | \$14            | 3                | \$202                   | \$58              | \$42                |
| RMLS121   | L     | \$8,581         | \$4,862     | \$3,376     | 108            | \$79                | \$45          | \$31            | 3                | \$238                   | \$135             | \$94                |
| RMLS180   | L     | \$9,267         | \$2,972     | \$2,063     | 66             | \$140               | \$45          | \$31            | 3                | \$421                   | \$135             | \$94                |
| RMLS213   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 2                | \$285                   | \$89              | \$49                |
| RMLS240   | L     | \$2,139         | \$2,431     | \$1,688     | 54             | \$40                | \$45          | \$31            | 3                | \$119                   | \$135             | \$94                |
| RMLS242   | L     | \$6,434         | \$2,296     | \$1,594     | 51             | \$126               | \$45          | \$31            | 3                | \$378                   | \$135             | \$94                |
| RMLS294   | L     | \$8,259         | \$2,701     | \$1,876     | 60             | \$138               | \$45          | \$31            | 3                | \$413                   | \$135             | \$94                |
| RMLS316   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 3                | \$427                   | \$134             | \$74                |
| RMLS320   | U     | \$6,434         | \$2,161     | \$1,501     | 48             | \$134               | \$45          | \$31            | 3                | \$402                   | \$135             | \$94                |
| RMLS340   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 3                | \$427                   | \$134             | \$74                |
| RMLS345   | U     | \$4,647         | \$2,026     | \$1,407     | 45             | \$103               | \$45          | \$31            | 3                | \$310                   | \$135             | \$94                |
| RMLS348   | U     | \$4,413         | \$1,711     | \$1,188     | 38             | \$116               | \$45          | \$31            | 2                | \$232                   | \$90              | \$63                |
| RMLS427   | U     | \$1,426         | \$450       | \$313       | 10             | \$143               | \$45          | \$31            | 2                | \$285                   | \$90              | \$63                |
| RMLS430   | U     | \$2,147         | \$2,566     | \$1,782     | 57             | \$38                | \$45          | \$31            | 3                | \$113                   | \$135             | \$94                |
| RMLS468   | U     | \$2,139         | \$3,107     | \$2,157     | 69             | \$31                | \$45          | \$31            | 3                | \$93                    | \$135             | \$94                |
| RMLS491   | U     | \$20,795        | \$3,512     | \$2,439     | 78             | \$267               | \$45          | \$31            | 6                | \$1,600                 | \$270             | \$188               |
| RMLS499   | U     | \$3,089         | \$900       | \$625       | 20             | \$154               | \$45          | \$31            | 1                | \$154                   | \$45              | \$31                |
| SCIUELE   | E     | \$2,340,587     | \$685,713   | \$339,872   | 24434          | \$96                | \$28          | \$14            | 7                | \$671                   | \$196             | \$97                |
| SOCY121   | L     | \$170,519       | \$55,273    | \$39,685    | 2853           | \$60                | \$19          | \$14            | 3                | \$179                   | \$58              | \$42                |
| SOCY361   | U     | \$7,290         | \$1,802     | \$1,294     | 93             | \$78                | \$19          | \$14            | 3                | \$235                   | \$58              | \$42                |

\* Instructor Cost - *Salary & Fringe* - the actual cost to teach a course  
 \*\* Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department  
 \*\*\* Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

**Ferris State University**  
**Degree Program Costing 2000 - 2001 (Summer, Fall, and Winter)**

College : Education  
 Department : Leisure Studies and Wellness

**Program Name: Recreation Leadership & Mgt/Leisure Service Track BS**  
**Program Credits Required (Total credits to graduate) 128**

\*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$109.83  
 \*\*Department Cost per Student Credit Hour \$33.77  
 \*\*\*Dean's Cost per Student Credit Hour \$21.81

**Total Cost per Student Credit Hour (Average for program) \$165.41**

Total Program Instructor Cost (Assumes a student will complete program in one year) \$14,058.83  
 Total Program Department Cost \$4,322.05  
 Total Program Dean's Cost \$2,791.46

**Total Program Cost (Assumes a student will complete program in one year) \$21,172.34**

| Course ID | Level | Instructor Cost | Dept Cost   | Dean's Cost | SCH's Produced | Instructor Cost/SCH | Dept Cost/SCH | Dean's Cost/SCH | Credits Required | Program Instructor Cost | Program Dept Cost | Program Dean's Cost |
|-----------|-------|-----------------|-------------|-------------|----------------|---------------------|---------------|-----------------|------------------|-------------------------|-------------------|---------------------|
| ACCT201   | L     | \$249,688       | \$30,962    | \$35,129    | 2370           | \$105               | \$13          | \$15            | 3                | \$316                   | \$39              | \$44                |
| COMM121   | L     | \$215,073       | \$47,383    | \$44,776    | 3219           | \$67                | \$15          | \$14            | 3                | \$200                   | \$44              | \$42                |
| COMM370   | U     | \$32,937        | \$2,782     | \$2,629     | 189            | \$174               | \$15          | \$14            | 3                | \$523                   | \$44              | \$42                |
| CULTELE   | E     | \$1,709,820     | \$289,517   | \$261,225   | 18573          | \$92                | \$16          | \$14            | 9                | \$829                   | \$140             | \$127               |
| ECON221   | L     | \$189,087       | \$33,510    | \$38,020    | 2565           | \$74                | \$13          | \$15            | 3                | \$221                   | \$39              | \$44                |
| EDUC410   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 3                | \$427                   | \$134             | \$74                |
| ENGL150   | L     | \$573,937       | \$101,166   | \$100,025   | 7191           | \$80                | \$14          | \$14            | 3                | \$239                   | \$42              | \$42                |
| ENGL250   | L     | \$443,106       | \$62,337    | \$61,634    | 4431           | \$100               | \$14          | \$14            | 3                | \$300                   | \$42              | \$42                |
| ENGL323   | U     | \$14,076        | \$1,646     | \$1,627     | 117            | \$120               | \$14          | \$14            | 3                | \$361                   | \$42              | \$42                |
| FMAN321   | U     | \$15,695        | \$13,359    | \$3,724     | 153            | \$103               | \$87          | \$24            | 3                | \$308                   | \$262             | \$7                 |
| FMAN451   | U     | \$24,801        | \$11,525    | \$3,213     | 132            | \$188               | \$87          | \$24            | 3                | \$564                   | \$262             | \$73                |
| FREEELE   | E     | \$24,198,385    | \$7,382,074 | \$5,176,043 | 212177         | \$114               | \$35          | \$24            | 10               | \$1,140                 | \$348             | \$244               |
| ISYS105   | L     | \$324,920       | \$121,187   | \$51,405    | 3468           | \$94                | \$35          | \$15            | 3                | \$281                   | \$105             | \$44                |
| MATH115   | L     | \$244,523       | \$25,691    | \$42,647    | 3066           | \$80                | \$8           | \$14            | 3                | \$239                   | \$25              | \$42                |
| MGMT301   | U     | \$195,633       | \$34,707    | \$28,193    | 1902           | \$103               | \$18          | \$15            | 3                | \$309                   | \$55              | \$44                |
| MGMT373   | U     | \$56,757        | \$7,555     | \$6,137     | 414            | \$137               | \$18          | \$15            | 3                | \$411                   | \$55              | \$44                |
| MKTG321   | U     | \$174,094       | \$55,906    | \$21,923    | 1479           | \$118               | \$38          | \$15            | 3                | \$353                   | \$113             | \$44                |
| PSYC150   | L     | \$268,284       | \$77,185    | \$55,417    | 3984           | \$67                | \$19          | \$14            | 3                | \$202                   | \$58              | \$42                |
| RMLS121   | L     | \$8,581         | \$4,862     | \$3,376     | 108            | \$79                | \$45          | \$31            | 3                | \$238                   | \$135             | \$94                |
| RMLS180   | L     | \$9,267         | \$2,972     | \$2,063     | 66             | \$140               | \$45          | \$31            | 3                | \$421                   | \$135             | \$94                |
| RMLS225   | L     | \$4,647         | \$2,972     | \$2,063     | 66             | \$70                | \$45          | \$31            | 3                | \$211                   | \$135             | \$94                |
| RMLS240   | L     | \$2,139         | \$2,431     | \$1,688     | 54             | \$40                | \$45          | \$31            | 3                | \$119                   | \$135             | \$94                |
| RMLS242   | L     | \$6,434         | \$2,296     | \$1,594     | 51             | \$126               | \$45          | \$31            | 3                | \$378                   | \$135             | \$94                |
| RMLS245   | L     | \$4,647         | \$2,972     | \$2,063     | 66             | \$70                | \$45          | \$31            | 3                | \$211                   | \$135             | \$94                |
| RMLS294   | L     | \$8,259         | \$2,701     | \$1,876     | 60             | \$138               | \$45          | \$31            | 3                | \$413                   | \$135             | \$94                |
| RMLS320   | U     | \$6,434         | \$2,161     | \$1,501     | 48             | \$134               | \$45          | \$31            | 3                | \$402                   | \$135             | \$94                |
| RMLS340   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 3                | \$427                   | \$134             | \$74                |
| RMLS345   | U     | \$4,647         | \$2,026     | \$1,407     | 45             | \$103               | \$45          | \$31            | 3                | \$310                   | \$135             | \$94                |
| RMLS348   | U     | \$4,413         | \$1,711     | \$1,188     | 38             | \$116               | \$45          | \$31            | 2                | \$232                   | \$90              | \$63                |
| RMLS430   | U     | \$2,147         | \$2,566     | \$1,782     | 57             | \$38                | \$45          | \$31            | 3                | \$113                   | \$135             | \$94                |
| RMLS465   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 3                | \$427                   | \$134             | \$74                |
| RMLS468   | U     | \$2,139         | \$3,107     | \$2,157     | 69             | \$31                | \$45          | \$31            | 3                | \$93                    | \$135             | \$94                |
| RMLS491   | U     | \$20,795        | \$3,512     | \$2,439     | 78             | \$267               | \$45          | \$31            | 6                | \$1,600                 | \$270             | \$188               |
| RMLS499   | U     | \$3,089         | \$900       | \$625       | 20             | \$154               | \$45          | \$31            | 1                | \$154                   | \$45              | \$31                |
| SCIUELE   | E     | \$2,340,587     | \$685,713   | \$339,872   | 24434          | \$96                | \$28          | \$14            | 7                | \$671                   | \$196             | \$97                |
| SOCY121   | L     | \$170,519       | \$55,273    | \$39,685    | 2853           | \$60                | \$19          | \$14            | 3                | \$179                   | \$58              | \$42                |
| SOCY361   | U     | \$7,290         | \$1,802     | \$1,294     | 93             | \$78                | \$19          | \$14            | 3                | \$235                   | \$58              | \$42                |

\* Instructor Cost - *Salary & Fringe* - the actual cost to teach a course  
 \*\* Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department  
 \*\*\* Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college



**Ferris State University**  
**Degree Program Costing 2000 - 2001 (Summer, Fall, and Winter)**

College : Education  
 Department : Leisure Studies and Wellness

**Program Name: Recreation Leadership & Mgt/Outdoor-Adv Edu Track BS**

**Program Credits Required (Total credits to graduate) 128**

\*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$111.56  
 \*\*Department Cost per Student Credit Hour \$34.24  
 \*\*\*Dean's Cost per Student Credit Hour \$22.41

**Total Cost per Student Credit Hour (Average for program) \$168.21**

Total Program Instructor Cost (Assumes a student will complete program in one year) \$14,279.74  
 Total Program Department Cost \$4,383.33  
 Total Program Dean's Cost \$2,867.97

**Total Program Cost (Assumes a student will complete program in one year) \$21,531.04**

| Course ID | Level | Instructor Cost | Dept Cost   | Dean's Cost | SCH's Produced | Instructor Cost/SCH | Dept Cost/SCH | Dean's Cost/SCH | Credits Required | Program Instructor Cost | Program Dept Cost | Program Dean's Cost |
|-----------|-------|-----------------|-------------|-------------|----------------|---------------------|---------------|-----------------|------------------|-------------------------|-------------------|---------------------|
| ACCT201   | L     | \$249,688       | \$30,962    | \$35,129    | 2370           | \$105               | \$13          | \$15            | 3                | \$316                   | \$39              | \$44                |
| COMM121   | L     | \$215,073       | \$47,383    | \$44,776    | 3219           | \$67                | \$15          | \$14            | 3                | \$200                   | \$44              | \$42                |
| COMM370   | U     | \$32,937        | \$2,782     | \$2,629     | 189            | \$174               | \$15          | \$14            | 3                | \$523                   | \$44              | \$42                |
| CULTELE   | E     | \$1,709,820     | \$289,517   | \$261,225   | 18573          | \$92                | \$16          | \$14            | 9                | \$829                   | \$140             | \$127               |
| ECON221   | L     | \$189,087       | \$33,510    | \$38,020    | 2565           | \$74                | \$13          | \$15            | 3                | \$221                   | \$39              | \$44                |
| ENGL150   | L     | \$573,937       | \$101,166   | \$100,025   | 7191           | \$80                | \$14          | \$14            | 3                | \$239                   | \$42              | \$42                |
| ENGL250   | L     | \$443,106       | \$62,337    | \$61,634    | 4431           | \$100               | \$14          | \$14            | 3                | \$300                   | \$42              | \$42                |
| ENGL323   | U     | \$14,076        | \$1,646     | \$1,627     | 117            | \$120               | \$14          | \$14            | 3                | \$361                   | \$42              | \$42                |
| FMAN321   | U     | \$15,695        | \$13,359    | \$3,724     | 153            | \$103               | \$87          | \$24            | 3                | \$308                   | \$262             | \$73                |
| FMAN451   | U     | \$24,801        | \$11,525    | \$3,213     | 132            | \$188               | \$87          | \$24            | 3                | \$564                   | \$262             | \$73                |
| FREEELE   | E     | \$24,198,385    | \$7,382,074 | \$5,176,043 | 212177         | \$114               | \$35          | \$24            | 7                | \$798                   | \$244             | \$171               |
| MATH115   | L     | \$244,523       | \$25,691    | \$42,647    | 3066           | \$80                | \$8           | \$14            | 3                | \$239                   | \$25              | \$42                |
| MGMT301   | U     | \$195,633       | \$34,707    | \$28,193    | 1902           | \$103               | \$18          | \$15            | 3                | \$309                   | \$55              | \$44                |
| MGMT373   | U     | \$56,757        | \$7,555     | \$6,137     | 414            | \$137               | \$18          | \$15            | 3                | \$411                   | \$55              | \$44                |
| MKTG321   | U     | \$174,094       | \$55,906    | \$21,923    | 1479           | \$118               | \$38          | \$15            | 3                | \$353                   | \$113             | \$44                |
| PSYC150   | L     | \$268,284       | \$77,185    | \$55,417    | 3984           | \$67                | \$19          | \$14            | 3                | \$202                   | \$58              | \$42                |
| RMLS121   | L     | \$8,581         | \$4,862     | \$3,376     | 108            | \$79                | \$45          | \$31            | 3                | \$238                   | \$135             | \$94                |
| RMLS130   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 3                | \$427                   | \$134             | \$74                |
| RMLS178   | L     | \$3,089         | \$495       | \$344       | 11             | \$281               | \$45          | \$31            | 1                | \$281                   | \$45              | \$31                |
| RMLS180   | L     | \$9,267         | \$2,972     | \$2,063     | 66             | \$140               | \$45          | \$31            | 3                | \$421                   | \$135             | \$94                |
| RMLS211   | L     | \$13,238        | \$3,107     | \$2,157     | 69             | \$192               | \$45          | \$31            | 3                | \$576                   | \$135             | \$94                |
| RMLS224   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 2                | \$285                   | \$89              | \$49                |
| RMLS225   | L     | \$4,647         | \$2,972     | \$2,063     | 66             | \$70                | \$45          | \$31            | 3                | \$211                   | \$135             | \$94                |
| RMLS240   | L     | \$2,139         | \$2,431     | \$1,688     | 54             | \$40                | \$45          | \$31            | 3                | \$119                   | \$135             | \$94                |
| RMLS242   | L     | \$6,434         | \$2,296     | \$1,594     | 51             | \$126               | \$45          | \$31            | 3                | \$378                   | \$135             | \$94                |
| RMLS245   | L     | \$4,647         | \$2,972     | \$2,063     | 66             | \$70                | \$45          | \$31            | 3                | \$211                   | \$135             | \$94                |
| RMLS294   | L     | \$8,259         | \$2,701     | \$1,876     | 60             | \$138               | \$45          | \$31            | 3                | \$413                   | \$135             | \$94                |
| RMLS320   | U     | \$6,434         | \$2,161     | \$1,501     | 48             | \$134               | \$45          | \$31            | 3                | \$402                   | \$135             | \$94                |
| RMLS340   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 3                | \$427                   | \$134             | \$74                |
| RMLS345   | U     | \$4,647         | \$2,026     | \$1,407     | 45             | \$103               | \$45          | \$31            | 3                | \$310                   | \$135             | \$94                |
| RMLS348   | U     | \$4,413         | \$1,711     | \$1,188     | 38             | \$116               | \$45          | \$31            | 2                | \$232                   | \$90              | \$63                |
| RMLS430   | U     | \$2,147         | \$2,566     | \$1,782     | 57             | \$38                | \$45          | \$31            | 3                | \$113                   | \$135             | \$94                |
| RMLS435   | U     | \$2,471         | \$2,566     | \$1,782     | 57             | \$43                | \$45          | \$31            | 3                | \$130                   | \$135             | \$94                |
| RMLS468   | U     | \$2,139         | \$3,107     | \$2,157     | 69             | \$31                | \$45          | \$31            | 3                | \$93                    | \$135             | \$94                |
| RMLS491   | U     | \$20,795        | \$3,512     | \$2,439     | 78             | \$267               | \$45          | \$31            | 6                | \$1,600                 | \$270             | \$188               |
| RMLS499   | U     | \$3,089         | \$900       | \$625       | 20             | \$154               | \$45          | \$31            | 1                | \$154                   | \$45              | \$31                |
| SCIUELE   | E     | \$2,340,587     | \$685,713   | \$339,872   | 24434          | \$96                | \$28          | \$14            | 7                | \$671                   | \$196             | \$97                |
| SOCY121   | L     | \$170,519       | \$55,273    | \$39,685    | 2853           | \$60                | \$19          | \$14            | 3                | \$179                   | \$58              | \$42                |
| SOCY361   | U     | \$7,290         | \$1,802     | \$1,294     | 93             | \$78                | \$19          | \$14            | 3                | \$235                   | \$58              | \$42                |

\*\* Instructor Cost - *Salary & Fringe* - the actual cost to teach a course  
 \*\* Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department

**Ferris State University**  
**Degree Program Costing 2000 - 2001 (Summer, Fall, and Winter)**

College : Education  
 Department : Leisure Studies and Wellness

**Program Name: Recreation Leadership & Mgt/Sports Management Track BS**

**Program Credits Required (Total credits to graduate) 128**

\*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$109.07  
 \*\*Department Cost per Student Credit Hour \$33.15  
 \*\*\*Dean's Cost per Student Credit Hour \$21.58

**Total Cost per Student Credit Hour (Average for program) \$163.79**

Total Program Instructor Cost (Assumes a student will complete program in one year) \$13,960.65  
 Total Program Department Cost \$4,242.79  
 Total Program Dean's Cost \$2,761.89

**Total Program Cost (Assumes a student will complete program in one year) \$20,965.33**

| Course ID | Level | Instructor Cost | Dept Cost   | Dean's Cost | SCH's Produced | Instructor Cost/SCH | Dept Cost/SCH | Dean's Cost/SCH | Credits Required | Program Instructor Cost | Program Dept Cost | Program Dean's Cost |
|-----------|-------|-----------------|-------------|-------------|----------------|---------------------|---------------|-----------------|------------------|-------------------------|-------------------|---------------------|
| ACCT201   | L     | \$249,688       | \$30,962    | \$35,129    | 2370           | \$105               | \$13          | \$15            | 3                | \$316                   | \$39              | \$44                |
| BLAW411   | U     | \$4,991         | \$602       | \$489       | 33             | \$151               | \$18          | \$15            | 3                | \$454                   | \$55              | \$44                |
| COMM121   | L     | \$215,073       | \$47,383    | \$44,776    | 3219           | \$67                | \$15          | \$14            | 3                | \$200                   | \$44              | \$42                |
| COMM370   | U     | \$32,937        | \$2,782     | \$2,629     | 189            | \$174               | \$15          | \$14            | 3                | \$523                   | \$44              | \$42                |
| CULTELE   | E     | \$1,709,820     | \$289,517   | \$261,225   | 18573          | \$92                | \$16          | \$14            | 9                | \$829                   | \$140             | \$127               |
| ECON221   | L     | \$189,087       | \$33,510    | \$38,020    | 2565           | \$74                | \$13          | \$15            | 3                | \$221                   | \$39              | \$44                |
| ENGL150   | L     | \$573,937       | \$101,166   | \$100,025   | 7191           | \$80                | \$14          | \$14            | 3                | \$239                   | \$42              | \$42                |
| ENGL250   | L     | \$443,106       | \$62,337    | \$61,634    | 4431           | \$100               | \$14          | \$14            | 3                | \$300                   | \$42              | \$42                |
| ENGL323   | U     | \$14,076        | \$1,646     | \$1,627     | 117            | \$120               | \$14          | \$14            | 3                | \$361                   | \$42              | \$42                |
| FMAN321   | U     | \$15,695        | \$13,359    | \$3,724     | 153            | \$103               | \$87          | \$24            | 3                | \$308                   | \$262             | \$                  |
| FMAN451   | U     | \$24,801        | \$11,525    | \$3,213     | 132            | \$188               | \$87          | \$24            | 3                | \$564                   | \$262             | \$                  |
| FREEELE   | E     | \$24,198,385    | \$7,382,074 | \$5,176,043 | 212177         | \$114               | \$35          | \$24            | 10               | \$1,140                 | \$348             | \$244               |
| ISYS105   | L     | \$324,920       | \$121,187   | \$51,405    | 3468           | \$94                | \$35          | \$15            | 3                | \$281                   | \$105             | \$44                |
| MATH115   | L     | \$244,523       | \$25,691    | \$42,647    | 3066           | \$80                | \$8           | \$14            | 3                | \$239                   | \$25              | \$42                |
| MGMT301   | U     | \$195,633       | \$34,707    | \$28,193    | 1902           | \$103               | \$18          | \$15            | 3                | \$309                   | \$55              | \$44                |
| MGMT373   | U     | \$56,757        | \$7,555     | \$6,137     | 414            | \$137               | \$18          | \$15            | 3                | \$411                   | \$55              | \$44                |
| MKTG321   | U     | \$174,094       | \$55,906    | \$21,923    | 1479           | \$118               | \$38          | \$15            | 3                | \$353                   | \$113             | \$44                |
| PHED423   | U     | \$1,853         | \$1,486     | \$1,032     | 33             | \$56                | \$45          | \$31            | 3                | \$168                   | \$135             | \$94                |
| PHED426   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 3                | \$427                   | \$134             | \$74                |
| PSYC150   | L     | \$268,284       | \$77,185    | \$55,417    | 3984           | \$67                | \$19          | \$14            | 3                | \$202                   | \$58              | \$42                |
| RMLS121   | L     | \$8,581         | \$4,862     | \$3,376     | 108            | \$79                | \$45          | \$31            | 3                | \$238                   | \$135             | \$94                |
| RMLS180   | L     | \$9,267         | \$2,972     | \$2,063     | 66             | \$140               | \$45          | \$31            | 3                | \$421                   | \$135             | \$94                |
| RMLS240   | L     | \$2,139         | \$2,431     | \$1,688     | 54             | \$40                | \$45          | \$31            | 3                | \$119                   | \$135             | \$94                |
| RMLS242   | L     | \$6,434         | \$2,296     | \$1,594     | 51             | \$126               | \$45          | \$31            | 3                | \$378                   | \$135             | \$94                |
| RMLS294   | L     | \$8,259         | \$2,701     | \$1,876     | 60             | \$138               | \$45          | \$31            | 3                | \$413                   | \$135             | \$94                |
| RMLS320   | U     | \$5,434         | \$2,161     | \$1,501     | 48             | \$134               | \$45          | \$31            | 3                | \$402                   | \$135             | \$94                |
| RMLS340   | N     | \$10,739,143    | \$3,370,936 | \$1,862,252 | 75466          | \$142               | \$45          | \$25            | 3                | \$427                   | \$134             | \$74                |
| RMLS345   | U     | \$4,647         | \$2,026     | \$1,407     | 45             | \$103               | \$45          | \$31            | 3                | \$310                   | \$135             | \$94                |
| RMLS348   | U     | \$4,413         | \$1,711     | \$1,188     | 38             | \$116               | \$45          | \$31            | 2                | \$232                   | \$90              | \$63                |
| RMLS428   | U     | \$1,032         | \$1,081     | \$750       | 24             | \$43                | \$45          | \$31            | 3                | \$129                   | \$135             | \$94                |
| RMLS430   | U     | \$2,147         | \$2,566     | \$1,782     | 57             | \$38                | \$45          | \$31            | 3                | \$113                   | \$135             | \$94                |
| RMLS468   | U     | \$2,139         | \$3,107     | \$2,157     | 69             | \$31                | \$45          | \$31            | 3                | \$93                    | \$135             | \$94                |
| RMLS491   | U     | \$20,795        | \$3,512     | \$2,439     | 78             | \$267               | \$45          | \$31            | 6                | \$1,600                 | \$270             | \$188               |
| RMLS499   | U     | \$3,089         | \$900       | \$625       | 20             | \$154               | \$45          | \$31            | 1                | \$154                   | \$45              | \$31                |
| SCIUELE   | E     | \$2,340,587     | \$685,713   | \$339,872   | 24434          | \$96                | \$28          | \$14            | 7                | \$671                   | \$196             | \$97                |
| SOCY121   | L     | \$170,519       | \$55,273    | \$39,685    | 2853           | \$60                | \$19          | \$14            | 3                | \$179                   | \$58              | \$42                |
| SOCY361   | U     | \$7,290         | \$1,802     | \$1,294     | 93             | \$78                | \$19          | \$14            | 3                | \$235                   | \$58              | \$42                |

\* Instructor Cost - *Salary & Fringe* - the actual cost to teach a course  
 \*\* Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department  
 \*\*\* Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

## Section Twelve Conclusions on the Data Presented

Based on the information and data presented about the Recreation Leadership and Management (RLM) program, the following conclusions emerged as strengths and weaknesses of the program:

### **Program Strengths:**

- The RLM program's faculty are nationally recognized for service to professional organizations at the national level, presentations at conferences, and service to recreation and parks agencies, educational organizations and campus community.
- The program's classrooms and office facilities in the SRC have been enhanced and updated to support the faculty office and traditional classroom needs at this time.
- Technology hardware and software are current, but continued support will be needed to provide updates that meet professional training needs of students.
- The RLM program's curriculum is nationally accredited and faculty use professional networks to keep the course content current within the constraints of staffing and equipment needs.
- The academic advisory committee works with the RLM faculty in providing input in the program and assisting with classroom presentation.
- Program and student outcomes are measured using the standards set by the NRPA/AALR Accreditation Council and through student assessment process in place.
- The RLM program continues to modify and refine the curriculum through student assessment process using input from academic advisory committee and students.
- Faculty have demonstrated initiatives and sought grant funding to under right the costs of new equipment and student learning experiences. The funding sources have also brought recognition at the state level for Ferris.

### **Program Weaknesses:**

- The RLM program continues to have fluctuating faculty workloads that do not always provide consistency and support for its curriculum needs at the emphasis track specialty areas.
- The department's part-time clerical support creates limitations of office services to the program's students and faculty.
- The program instructional equipment for specialty areas of corporate fitness and outdoor/adventure education requires one-time funding for large item equipment to remain current, i.e. kayaks/trailer, test and measurement technology.
- The number of full time faculty and workloads constrain the program's marketing and student recruiting capabilities.

- S & E dollars over the last four years has been adequate to support faculty development and classroom enhancing field trip experiences, but with the down turn in current budgeting, the support of faculty travel and course field trip travel will see impacts in the form of fiscal reductions in this area.

## Section Thirteen Recommendations Derived from the Conclusions

The RLM program has evolved over the last twenty-five years to its current curriculum format. The faculty, alumni and support staff provide a quality learner-centered program within the constraints expressed in this report.

Based on the strengths and weaknesses of the program the following recommendations are presented.

1. Additional faculty support in the form of a tenure track or a full time temporary faculty position:
  - a) to assist with sports management and corporate fitness emphasis track student for instruction
  - b). to assist with and to continue expanding student assessment across the program
  - c) to assist with retention; and advising.
2. Continue to support classroom technology and expand fitness test and measurement technology for corporate fitness in the form of treadmill with computer analysis interface, exercise physiology and client tracking software, and measurement devices.
3. One time equipment purchases, i.e. kayaks and climbing equipment to support the program's ability to train students for current trends in outdoor skills activities.
4. Provide RLM program with support for recruiting through admissions and marketing resource allocations and support staff assistance.
5. Faculty development funds that will allow the program faculty to acquire new certifications and curriculum related training to expand the program's offerings to maintain its competitive edge.
6. Continuation of the NRPA/AALR Accreditation of the academic program as it recognizes the rigor of the RLM program and national recognition of the Ferris faculty, students, and program's uniqueness.

**Program Review  
Panel Evaluation  
Form**

*(PRP: complete this form and include with your report)*

Program: Recreation Leadership and Management

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score 4.0

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score 4.0

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score 4.0

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score 4.2

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

5. Use of Information on Labor Market Average Score 4.6

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop program and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the

**Program Review  
Panel Evaluation  
Form (page 2)**

**6. Use of Profession/Industry Standards** Average Score 4.4

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

**7. Use of Student Follow-up Information** Average Score 4.2

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

**8. Relevance of Supportive Courses** Average Score 4.0

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

**9. Qualifications of Administrators and Supervisors** Average Score 4.4

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

**10. Instructional Staffing** Average Score 3.6

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

**Program Review  
Panel Evaluation  
Form (page 3)**

**11. Facilities** Average Score 4.4

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

**12. Scheduling of Instructional Facilities** Average Score 4.6

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

**13. Equipment** Average Score 3.6

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

**14. Adaption of Instruction** Average Score 4.0

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

**15. Adequate and Availability of Instructional Materials and Supplies** Average Score 4.0

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.



**Section Fourteen**  
**APPENDIX A**  
**Syllabi for RLM Courses**

The Appendix A contains the most recent copies of the course syllabi for the required major courses. There are several courses with the RMLS prefix that are taught routinely but are service related for students across campus to experience some of the outdoor recreation skills.

The following is a list of the course included in this section.

RMLS 121 Introduction to Leisure Services  
RMLS 178 Cross Country Skiing  
RMLS 180 Recreation Leadership and Supervision  
RMLS 211 Foundations of Outdoor Skills  
RMLS 213 Health Promotion in the Workplace  
RMLS 225 Outdoor Recreation Management  
RMLS 232 Winter Backpacking  
RMLS 236 Rock Climbing Instructor Training  
RMLS 240 Inclusive Recreation  
RMLS 242 Program and Evaluation of Leisure Services  
RMLS 245 Camp Leadership and Programming  
RMLS 294 Field Experience in Leisure Services  
RMLS 318 Ropes Course Facilitation Skills  
RMLS 320 Leisure Service Facility and Area Maintenance Management  
RMLS 340 Commercial Recreation  
RMLS 345 Leisure Service Facility and Area Planning and Design  
RMLS 348 Risk Management for Leisure Services  
RMLS 427 Corporate Fitness and Wellness Programming  
RMLS 428 Recreational Sports and Athletic Specialized Marketing  
RMLS 430 Finance and Management of Leisure Services  
RMLS 465 Tourism Planning and Development  
RMLS 468 Research Methods for Leisure Studies and Wellness  
RMLS 491 Internship in Recreation Leadership and Management  
RMLS 499 Recreation Leadership and Management Assessment

The manuals for RMLS 294 and 491 can be viewed on line by going to <http://webct.ferris.edu> and use the ID and Password "leisure" as a guest student. You will find access to some of the other RMLS courses of Dr. Hastings-Bishop that have more details that the syllabus provides.

## Rmls 121 Introduction to Leisure Services

Fall 2003

3 credits

Class time

Monday/ Wed / Friday 9:00 – 9:50

Instructor: Sarah Raymond

Office: 103 Src

Office Hours: Tues 12:00 – 1:00 And Monday 2:00 – 3:00

Phone: 591-5318

### Course Description

RMLS 121 is designed as a foundation course for RML majors and other students wishing to gain a broad perspective about leisure studies and recreation services. Emphasis will be placed on leisure theory, history, leisure lifestyle throughout the life span, philosophy, social and economic impacts on recreation, current issues and future trends in leisure and recreation service sectors.

### Course objectives:

1. Recognize the importance of recreation and leisure in contemporary society. 8.01 – 8.03
2. Understand the history of recreation and the leisure movement 8.02
3. Understand the importance of and resource for professional development including literature, continuing education and other resources. 8.10
4. Recognize factors affecting recreation participation. 8.03
5. Know suppliers of recreation and leisure services. 8.11
6. Develop a working knowledge of the different areas of specialization in the recreation profession. 8.08, 8.11 – 8.13
7. Identify and understand the conceptual foundations of play, recreation and leisure for all populations and settings. 8:13 – 8:14
9. Understand the significances of play, recreation and leisure through out the life cycle relative to ones attitudes, values, behaviors and use of resources. 8.04
10. Know the interrelationship between leisure behavior and the natural environment  
Understand the concept of professionalism as the term applies to leisure services. 8.06-8.10

### Attendance

You may miss two classes for any reason without penalty. However, further absences beyond two will incur a five-point deduction in the overall grade. Excused absences such as family emergencies, medical or school related functions will not be consequenced. In these circumstances you must contact me as soon as possible.

## Course outline

This is a tentative outline of when the chapters will be covered. However this may change based on class pace and needs. You will be notified of all changes

August – Mid September: Chapter 1  
Speaker sometime this month  
Due September 29<sup>th</sup> first two journal reviews  
Test Over unit one : September 29<sup>th</sup>

September – Mid October  
Chapter 2  
Speaker  
Test Unit 2: October 24<sup>th</sup>

November – December  
Unit 3 and 4  
Journals 3 and 4 due Nov 26<sup>th</sup>  
Speaker  
Final Exam : To be announced

## Other assignments

You will be responsible for the following assignments

1. 100 pts You will be completing four journal articles throughout the semester. The first two articles have already been selected for you and will be given the first week of class. Additional articles that you select must come from peer-reviewed journals such as the Journal of Adventure Education or Journal of Recreation and Dance. Articles must explain the benefits of a leisure or recreational activity. The article must provide information on what the outcomes of the activity was on the individual, community, economy, or environment. One article must come from a law journal and describe a law or incident in which a recreation provider was proved to be liable for a wrongdoing. You must have articles in correct APA citing format and professional writing format.
2. 25 pts You and a small group will provide information to others in the class on professional organizations in the recreation field. Your group will need to present the following information: The mission of the organization, philosophy, when it was started, research the organization has done and some outcomes, education or conferences the organization provides, as well as job links that are present on the site. Also include in your presentation why this organization is important to the recreation field.
3. 25 points You and your group will present on an assigned a portion of history and theory of recreation. When this is assigned you will need to
  1. Define the theory
  2. Provide information on two programs that use the theory and the outcomes

3. Explain why or why not this theory makes sense to you.
4. Explain a portion of recreation history to the class and how it relates to the present.

4. Extra points : 25 points Attend one sporting event, one cultural event (band concert, play, poetry speaker), and one educational event. You will need to write a short paper on what the event was, what you thought of the event and evaluate in terms of quality of performance, advertisement, seating arrangements and overall production. Include what you would do to provide better quality of the recreation event.

5. 50 pts Attend two PRA meetings. Volunteer and provide assistance for one event that the Pra is hosting. You will be evaluated on your attendance and professionalism by members of the PRA

### Grading

Based on points after attendance is factored in

725 points total

|                   |     |
|-------------------|-----|
| Tests and quizzes | 350 |
| Assignments       | 375 |

|    |              |           |
|----|--------------|-----------|
| A  | 100 % - 96 % | 725 - 696 |
| A- | 95% 91%      | 695 - 659 |
| BT | 90 - 87      | 658 - 630 |
| B  | 86 - 81      | 629 - 587 |
| B- | 80 - 78      | 586 - 565 |
| Ct | 76 - 75      | 564 - 543 |
| C  | 74 70        | 542 - 507 |
| C- | 69 - 67      | 506 - 485 |
| Dt | 66 - 64      | 484 - 464 |

Syllabus: RMLS 178  
Winter Semester 2003                      Session A

Course Title: **Cross-country Skiing**

Instructor: **Dr. Denise Mitten**

Office Location: **SRC 105**

Office Hours: **by appointment: Monday 11 AM - 1 PM, T & R 12:20 AM- 1:20 PM**

Phone: **591-5317 Office 796-7477 Home 651-329-7411 Cell**

E-mail: [mittend@ferris.edu](mailto:mittend@ferris.edu)

Textbook: *Nordic skiing: Steps to Success* By Laurie Gullion. Human Kinetics: Champaign, IL.

### **Nature of the Course**

This course is designed to introduce the beginner skier to the fundamentals of classical and freestyle cross-country skiing. The course is held outside during most meetings. The instructor will inform the students of class locations. Students will have the opportunity to ski on various cross-country ski trails such as Mackenzie trail near Caberfea, and Hungerford Lake area. This class is designed primarily for the novice skier. Students who have cross-country skiing experience can be in the class. They will need to be part of the drills and learning sequences and they will receive individual coaching at their level. They have the opportunity, as novice students do, of experiencing several different areas for cross-country skiing.

### **Course Objectives: During this course students have opportunities to**

1. Understand the process of selecting classical and freestyle ski equipment that suits one's body weight, skill level, and height.
2. Learn how to choose proper clothing to maintain normal body temperature while skiing.
3. Learn fundamental classical and freestyle skiing skills.
4. Understand and experience health benefits associated with regular participation in cross-country skiing as a winter recreational sport.
5. Understand and practice appropriate safety techniques and practices in cross-country skiing.
6. Experience some of the local cross-country ski trails.

### **Course Requirements**

#### **Skills Requirements**

Students are required to demonstrate safe basic classic and cross-country ski techniques. If a student has any physical, visual, hearing, or learning-based special needs that s/he feel might inhibit his/her success in this class, please let the instructor know at the beginning of the semester.

#### **Class Attendance Policy**

Students are expected to attend all classes. If a student must miss a class it is the student's professional responsibility to contact me **before** the class time. If a class is missed, 5 points will be deducted from the student's points. If the student does not contact me 10 points will be deducted.

#### **Exceptions to the Attendance Policy**

Student has a verified accident on the way to class.

#### **Late for Class and Late Assignments Policy**

Since students are skiing during class if a student is late, it may be hard to not possible to find this class. Please be on time.

### **Transportation**

The class location will vary. Students are responsible for providing their own transportation to and from the different class locations. Carpooling is encouraged! The class schedule is provided.

### **Other required materials**

Cross-country skis, boots, and poles are required for this course. If students do not own equipment they will have to rent or borrow equipment for this class. The Ferris Outdoor Pursuits program staff (in the SRC) will rent equipment to RMLS 100 students at a reasonable price. There also is a rental establishment in Big Rapids.

### **Class schedule**

January 16 - Introduction, clothing, equipment

January 23 - Ski at the intramural field.

January 30 - Ski at Hungerford Lake.

February 6 - Meet in room 114 with your skis.

February 13 – NO CLASS

February 16 - Sunday Leave at 9:30 for Caberfea ski area in Cadillac. We will ski on the Mackenzie Trail. Return at 3 PM.

February 20 - Leave at 3:30 for While Pine Cross-country ski Trail.

February 27 - Location to be announced.

### **Safety Policy**

Students are to follow the instructor’s directions in all safety matters. This class requires students to engage in a moderate to high intensity activity conducted in a wide range of conditions. These circumstances dictate that each student be in a state of good health in order to participate in this class. Still, because of the new activity, students might expect to feel stiff and/or sore after classes or the next day. Students should conduct themselves in a manner that does not threaten the health and safety of themselves or others during this course. Please notify the instructor if you or any other class member sustains any injury.

Students are encouraged to dress appropriate to weather conditions in Michigan in wintertime. It is a good idea to bring a change of clothes in case that is needed.

Classes are conducted in areas with limited facilities. Students are encouraged to bring beverages (such as water, sports drinks, fruit juices, hot drinks) and snack foods and to consume these during class. Any use of alcohol is prohibited during class or travel while carpooling. Any use of alcohol during class or while carpooling will result in an F in this class.

### **Grading of Tests and Papers**

The physical skills attainment = 100 points. Professionalism is worth 100 points. This is determined by your punctuality, industrialism, attention to skiing, and the like.

### **Course Grading Scale**

Total possible points are 200.

|         |    |       |    |       |    |
|---------|----|-------|----|-------|----|
| 100-94% | A  | 89-87 | B+ | 82-80 | B- |
| 93-90   | A- | 86-83 | B  | 79-77 | C+ |

76-73  
72-70

C  
C-

69-67  
66-63

D+  
D

62-60  
Below 60

D-  
F

## **Class Expectations**

Enthusiasm, helpfulness, and being prepared are all desirable for this class.

## **Information Concerning Academic Misconduct**

See the student handbook.

## **Final Note**

The instructor reserves the right to make needed and appropriate adjustments in this syllabus.

## **Instructor's Professional Background and Teaching Experience**

Dr. Mitten has been leading adventure wilderness trips since 1973. She competed on a college ski team, racing in both cross-country and downhill skiing. She also has raced in cross-county citizen ski races. Her undergraduate degree, from the University of Washington, is in Forest Resources (recreation emphasis); her master's degree from Yale University is in Forest Science, and her Ph.D. from the University of Minnesota is in Education. Dr. Mitten taught for ten years at Metro State University and for 19 years directed Woodswomen, an international adventure education program for women and children. She has guided trips in many parts of the US as well as Europe, South America, New Zealand and Australia. Activities Dr. Mitten has guided include backpacking, canoeing (whitewater and flat water), climbing, hiking, kayaking, mountaineering, rafting, SCUBA diving, skiing, and snowshoeing. She has lead climbing trips in Joshua Tree, CA, Minnesota, North Carolina, Colorado and other sites and she has lead mountaineering trips in the Himalayas, up Denali, on mountains in the northwest U.S. and in Colorado.

RMLS 180

Winter Term: 2003 : 3 credits

Class time: W 1 – 4:00

Instructor: Sarah Raymond

Office 106

Office Hours

Phone: 5318

Email:

Course Description:

RMLS 180 presents an overview of the theories and principles of leadership in the recreation field. The course will address recreation as experienced in a variety of situations and populations. Students will participate in a field experience, which entails planning and implementing activities for the Big Rapids School and / or one other facility of their choice. Supervisory practices and methods of staff evaluations will be developed.

Course objectives:

1. To develop an understanding of leadership styles
2. To provide programming with special consideration given to the participants attitudes, values and behaviors. 8.04
3. To understand how various leadership issues impact the planning and delivery of your program. 8.07
4. To become familiar with various professional organizations and the service they provide
5. To understand different ethical principals and how they apply to the leisure profession 8.09
6. To become familiar with resources that lend themselves to professional development. To understand the importance and methods of developing interpersonal skills related to effective leadership including situational assessment, organization, and risk management, personnel and participant supervision.
7. To gain exposure to the spectrum of leadership roles
8. To gain practical experience planning and leading recreation activities.

Required Text: Jordan, 2001. Leadership in Leisure Services.

Outside readings: Lincoln on leadership  
Who moved my Cheese?

Tentative Course

**Jan** : We will designing our field experience for the semester.

Accomplishing chapters 1 – 3

Exam 1



**February:**

Attending field experience times  
Chapter 4 – 7  
Exam 2

**March:**

Field experience  
Chapters 8 – 10  
Exam three

**April:**

Finish field experience  
Chapter 11- 12  
Paper on a leader in the recreation field

**Grading and attendance:**

Students are allowed to be absent twice. For each unexcused absence beyond the two, 5 points will be deducted from their final grade. Excused absences include: funeral, medical, professional development (conference) or serious family issue. Absences do not include, “ my car would not start, or I had to work.”

Academic honesty is a university policy that is listed in the student handbook. I suggest that you review this and stay within the guidelines. Dismissal from school and a failing grade are consequences that could occur.

All assignments are expected to follow APA style of writing and contain a reference page. All assignments are to be typed and double spaced, with page numbers on the right upper corner.

Assignments are due on the time that is stated in class. They can be submitted by email attachment, web ct or hard copy.

|                              |     |
|------------------------------|-----|
| Total points                 |     |
| Exams                        | 300 |
| Field experience             | 200 |
| Paper                        | 100 |
| Out side readings and review | 100 |

**Grading scale:**

|    |         |
|----|---------|
| A  | 94-100  |
| A- | 90-93   |
| Bt | 87-89   |
| B  | 83-86   |
| B- | 82 – 85 |
| C+ | 79-77   |
| C  | 73 – 76 |
| C- | 70 – 72 |
| D  | 69      |
| F  | 65      |

# Syllabus: RMLS 211

## Fall Semester 2002

Course Title: **Foundations to Outdoor Living Skills**

Instructor: **Dr. Denise Mitten**

Office Location: **SRC 105**

Office Hours: by appointment and Monday 11 AM - 1 PM, T & R 12:20 AM- 1:20 PM

Phone: 591-5317 Office      796-7477 Home      651-329-7411 Cell

E-mail: [mittend@ferris.edu](mailto:mittend@ferris.edu)

Textbooks: *The Backpacker's field Manual*, Rick Curtis AND *The Wilderness Educator*, David Cockrell.

### **Nature of the Course**

This course is designed to provide a broad exposure to the skills necessary for becoming an outdoor leader. Completing this course should help prepare students for skill specific courses such as backpacking, canoe touring, winter camping, and the like.

Good judgment is the umbrella that covers the application of leadership and decision making theory. It is a leadership quality that grows from gaining information, knowledge, outdoor experience, and opportunities to exercise decision-making in a leadership role. The foundation to the development of good judgment is the philosophical and educational goal of this course.

### **Course Objectives: During this course students have the opportunity to**

1. Become knowledgeable about human needs and survival as well as basic health, sanitation, and safety considerations of living and traveling outdoors.
2. Understand expedition behavior and group dynamics, including how to contribute to the development of a "caring group environment."
3. Understand basic decision-making and problem solving in outdoor environments.
4. Develop communication skills.
5. Become knowledgeable about navigation and understand the theory and use of map and compass.
6. Understand the elements of trip planning.
7. Understand theories about clothing materials and their selection and use.
8. Learn about sleeping systems.
9. Learn about tent care and use.
10. Become knowledgeable about where to buy outdoor clothing and gear.
11. Learn about stove use and repair, fire building and use, rope craft.
12. Become knowledgeable about nutrition, ration planning and food preparation.
13. Learn about water purification.
14. Become knowledgeable about environmental ethics and understand the theory and practice of minimum impact land use and "leave no trace" camping.
15. Learn about wildlife and plants in Michigan as well as other natural and cultural history.
16. Become knowledgeable about weather and weather safety.

# Course Requirements

## Writing Requirements

Written material should be typed, spell and grammar checked, and checked with the plagiarism prevention program.

## Special Projects

### Class presentation and gear analysis

Present 5-10 minutes on the assigned material from the outdoor gear list. Turn in a one page DETAILED summary of your findings with a conclusionary recommendation for the product you would, as an outdoor leader, choose for yourself.

### Bring in your gear

Each class period we will discuss some aspect of gear. You will be told the week before what gear to bring in for this teaching/show-n-tell. If you do not own or have access to your gear, bring in a written summary of your gear. It is the student's responsibility to turn this in before the class begins.

## Field trip attendance

Students are required to participate on a weekend field trip. An excuse absence is provided for missed classes.

## Class Attendance Policy

Students are expected to attend all classes and participate with the instructor and fellow classmates. If a student must miss a class it is the student's professional responsibility to contact me before the class time. If the student fails to contact me before the class time 5 points will be deducted from the student's total points.

## Exceptions to the Attendance Policy

Student has a verified accident on the way to class.

## Late for Class and Late Assignments Policy

Don't be. Assignments are due by class time on the date stated unless instructor states otherwise. Assignments will not be accepted after this time unless prior arrangements have been made with the instructor.

## Tests and Other Assessments

There will be at least six quizzes some may be unannounced. Reading assignments will be given in class.

# Grading

## Grading of Tests and Projects

Each quiz is worth 25 points. The final exam is worth 75 points.

The gear presentation and report is worth 75 points (25 & 50 points respectively). Bringing in gear each time is worth 10 points each time.

## Course Grading Scale

Total possible points are 300.

|         |    |       |    |
|---------|----|-------|----|
| 100-94% | A  | 89-87 | B+ |
| 93-90   | A- | 86-83 | B  |

|       |    |          |    |
|-------|----|----------|----|
| 82-80 | B- | 69-67    | D+ |
| 79-77 | C+ | 66-63    | D  |
| 76-73 | C  | 62-60    | D- |
| 72-70 | C- | Below 60 | F  |

### Course Calendar

|              |                                                             |             |                         |
|--------------|-------------------------------------------------------------|-------------|-------------------------|
| August 26    | Introduction to outdoor living skills                       |             |                         |
| September 9  | Maps/Compass/tents                                          | October 21  | Food                    |
| September 16 | Sleeping systems/stoves                                     | October 28  | Headgear/eye protection |
| September 23 | Water purifying & Where<br>to take a trip/Rescue free zones | November 4  | Footgear                |
| September 30 | Why guided trips? &<br>Layering clothing                    | November 11 |                         |
| October 7    | "Leave no trace"                                            | November 18 |                         |
| October 14   | Packing systems                                             | November 25 |                         |
|              |                                                             | December 2  | Review/questions        |

### Disabilities

Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office located in Arts & Sciences Commons, 1017K, x.3772 or ASC 1021 x. 5039.

### Information Concerning Academic Misconduct

See the student handbook.

### Final Note

I reserve the right to make needed and appropriate adjustments in this syllabus.

### Instructor's Professional Background and Teaching Experience

Dr. Mitten has been leading adventure wilderness trips since 1973. Before that she was a girl scout and a camp counselor teaching backpacking and sailing. Her undergraduate degree, from the University of Washington, is in Forest Resources (recreation emphasis); her master's degree is from Yale University in Forest Science, and her Ph.D. is from the University of Minnesota in Education. Dr. Mitten taught for ten years at Metro State University and for 19 years directed Woodswomen an international adventure education program for women and children. She has guided trips in many parts of the US as well as Europe, South America, New Zealand and Australia. Activities Dr. Mitten has guided include backpacking, canoeing (whitewater and flat water), climbing, hiking, kayaking, mountaineering, rafting, SCUBA diving, skiing, and snowshoeing.

Instructor: Jennifer Parks  
 Office: *SKC-103*  
 Phone: 591-2673

Winter *2000*  
 Office Hours: 9-11:00 a.m. – T,R

Objectives:

- To evaluate your own health practices in preparation for your forth coming role as a role model in the health and fitness area.
- To introduce the main concepts of health promotion in the workplace.
- To provide information on the content, design, impact and implementation of health promotion programs as they relate to the corporate environment.
- To assist the student in understanding the impact health promotion programs have on health care and insurance.
- To provide a model for improving the health of the employee and the quality of the working environment.

Class Methods:

Lectures  
 Videos  
 Student Presentations  
 Class Discussions  
 Guest Speakers  
 Site Visits

Class Requirements/Evaluation: *Points*

|                                 |     |
|---------------------------------|-----|
| - Discussion/Participation      | 15' |
| - Article Reviews               | 10' |
| - Health Promotion Paper        | 15' |
| - Health Promotion Presentation | 15' |
| - Knowledge Tests: Midterm      | 20' |
| Final                           | 20' |
| - Conference/Consulting         | 5'  |

I. Article Reviews

There are 5 articles to be reviewed in this class. These reviews should be a minimum of 2 pages in length and cover your thoughts concerning the material presented, 3 main points in each item and a synopsis of each article.

II. Project: Presentation/Paper

A. Presentation

Select a program area related to health promotion in the workplace (fitness, nutrition and weight management, etc.). For this program area design a 10 minute presentation.

This presentation is directed at an employee/community population. You are the health promotion specialist whose goal is to educate and increase the awareness of this group about the selected area.

Include in your presentation:

1. An introduction of your health promotion area which includes:
  - Its contribution to wellness
  - Its effects on individual health
  - Its impact on the company/community

presentations for the RBFF President and CEO.  
This position offers a highly competitive salary range and benefits package (\$30,00 to \$40,000 per year).  
To apply, please send a cover letter and resume addressing your qualifications for this position to RBFF, 601 N. Fairfax Street, Suite 140, Alexandria, VA 22314; Fax 703-519-9565; or e-mail . If NOT attached to this announcement, a complete position description can be found on our Web site at [www.RBFF.org/pressroom/RBFF\\_Contract.cfm](http://www.RBFF.org/pressroom/RBFF_Contract.cfm) <[http://www.RBFF.org/pressroom/RBFF\\_Contract.cfm](http://www.RBFF.org/pressroom/RBFF_Contract.cfm)>.  
RBFF's mission is to implement a consensus-based national outreach strategy to increase participation in boating and fishing and related aquatic resources stewardship.  
Deadline: March 15, 2002  
RBFF Web Sites: [www.RBFF.org](http://www.RBFF.org) <<http://www.RBFF.org>>  
[www.WaterWorksWonders.org](http://www.WaterWorksWonders.org)  
<<http://www.WaterWorksWonders.org>>  
[www.NationalFishingandBoatingWeek.org](http://www.NationalFishingandBoatingWeek.org)  
<<http://www.NationalFishingandBoatingWeek.org>>

#### POSITION DESCRIPTION

Title: Communications Specialist  
Supervisor: Communications Manager

Summary: The Communications Specialist serves a multi-faceted role with primary responsibility for administering the RBFF stakeholder database and stakeholder website. The Communications Specialist also assists the Communications Manager in implementing and evaluating a comprehensive and proactive effort to tell RBFF's story, generating positive media coverage and building strong relationships with stakeholder groups. The Communications Specialist works with RBFF staff to draft NewsWaves, the RBFF newsletter, and to prepare PowerPoint presentations for the RBFF President and CEO.

#### Duties and Responsibilities

- . Serves as a member of the RBFF team using a collaborative management and decision-making model.
- . Administers the RBFF stakeholder database, providing database support to the RBFF staff.
- . Manages content of the RBFF stakeholder website ([www.RBFF.org](http://www.RBFF.org) <<http://www.RBFF.org>>) in a timely manner, providing support to RBFF staff.
- . Assists the Communication Manager's efforts to implement and evaluate a comprehensive strategic communications plan designed to inform RBFF's stakeholders about the Foundation and its activities; thereby generating support, buy-in and ownership of RBFF on the part of diverse stakeholder groups.
- . Assists in the planning and coordination of special events such as news conferences, ceremonies, receptions, photo opportunities, and other functions.
- . Attends select conferences and events providing support for RBFF-sponsored meetings and presentations.
- . Assists in the identification and implementation of strategies to meet identified stakeholder communication needs, using all appropriate media including electronic, print and audio-visual.

#### Education and Qualifications

- . Bachelor of Arts or Science degree in journalism, communications, public policy, natural resource management or aquatic education.
- . Experience in website and database administration.
- . Excellent understanding of the natural resources community

including state and federal agencies. Understanding of the fishing and boating industries and non-governmental conservation organizations a plus.

- . Experience developing communications tools such as newsletters, fact sheets, news releases, and accomplishments reports.
- . Excellent writing skills.
- . Excellent interpersonal skills and an ability to relate and communicate with diverse groups and individuals.
- . Desire to participate as a team member in a small office environment.
- . Demonstrated ability to work collaboratively.
- . Ability to multi-task, manage time effectively, meet deadlines and stick to identified priorities.
- . Ability to work independently.

601 N. Fairfax Street, Suite 140 \* Alexandria, VA 22314  
Tel: 703-519-0013 \* Fax: 703-519-9565 \* Web: [www.rbff.org](http://www.rbff.org)

Kirk Gillis  
RBFF Communications Manager  
601 N. Fairfax St., Suite 140  
Alexandria, VA 22314  
Phone: (703) 519-0013  
Fax: (703) 519-9565  
Web: [www.rbff.org](http://www.rbff.org)

## Job Description

### ADVENTURE/ROPES COURSE DIRECTOR

#### Minimum Qualifications:

- Training and experience as facilitator with adventure/ropes course programs and climbing wall (must be documented).
- Current CPR and First Aid certifications.
- Ability to maintain course in excellent working condition.
- Ability to supervise program assistants and make scheduling arrangements.
- Desire and ability to work with people of all ages outdoors.
- Ability to relate to one's peer group.
- Ability to accept guidance and supervision
- Good character, sense of humor, patience and self-control
- At least 18 years of age

**Responsible to:** Camp Manager

**General Responsibility:** To plan, direct, and supervise the camp's adventure/ropes course program and climbing wall, and ensure the safety of participants.

|                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Contact: Brenda Murphy, Manager<br>11325 Robin Meadows<br>Freeland, MI 49635<br>(989) 695-4044 (989) 799-5159 fax<br>E-mail: <a href="mailto:bjmurphy@stcs.org">bjmurphy@stcs.org</a> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Specific Responsibilities:

1. Set up adventure/ropes course and climbing wall prior to and during staff training.
2. Teach site staff and volunteer staff their responsibilities in activity area during staff training.
3. Teach and monitor proper use of equipment.
4. Conduct initial and end-of-season inventory, and store equipment for safety.
5. Check equipment and make (or file for) repairs.
6. Conduct daily check of equipment for safety, cleanliness, and good repair.
7. Write and check lesson plans for all activities.
8. Keep records on all participants; help the progress from beginner to advanced levels.
9. Follow standard rules applicable to ropes courses, climbing, rappelling, etc.
10. Submit orders for equipment and/or supplies when needed, ensuring timely arrival of materials.
11. Assist in packing all materials and supplies when season ends.
12. Evaluate current season and make recommendations for equipment, supplies and program for following season.
13. These are not the only duties to be performed. Some duties may be reassigned and other duties may be assigned as required.





**Posting #35-02**

**OPENING DATE:** December 3, 2001  
2002

**CLOSING DATE:** February 4,

**NATURE CENTER MANAGER**

**Paygrade:** 13  
**Salary:** \$33,533

**PLEASE INDICATE POSITION #8141 ON YOUR APPLICATION**

**DIVISION:** Parks and Recreation  
**SECTION:** Cultural and Recreational Services  
**LOCATION:** New Castle County (Brandywine Creek State Park)

**ACTUAL VACANCY  
VACANCY**

**ACTUAL**

\*\*\*\*\*

**UMMARY:** This is management and supervisory work involving the operation of an on-park nature center and the presentation of environmental education and park interpretation programs.

**NOTE:** Weekend, evening, and holiday work may be required due to high public demand.

**PREFERENCE:** Preference will be given to applicants with experience: conducting raptor (birds of prey) programs; handling live raptors; and in leading interpretive and recreational canoe trips. *(Please address each preference and minimum qualification separately. Applicants with the background indicated under preferences are preferred; however, you will not be excluded from competing for this position if you meet the minimum qualifications.)*

**MINIMUM QUALIFICATIONS:**

1. Experience in supervision.  
*(Applicants should list all applicable experience in management or supervision.)*
2. Experience in the principles and techniques in developing and interpreting information to the public.  
*(Applicants should describe all relevant training and experience in this area.)*
3. Experience working in an educational environment.  
*(Applicants should describe all relevant training and experience in this area.)*
4. Knowledge of natural or cultural sciences.  
*(Applicants should list all applicable coursework and/or experience in this area.)*
5. Ability to communicate effectively.

**INCIPAL ACCOUNTABILITIES:**

- exhibit care and maintenance. Ensures that all aquariums and animal cages and care comply with all applicable laws, rules and regulations.
2. Oversees the planning and development, scheduling and evaluation of environmental and interpretive programs involving natural, cultural and historical resources.
  3. Analyzes proposed programs, considering audience, preparation time, equipment and materials, staffing, objectives, participant safety, impact on the resource and cost to revenue ratios.
  4. Recruits, interviews and supervises seasonal employees and volunteers. Writes job specifications and evaluates performance. Negotiates contracted services.
  5. Oversees in-service training classes for school teachers, outreach and day camp program leaders.
  6. Writes grants and solicits corporate and foundation monies to support programs. Ensures program revenues are collected and reported according to Division policy.
  7. Performs related duties as required.

**KNOWLEDGE, SKILLS AND ABILITIES:**

- Knowledge of the principles, practices, methods and techniques of interpretation and education.
- Knowledge of natural, cultural and historical resources within in assigned area.
- Knowledge of laws, rules and regulations pertaining to assigned area.
- Knowledge of human resource management.
- Knowledge of state budget and fiscal policies and practices.
- Knowledge of care and habitat requirements for captive wildlife.
- Ability to recruit, train, supervise and motivate seasonal employees and volunteers.
- Ability to develop curriculum and lesson plans.
- Ability to draft, justify and administer an operating budget.
- Ability to analyze program costs and develop fee schedules.
- Ability to plan, prioritize and organize.

**WEIGHT OF EXAMINATION:** 100% Training and Experience. Applicants should attach transcripts, resumes, and all other pertinent information to the State Application Form since assessment will be made on the basis of information submitted. Additional information **will not be accepted** after the closing date.

**BENEFITS:** These include 15 paid vacation days the first year, 12 paid holidays a year, sick leave with pay, liberal pension and health and life insurance. Benefits are credited on a pro-rata basis for part-time employees. Direct deposit of paychecks will be required as a condition of employment for all new employees.

**FOR INFORMATION:** Call DNREC@ (302) 739-5823 or visit our Web Page: [www.dnrec.state.de.us](http://www.dnrec.state.de.us)

**APPLICATION PROCEDURES:** One application must be submitted for each position for which you apply. Applications may be obtained and must be received at any of the following locations by the closing date to be considered:

- DNREC Human Resources - 89 Kings Hwy., Dover, DE 19901
- State Personnel - 401 Federal Street, Suite 5, Dover, DE 19901
- Employment Services - Carvel Office Bldg., 1st Floor, 820 N. French St., Wilmington, DE 19801
- State Personnel - De Tech & Community College, Employment Services, P. O. Box 610, Georgetown, DE 19947

Accommodations are available for applicants with disabilities in all phases of the application and employment process. Persons with disabilities are encouraged to call (302) 739-5458 or request an auxiliary aid or service. TDD users should call the Delaware Relay Service Number (1-300-232-5460) for assistance.

# YMCA STORER CAMPS

7260 South Stony Lake Road • Jackson, Michigan 49201

Jackson (517) 536-8607 • (800) 536-8607

FAX: (517) 536-4922 • [www.ymcastorerincamps.org](http://www.ymcastorerincamps.org)

## JOB VACANCY (11/2001)

**Position:** Program Instructor (15)

**Job Description:** Five month Program Instructor at one of the largest and oldest YMCA Outdoor Environmental Education programs in the country. Primary responsibility is to provide instruction and leadership in four areas: Natural Science, Environmental Awareness, Cultural History, Teambuilding/Team Challenge. Also, Equestrianism to third through eighth grade students in our residential Outdoor Environmental Education, Conference and Retreats programs. Our EE program is intended to be an extension of the school classroom and encourages students to learn experientially about nature and themselves while living and working cooperatively in a community environment. Approximately one weekend per month, assist with Conference and Retreat programs. *Training provided in all areas.*

**Requirements:** Bachelor's degree in Environmental Education, Recreation, Science or a related field; prior experience with youth in an educational and/or recreational setting; strong instructional, facilitation and communication skills; positive attitude; high energy; confident presence; service oriented goals; enthusiasm; passion for learning; commitment to being an active, community member in a shared working and living environment.

**Salary & Benefits:** \$220.00-\$260.00 per week salary range. Includes room, board and a YMCA fitness membership, \$50.00 professional development stipend; optional health insurance available.

**Position Openings:** January 1, 2001- May 31, 2002

**To apply:** Send cover letter and resume to: Lisa Dixon, Admin. Assistant, OEECR Dept., 7260 South Stony Lake Road, Jackson, MI 49201. Faxes (517-536-4922) or E-mail ([OEEaa@voyager.net](mailto:OEEaa@voyager.net)) also accepted.

**Deadline for applications:** Until filled



Brenda Yacavone  
<bly2@cornell.edu>

11/20/01 04:03 PM

To: bly2@cornell.edu  
cc:  
Subject: 4-H Youth Development Community Educator

**NOW HIRING**

**4-H Youth Development Educator - Full Time  
Putnam County, NY**

Cornell Cooperative Extension of Putnam County seeks an enthusiastic educator that is responsible for program development and delivery within the 4-H Strengthening Youth and Families issue area. The key responsibilities for this position are developing, implementing and evaluating high-quality youth development programs and opportunities that promote positive youth development. The target audiences for this position include youth and teens (ages 5 to 19), 4-H Club volunteer Leaders (volunteers), agency personnel and other volunteers who work with youth audiences in the Putnam community.

Responsibilities consist of: management of the 4-H Youth Development Club program including recruitment, management and support of 4-H Club Leaders (volunteers); assisting with efforts to develop effective collaborations with other youth serving organizations; and representation the Association to the public, community leaders, funders, government officials and Cornell University; promoting the role and resources of Cornell Cooperative Extension when appropriate. Other duties as assigned.

**QUALIFICATIONS:** Bachelor's degree from an accredited college or university in child/youth development, education, psychology, human development or other related field with minimum of 1 year related professional experience.

Demonstrated ability to work with youth and teens in a variety of settings. Ability to work a flexible schedule; not restricted by access to transportation; excellent written and verbal skills, computer skills.

**MINIMUM SALARY:** \$36,480, commensurate with experience plus attractive benefits package.

**APPLICATIONS** will be accepted through December 14, or until an acceptable pool of applicants has been identified.

Send letter of intent, resume, and transcripts to: Cornell Cooperative Extension of Putnam County, Terravest Corp. Park 1 Geneva Road, Brewster NY 10509. Attention: M. Keith or fax to: (845) 278-6761; email to: mlk13@cornell.edu

**FOR MORE INFORMATION:** Call (845) 278-6738 or visit the Cornell Cooperative Extension website: <http://www.cce.cornell.edu>

Cornell Cooperative Extension provides equal program and employment opportunities

Brenda L. Yacavone  
Finance and Human Resources  
390 Roberts Hall, Cornell University, Ithaca, NY 14853



NS\_Roberts  
<ns\_roberts@MSN.C  
OM>  
Sent by: Women in  
Leisure Studies  
<WLEIS-L@LISTSERV  
.UGA.EDU>

To: WLEIS-L@LISTSERV.UGA.EDU  
cc:  
Subject: Bay Area Girls Center: Job Announcements

10/21/01 08:37 PM  
Please respond to  
NS\_Roberts

Friends,

I told the folks at BAGC (Calif.) that I'd help spread the word about the two position openings. Thanks for spreading the word to anyone you know seeking work in this area and if you're in the college/univ. setting, thanks for posting this info for your students ...

Nina Roberts  
Colorado State University and  
The Student Conservation Association

-----  
Bay Area Girls Center Job Announcements --> Office Manager/Outreach  
Coordinator and Program Director

1) Office Manager/Outreach Coordinator

Bay Area Girls Center (BAGC) is a nonprofit organization dedicated to empowering adolescent girls to develop and express their strengths through outdoor adventure, creative arts, and group experiences. BAGC is seeking an ambitious, self-motivated individual to take the responsibility of office management and outreach coordination. Candidate should have experience working collaboratively in a team and independently. This is a year-round position available immediately and could be full or part-time depending on candidate's availability.

Primary Responsibilities:

Office Management:

- \* Responsible for office systems maintenance and reception
- \* Responsible for light bookkeeping and financial management along with Executive Director
- \* Maintains database and information technology of organization
- \* Assists Executive Director in fund development and other administrative duties
- \* Coordinates volunteer program

Outreach Coordination:

- \* Oversees efforts of recruiting program participants -- making connections with organizations in which adolescent girls are involved and planning presentation schedule
- \* Oversees agency-wide marketing efforts, print material, public relations, etc.
- \* Works with marketing committee to create and implement marketing plan
- \* Supervises volunteers who perform marketing and outreach duties

Additional Responsibilities:

- \* Participation in agency-wide planning processes, strategic planning, budgeting etc.
- \* Occasionally performs duties to assist programs

**Qualifications:**

Candidate should possess the following skills and experiences or be motivated to acquire them:

- \* Interest in or understanding of the unique needs of adolescent girls
- \* Experience with or interest in working in a small nonprofit organization
- \* Administrative experience with solid office, computer, organizational, time management skills
- \* Experience with or interest in learning bookkeeping techniques and QuickBooks Pro
- \* Experience with marketing and outreach techniques
- \* Familiarity with and interest in connecting with diverse families/neighborhoods in the Bay Area
- \* Experience with or interest in coordinating volunteers

**2) PROGRAM DIRECTOR**

Bay Area Girls Center (BAGC) is a nonprofit organization dedicated to empowering adolescent girls to develop and express their strengths through outdoor adventure, creative arts, and group experiences. BAGC's core programs are summer wilderness expeditions for girls of diverse backgrounds ages 12-13 (Project Courage) and ages 14-15 (Transitions).

BAGC is seeking an ambitious, self-motivated individual to take the responsibility of all aspects of program management. Candidate should have experience working collaboratively in a team and independently. This is a fulltime, year round position available immediately.

**Primary Responsibilities:**

- \* Oversees program development and management
- \* Oversees risk management including developing and chairing a safety committee
- \* Oversees the hiring, training, and management of program staff and volunteers
- \* Creates and maintains policies and procedures for programs including admissions
- \* Evaluates program and program staff
- \* Oversees course logistics
- \* Oversees program budget and finances
- \* Stays current on program and industry trends and standards

**Additional Responsibilities:**

- \* Participation in agency-wide planning processes, budgeting, marketing, fundraising, etc.
- \* Oversees outreach and recruitment of contract courses
- \* Occasionally leads courses and performs course logistics

**Qualifications:**

Candidate should possess the following skills and experiences or be motivated to acquire them:

- \* Interest in or understanding of the unique needs of adolescent girls
- \* Extensive experience as field staff in wilderness-based programs
- \* Experience developing and overseeing risk management of wilderness-based programs
- \* Experience hiring, training, and managing staff
- \* Administrative experience with solid office and computer skills
- \* Experience with or interest in working in a small nonprofit organization
- \* Solid communication, organizational and time management

**RECREATION SPECIALIST (OUTDOOR RECREATION)**

**MWR DEPARTMENT, NAVAL AIR WEAPONS STATION, CHINA LAKE, CA**

**Salary Range: \$18K TO \$28K.**

**Area of Consideration: OPEN**

**Relocation Costs: NEGOTIABLE**

**DUTIES:** Incumbent is responsible for developing a comprehensive outdoor recreation program that includes scheduling, organizing, publicizing, directing and evaluating both recurring and non-recurring activities. Coordinates special events, and joint community programs that insure effective use of facilities and other resources. Program elements include; instructional traditional and non-traditional classes in a variety of outdoor skill areas including but not limited to; water sports, cycling, sailing, backpacking, camping, mountain biking, adventure travel, horseback riding, fitness challenges, nature interpretation, and environmental preservation. Supervises the operation of the Outdoor Recreation Gear Rental, parks and fields. Assure that fire, safety, security and sanitation inspections are conducted and coordinates routine maintenance and repair of facilities. Incumbent will maintain the highest standards of safety conditions and implementing actions when warranted. Incumbent will drive vehicles up to 15-passenger van. Will also be responsible for all program equipment, document all aspects of procuring supplies and equipment, establishing database on customers and program usage. Adheres to established cash handling requirements. Innovates and implements the highest standards of customer service. Directly coordinates with various MWR Departments and other military services. Performs other duties as assigned. **QUALIFICATIONS:** Bachelors degree in recreation or closely related field equivalent experience. Ability to plan, develop, implement and evaluate a comprehensive Outdoor Recreation Program. Knowledge and direct experience in leading outdoor recreation activities. Ability to teach, lead, motivate and provide for the safety of program participants. Ability to communicate effectively orally and in writing. Must possess or be able to obtain a class "B" driver's license and current First Aid and CPR certifications. **HOW TO APPLY:** Submit a complete, SF-171 to the MWR Personnel Office, P.O. Box 157, Ridgecrest, CA 93556. POC is Jean Anderson, (DSN) 437-0882 or (760) 939-0882.



# MWR Job Announcement

## ***MWR West Sound***

### **JOB ANNOUNCEMENT**

|                                                                                    |                                            |
|------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Announcement #:</b> NAFWS-022-01                                                | <b>Opening Date:</b> 11 June 2001          |
| <b>Job Title:</b> Recreation Specialist (Liberty Program/Fleet Recreation Program) | <b>Closing Date:</b> Open Until Filled     |
| <b>Series/Grade:</b> NF-0188-03                                                    | <b>Salary Range:</b> \$11-\$15.00 PH (DOE) |
| <b>Category:</b> Regular Full-time                                                 | <b>Location:</b> West Sound .(Brem/Bangor) |
| <b>Area of Consideration:</b> Open to Public.                                      |                                            |

**BRIEF DESCRIPTION OF DUTIES:** This position is responsible for planning, implementing and evaluating programs and events targeted at meeting the leisure needs of junior enlisted sailors. Plans, coordinates and administers recurring and non-recurring recreational activities, special events, joint departmental and community undertakings. Recommends improvements and revisions to these various activities targeted at meeting the leisure needs and interests of the enlisted sailors. Evaluates effectiveness of on-going programs based on participation, patron satisfaction. Schedules and promotes activities. Responsible for the maintenance and safety of the facility.

**QUALIFICATION REQUIREMENTS:** Dynamic, customer service oriented, and self-motivated individual with experience and skills to be able to perform duties with limited supervision. Knowledge of the principles, techniques and methods of procedures used in organizing, planning, administering and conducting recreation activities. Knowledge of the entire scope of recreational activities and their suitability for individuals, groups, ages and interests. Bachelor's degree in Recreation Management or closely related field or minimum of three years specialized experience in recreation programming may be substituted for formal degree. Strong communication skills and ability to communicate with targeted age group, advisory groups, MWR and community program personnel, and local community program representatives and vendors. Knowledge of marketing and promotion techniques that motivate and encourage program participation. Ability to communicate effective orally and in writing.

**HOW TO APPLY:** Complete, sign and submit an application or resume to: Quality of Life Support Personnel Office, Bldg. 94, Naval Undersea Warfare Center, Keyport, WA 98345. The Personnel Office accepts application from 8:00AM to 4:00 PM, Monday to Friday. Fax # (360) 396-5445, e-mail address: [acagingin@cnrnw.navy.mil](mailto:acagingin@cnrnw.navy.mil) For more information, please call (360) 396-6061.

**AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER**





## CITY OF MAITLAND POSITION VACANCY ANNOUNCEMENT

**DEPARTMENT:** PARKS & RECREATION  
**POSITION TITLE:** RECREATION SERVICE ADMINISTRATOR  
**BEGINNING PAY:** \$36,200 (Grade 27)  
**HOURS:** Monday through Friday, 8:00 a.m. to 5:00

The position is the number 2 person in the department with Staff Supervision responsibilities. Will be involved in developing short & long-range department plans as well as working with grants. Programming background inclusive all facets of recreation.

### **MINIMUM**

**QUALIFICATIONS:** Graduation from a college or university with a bachelor's degree in parks & recreation, public administration, or a closely related field. Three to five years experience including recreation, parks, youth and seniors programming and related administrative and supervisory experience, or an equivalent combination of education and experience. Significant experience with word processing, spreadsheet, and data base applications. Must possess a valid State of Florida Driver's License.

**JOB DESCRIPTIONS:** Available upon request.

Applications may be obtained from the Personnel Department, Maitland City Hall, 1776 Independence Lane, Maitland, FL 32751. Position is open until filled.

**THE CITY OF MAITLAND IS AN EQUAL OPPORTUNITY EMPLOYER THAT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, CREED, NATIONAL ORIGIN, SEX, OR DISABILITY.**

**AS PART OF OUR COMMITMENT TO A DRUG-FREE WORKPLACE, A JOB APPLICANT IS OFFERED EMPLOYMENT CONDITIONAL UPON SUCCESSFULLY PASSING A DRUG TEST. REFUSAL TO TAKE THE TEST, OR FAILURE TO PASS THE TEST ACCORDING TO MINIMUM STANDARDS, IS CAUSE FOR DISQUALIFICATION. IF YOU BECOME EMPLOYED WITH THE CITY, YOU MAY BE REQUIRED TO AGAIN SUBMIT TO A DRUG TEST AS REQUESTED. YOUR REFUSAL, OR FAILURE TO PASS THE TEST ACCORDING TO MINIMUM STANDARDS, WILL RESULT IN YOUR TERMINATION.**

October 15, 2001

7-34

**CITY OF MISSOURI CITY, TEXAS**  
**PARKS AND RECREATION DEPARTMENT**  
**JOB DESCRIPTION**

**POSITION TITLE:** *RECREATION SUPERINTENDENT ( EXEMPT )*

**SCOPE OF RESPONSIBILITIES:** The Recreation Superintendent is responsible for managing the services and operations of the Recreation Division through effective supervision, planning, coordination and evaluation. The Divisional scope of services include, but is not limited to, Recreation Center operations, facility rentals and reservations, leisure and recreation programming, adult athletic leagues, community based special events, wellness/fitness programming, theme camps and various outreach programs. Position reports to the Assistant Director of Parks and Recreation. Expected to perform duties with minimal guidance and supervision.

**DUTIES AND RESPONSIBILITIES:**

- ◇ Responsible for the hiring, training, supervising and evaluating of all full-time Divisional Personnel and Recreation Assistants.
- ◇ Responsible for planning, preparing and managing the Divisional budget.
- ◇ Responsible for providing leadership to subordinate personnel in developing, planning, implementing and evaluating a variety of leisure programs, adult athletic leagues and special events.
- ◇ Responsible for providing leadership and supervision to subordinate personnel in the operations and management of the Recreation Center.
- ◇ Responsible for serving as the Divisional “power user” for the computer system.
- ◇ Responsible for coordinating the publication of a comprehensive semi-annual Program Guide and various promotional flyers, posters and signage.
- ◇ Responsible for coordinating and facilitating all Departmental press releases and paid advertisements.
- ◇ Responsible for the management of all Divisional cash management operations.
- ◇ Responsible for the continued development and coordination of the Employee Wellness Program.
- ◇ Responsible for soliciting and securing sponsorships for major special events.
- ◇ Recreation Superintendent is subject to twenty-four hour recall

***NOTE:*** *The afore listed duties and responsibilities are intended to describe the general nature and level of work performed by the Superintendent of Recreation. This list is not intended to be an exhaustive listing of all duties and responsibilities required of the position.*

**KNOWLEDGE, SKILLS AND EXPERIENCE**

Applicants are required to possess a Bachelor's Degree in Parks and Recreation Administration, or a related field of study, and a minimum of five years of progressive management/supervisory experience. Position requires excellent organizational and interpersonal skills. Applicant must possess an extensive knowledge of computer applications and relevant computer software. Position requires exemplary written and verbal communication skills.

page two – superintendent of recreation job description

**EQUIPMENT OPERATED:**

Municipal vehicle, office computer systems, facsimile machine, voice mail system, e-mail system, multi-function copier, postage metering machine and word processor.

**CONTACTS:**

Superintendent of Recreation is required to interface with Department personnel to assign duties, direct activities and access operational effectiveness. Required to work with other Departments to exchange information and facilitate municipal programs and activities. Required to interface with members of the public, media representatives, civic groups, volunteers, members of affiliated professional organizations and Parks Board, to gather and exchange information.

**EFFORT:**

Superintendent of Recreation is required to operate a motor vehicle, work out-of-doors on occasion, during all types of weather and may be required to lift and carry loads up to 75 pounds in weight. Position may be required to perform and demonstrate a variety of athletic activities during the course of a workday. Position requires the exercise of initiative, independent thinking, problem solving skills and the utmost diplomacy in dealing with everyone associated with his/her work. Position is required to possess and maintain a valid Texas Drivers License and maintain a safe driving record.

**WORKING CONDITIONS:**

Job duties and responsibilities are conducted primarily in a climate controlled office environment. Job duties and responsibilities involve exposure to inclement weather conditions while staging and managing Departmental Special Events. Superintendent of Recreation may be required to work some evenings and weekends to adequately perform all job duties and responsibilities.

## Samples of Websites For RLM Internship and Job Searches

Some of these sites offer the students the ability to submit their resume to the servers that potential employers may access thus helping them connect with the professional network.

National Recreation and Parks Association (NRPA)

<http://nrpa.jobcontrolcenter.com/>

Michigan Recreation and Parks Association (MRPA)

[http://www.mrpaonline.org/Students/career\\_center.htm](http://www.mrpaonline.org/Students/career_center.htm)

Resort and Commercial Recreation Association (RCRA)

<http://www.r-c-r-a.org/Student/AppInternSites.html>

Association for Experiential Education (AEE)

<http://www.aee.org/memberpages/jchview.php>

Outdoor Network

<http://www.outdoornetwork.com/jobnetdb/default.html>

Employer Health Register

[http://employerhealth.com/EHR\\_sample\\_pages/dpsjms.htm](http://employerhealth.com/EHR_sample_pages/dpsjms.htm)

Sports Job

[http://www.sportsjobs.com/jtm/jtm\\_sector.html/sector=ind\\_sports/aip=570d2J0EX6T2bxxAwqwTy-NqXg](http://www.sportsjobs.com/jtm/jtm_sector.html/sector=ind_sports/aip=570d2J0EX6T2bxxAwqwTy-NqXg)

Wellness Connection

<http://wellnessconnection.techevolution.com/jobsdir.asp>

## Section Eight Evaluation of Facilities and Equipment

### Overview

The Student Recreation Center (SRC) houses the Department of Leisure Studies and Wellness (LSW). The departmental budget supports the RLM major, the Health and Physical Education minor and general service courses. The January 1999 SRC renovations included departmental offices, classrooms, computer lab, and activity areas. These renovations were the first upgrade of the general facilities since the 1964 opening of the Health and Physical Education building (now the SRC).

Technology support for the RLM program includes annual upgrades, as requested through the UAP process, and acquisition of computers, laptops, software upgrades, and video cameras. In fall 2002, the program received funding for a mediated classroom that was installed summer 2003. The building renovations provided upgrades from token ring to Ethernet wiring for the offices and designation of student computer lab (six machines). Over the last five years, the addition of laptops, digital video camera, scanner, and network printer have been added to the technology tools available for instruction. Computers include zip, CD ROM burner and DVD capabilities. Software specialized for the program is supported with S&E budget dollars along with the Adobe and Microsoft software products. FY '04 one-time equipment funds have been provided to upgrade by purchasing two new laptops for student and faculty use.

RLM purchased personal digital assistants (PDA) to use for training the physical education and corporate fitness students. Specifically, they will use the PDAs for applications of fitness testing recording software to supplement instruction in the traditional physical education classroom and when working with clients in the fitness training setting. The RLM program needs permanent exercise physiology equipment for a testing and measurement lab. The specific equipment needed for the lab would include a treadmill with computer hook up to record inputs and computer with a client tracking data software used in corporate fitness settings. The new technology based equipment would supplement the more traditional manual equipment, which the department already owns: blood pressure cuffs, exercise bike, stretch box, and skin calipers. The SRC building has the space to set up this lab on a permanent basis and infrastructure to add computer ports.

Outdoor/Adventure Education annually purchases replacement stoves, cooking sets, and other camping equipment with S&E budget funds. However, RLM needs climbing gear and kayaks to expand the skills courses, which lag behind due to large item costs, i.e. sixteen kayaks, paddles, and accessory gear, plus trailer for transportation have been requested in the UAP over the last three years. These two areas, climbing and kayaking, are growing in demand by internship and entry-level positions thus the demand by students in program assessment information.

The program has priority scheduling use for SRC 113, 113A and 114 classrooms, departmental assignment of office spaces in SRC 102-108 in the building, and use of the climbing wall before 6 p.m. on Monday through Friday for course use. The program is not charged for ropes course use since it was turned over to the U-Rec department in January 2002, but this use is limited at no cost to RMLS designate courses. The department no longer has the ropes course designated as a laboratory for its students outside of the designated for credit course use and is not responsible for the training of the staff. All other access requires a fee for its use.

The Department of Leisure Studies and Wellness during the previous 1997 report was responsible for the building scheduling and maintenance, what was designated then as the Health and Physical Education (HPE) and has been re-designated as the Student Recreation Center (SRC). Since the renovations, it is no longer responsible for building maintenance and scheduling. There are now rental fees that previously did not exist for use of the building outside of course related activities placing constraints on fundraising initiatives for the program.

Overall, the renovations have improved the physical environment of the offices, classrooms, technology wiring of the building, and provided updates to equipment needs (activity and office), but the equipment for traditional classroom use and offices are the only aspect of the building that the department now controls and can influence directly through its own resources.

## Section Nine Curriculum Review

The Recreation Leadership and Management (RLM) curriculum, a *Professional Core* of courses (page 9-8), is designated as the major for all students enrolled in the program. Instead of a minor, each student selects from one of four emphasis tracks, currently, corporate fitness and wellness (page 9-9), leisure services programming (page 9-10), outdoor/adventure education (page 9-11), or sports management (page 9-12). The leisure services programming and the outdoor/adventure education tracks have been a part of the program since 1984. The corporate fitness and wellness was added to the program during the transition to semesters in 1993. The sports management track was added in 1999 and the previous track in aquatics was dropped in 1997. Overtime, as staffing has fluctuated in the four tracks, so has enrollment varied. According to senior exit interviews, the faculty is key to the retention of students and meeting their needs when dealing with their specialty areas.

The current check sheets were updated in academic year 2002-03 to align with changes in course offerings outside the department. They are included in this section, pages 9-7 to 9-12). Copies of the course syllabi are found in the Appendix A. It should be noted that emphasis track courses are taught on an even/odd year rotation.

The *Professional Core* courses contain the content that must meet the NRPA/AALR Accreditation criterion 8.00 series. A copy of these has been included in this section for this review. The courses are reviewed through the accreditation process in a set matrix. The faculty course syllabi must have objectives designated with the corresponding criterion. The criterion periodically is assessed for appropriateness to current professional needs by an accreditation council. Since the last visit by the accreditation agency in 1999, there are three additional areas that the program will need to meet for its October 2004 review.

The other means that faculty use to update course content and trends in the program are attending workshops, seminars, national and state conferences, and meetings. The current faculty participate in two professional development meetings annually. They have been involved in presentations and maintain a network with colleagues in their specialty area. In the area of technology application, both full-time and part-time faculty use Web CT and software tools to enhance the students' access to current informational sources.

The specialty areas have been monitored for trends through affiliations and memberships with professional organizations, i.e. American Alliance of Health, Physical Education, Recreation and Dance, Association of Challenge Course Technology, Association of Experiential Education, Employee Services Management, Michigan Recreation and Parks Association, National Recreation and Parks Association, and Resort and Commercial Recreation Association.

The graduation requirements of a minimum of 128 credits have remained the same. Students are required to have an overall GPA of 2.5 within their professional core and emphasis track course work to be eligible for the internship and to graduate. The students must all complete the 150 hour field experience and 600 hour internship before graduating. Prior to students completing their field experience, they must have completed a minimum of 20 hours of service learning and specified 9 credits (RMLS 121, 180, and 242).



## PART B: BACCALAUREATE DEGREE STANDARDS

*The baccalaureate degree standards have three series:*

- 7.00 series** *addresses foundation understandings (general education)*
- 8.00 series** *sets forth the professional competencies*
- 9.00 series** *provides opportunity for the academic unit to offer Options which are accredited*

The baccalaureate program of an institution must include course work to meet standard 7.00 and all of the standards in the 8.00 series. The 9.00 series is at the discretion of the academic unit; it may choose to accredit one or more Options, or none. Inasmuch as the Option standards build upon the 7.00 and 8.00 series, each Option includes additional standards both for foundation understandings (designated 7A, 7B, 7C, 7D) and for professional competencies (9A, 9B, 9C, 9D).

The standards specify levels of competence —

- level one — knowledge, basic learnings
- level two — understandings, in respect to professional performance
- level three — abilities, competence of application, of "doing"

Frequently the terms "understanding" and "ability" are both used.

### 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. For foundation understandings specific to each Option, see the 7A, 7B, 7C, and 7D standards on pages 20-23.

### 8.00 PROFESSIONAL COMPETENCIES

*The following standards delineate the professional competencies for all students. For ease of identifying areas of competence, the competencies are clustered into eight topical areas, shown as side headings, below.*

*\*NOTE: All standards new or revised since 1995 are marked by an asterisk. Appendices at the end detail all changes.*

#### 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. *(New standard adopted September 1998.)*

#### LEISURE SERVICES 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
- 8.09\* 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 systems
- 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 *(New Standard approved October 1999)*
- 8.18\* Understanding of human growth and development throughout the lifecycle including the contributions of leisure to growth, development and self-expression
- 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
- 8.20\* Understanding of the concept and use of leisure resources to facilitate participant involvement

## **ASSESSMENT, PLANNING, AND EVALUATION**

- 8.21\*** Understanding of and the ability to analyze programs, services, and resources in relationship to participation requirements
- 8.22\*** Understanding of procedures and techniques for assessment of leisure needs
- 8.23\*** Understanding of principles and procedures for planning leisure services and assessing and evaluating resources, areas, and facilities, and associated environmental impacts.
- 8.24\*** Knowledge of principles and procedures for proper social, cultural and environmental design of leisure services, areas, and facilities.
- 8.25\*** 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, spreadsheets, specialized programs related to leisure services

## **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

- 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 *(New standard in 1999)*
- 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

#### FIELD EXPERIENCES

- 8.41\* Field experience prior to internship
- 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 (If an Option is accredited, the internship should be directly related to such Option.)

### 9.00 OPTIONS

*The Options represent an in-depth program, and the standards are IN ADDITION to the preceding 8.00 series standards, which are required for accreditation of the Professional Program. An academic unit may select one or more Options to be accredited, OR NONE. There are four Options:*

- A. Leisure Services Management — Basically management-oriented*
- B. Natural Resources Recreation Management — Provides greater understanding of the natural environment*
- C. Leisure/Recreation Program Delivery — Management of program services requiring a greater depth in program and behavioral sciences*
- D. Therapeutic Recreation — Related to individuals with disabilities and leisure services*

*All Options must meet five standards (9.01, 9.02, 9.03, 9.04, 9.05), plus the designated Option standards. Each Option has standards in both the 7.00 series (7A, 7B, 7C, or 7D) and the 9.00 series (9A, 9B, 9C, or 9D).*

#### STANDARDS TO BE MET BY ALL OPTIONS

- 9.01 There shall be a written statement of purpose and goals for each Option offered.
- 9.02 There shall be written evidence of the academic unit's progress toward accomplishing its stated goals.
- 9.03 At least one member of the full-time faculty shall have teaching, research, service and/or practical experience in the Option.
- 9.04 Each Option shall be served by an equitable distribution of faculty consistent with enrollments.
- 9.05 There shall be adequate library and educational materials for the Option.

**RECREATION LEADERSHIP and MANAGEMENT**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

| REQUIRED                                                                                                                                                                                                                                                                                                                                                                                                                                      |     | COMMUNICATION COMPETENCE - 12 Credit Hours Required: | S.H. | GRADE |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------|------|-------|
| ENGL                                                                                                                                                                                                                                                                                                                                                                                                                                          | 150 | English 1                                            | 3    |       |
| ENGL                                                                                                                                                                                                                                                                                                                                                                                                                                          | 250 | English 2                                            | 3    |       |
| COMM                                                                                                                                                                                                                                                                                                                                                                                                                                          | 121 | Fundamentals of Public Speaking                      | 3    |       |
| ENGL                                                                                                                                                                                                                                                                                                                                                                                                                                          | 323 | Proposal Writing                                     | 3    |       |
| <b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required:</b> Two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS.<br>Corporate Fitness/Wellness Programming - BIOL 205 & CHEM 114.<br>Leisure Service Programming - 7-8 elective credits from the ones listed above.<br>Outdoor/Adventure Programming - BIOL 111 or 116 & 3-4 credits from the ones listed above. |     |                                                      |      |       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |                                                      | 4    |       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |                                                      | 3-1  |       |
| <b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher:</b> This requirement can be completed by ONE of the following options:<br>1. Pass MATH 115 or higher.    2. Pass course proficiency exam in MATH 115 or higher.<br>3. ACT Math subtest score of 24 or higher.                                                                                                                                                                     |     |                                                      |      |       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |                                                      |      |       |
| <b>CULTURAL ENRICHMENT - 9 Elective Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement. |     |                                                      |      |       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |                                                      |      |       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |                                                      |      |       |
| <b>SOCIAL AWARENESS - 12 Credit Hours Required:</b>                                                                                                                                                                                                                                                                                                                                                                                           |     |                                                      |      |       |
| ECON                                                                                                                                                                                                                                                                                                                                                                                                                                          | 221 | Principles of Economics I                            | 3    |       |
| PSYC                                                                                                                                                                                                                                                                                                                                                                                                                                          | 150 | Introduction to Psychology                           | 3    |       |
| SOCY                                                                                                                                                                                                                                                                                                                                                                                                                                          | 121 | Introduction to Sociology                            | 3    |       |
| SOCY                                                                                                                                                                                                                                                                                                                                                                                                                                          | 361 | Leisure and Society                                  | 3    |       |
| <b>GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America. (See College Catalog for suggested courses.)                                                 |     |                                                      |      |       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |                                                      |      |       |

RECREATION LEADERSHIP AND MANAGEMENT – 48 Semester hours

**PROFESSIONAL CORE – 36 HOURS REQUIRED**

| REQUIRED                                   |     | COURSE TITLE                                          | S.H.       | GRD. | PTS. |
|--------------------------------------------|-----|-------------------------------------------------------|------------|------|------|
| RMLS                                       | 121 | Introduction to Leisure Services                      | 3          |      |      |
| RMLS                                       | 180 | Recreation Leadership and Supervision                 | 3          |      |      |
| RMLS                                       | 240 | Inclusive Recreation                                  | 3          |      |      |
| RMLS                                       | 242 | Program and Evaluation of Leisure Services            | 3          |      |      |
| RMLS                                       | 294 | Field Experience in Leisure Services                  | 3          |      |      |
| RMLS                                       | 320 | Leisure Service Facility and Area Management          | 3          |      |      |
| RMLS                                       | 345 | Leisure Service Facility and Area Planning and Design | 3          |      |      |
| RMLS                                       | 348 | Risk Management                                       | 2          |      |      |
| RMLS                                       | 430 | Finance and Management of Leisure Services            | 3          |      |      |
| RMLS                                       | 468 | Research Methods for Leisure Studies and Wellness     | 3          |      |      |
| RMLS                                       | 491 | Internship in Recreation Leadership and Management    | 6          |      |      |
| RMLS                                       | 499 | Recreation Leadership and Management Assessment       | 1          |      |      |
| <b>TOTAL</b>                               |     |                                                       | <b>36</b>  |      |      |
| <b>BUSINESS CORE – 12 HOURS REQUIRED</b>   |     |                                                       |            |      |      |
| ACCT                                       | 201 | Principles of Accounting I                            | 3          |      |      |
| MGMT                                       | 301 | Applied Management                                    | 3          |      |      |
| MGMT                                       | 373 | Human Resource Management                             | 3          |      |      |
| MKTG                                       | 321 | Principles of Marketing                               | 3          |      |      |
| RMLS                                       | 340 | Commercial Recreation                                 | 3          |      |      |
| <b>TOTAL</b>                               |     |                                                       | <b>15</b>  |      |      |
| <b>TOTAL HOURS REQUIRED FOR THE DEGREE</b> |     |                                                       | <b>128</b> |      |      |

**NOTE: TRACK SPECIALTY COURSES ARE NOT "SEQUENCED OR SCHEDULED" EVERY YEAR, BUT ON A ROTATIONAL BASIS.**

**NOTE: To qualify for the internship (RMLS 491), you must have an overall grade point average of a 2.0, complete all of the Professional Core courses and your selected track courses with a GPA of 2.5 or better and have had your senior portfolio reviewed.**

**Notice Regarding Withdrawal, Readmission and Interruption of Studies. Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted**



# FERRIS STATE UNIVERSITY

College of Education and Human Services – Leisure Studies and Wellness

## LEISURE SERVICE PROGRAMMING TRACK – 30 Semester Hours

| REQUIRED                                                                                                             | COURSE TITLE                         | S.H.      | GRD. | PTS. |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------|------|------|
| COMM 370                                                                                                             | Communication and Conflict           | 3         |      |      |
| RMLS 318                                                                                                             | Ropes Course Facilitations Skills    | 3         |      |      |
| FMAN 321                                                                                                             | Principles of Facilities Management  | 3         |      |      |
| FMAN 451                                                                                                             | Facilities Management and Operations | 3         |      |      |
| ISYS 105                                                                                                             | Microcomputer Applications           | 3         |      |      |
| RMLS 225                                                                                                             | Outdoor Recreation Management        | 3         |      |      |
| RMLS 245                                                                                                             | Camp Leadership and Programming      | 3         |      |      |
| RMLS 465                                                                                                             | Tourism Planning and Development     | 3         |      |      |
|                                                                                                                      | Elective                             | 3         |      |      |
| <b>TOTAL</b>                                                                                                         |                                      | <b>27</b> |      |      |
|                                                                                                                      |                                      |           |      |      |
|                                                                                                                      |                                      |           |      |      |
|                                                                                                                      |                                      |           |      |      |
|                                                                                                                      |                                      |           |      |      |
|                                                                                                                      |                                      |           |      |      |
|                                                                                                                      |                                      |           |      |      |
|                                                                                                                      |                                      |           |      |      |
|                                                                                                                      |                                      |           |      |      |
| <b>ELECTIVES: AS NEEDED TO EQUAL 128 SEMESTER HOURS FOR GRADUATION</b>                                               |                                      |           |      |      |
|                                                                                                                      |                                      |           |      |      |
|                                                                                                                      |                                      |           |      |      |
| <b>NOTE: TRACK SPECIALITY COURSES ARE <u>NOT</u> "SEQUENCED OR SCHEDULED" EVERY YEAR, BUT ON A ROTATIONAL BASIS.</b> |                                      |           |      |      |
|                                                                                                                      |                                      |           |      |      |

**NOTE:** To qualify for the internship (RMLS 491), you must have an overall grade point average of 2.0, complete all of the Professional Core courses and your selected track courses with a CPR of 2.5 or better and have had your senior portfolio reviewed.

**Notice Regarding Withdrawal, Readmission and Interruption of Studies.** Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted



# FERRIS STATE UNIVERSITY

## College of Education and Human Services – Leisure Studies and Wellness

### OUTDOOR/ADVENTURE EDUCATION PROGRAMMING TRACK – 29-30 Semester Hours

| REQUIRED                                                                                                     | COURSE TITLE                                                | S.H.         | GRD. | PTS. |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------|------|------|
| COMM 370                                                                                                     | Communication and Conflict                                  | 3            |      |      |
| FMAN 321                                                                                                     | Principles of Facilities Management                         | 3            |      |      |
| RMLS 130                                                                                                     | Principles and Practices of Outdoor/Environmental Education | 3            |      |      |
| RMLS 211                                                                                                     | Foundations of Outdoor Living Skills                        | 3            |      |      |
| RMLS 225                                                                                                     | Outdoor Recreation Management                               | 3            |      |      |
| RMLS 245                                                                                                     | Camp Leadership and Programming                             | 3            |      |      |
| RMLS 318                                                                                                     | Ropes Course Facilitation Skills                            | 3            |      |      |
| RMLS 435                                                                                                     | Leadership in Outdoor Pursuits                              | 3            |      |      |
|                                                                                                              | Elective                                                    | 3            |      |      |
| <b>RELATED REQUIREMENTS – TWO COURSED REQUIRED</b>                                                           |                                                             |              |      |      |
| RMLS 178                                                                                                     | Cross Country Skiing                                        | 1            |      |      |
| RMLS 224                                                                                                     | Cycling                                                     | 2            |      |      |
| RMLS 231                                                                                                     | Canoe Touring                                               | 2            |      |      |
| RMLS 236                                                                                                     | Winter Backpacking                                          | 2            |      |      |
| RMLS 236                                                                                                     | Rock Climbing Instructor Training                           | 2            |      |      |
| <b>TOTAL</b>                                                                                                 |                                                             | <b>30-31</b> |      |      |
| <b>ELECTIVES: AS NEEDED TO EQUAL 128 SEMESTER HOURS FOR GRADUATION</b>                                       |                                                             |              |      |      |
| <b>NOTE: TRACK SPECIALTY COURSES ARE NOT "SEQUENCED OR SCHEDULED" EVERY YEAR, BUT ON A ROTATIONAL BASIS.</b> |                                                             |              |      |      |

**NOTE:** To qualify for the internship (RMLS 491), you must have an overall grade point average of 2.0, complete all of the professional Core courses and your selected track courses with a GPA of 2.5 or better and have had your senior portfolio reviewed.

**Notice Regarding Withdrawal, Readmission and Interruption of Studies.** Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted

# FERRIS STATE UNIVERSITY

College of Education and Human Services – Leisure Studies and Wellness

## SPORT MANAGEMENT TRACE – 27 Semester Hours

| REQUIRED                                                                                                     |     | COURSE TITLE                                         | S.H.      | GRD. | PTS. |
|--------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------|-----------|------|------|
| BLAW                                                                                                         | 411 | Legal Environment/Sports Resort Management           | 3         |      |      |
| COMM                                                                                                         | 370 | Communication and Conflict                           | 3         |      |      |
| FMAN                                                                                                         | 321 | Principles of Facilities Management                  | 3         |      |      |
| FMAN                                                                                                         | 451 | Facilities Management and Operations                 | 3         |      |      |
| ISYS                                                                                                         | 105 | Microcomputer Applications                           | 3         |      |      |
| PHED                                                                                                         | 423 | Organization & Administration of PE and Athletics    | 3         |      |      |
| PHED                                                                                                         | 426 | Contemporary Issues in Sport                         | 3         |      |      |
| RMIS                                                                                                         | 428 | Recreational Sports & Athletic Specialized Marketing | 3         |      |      |
|                                                                                                              |     | Elective                                             | 3         |      |      |
|                                                                                                              |     | <b>TOTAL</b>                                         | <b>27</b> |      |      |
| <b>ELECTIVES: AS NEEDED TO EQUAL 128 SEMESTER HOURS FOR GRADUATION</b>                                       |     |                                                      |           |      |      |
|                                                                                                              |     |                                                      |           |      |      |
|                                                                                                              |     |                                                      |           |      |      |
| <b>NOTE: TRACE SPECIALTY COURSES ARE NOT "SEQUENCED OR SCHEDULED" EVERY YEAR, BUT ON A ROTATIONAL BASIS.</b> |     |                                                      |           |      |      |
|                                                                                                              |     |                                                      |           |      |      |

**NOTE: To qualify for the internship (RMIS 491), you must have an overall grade point average of 2.0, complete all of the Professional Core Courses and your selected track courses with a GPA of 2.5 or better and have had your senior portfolio reviewed.**

**Notice Regarding Withdrawal, Readmission and Interruption of Studies. Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted**

## FACULTY VITA

1. NAME: SUSAN J. HASTINGS-BISHOP

2. DATE OF BIRTH: 05/26/51

3. ADDRESS: HOME: 13655 McKinley Rd, Rodney, Michigan 49342  
Phone (231) 796-5358

WORK: Department of Leisure Studies and Wellness  
SRC 104  
Ferris State University  
Big Rapids, MI 49307  
(231) 591-2457  
e-mail: hastings@ferris.edu

### 4. FORMAL EDUCATION:

#### a. Undergraduate Degree:

Bachelor of Science in Physical Education and Teaching Certification K-12  
Minor-Physical Education Teacher Certification K-12  
SUNY at Brockport 1973  
Brockport, New York

Jan. -June 1972 spent 6 months at I. M. Marsh College of Physical Education,  
Liverpool, England through study abroad program in Physical Education specializing  
in movement education. Received 18 credits towards bachelor's degree

#### b. Master's Level:

Masters of Arts in Recreation  
Emphasis- Outdoor Education  
University of Northern Colorado 1976  
Greeley, Colorado

#### c. Terminal Degree:

Doctorate of Philosophy in Recreation and Resources  
Development  
Emphasis-Outdoor Education  
Texas A&M University 1993  
College Station, Texas

### DISSERTATION TITLE:

General Attitudes and Subjective Norms as an Indication  
of Behavioral Intentions of Adolescent Girls for Selected  
Backcountry Camping Experiences

## 5. PROFESSIONAL EXPERIENCE:

- Jan. 2003  
-current      Program Coordinator for the Department of Leisure Studies and Wellness and Professor Recreation Leadership and Management. Perform administrative assignments set by the Dean of the College of Education and Human Services. Academic Program Review for RLM, self-study for NRPA/AALR Accreditation, and departmental annual budget, scheduling, and other academic administrative tasks.
- Aug. 2000-  
Dec. 2002      Professor of Recreation Leadership and Management at Ferris State University, Big Rapids, Michigan. Teaching full time in Department of Leisure Studies and Wellness with a special assignment for the College of Education and Human Services working with technology and e-learning applications (Fall 2000)
- Jan.-May  
2001          Sabbatical Leave for one semester to explore technology applications and possible strategies for on-line distance education for the Recreation Leadership and Management Program at Ferris State University.
- Jan. 1999  
to Aug. 2000      Professor/Program Coordinator Department of Leisure Studies and Wellness Ferris State University, Big Rapids, Michigan
- The program coordinator for the department for Health and Physical Education minor and service courses, and Recreation Leadership and Management degree program. Dean of College of Education and Human Services made the appointment effective Winter 1999 Semester as part of an ongoing restructuring within the college. Duties included daily administration of department, coordination of curriculum issues with faculty, writing of annual administrative reports, overseeing NRPA/AALR accreditation, student assessment and assisting the Dean with administration of faculty contract staff supervision. Teaching a minimum of 6 credit hours per semester with 6 hours release time for administration.
- 1997 to  
Dec. 1998      Professor/Program Coordinator of Recreation Leadership and Management, Ferris State University, Big Rapids, Michigan
- Program coordinator responsible for administration of daily degree program needs, curriculum development and implementation, program annual reports, scheduling of classes, budget over-site, and teaching a 9-6 hour load of classes with a quarter to half time release during this calendar duration for administration. Promotion to Full Professor February 1996.
- 1993          Tenure granted February 1993
- 1992-  
1997          Associate Professor/Program Coordinator of Recreation Leadership and Management, Ferris State University, Big Rapids, Michigan  
Duties the same as above.
- Fall 1992      Leave of Absence to work on Doctoral at Texas A&M University during Fall Quarter (Sept.-November 1992)
- 1988-1992      Assistant Professor of Recreation Leadership and Management, Ferris State University, Big Rapids, Michigan  
Hired fall quarter to teach and advise majors in Recreation Leadership and Management program. Taught 12 credit load each quarter.

- 1985-1987 Graduate Teaching Assistant, Department of Recreation, Park and Tourism Science, Texas A & M University, College Station, Texas. Teaching assistantship for the RPTS 301 course under the direction of Dr. Edward Heath. Taught 20 hours per week while attending full time.
- Summer 1987 **Lluy A LLama** Event Director and Physical Education High School/College 1987. Instructor, Girl Scout National Center West, Ten Sleep, Wyoming
- Was trained in llama packing, developed, and implemented the llama packing programs for Girl Scouts USA at their western center. Developed and over saw the high school and college credit programming for llama packing. The program involved a two week session of 12-18 young girls who spent time training, learning about animal care, backcountry camping and had a 3-6 day experience in the backcountry using llamas as pack animals.
- Summer 1984-87 **Backcountry Coordinator/Physical Education High School/College Instructor** affiliated with Northeast Community College of Wyoming and University of Northern Colorado Campus High School at Greeley Girl Scout National Center West, Ten Sleep, Wyoming
- Oversaw the management of the backcountry for the Girl Scouts while working as the physical education instructor for high school and and horse packing credit. As backcountry coordinator the job required reporting of group backcountry travel plans, supervising backcountry rescue and fire emergencies, and responsibility for equipment needs for groups heading into backcountry.
- Winter 1983 & 1984 **Downhill Ski Instructor** at Conquistador, Westliff, Colorado
- Part time downhill ski instructor for the resort. Developed and established a downhill skiing class for HPER Department at Southern Colorado.
- 1982-1984 **Recreation Curriculum Coordinator and Intramural Director**, University of Southern Colorado, Pueblo, Colorado
- Hired as Recreation Curriculum Coordinator teaching 12 credits per semester and received 3 credit release time to be Intramural Director. Was the first women intramural director at the University. Administrated and responsible for both recreation curriculum and intramural program. Advised students and supervised student intramural workers. Taught courses in programming, intro. to leisure services, administration, special populations, supervised interns and field experiences.
- Summer 1980,81, 82 **Physical Education High School/College Instructor** affiliated with Northeast Community College of Wyoming and University of Northern Colorado Campus High School Alternative Education of Greeley, for the Girl Scout National Center West, Ten Sleep, Wyoming

1978-1982 Assistant Professor Physical Education/Recreation and Intramural Director, Dean Junior College, Franklin, Massachusetts

Taught 12 hours of courses each semester and was first Intramural Director, for four years. Classes included both recreation and physical education classes. Recreation courses were for majors, in programming and arts and crafts. Physical education service and majors skills classes included gymnastics, canoeing, backpacking, archery, tennis, etc. Was an academic advisor. Promoted to rank of assistant professor from instructor Winter 1981.

Summer 1978 & 79 Waterfront Director for Rhode Island Girl Scout Council, Providence, Rhode Island at Camp Hoffman

Supervision of aquatics and small craft staff for the camp for two summers.

1977-1978 Youth Services and Recreation Director for Town/Village of Canton, Canton, New York

Appointed first full time Youth Service and Recreation Director in May for community. Was assigned task to create year round recreation programs, coordinate with local youth center and senior citizen clubs. During 15 months in position continued established summer programs and expanded them. Submitted BOR grant for new ice rink which was approved 9 months after leaving the position. Expansion of programs allowed community to gain all matching state youth service dollars allowed under New York State guidelines.

1976-1977 Indian Creek Nature Center Coordinator, Canton, New York

Hired September under CETA grant to develop and implement environmental education based programs for local private non-profit group who had partnership with New York Department of Environmental Conservation. The propose of the partnership was to create trails and support facilities for a nature center. During the nine months at this position programs were initiated, trail development completed, and marketing of the nature center programs. A 4-H Community Development Grant was used as funding source for some of the projects. A summer grant with Conservation Corps Students was established for the summer prior to my departure in May 1977.

Summer 1976 Waterfront Director for 1000 Island Girl Scout Council, Watertown, New York at Camp Whispering Pines

1976 Winter Downhill Ski Instructor at Sharkstooth, Greeley, Colorado

Part time ski instructor for local ski slope. Taught classes for ages 5 to adults.

- 1974-1975 Community Center Director, Salvation Army, Watertown, New York  
 Worked February 1974 to June 1975 directing recreation programs for the Community Center. Recreation programs involved adult volleyball league, youth basketball, floor hockey, table games, arts and crafts, field trips, and camping overnight. During the period of employment the center underwent construction to expand facility which included two locker rooms and a new games room. During this time supervised CETA workers who helped staff center.
- 1972 Physical Education Teacher Aide for Ogdensburg Public Schools, Ogdensburg, NY  
 Teacher aide for special physical education/movement education program offered through Title I grant to school system. Used movement education background to assist with the program set up for selected elementary students over a 6 week period.
- 1971-1972 Day Camp Director/Waterfront Director for 1000 Island Girl Scout Council, Watertown, New York at Camp See-Way  
 Summer director of 6 week program for Girl Scout Council. Camp See-Way provided for children ages 6-16. Supervised staff and was responsible for camp program administration and budget.
- 1971, 1973 Substitute Teacher for local school district (Ogdensburg Public Schools, Morristown Central Schools, and Hammond Central Schools K-12 in NY). Worked during months between 1976 summer jobs and fall 1973 as daily substitute and permanent substitute.

## 6. PROFESSIONAL SERVICE AND INVOLVEMENT

### a. Current certifications:

Temporary New York Teaching Certificate, K-12 Physical Education (May 1973)  
 Permanent New York Teaching Certificate, K-12 Physical Education (received February 1977)  
 Project Wild Facilitator (current)  
 Outdoor Education Specialist Certificate, Texas A&M Outdoor Institute (received May 1988)  
 NRPA Benefits are Endless Training Certificate (Oct. 1997)  
 NRPA Benefits Based Programming Mentor Training Certificate (Dec. 1998)  
 State Trainer for Michigan Recreation and Parks Assoc.  
 NRPA Benefits Based Management Training Certificate and Mentor Training (Oct. 1999)

### Previously Held Certifications:

American Red Cross Basic Canoeing Certificate 6/79, 5/86  
 American Red Cross Basic Sailing Certificate 1979  
 American Red Cross Basic Canoe Instructor 6/79 and 5/86 (expired)  
 American Red Cross CPR last renewal 2/90 (expired)  
 American Red Cross CPR Instructor 6/79 (expired)  
 American Red Cross Advance First Aid 11/86 (expired)  
 American Red Cross Water Safety Instructor 6/69 (15 years before it expired)

### b. Organization memberships

#### Current:

American Alliance of Health, Physical Education, Recreation and

Dance(since 1995-current)

Girl Scouts of USA (1958-1993, current)

Michigan Recreation and Park Association (1989-current)  
Designated state trainer for BBP (Dec. 1998)

National Recreation and Park Association (1982-current)

National Education Association (1982-84, 1989-current)  
Michigan Education Association (1989-current)

Society of Park and Recreation Educators (1982-current)

Resort and Commercial Recreation Association (1994-current)

**Previous:**

New York Outdoor Education Association(1976-78)

Massachusetts Association of Health, Physical Education, Recreation  
and Dance (1978-82)

Colorado Education Association (CEA) (1982-84)

Michigan Alliance for Environmental and Outdoor Education (1990-1992)

Rho Phi Alpha, Honorary Professional Recreation and Park Administration Fraternity (1986-87)

Indian Creek Nature Center Board of Directors Member 1977-1978.

St. Lawrence County Environmental Management Council,  
appointed by county legislature as member from 1976-1978.

St. Lawrence County Youth Services Committee, appointed by  
county legislature as member 1978 served one year

Rhode Island Girl Scout Council Camp Advisory Committee  
member 1978-1979.

YWCA Board of Directors member, Pueblo, Colorado 1983-1984.

Pueblo, Colorado Delegate to YWCA national regional meeting San Francisco,  
California, December 1983.

Columbine Girl Scout Council Delegate to Annual Meetings 1983  
and 1984.

Active in "Friends of the Forest" attending bi-annual meetings  
(1989-1996) on activities in the Huron-Manistee National Forest. Served  
as editor for one of the groups newsletters.

Participated in 1990 Fall Integrated Program Review Team for U. S.  
Forest Service White Cloud and Baldwin Districts of the Huron-Manistee  
National Forests.

Appointed by Secretary of Agriculture to the White Wild and Scenic



River Study Committee for the Huron-Manistee National Forest 1995-1996

Appointed to the Resort and Commercial Recreation Associations  
Certification Exam Committee to help draft and pilot the first exam in November 1995.

Appointed to the AAHPERD/ AALR Family Recreation Committee  
1995-96.

Participated in the Michigan Recreation and Parks Educators  
Consortium Meetings as a representative of the Ferris State University  
Recreation Leadership and Management Curriculum (October 1988, March  
1989, April 1991, October 1991).

**c. Workshops, clinics, etc.:**

Facilitator at Project Wild Workshop May 1991 at Kalamazoo  
Nature Center for area school teachers. Ferris State  
University 1991 & 92

**d. Major speaking engagements and presentations:**

Presentation "Lluy a Llama", at the Symposium on the Use of Wilderness  
for Personal Growth, Therapy and Education, Fourth World Wilderness  
Congress, Estes Park, Colorado, September 15, 1987.

Presentation "OBIS", at the Michigan Alliance for Environmental and  
Outdoor Education Conference, Camp Cavell, Lexington, Michigan, May 5,  
1990.

Presentation "Beyond Word Processing and Spreadsheets", at the Michigan  
Recreation and Parks Association State Conference, Detroit, Michigan,  
February 5, 1991

Presentation "Send a Llama to Camp", at the American Camping  
Association National Conference, Dearborn, Michigan February 21, 1991.

Presentation "Basic Uses of GIS/CAD in Everyday Park & Recreation  
Planning", at Michigan Recreation and Parks Association Annual State  
Conference, Dearborn, Michigan, February 9, 1993.

Presentation "Women and Leisure", Women's Professional Development  
Conference, sponsored by Ferris State University's Professional Women's  
Association, one of four panel members for session titled "Healthy, Wealthy  
and Wise", April 30, 1993.

Presentation "How to More Effectively Use the PC In the Classroom", at the  
February 24-26, 1994, Recreation Chairs and Heads Meeting, University of  
Nevada, Las Vegas.

Research presentation accepted for "The Fifth International Symposium  
on Society and Resource Management from Dissertation entitled "Young  
Womens' Behavioral Intentions for Selected Backcountry Camping  
Experiences", June 7-10, 1994, Fort Collins, Colorado.

Presentation at 4th International Conference on Experiential Learning

November 9-12, 1994, Washington D.C. Panel member with Alan Ewert, Cheryl Estes and John Hendee titled "Experiential Learning and the Natural Environment"

Presentation at Michigan Recreation and Parks Association annual meeting, February 5, 1996, Grand Rapids, MI. Panel member with V. Chiasson, A. Conklin, R. Paulson, L. Powell and D. Wallin titled "Interviewing, Marketing Yourself and Getting the Job".

Presentation at Resort and Commercial Recreation Association Annual Conference, November 4, 1996, Kiawah Island Resort, SC, titled "Student Portfolios: The New Resume or Student Assessment Tool"

Presentation "Media Mix: Using Appropriate Technologies" at the 1997 Society of Park and Recreation Educator's (SPRE) Bi-Annual National Teaching Institute, with theme of Roots and Webs in technology, March 6-9 at Bradford Wood's University of Indiana.

Presentation "Learners are Coming to Campus" SPRE Bi-Annual Teaching Institute, January 22, 1999, Myrtle Beach, SC.

Presentation "Professional Portfolio" at the Career Success Conference, sponsored by the Career Services at Ferris State University, Big Rapids, September 2000.

Presentation "Community Learning Center" at Michigan Recreation and Parks Association, annual conference Jan. 22, 2001, Grand Rapids, MI.

Presentation/Workshop "Power up with Power Point" at Michigan Recreation and Parks Association, annual conference Jan. 21, 2001, Grand Rapids, MI.

Presentation "Integrating Technology into the Classroom", co-presenter with Dr. Brett Wright and Dr. Thomas Stalko at the NRPA Department Chairs Meeting in Ellicott City, MD, March 21, 2002.

e. Honors and Awards:

Listed in Outstanding Young Women in America 1981.

College of Education Dean's Recognition Award, Ferris State University 1991 with a \$1,000 to be used for professional development.

Listed in Who's Who in American Education 1994.

Listed in Who's Who Among America's Teachers 1996. Nominations by students.

**7. RESEARCH AND SCHOLARLY ACTIVITIES:**

**Publications:**

Unpublished Curriculum "High School/College Llama Packing Curriculum" for Girl Scout National Center West, Ten Sleep, Wyoming, June 1987 (Typewritten)

Unpublished manual/software, "Appletown", for use in RMLS 320 park and recreation facilities maintenance course, Ferris State University, Big

Rapids, Michigan Winter Term 1990. Converted to a CD version fall semester 2001

Unpublished master plan, "Tot's Place Playground Proposal", Ferris State University, Big Rapids, Michigan November 1990.

Unpublished internship and field experience student manuals for Department of Leisure Studies and Wellness, Recreation Leadership and Management curriculum. Summer 1994, 1999, 2000, 2001 (updated), Converted to an electronic web version June 2002

Book chapters: "Corporate Recreation Services and Wellness" and "Private Non-profits Organizations" in Recreation in Michigan: Great Professional Opportunities 1995, edited by van der Smission and Haskell, published by Kendall Hunt.

Contributor to "Leisure Education in the Schools", a position statement paper presented to the AALR , at AAHPERD Convention, San Diego, California April 2002.

## 8. INSTITUTIONAL INVOLVEMENTS:

### a. Teaching:

#### Academic Courses:

##### Fall:

- Introduction to Leisure and Recreation Survey Course
- Leisure Services Program Planning and Evaluation
- Overview/Introductory Special Populations
- Commercial Recreation
- Leisure Services Maintenance Facilities and Areas
- Corporate Fitness and Wellness Programming
- Principles and Practices of Outdoor Education
- Research Methods for Leisure Services

##### Winter:

- Tourism Planning
- Leisure Services Planning and Design for Facilities and Areas
- Outdoor Recreation Management
- Supervision of Field Work and Internships
- Assessment/Senior Seminar for Recreation Leadership and Management
- Finance and Marketing of Leisure Services
- Recreational Sports and Athletic Specialized Marketing

### b. Advisement:

1) Academic advisement- average 30-40 students a semester which includes declared and undeclared students who are entering program. Undergraduate program only.

2) Field experiences- during the winter and summer semesters of academic year I will have supervised students taking 3 credit RMLS 294 Field Experience. The majority of students elect to do field experiences summer semester rather than Winter. I currently, have been assigned by the current program coordinator, administration of Internship, RMLS 491, is a 6 credit course offered each semester. The work involves the arranging of internships and related paper work.

**c: Institution Service:**

Dean Junior College Library Committee, member academic years 1979-1982

University of Southern Colorado Cooperative Education University Committee member academic years 1982-83, 1983-84

University of Southern Colorado School of Education Curriculum Committee member academic year 1981-82.

Ferris State University Student Activities Budget Advisory Committee, faculty senate appointment as member for academic years 1989-90, 1990-91.

Ferris State University Academic Honors Convocation Committee, faculty senate appointment as member for academic years 1990-91, 1991-92, 1992-93, 1993-94, 1994-95. Chairperson for Academic Honors Convocation Committee academic year 1991-92. Responsible for key note speaker during 1992-93.

Ferris State University Summer Quarter Study Committee, faculty senate appointment for academic year 1991-92, 1992-93, 1993-94, 1994-95, 1995-96.

Ferris State University College of Education and Human Services Computer Committee department representative for academic years 1988-89, 1989-90, 1990-91, 1991-92, 2002-03.

Recreation Leadership and Management Curriculum semester conversion coordinator for the Department of Leisure Studies and Wellness 1991

Member of College of Education's Curriculum/Library Faculty Committee academic year 1992-93, 1993-94, 1994-95, 1995-96, and 1996-97 representing the Department of Leisure Studies and Wellness.

Member of University's North Central Accreditation Criterion One Committee 1992-93 to prepare faculty and staff survey in preparation for 1994 national accreditation visit.

Appointed to the University Strategic Planning Committee as representative from College of Education for academic year 1993-94, 1994-95. Appointed to the Academic Affairs Sub-Committee of the University Strategic Planning for the 1993-94.

Elected to Academic Senate as representative from College of Education for academic years 1993-94, 1994-95, 1995-96, 1996-97, 1998-99, 1999-2000.

Appointed to the University Student Outcomes Assessment Council representing the College of Education by the Vice President of Academic Affairs April 1995-96, 1997-98, 1998-99.

Appointed to the Academic Senate Faculty Research Committee for 1995-96.

Appointed to the Ferris State University Academic Senate Diversity Committee 1996-97

Appointed by President to Task Force on making recommendations for new campus recreation and intramural facility design and planning Fall 1996. Represented academic department interest in design and facility equipment purchase during the construction phase. Responsible for RLM relocation and all of department's final return to SRC facility after renovation Jan. 1998-Jan. 1999.

Member of Associate Dean search committee for College of Education fall semester 1996, appointed by interim Dean College of Education.

Member of the Associate Dean search committee for College of Education and Human Services fall semester 2002-03 by Dean.

Member of the College of Education Promotion and Merit Committee as representative for Department of Leisure Studies and Wellness 1997-98, 1998-99, 1999-2000

Member of the College of Education Tenure Committee as representative for Department of Leisure Studies and Wellness, 1997-98, 1998-99, 1999-2000, 2000-2001, 2001-2002.

Member of Dean search committee for College of Education appointed by Interim Vice President of Academic Affairs Winter Semester 1998.

Appointed to Vice President of Academic Affairs Quality Team on Student Assessment December 1998.

Appointed to Vice President of Academic Affairs Continuous Quality Improvement Team study on computer software procedures for loading of packages onto lab and departmental machines Dec.2002-June 2003

Appointed by Academic Senate to represent the senate on Budget and Fees Recommendation committee to the President 1999-2000, 2000-2001, 2001-2002, 2002-2003.

Appointed as representative for the College of Education and Human Services to the Ferris University committee for development of Assessment of Prior Learning (APL) policy and procedures for the campus. March 2000 -August 2000. Currently member of the APL Council that oversees the APL process campus wide.

Appointed by the Academic Senate to the Academic Policy and Standards Committee for 3 year term September 2000-May 2003

## 9. OTHER INFORMATION:

First full-time Youth Services and Recreation Director for the Town and Village of Canton, NY

First Woman Intramural Director at Dean Junior College 1979-1982

First Women Intramural Director at University of Southern Colorado  
1982-1984

Acting Recreation Leadership and Management Coordinator  
while department head was on sabbatical leave Fall Term 1991.

Master Plan for Ferris State University's Tot's Place Playground was  
written with two Recreation Leadership Majors under my supervision, Fall Term 1990.

Appointed to Big Rapids Special Task Force on City Pool by City  
Council of Big Rapids, MI 1997-Jan. 4, 1999

Received Timme Instructional Grant funds for: 1) \$890 for develop  
Park Maintenance course instructional materials using  
Hypercard Stacks and the MacIntosh computer to create  
Appletown, 2) 1990-1991 for \$500 and 1991-1992 for \$395 to conduct Project Wild  
Workshop and 3) 1991-92 \$2600 to develop expertise in geographical information system software.

Received Timme Travel Grant to attend 1) Outdoor  
Recreation Trends Symposium III in Indianapolis, Indiana  
March 23-31, 1990, 2) Michigan Recreation and Parks Association State  
Conference, Grand Rapids, Michigan February 1989, 3) National  
Recreation and Park Association National Congress's special institutes 1990,  
1991, 1993, 1994, 1995, 1997, 1998, 1999, 2000, 2001, 2002

College of Education Dean's Innovation Awards to underwrite  
Professional Development Travel awards between \$350-500.  
Participation in the NRPA Pre-Conference Institute, "Putting People  
First... On the Road to a Multi-Cultural Organization", October 20,  
1993, San Jose, CA and to attend SPRE Teaching Institutes.

Attended Center for Environmental Education Workshop, at Grand  
Rapids Community College August 12-15, 1991 on environmental  
education and geography teaching materials for the classroom. Co-  
sponsored by the Center for Environmental Education and National  
Geographic Society.

Responsible for Final Recreation Leadership and Management  
Academic Program Review for 1992-93 and 1997 as Program  
Coordinator for RLM Curriculum.

ON-Course Team member for development of a computerized student  
record system for the university. Representative from the College of  
Education Summer 1997.

Book reviewer for recreation and parks textbooks MacMillian book company 1996-97.

Selected for Ferris Summer Teaching Institute in 1996 and 1998.  
Received total of \$800.00 in stipend and \$2000 for technology purchases  
for the program. Instructional use of WebCT

Coordinated the NRPA Accreditation for the Recreation Leadership and Management Program May 1998-Oct. 1999.

Project Director and proposal submitter for **Rails to Trails Eisenhower Professional Development Grant** from the Michigan State Education Department Oct. 1998-Dec. 2000 for a total of \$165,000 to train 54 k-12 teachers. The course provide teachers with tuition for six graduate credits and requires them to pre and post test their students based on the lesson(s) established on their websites. The use of software and hardware in the classroom was technology focus for the project while the second area was a series of learning experiences focusing on using the outdoor education methods of teaching math and science. The final piece is the teachers being required to take their classrooms on field trips to areas along the Rails to Trails corridors or similar outdoor recreation areas to conduct the activities.

Participated in Assessment of Prior Learning Training session held in April 2000 for faculty and administration as part of the APL development process for FSU.

Participated in Fall 2000 Center for Teaching, Learning and Faculty Development sessions, "Facilitating Student Learning" for 11 weeks on current issues on teaching and learning. Received \$500.00 stipend for use to attend SPRE Bi-Annual Teaching Institute at University of Utah, Salt Lake, UT, February 2001.

Used the WebCT platform to develop web-enhanced courses for recreation courses covering inclusive recreation, design and planning, research, tourism planning, senior capstone course, finance/marketing of recreation and parks and a CD park maintenance management simulation.

Academic Advisor for Michigan Campus Compact Grant, Project H.O. P. E. for \$2000. Advisor to senior student in RLM, Cinnamon Dockham to work with Big Rapids Middle School students in exploring environmental habitats and construction of habitat gardens. Sept. 2002-June 2003.

**Denise S. Mitten**  
 514 Chestnut St.  
 Big Rapids, MI 49307  
 231-796-7477  
 mittend@ferris.edu

## FORMAL EDUCATION

|                            |                      |                          |      |
|----------------------------|----------------------|--------------------------|------|
| Bachelor of Forest Science | Forest Resources     | University of Washington | 1974 |
| Master of Forest Science   | Forestry Ecology     | Yale University          | 1977 |
| Ph.D.                      | Education/Recreation | University of Minnesota  | 2003 |

## PROFESSIONAL EXPERIENCE

**Assistant Professor, 2002 – present.** Ferris State University, Big Rapids, MI. Teach recreation courses in the Leisure Studies and Wellness Department.

**Research Assistant, 2000 – 2002.** Center for Spirituality and Healing, University of Minnesota, Minneapolis, MN. Completed an attitude survey of the Medical, Nursing and Pharmacy school faculty and students. Completed literature reviews for evidence-based practice for many complementary healing modalities.

**Adjunct Faculty, 1998 - 1999,** Ferris State University, Big Rapids, MI.  
 Taught courses in the Recreation, Management and Leisure Studies program.

**Consultant, The eXperientia Consulting Consortium.** 1997 - present.  
 Specialist in workshops about group dynamics, ethics, leadership, and gender topics.

**Director, 1996-1997,** Adventure Learning Center at Eagle Village, Hersey, MI.  
 Managed six high adventure and towers courses, ran a conference center, and managed program quality.

**Faculty, 1986-1996.** Metropolitan State University, Minneapolis, MN.  
 Taught ecology, field ecology, outdoor leadership, and river travel as a community faculty member.

**Executive Director, 1986-1996.** Woodswomen, Inc., Minneapolis, MN.  
 Created and directed professional development programs for outdoor educators and managers, adventure travel excursions for women, outdoor education programs for women and children.

**Co-director, 1983-1986.** Woodswomen, Inc., Minneapolis, MN.  
 Created and directed professional development programs for outdoor educators and managers, adventure travel excursions for women, outdoor education programs for women and children.

**Environmental Review Specialist, 1980-1982.** Minnesota Department of Natural Resources, St Paul, MN. Wrote the water quality management section of the Minnesota State Natural Resources 208 Plan; conducted educational workshops for state foresters regarding forest practices and water quality.

**Research Forester, 1977-1979.** Weyerhaeuser Company, Tacoma, WA.  
 Designed and established plantation management field trials for Weyerhaeuser's High Yield Forestry program; managed research projects; served on management fire fighting crew.



Ferris State University  
RMLS 320  
Leisure Service Facilities and Area Maintenance Management

Fall Semester 2003 3 credits  
Tuesday and Thursday 8:00 - 9:15 AM 114 SRC  
Instructor: Dr. Susan J. Hastings- Bishop  
Office: 104 SRC  
Phone: 231.591.2457  
email: hastings@ferris.edu  
Office Hours: 9:00-10:00AM MW and Other Times by Appointment

**INTRODUCTION:**

Introduces the principles, problems, and practices of maintenance for leisure service facilities, areas, and equipment. Examines techniques and tools used by administrative and supervisory staff in the planning and organizing for an effective maintenance system. Emphasis on operational personnel management and specific leisure service maintenance practices, equipment, budgeting, year round scheduling, and preventive procedures.

**OBJECTIVES:** Upon completion of this course students will have:

1. Understanding of principles and procedures for planning leisure services, resources, areas, and facilities (8.22).
2. Knowledge of principles and procedures for designing leisure services, resources, areas, and facilities (8.23)
3. Ability to apply computer and statistical techniques to assessment, planning and evaluation processes (8.25).
4. Understanding of the concepts of organizational behaviour, accountability, interpersonal relations, and decision-making strategies (8.29).
5. Understanding of and ability to implement principles and procedures related to operation and care of resources, areas, and facilities (8.31).
6. Understanding of various techniques of financing, budgeting, and fiscal accountability (8.32).
7. Ability to utilize effectively the tools of communication, including technical writing, speech, and audio-visual techniques (8.34).
8. Ability to utilize computers for basic functions, including word processing, spread sheets, specialized programs related to leisure services (8.35).
9. The ability to develop a maintenance plan for a recreation system.

**REQUIRED TEXT:**

Each student will receive a CD computer disk for a cost of \$20.00. The instructor will provide the disk that contains a set of information and data files for the major project of the semester. Each student will also have access to a Web CT site with worksheets for the project, other information and instructions necessary to complete the project. The Fee for the CD covers the cost of using the software and use of printing in the computer lab.

**LIBRARY RESERVE DESK**

Sternloff, Robert E. and Roger Warren. (1993). Park and Recreation Maintenance Management, 3rd. ed.

**TENTATIVE TOPICS AND READINGS:**

| Topics                                          | Chapters  | Date of Assignment |
|-------------------------------------------------|-----------|--------------------|
| 1. Principles of Maintenance                    | Chapter 1 | September 2,2003   |
| 2. Planning and Organizing the Maintenance Plan | Chapter 2 | September 4, 2003  |
| 3. Computer Applications                        | Chapter 3 |                    |
| 4. Managing Maintenance Personnel               | Chapter 4 |                    |
| 5. Maintenance of :                             |           |                    |

|                                                                                                                                                    |                |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|
| A. Building and Structures                                                                                                                         | Chapters 5 & 6 |  |
| B. Grounds                                                                                                                                         | Chapter 7      |  |
| C. Equipment                                                                                                                                       | Chapter 8      |  |
| 6. Maintenance for Public Safety and Risk Management                                                                                               | Chapter 9      |  |
| <b>NOTE: The chapters in the above topics refers to the Sternloff and Warren Text that can be found on reserve and outlined on the Web CT site</b> |                |  |

**GRADING AND EVALUATION:**

| Assessment (Details can be found on the Web CT site and APPLETON CD)                                                                                                                                                                                                                                                | Points | Due Dates                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------------------------|
| <b>Short Assignments</b>                                                                                                                                                                                                                                                                                            |        |                            |
| Facility Maintenance Inventory                                                                                                                                                                                                                                                                                      | 25     | TBA                        |
| Planning Routine Maintenance Form                                                                                                                                                                                                                                                                                   | 75     | TBA                        |
| Park Maintenance Problem # 1                                                                                                                                                                                                                                                                                        | 60     | TBA                        |
| Ball Park Maintenance Problem #2                                                                                                                                                                                                                                                                                    | 40     | TBA                        |
| <b>Short Topic Papers – Minimum of two pages typed with proper footnotes and references using APA format</b>                                                                                                                                                                                                        |        |                            |
| Topic 1- <b>Maintenance Problems:</b> about any type of maintenance problem in a recreation setting that you are interested in. In your discussion include information on the latest techniques or preventive maintenance practices used by management. List and include information from 2 professional resources. | 50     | Thursday, October 16, 2003 |
| Topic 2- <b>Risk Management through Maintenance:</b> on liability and risk management as it relates to maintenance of recreation equipment and areas. The paper will require a minimum of 2 professional resources and can be developed along your interests regarding this topic                                   | 50     | Thursday, October 29, 2003 |
| <b>Budget Hearing: Complete draft of the Appletown Budget Proposal must be submitted for hearing</b>                                                                                                                                                                                                                |        |                            |
| Presentation                                                                                                                                                                                                                                                                                                        | 25     | November 13, 2003          |
| Questions as Citizen                                                                                                                                                                                                                                                                                                | 25     | November 18 & 20, 2003     |
| Questions as Council                                                                                                                                                                                                                                                                                                | 25     |                            |
| <b>Budget Proposal : Grading Matrix can be found on Web CT</b>                                                                                                                                                                                                                                                      |        |                            |
| Group Grade (final written proposal submitted)                                                                                                                                                                                                                                                                      | 150    | Thursday December 4, 2003  |
| Individual (grade will be based on peer and instructor evaluation)                                                                                                                                                                                                                                                  |        |                            |
| <b>Exams</b>                                                                                                                                                                                                                                                                                                        |        |                            |
| Exam 1                                                                                                                                                                                                                                                                                                              | 75     |                            |
| Exam 2 (Take Home Exam)                                                                                                                                                                                                                                                                                             | 100    | October 30, 2003           |
| Final Computer Exam (will take place in FLITE Studio)                                                                                                                                                                                                                                                               | 100    | Thurs. December 11, 2003   |

**NOTE: ALL WRITTEN ASSIGNMENTS AND PROJECTS FOR THIS CLASS ARE TO BE DONE ON THE COMPUTER THROUGH WEBCT THE ONLY EXCEPTION WILL BE SOME OF THE SHORT ASSIGNMENTS WHEN INDICATED** (Failure to do so will result in an immediate 20 pt. Reduction for each project and 25pts. for the Budget).

**APPLETOWN MAINTENANCE BUDGET PROJECT**

The "Appletown Parks Project" will be a computer-oriented project during the course. It is becoming more and more important in the field of leisure services to acquire computer skills that will be part of your daily tasks in the working world. One of these is the ability to use data/ information and a spreadsheet to produce a working 12 month operational budget.

In the computer project, you will be using spreadsheets, word processing and electronic distribution of information to formulate budgets and organize information for use in oral and the final written presentations of a maintenance plan for a fictitious park system. Each individual will receive a set of computer files. The files are readable on both IMAC and PC

you use with the Microsoft Office Software. The CD provided to you at the beginning of the term will be your handbook or guide to help you develop budgets and a maintenance plan. This project is to be completed based on information provided. The final grade on these projects will reflect:

1. Individual effort based on the group's evaluation of each other indicating team work, the same as would be required in a real park maintenance department in putting a budget together (this means being accurate in your figures and having the information completed for each meeting set by your group). This also means that if you are having difficulty, get help immediately.
2. The group's effort to complete projects within deadlines given by the instructor. Check to make sure you have not overlooked information required for your maintenance plan. Groups must plan well in advance of when information is due. Keep in mind you are expected to tackle this task as if you were being paid and responsible to a real city council. You are going to have to justify what you have put down on paper. Accuracy is important!
3. All individuals in a group showing up for times assigned to use computer, for instruction on use of computer, and being able to demonstrate accessing information in computer files.
4. I will give each individual five points for each idea (to a maximum of 25PTS) or suggestion that is a professionally thought out suggestion or evaluation of some aspect of the maintenance project. It must be submitted in writing (typed). You may receive points for suggestions that are not incorporated into the project. These points will be added on to your final total grade points before determining the final grade points.

**EXAMPLE:** Rewording a set of instructions when accessing a computer file. OR suggestion for a maintenance problem that would help in learning to use the spreadsheet. OR rewording electronic instructions or information to make them clearer.

The full outline and timetable for the Appletown Project will be provided on the Web CT calendar and content area.

#### **ASSIGNMENTS:**

All assignments are due at class time unless otherwise stated by instructor. Individuals must consult ahead of time or present an excuse that falls under university guidelines for extensions of classroom work (illness, etc.) The course will consist of some computer lab work in FLITE Studios and group work outside of class. It is imperative that you attend class to be competent in completion of the project. Lack of attendance will be reflected in the quality of work you demonstrate on assignments. **KEEP THIS IN MIND.** The information presented in class will 1) not be of a nature that most of you will understand by doing the reading and 2) there will be many outside sources used besides the text.

#### **PLEASE NOTE:**

The instructor reserves the right to depart from the course outline during the course of the semester. The course outline is only tentative. Assignment due dates; types and number of projects; and point values from all required work may be changed to accommodate situations that may arise during the term. Any variations or alterations will **ALWAYS BE ANNOUNCED IN CLASS IN TIME FOR YOU TO PREPARE ACCORDINGLY, ASSUMING DILIGENT HARD WORK ON YOUR PART.** Students will be expected to attend class sessions and to participate by interacting with the instructor and fellow class members.

It is the student's responsibility to call or make known to the instructor in advance of problems with getting assignments or class information, ie. field trips with other courses, doctors appointments, illness.

#### **STUDENTS WITH DISABILITIES**

Any student who feels s/he may need accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Disabilities Services Office, located in Arts and Science Commons 1017K, ext. 3772 or ASC 1021 ext. 5039 to coordinate reasonable accommodations for students with documented disabilities.

#### **ATTENDANCE POLICY**

Class will be a combination of theory and work on assignments with application of the theory. Class attendance will not be taken. As professionals wishing to acquire the skills and applicable experiences for your future careers in leisure services and recreation, the responsibility is yours to be aware of course assignment instructions, requirements and work completion dates assigned during class and as part of the syllabus. Your participation or lack of it in class discussion, group projects, and tasks

will ultimately be reflected in your final performance.

If you will be absent from class due to course field trips, illness, or other personal appointments or commitments, the instructor must be notified in advance or in a reasonable manner (voice mail is not acceptable, must talk to the instructor directly either in person on the phone or in office). The instructor will work with the student in helping him or her with the missed information in class. The responsibility of communicating reasons for absents is yours.

## CLASSROOM AND COURSE WORK PERFORMANCE AND DEADLINES EXPECTATIONS OF STUDENTS

### STUDENT RESPONSIBILITIES IN RLM COURSES:

1. Course work assignments are stated for major projects in the syllabus and short assignments in class as material is covered. Assignments will not be accepted after time or date assigned by instructor verbally or in writing. Exception to this will be made when the instructor deems the circumstances reasonable for an extension following discussion with the student.

2. **COPYING OF ANOTHER'S PERSON'S WORK** or Copyrighted materials not properly footnoted or cited in a student's work, in whole or in part, or cheating in any form will deprive the student of a proper learning experience and will not be accepted as fulfillment of course assignment requirements. (See University Policy regarding plagiarism)

3. Although I will not deduct points for students who do not attend class, I am under federal regulations and University policy required to keep attendance for financial aid record references. It is unlikely that a person who misses class on a regular basis will achieve a passing grade due to the need to be in class to participate in projects and receive instruction for projects to achieve high scores on these assignments.

4. All students are expected to present assignments and projects following the APA format.

5. Grading of Projects and Assignments (assignment of letter grade or points) will be based on the following general principles.

**A"A"** work is superior work. It is assigned work, that provides more than what the instructor requires and shows initiative by the student. It demonstrates proper grammar, spelling, and professional report writing skills. Communication of theoretical and application of course concepts have been presented in a professional manner.

**B"B"** work is above average work. Meets the requirements of the assignment by demonstrating a good understanding of the course concepts and is well written. Some shortcomings do not meet the full application of these concepts at a professional level.

**C"C"** work is average work. The work meets the assigned work requirements, but has not fully demonstrated understanding of theory through application of the course concepts to the assignment. The student needs to continue to work on some areas of the course concepts.

**D"D"** work is below average work. The work does not meet the assignment. It demonstrates a need for improved communication skills to interpret the course concepts and application in the written form. More time needs to be spent on the preparation and studying of the theoretical concepts and application by the students which will lead to improved grades.

**F"F"** work is failing work. The work does not meet the assignment requirements. The work is lacking key information, poorly organized, and demonstrates a need to work on a better understanding of course concepts. Students should see the instructor to discuss how the student can find ways to improve their work.

## COMPUTER HARDWARE/SOFTWARE REQUIREMENTS

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When you place your disk in the campus computers it is advised that you run a disk scan for viruses. I advise you not to use a friend's computer without running a virus scan on their machine before using it. As the semester draws to an end, the labs have the greatest amount of virus corruption occurring and will cause all to be frustrated. The best advice is to stick to the one computer lab or computer to do all your work. I recommend you don't let a lot of people use your personal computer.

### WEB CT and E-Mail

Each of you will be **required to have an e-mail (*University assigned*)** to communicate with your peers for this course. You have one provided in the Web CT and by FSU automatically. If you have hotmail, yahoo, or others take and link them to the Web CT e-mail so it will be forwarded. You may go to the Campus Pipeline to make this connection. The excuse I didn't get the e-mail is not valid unless your server or service provider's server goes down. You may be asked to post on the Web CT discussion list responses to discussion questions and submit electronically Microsoft Word documents for assignments. It is the student's responsibility to become familiar with the Web CT system. Within the RLM program seniors and junior students are very willing to assist the students in how to use the web site. The instructor is available to assist also.

Printing is available to the students in the LSW Lab SRC 108. At this time the department is covering the cost of student printing. **EXCESSIVE printing and wasted paper** may lead to charging for cost of printing due to budget constraints. The printer takes longer than your one at home due to it having to receive the signal from a server on the other side of campus. Be patient and do not keep hitting the print button repeatedly which results in multiple copies once the printer starts to print. **Check the following:**

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- See if the **printer has a paper jam**
- Check the **paper tray to see if it has had its setting moved** from 8X11 to 8X14 inches this will cause a paper jam and often is the result of people jamming fresh paper into the tray.
- It may require **rebooting the computer** working due to a server interruption. Save your work first
- Seek help from a faculty member in offices SRC 103, 104, 105 or the lab assistant in the evenings.

When **printing off information from the WEB CT**, the student may need to highlight the text then send execute the print message for the document. In the PDF files that will automatically open an **Adobe Acrobat Reader window**, make sure to print from the Acrobat Reader Window printer icon.

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8/25/03

Ferris State University  
RMLS 340  
Commercial Recreation

Fall Semester 2003 3 credits  
Tuesday 5:00-7:50 PM SRC 114  
Instructor: Dr. Susan Hastings-Bishop  
Dept. of Leisure Studies and Wellness  
Office: 104 SRC  
Phone: 591-2457  
E-mail: [hastings@ferris.edu](mailto:hastings@ferris.edu)

Office Hours: 9:00-10:00 MWF, 10-11:00 M and other times by appointment

**Course Description:**

Designed to study application of business concepts, principles, and techniques used in the management of commercial recreation setting. Case studies will be used to study examples of these applications. Emphasis will be placed on the development and management of a commercial recreation business while looking at the trends and factors affecting commercial recreation business potential.

**Course Objectives:**

1. The student will understand the types and historical development of commercial leisure services.
2. The student will understand the organizational forms of business ownership.
3. The student will be able to identify sources of financial and technical assistance to commercial leisure services.
4. The student will be exposed to the laws, regulations and taxes affecting commercial leisure services.
5. The student will study concepts of financial management and understand their application for small businesses.
6. The student will learn the risks of operating a commercial leisure service and insurance coverage available.
7. The student will learn about planning a commercial leisure service (starting, acquiring and selling).
8. The student will learn the importance of marketing commercial leisure services.
9. The student will learn about techniques and concepts of successful personnel management and relations with employee and consumers.
10. The student will explore the future possibilities for commercial leisure services.

**Tentative Topics and Reading Assignments**

| Topics                                                                                                                                                                             | Reading          | Tentative Date of Coverage |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------|
| I. Overview                                                                                                                                                                        |                  |                            |
| -Definition, history, and types of commercial leisure services.<br>-Career development<br>-Comparison of commercial to public/non-profit leisure serves and recreation activities. | Chapter 1, 2 & 3 | September 2, 2003          |
| II. Starting a Commercial Leisure Service:                                                                                                                                         |                  |                            |
| -Sources of funding and technical assistance<br>-Financing a new business<br>-Legal structures<br>-Laws, regulations, and taxes                                                    | Chapter 4 & 5    | September 9, 2003          |
| III. Planning for Commercial Leisure Services:                                                                                                                                     |                  |                            |
| -Planning and development                                                                                                                                                          | Chapter 4        | September 16, 2003         |

|                                                                                                                                                                                                 |                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--|
| -Feasibility study                                                                                                                                                                              |                               |  |
| IV. Financial Management of Commercial Leisure Services:                                                                                                                                        |                               |  |
| -Financial statements<br>-Financial analysis<br>-Cost control<br>-Cash management and capital budget<br>-Purchasing and inventory control                                                       | Chapter 5                     |  |
| V. Marketing/Advertising Commercial Leisure Services:                                                                                                                                           |                               |  |
| -Marketing Concept<br>-Market Segmentation<br>-Market Mix<br>-Market Strategy<br>-Advertising                                                                                                   | Chapter 6 & 7                 |  |
| VI. Quality Assurance                                                                                                                                                                           |                               |  |
| -Consumer Loyalty<br>-Service Quality                                                                                                                                                           | Outside Reading               |  |
| VII. Service Management                                                                                                                                                                         |                               |  |
| -Understanding Service Operations<br>-Multi-Tier programming                                                                                                                                    | Chapter 8                     |  |
| VIII. Special Topics/Future Trends                                                                                                                                                              |                               |  |
| -Computers and commercial leisure services<br>-Business and risk insurance<br>-Public and private relationships<br>-Personnel management<br>-Economy<br>-Government intervention<br>-Lifestyles | Chapter 7, 9, 10,<br>11, & 12 |  |

#### Instructional Methods:

The following instructional methods will be utilized to better aid students in the learning process:

- a. Power Points
- b. Guest speakers (when possible)
- c. Case Studies and Exam
- d. Oral Presentations
- e. Audiovisual aids
- f. Web Ct resources

**Required Textbook:** (available at Rankin Bookstore) or electronically on line for half the price  
Introduction to Commercial and Entrepreneurial Recreation 4<sup>th</sup> Ed. Crossley and Lynn M. Jamieson,  
 Sagamore Publishing, Champaign Illinois

#### Reserve Readings and Lists:

Numerous selections from supplemental books will be Mandatory Reading for RMLS340. These sources will be on RESERVE at the FSU Library under Hastings-Bishop, RMLS340. You will be responsible for the information found in the supplemental reading on your exams.

#### Books:

Ellis, Taylor and Richard Norton, Commercial Recreation. St. Louis: Mosby College Publishing, 1988.

Kelly, John R. 1985. Recreation Business. New York: MacMillian Publishing Company.

Mariotti, Steve. The Young Entrepreneur's Guide to Starting and Running a Business. New York: Time Business.

NFTE. 1994. Fundamentals Business Plan Workbook. NFTE, New York, New York.

Schincariol, David. 1995. Student-Run Business. Self Counsel Press, Bellingham, Washington.

#### GRADING AND EVALUATION PROCEDURES:

| Method | Points | Dates |
|--------|--------|-------|
| Exams  |        |       |

|                                      |            |                                                   |
|--------------------------------------|------------|---------------------------------------------------|
| Exam 1                               | 100        | TBA/Web CT Calendar                               |
| Exam 2                               | 100        | TBA/Web CT Calendar                               |
| Final Exam- Part I Final Case Study  | 75         | Tues. December 9, 2003                            |
| Part II-Written Questions            | 75         | In class exam Tues.<br>December 9, 2003 5:30-7:30 |
| <b>Case Studies</b>                  |            |                                                   |
| 7 case studies                       | 175        | TBA/Web CT Calendar                               |
| <b>Final Project /Business Plans</b> |            |                                                   |
| Written Report                       | 80         | December 2, 2003                                  |
| Presentation                         | 20         | November 25, 2003                                 |
| <b>Total Possible Points</b>         | <b>625</b> |                                                   |

#### ASSIGNMENTS:

All assignments are due at class time unless otherwise stated by instructor. Individuals must consult ahead of time or present an excuse that falls under university guidelines for extensions of classroom work (illness, etc.) The course will consist of some computer lab work in FLITE Studio and field work to collect data off campus. It is imperative that you attend class to be competent in completion final projects and case study work. Lack of attendance will be reflected in the quality of work you demonstrate on assignments. **KEEP THIS IN MIND.** The information presented in class will 1) not be of a nature that most of you will understand by doing the reading and 2) there will be many outside sources used besides the text.

#### Assignment Formats:

1. Readings from both required textbook and reserve sources in the library.
2. Case studies (found on Web CT) at the completion of topics in unit lists from the textbook will be assigned. They will be due on Tues. following the units completion, unless other wise stated by instructor.
3. Group Project that will consist of a written report and oral presentation.
4. A final comprehensive case study assignment will be given as part of the final exam and be worth 75 pts of the 150 pts for the final exam.

#### PLEASE NOTE:

The instructor reserves the right to depart from the course outline during the course of the semester. The course outline is only tentative. Assignment due dates; types and number of projects; and point values from all required work may be changed to accommodate situations that may arise during the term. Any variations or alterations will **ALWAYS BE ANNOUNCED IN CLASS IN TIME FOR YOU TO PREPARE ACCORDINGLY, ASSUMING DILIGENT HARD WORK ON YOUR PART.** Students will be expected to attend class sessions and to participate by interacting with the instructor and fellow class members.

It is the student's responsibility to call or make known to the instructor in advance of problems with getting assignments or class information, ie. field trips with other courses, doctors appointments, illness.

#### STUDENTS WITH DISABILITES

Any student who feels s/he may need accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Disabilities Services Office, located in Arts and Science Commons 1017K, ext. 3772 or ASC 1021 ext. 5039 to coordinate reasonable accommodations for students with documented disabilities.

#### ATTENDANCE POLICY

Class will be a combination of theory and work on assignments with application of the theory. Class attendance will not be taken. As professionals wishing to acquire the skills and applicable experiences for your future careers in leisure services and recreation, the responsibility is yours to be aware of course assignment instructions, requirements and work completion dates assigned during class and as part of the syllabus. Your participation or lack of it in class discussion, group projects, and tasks will ultimately be reflected in your final performance.

If you will be absent from class due to course field trips, illness, or other personal appointments or commitments, the instructor must be notified in advance or in a reasonable manner (voice mail is not acceptable, must talk to the instructor directly either in person on the phone or in office). The instructor will work with the student in helping him or her with the missed information in class. The responsibility of communicating reasons for absents is yours.



**Classroom Format:**

The student will find the information to complete the course electronically through Web CT. Course instructor can be reached using e-mail, phone and by appointment. The student will need to consult reading list of text, notes provided on the course content page and occasionally submit the information to the discussion list responses to questions that help summarize the chapter information. There will be a unique opportunity this semester to work on a consulting project that the class will receive real dollars to cover the costs of the research. This will be one of the final project options.

**CLASSROOM AND COURSE WORK PERFORMANCE AND DEADLINES EXPECTATIONS OF STUDENTS****STUDENT RESPONSIBILITIES IN RLM COURSES:**

1. Course work assignments are stated for major projects in the syllabus and short assignments in class as material is covered. Assignments will not be accepted after time or date assigned by instructor verbally or in writing. Exception to this will be made when the instructor deems the circumstances reasonable for an extension following discussion with the student.
2. **COPYING OF ANOTHER'S PERSON'S WORK** or Copyrighted materials not properly footnoted or cited in a student's work, in whole or in part, or cheating in any form will deprive the student of a proper learning experience and will not be accepted as fulfillment of course assignment requirements. (See University Policy regarding plagiarism)
3. Although I will not deduct points for students who do not attend class, I am under federal regulations and University policy required to keep attendance for financial aid record references. It is unlikely that a person who misses class on a regular basis will achieve a passing grade due to the need to be in class to participate in projects and receive instruction for projects to achieve high scores on these assignments.
4. All students are expected to present assignments and projects following the APA format.
5. Grading of Projects and Assignments (assignment of letter grade or points) will be based on the following general principles.
  - A "A" work is superior work. It is assigned work, that provides more than what the instructor requires and shows initiative by the student. It demonstrates proper grammar, spelling, and professional report writing skills. Communication of theoretical and application of course concepts have been presented in a professional manner.
  - B "B" work is above average work. Meets the requirements of the assignment by demonstrating a good understanding of the course concepts and is well written. Some shortcomings do not meet the full application of these concepts at a professional level.
  - C "C" work is average work. The work meets the assigned work requirements, but has not fully demonstrated understanding of theory through application of the course concepts to the assignment. The student needs to continue to work on some areas of the course concepts.
  - D "D" work is below average work. The work does not meet the assignment. It demonstrates a need for improved communication skills to interpret the course concepts and application in the written form. More time needs to be spent on the preparation and studying of the theoretical concepts and application by the students which will lead to improved grades.
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RMLS 345 LEISURE SERVICES FACILITY AND AREA PLANNING AND DESIGN  
WINTER SEMESTER 2003: TR 8:00-9:15 AM SRC 114

**INSTRUCTOR:** Denise Mitten

**OFFICE:** SRC 105

**PHONE** 591- 5317

**E-mail:** mittend@ferris.edu

**OFFICE HOURS:** By appointment: M 11 AM-1:00 PM, TR 12:30 AM-1:20 PM

**COURSE DESCRIPTION:**

Introduction to principles and techniques of the master planning and design process used by the profession for leisure service facilities and activity areas. Present and future development, management, safety of the leisure service facilities' and areas' participant uses are studied with relationship to final design and selection. The master planning and design process will be review and studied relative to funding sources and governmental regulations. Computer software will be used for design planning.

*NOTE: The RMLS Course will be taught using an enhanced WEB CT internet support.*

*Assignments, classroom notes and syllabus will be made available to all students through the WEB CT site. Students in the course: please be patient and notify the instructor of site access difficulties as they develop.*

**COURSE OBJECTIVES:**

During this course students have the opportunity to gain:

1. Knowledge of the interrelationship between leisure and the natural environment. (8.05)
2. Understanding of principles and procedures for planning leisure service's resources, areas and facilities. (8.22)
3. Knowledge of principles and procedures for designing leisure service's resources, areas and facilities. (8.23)
4. Understanding of the concept and use of leisure resources to facilitate participant involvement. (8.19)
5. Understanding of and the ability to analyze programs, services, resources in relationship to participation requirements. (8.20)
6. Understanding of procedures and techniques for assessment of leisure needs. (8. 21)
7. Understanding of and ability to implement principles and procedures related to operation and care of resources, areas, and facilities. (8.31)
8. Ability to utilize effectively the tools of communication, including technical writing, speech and audio-visual techniques (8.34)
9. Ability to utilize computer for basic functions, including word processing, spreadsheets, specialized programs related to leisure services (8.35)
10. An introduction to the Land and Water Conservation funding and planning process (SCORP).
11. Familiarity with facility/area planning and design process while completing recreation site design projects.
12. Knowledge of a variety of facilities/areas and use compatibility as part of a comprehensive analysis/design project.
13. Ability to synthesize recreation and park facility/area and use requirements through comprehensive design projects.

**REQUIRED TEXTBOOK:**

Hultsman, John, Richard L. Cottrell, and Wendy Zales-Hultsman (1990). *Planning Parks for People*. Venture Publishing, Inc State College, Pennsylvania.

PLAE, Inc. (1993) *Universal Access to Outdoor Recreation Pocket Guide*. Berkeley, CA MIG Communications

### Reserve Readings:

Readings outside of the class text will be required during the quarter to assist you with the assignments given in class. These articles, books, etc. will be available in the instructor's office or through internet searches. You should incorporate this material into the assignments given. Refer to the Web Link section and Resources List found on your Web CT site.

### GRADING:

| Assign, Projects, and Exams     | Possible Points |                                    |
|---------------------------------|-----------------|------------------------------------|
| SHORT ASSIGNMENTS               | 300             |                                    |
| MASTER PLAN PROJECT             | 150             | Tues. April 15, 2003<br>8:00 AM    |
| PRESENTATION/DISCUSSION         | 50              |                                    |
| EXAM I                          | 100             |                                    |
| EXAM II                         | 100             |                                    |
| FINAL EXAM                      | 100             | Thurs. May 8, 2003<br>8:00-9:40 AM |
| Classroom Exercise Extra-Credit | 50              |                                    |
| <b>Total</b>                    | <b>800</b>      |                                    |

**Short Assignments:** The short assignments will be completed both in and outside of class. They will involve the use of computer applications to complete the documents to be submitted. The instructor on occasion will request a combination of drawings and written information.

**Master Plan Project:** The Master Site Plan for a facility of the student's choice will be due April 15. Outline information is provided in the Web CT Course Content area. On February 27<sup>th</sup> a preliminary outline of this project will be due.

**Presentation/Discussion:** Over the semester students will be assigned topics that are related to the Course Topics listed in the syllabus. As part of the assignment, students will be responsible to provide resources to supplement the course readings that can be linked or posted to the Web CT or placed at the library reserve desk for students to access. (See how points will be awarded in Web CT Course Content section). Assigned topics will be listed on the Web CT.

**Exams:** There will be a total of three exams. Each exam will require the student to apply basic planning and design principles and techniques to scenarios. This will involve written descriptive information of technical or specific facts. The second form of information will be to draw simple diagrams that are easily interpreted and marked with key symbols or titles. The *final exam* will be comprehensive.

**Classroom Exercises:** The use of textbook exercises or mini field trips to sites within the community will incorporate bonus points towards the final grade. These are "extra points" a student can accumulate but only if they are in class and complete the task assigned on that day. *The planning and design course's assignments, projects and exams will require interpretation and application of data, maps, technical document/information (i.e., soil survey, topographical maps, area photo graphs, zoning documents) and regulations. The course will focus on "the nuts and*

bolts” of facility, areas and related equipment that must be in place for recreational programming to occur safely and meet the leisure service’s agencies mission while also be financially feasible to build and maintain once open to customer services.

| Tentative Course Topics                                                                                    |                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topics/Readings/Assignments                                                                                | Overview                                                                                                                                                                                                                                              |
| <b>Planning Topics</b>                                                                                     |                                                                                                                                                                                                                                                       |
| <p><i>Introduction to Planning</i><br/>Chapter 1<br/>AAPHERD Master Planning Book/Web CT<br/>ASSIGN #1</p> | <ul style="list-style-type: none"> <li>• Definition of Planning</li> <li>• Process/ Data collection</li> <li>• Needs Assessment</li> </ul>                                                                                                            |
| <p><i>Tools of the Trade</i><br/>Chapter 2<br/>Classroom Exercise-Site Layout</p>                          | <ul style="list-style-type: none"> <li>• Natural Resources</li> <li>• Administration</li> <li>• Maintenance</li> <li>• Programming/Customer</li> <li>• Design Psychology</li> <li>• Technical Documents and Regulations</li> </ul>                    |
| <p><i>Site Layout Design</i><br/>Chapter 10<br/>ASSIGN # 2</p>                                             | <ul style="list-style-type: none"> <li>• Layout of facilities/activity areas</li> <li>• Basic Principles</li> <li>• Administrative issues</li> <li>• Research</li> </ul>                                                                              |
| <b>Design Topics</b>                                                                                       |                                                                                                                                                                                                                                                       |
| <p><i>Universal Design and ADA</i><br/>Film/Web CT/Web Links</p>                                           | <ul style="list-style-type: none"> <li>• Defining and applying Universal Design concepts</li> <li>• Federal regulations and ADA as it impacts the “physical” design.</li> <li>• Understanding when, where and how to apply the regulations</li> </ul> |
| <p><i>Trails and Pathway Development</i><br/>Chapter 3<br/>Classroom Exercise- Trail</p>                   | <ul style="list-style-type: none"> <li>• Standards for trail design and construction</li> <li>• Diversity of trail system types /purposes matched to user needs</li> </ul>                                                                            |
| <p><i>Campground Areas</i><br/>Chapters 7,8,9<br/>Classroom Exercise- Campground Unit</p>                  | <ul style="list-style-type: none"> <li>• Standards for design of types and diverse layouts</li> <li>• Specific campsite unit types</li> <li>• Natural environment and social impacts that are created with design and layout</li> </ul>               |

|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• User amenities and expectations of the user</li> <li>• Related program support facilities or areas</li> </ul>                                                                                                                                                            |
| <i>Aquatics Facilities</i><br>Reserve Readings/Web CT<br><b>ASSIGN # 3</b>                                                                                                                    | <ul style="list-style-type: none"> <li>• Standards and basic designs</li> <li>• Safety and diversity of users</li> </ul>                                                                                                                                                                                          |
| <i>Adventure/Outdoor/Environmental Education, Special Use and Day Use Areas</i><br>Chapter 4, 5, 6, 9<br>Reserve Readings: ACCT Standards/Web CT<br><b>Classroom Exercise- Activity Areas</b> | <ul style="list-style-type: none"> <li>• Standards and basic designs</li> <li>• Diversity of outdoor recreation special use areas and user needs</li> <li>• Educational purpose, safety, and natural environment aesthetics</li> </ul>                                                                            |
| <i>Playgrounds and Skateboard Parks</i><br>NRPA /National Standards<br>Web CT/Web Links<br><b>Class Exercise- Playground Inspection</b><br><b>ASSIGN # 4</b>                                  | <ul style="list-style-type: none"> <li>• Standards and basic designs</li> <li>• Major regulations</li> <li>• Safety while allowing creative play</li> </ul>                                                                                                                                                       |
| <i>Fitness and Sport Complex /Athletic Areas/Courts</i><br>Web CT: ACSM Standards and Daly                                                                                                    | <ul style="list-style-type: none"> <li>• Standards and basic design principles</li> <li>• Types of facilities and areas related to categories of fitness, sport and athletic activities</li> <li>• Support facilities to activity areas</li> <li>• Considering level of skill and performance of users</li> </ul> |
| <i>Golf Course</i><br><b>ASSIGN # 5</b>                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Basic principles of Design</li> <li>• Standard Course Layouts</li> </ul>                                                                                                                                                                                                 |

**PLEASE NOTE:**

The instructor reserves the right to depart from the course outline during the semester. The course outline is tentative. Assignment due dates; types and number of projects; and point values from all required work may be changed to accommodate situations that may arise during the term. Any variations or alterations will be ANNOUNCED IN CLASS/WEB CT IN TIME FOR STUDENTS TO PREPARE ACCORDINGLY, ASSUMING DILIGENT HARD WORK ON THE STUDENTS PART.

Students are expected to attend class sessions or on-line participation that requires interaction with the instructor and fellow class members.

It is the student's responsibility to call or make known to the instructor in advance of problems with getting assignments or class information, e.g. field trips with other courses, doctors appointments, illness.

## CLASS PARTICIPATION/ATTENDANCE POLICY

Class will be a combination of theory and work on assignments with application of the theory. As professionals wishing to acquire the skills and applicable experiences for your future careers in leisure services and recreation, the responsibility is yours to be aware of course assignment instructions, requirements and work completion dates assigned during class and as part of the syllabus. Your participation or lack of it in class discussion, group projects, and tasks will ultimately be reflected in your final performance.

If the student will be absent from class because of course field trips, illness, or other personal appointments or commitments, the instructor must be notified in advance or in a reasonable manner (e-mail, talk to the instructor directly either in person or on the phone). The instructor will work with the student in helping him or her with the missed information in class. The responsibility of communicating reasons for absents or missing assignments ahead of time is the students'.

## CLASS AND COURSE WORK PERFORMANCE AND DEADLINES EXPECTATIONS OF STUDENTS

### STUDENT RESPONSIBILITIES IN RLM COURSES:

1. Course work assignments are stated for major projects in the syllabus and short assignments in class as material is covered. Assignments will not be accepted after time or date assigned by instructor verbally or in writing. Exception to this will be made when the instructor deems the circumstances reasonable for an extension following discussion with the student.
2. COPYING OF ANOTHER'S PERSON'S WORK, in whole or in part, or cheating in any form will deprive the student of a proper learning experience and will not be accepted as fulfillment of course assignment requirements. (See University Policy)
3. Federal regulations required the instructor to keep attendance for financial aid record references. It is also unlikely that a person who misses class or fails to consult on a regular basis with the instructor will achieve a passing grade due to the need to be aware of key information or fully participate in projects to achieve full credit on these assignments.
4. All students are expected to present assignments and projects following the Written Standards for RLM or APA format.
5. Grading of Projects and Assignments (assignment of letter grade or points) will be based on the following general principles.  
A "A" work is superior work. It is work that provides more than what the instructor requires and shows initiative by the student. It demonstrates proper grammar, spelling, and professional report writing skills. Communication of theoretical and application of course concepts have been presented in a professional manner.  
B "B" work is above average work. Meets the requirements of the assignment by demonstrating a good understanding of the course concepts and is well written. Some shortcomings do not meet the full application of these concepts at a professional level.  
C "C" work is average work. The work meets the assigned requirements but has not fully demonstrated understanding of theory through application of the course concepts to the assignment. The student needs to continue to work on some areas of the course concepts.  
D "D" work is below average work. The work does not meet the assignment. It demonstrates a need for improved communication skills to interpret the course concepts and application in the written form. More time needs to be spent on the preparation and studying of the theoretical concepts and

application by the students, which will lead to improved grades. Students should see the instructor to discuss how the student can find ways to improve their work.

F"F" work is failing work. The work does not meet the assignment requirements. The work is lacking key information, poorly organized, and demonstrates a need to work on a better understanding of course concepts.

### Technology Supports/Requirements

The University provides students through the semester computer fee access to the Microsoft Office Suite 2000 (Word, Excel, Power Point) and later updates in both the PC and Mac versions. Each time you place your disk in the campus computers it is advised that you run a disk scan for viruses. I advise you not to use a friends computer without running virus scan on their machine before using it. As the semester draws to an end the labs have the greatest amount of virus corruption occurring and will cause all to be frustrated. The best advice is stick to the one computer lab or computer to do your work. I recommend you don't let a lot of people use your personal computer.

1/1/03



# Syllabus: RMLS 348

## Fall Semester 2003

Course Title: **Risk Management for Leisure Services**

Meeting place and time : **SRC 114, Thursday 1 PM – 2 :50 PM**

Instructor: **Dr. Denise Mitten**

Office Location: **SRC 105**

Office Hours: by appointment and T & W 10:00 AM- 12:00 PM

Phone: **591-5317 Office**      **796-7477 Home**      **651-329-7411 Cell**

E-mail: **mittend@ferris.edu**

Textbook: *Risk Management: Park, Recreation, and Leisure Services 4<sup>th</sup> edition*  
James Peterson and Bruce Hronek

### **Nature of the Course**

This course is designed to develop an awareness of the issues involved with risk management in various leisure programming settings. Students will read information and learn about risk management concepts. Students will apply this information and knowledge by developing a risk management plan. This course emphasizes understanding tort liability and negligence. The readings include case analysis.

### **Course Objectives: During this course students have the opportunity to**

1. Become knowledgeable about the legalities associated with public and private recreation. (8.36)
2. Understand the difference between a tort and a crime. (8.37)
3. Understand the elements of negligence. (8.37)
4. Associate court cases with the interpretation of public law and how it relates to recreation. (8.36)
5. Understand connections between ethical and legal concepts. (8.09)
6. Understand the elements of an accident and accident prevention.
7. Learn how to develop and implement group presentations using lesson plans, overheads, video, and computer equipment. (8.34)
8. Become more familiar with small group work.
9. Do peer evaluations.

### **Course Requirements**

#### **Writing Requirements**

Written material should be typed, spell and grammar checked, and checked with a plagiarism prevention program.

#### **Special Projects**

##### **Home work assignments**

Homework assignments will be given regularly. Points are attained by completing the assignment on time and thoroughly.

## **Class presentation**

Present 10 minutes on the assigned material from the course text or cases.

## **Incident Report**

Students will work in pairs. Each student will fabricate a realistic incident. This fabrication will be submitted to the instructor. After this fabrication is graded and returned, the students' partners will design an accident Report Form and complete this form for the incident.

## **Discussion**

At least once a week discussion questions will be posted on the WebCT site for this course. Students are asked to respond at least twice each week during the discussion to the topic presented.

## **Risk Management Project**

In a group develop a risk management plan that will be used as a living document for either a facility or a program in the field of recreation, corporate wellness, sports management. The document will be approximately 30-50 pages in length and will outline all risk management policies and procedures. When possible, the plan will be developed and written in conjunction with program directors. The goal is for the program directors to accept them as their risk management plan. You will be evaluated on two criteria: 1) the plan (initial outline 20 points and the final plan 50 points); 2) your group work (peer evaluation 30 points).

## **Class Attendance Policy**

Students are expected to attend all classes and participate with the instructor and classmates. If a student must miss a class it is the student's professional responsibility to contact the instructor before the class time. If the student fails to contact the instructor 5 points will be deducted from the student's total points. Attain 100% attendance and completion of assignments and you will receive the final exam points without taking it.

## **Exceptions to the Attendance Policy**

Student has a verified accident on the way to class.

## **Late for Class and Late Assignments Policy**

Don't be. Assignments are due by class time on the date stated unless instructor states otherwise. Assignments will not be accepted after this time unless prior arrangements have been made with the instructor.

## **Tests and Other Assessments**

There will be at least four quizzes; some may be unannounced. Reading assignments will be given in class. Students are expected to prepare for class a minimum of four hours a week.

## Disabilities

Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office located in Arts & Sciences Commons, 1017K, x.3772 or ASC 1021 x. 5039.

## Grading

### Grading of Tests and Projects

|                                                                          |                                    |
|--------------------------------------------------------------------------|------------------------------------|
| Professionalism (your enthusiasm, punctuality, industrialism, and such.) | 50 points                          |
| Homework 80 points                                                       | Presentation 30 points             |
| Quizzes 60 points                                                        | Risk management plan 100 points    |
| Final exam 75 points                                                     | Discussion participation 75 points |
| Incident report 40 points                                                | <b>TOTAL POINTS 500 points</b>     |

### Course Grading Scale

Total possible points are 300.

|         |    |          |    |
|---------|----|----------|----|
| 100-94% | A  | 76-73    | C  |
| 93-90   | A- | 72-70    | C- |
| 89-87   | B+ | 69-67    | D+ |
| 86-83   | B  | 66-63    | D  |
| 82-80   | B- | 62-60    | D- |
| 79-77   | C+ | Below 60 | F  |

### Information Concerning Academic Misconduct

See the student handbook.

### Final Note

I reserve the right to make needed and appropriate adjustments in this syllabus.

### Instructor's Professional Background and Teaching Experience

Dr. Mitten has been leading adventure wilderness trips since 1973. Before that she was a girl scout and a camp counselor teaching backpacking and sailing. Her undergraduate degree, from the University of Washington, is in Forest Resources (recreation emphasis); her master's degree is from Yale University in Forest Science, and her Ph.D. is from the University of Minnesota in Education. Dr. Mitten taught for ten years at Metro State University and for 19 years directed Woodswomen an international adventure education program for women and children. She has guided trips in many parts of the US as well as Europe, South America, New Zealand and Australia. Activities Dr. Mitten has guided include backpacking, canoeing (whitewater and flat water), climbing, hiking, kayaking, mountaineering, rafting, SCUBA diving, skiing, and snowshoeing.

## Course Calendar

|              |                                                          |                                    |
|--------------|----------------------------------------------------------|------------------------------------|
| August 28    | Introduction to risk management in recreational settings |                                    |
| September 4  | Internet resources                                       | October 30                         |
| September 11 | Tort/Negligence                                          | November 6 Work on Plan            |
| September 18 | Quiz                                                     | November 13 Work on Plan           |
| September 25 | Fabrications due                                         | November 20 Final Plans due        |
| October 2    | Plan outlines due                                        | November 27                        |
| October 9    |                                                          | December 4 Review/questions        |
| October 16   | Incident reports due                                     | December 11 FINAL Thursday 12-1:40 |
| October 23   |                                                          |                                    |

## RMLS 427 CORPORATE FITNESS/WELLNESS PROGRAMMING

FALL SEMESTER 2000 2 CREDITS

INSTRUCTOR: HASTINGS-BISHOP

TUES. 6-8:00 PM

OFFICE HOURS: OFFICE HOURS 9:00-10:00 AM MTWR, OTHER TIMES BY APPOINTMENT ONLY

PHONE: x2457

E-mail: [hastings@ferris.edu](mailto:hastings@ferris.edu)

### Course Description:

The course will cover the development, design, and management of corporate fitness programs, facilities, and equipment for employee services and special populations. Special emphasis is placed on strategic program planning and development, facilities, staffing, management and operations, and budget and finance.

### Course Objectives:

1. Students will be introduced and apply the four phase model of Association for Worksite and Health Promotion (formally Assoc. For Fitness Business) to the final class project .
2. Students will be introduced to examples of corporate fitness and wellness programming through readings and guest speakers.
3. Student will gain an understanding of the intricate parts to development , implementation and evaluation of corporate fitness and wellness programming
4. Students will review the financing and management of corporate fitness programming.
5. Marketing of corporate programming to employees and corporations as applied in this field will be studied.
6. Students will review the certifications and staff expertise required for the corporate fitness and wellness program setting.

### Course Textbook:

Wilson and Glaros. 1994. *Managing Health Promotion Programs*, Human Kinetics, Champaign, IL.

### Library readings as assigned on reserve in library:

Baun, Horton, and Storlie, 1993. *Guidelines for employee health promotion programs*. Human Kinetics Books, Champaign, IL.

Glaros, Willson. 1995. *Managing Health Promotion Programs, Student Workbook and Case Studies*, Human Kinetics, Champaign, IL.

Kaman. 1995. *Worksite Health Promotion Economics*, Human Kinetics, Champaign, IL.

Opatz. 1994. *Economic Impacts of Worksite Health Promotion*, Human Kinetics, Champaign, IL.

Patton, Grantham, Gerson, and Gettman, 1989. *Developing and managing health/fitness facilities*. Human Kinetics Books, Champaign, IL.

## Tentative Course Topic Outline:

### Introduction to Corporate Fitness & Wellness Programming

- Uniqueness of programming setting
  - General types of programs found in setting
  - Philosophy and justification
- Readings Chapter 1 & 2 Patton, et.al. AFB (now known as AWHP) Model

#### A) Phase I Initial Planning:

- Corporation Commitment
  - Need's Assessment
- Readings Chapter 8 Patton, et. al.  
Introduction, Initial Planning, Baun, et al.

#### B) Phase II Conceptual Definition:

- Goals and priorities
  - Program development & design
  - Facility design
  - Equipment selection
  - Financial Plan
- Readings Chapter 3,5,6,9,& 13 Patton et.al.  
Conceptual Definition, Baun, et. al.

#### C) Phase III Implementation:

- Program Activation
  - Marketing
  - Staffing
  - Day to day operation
- Readings Chapters 4,7,10,11 & 12 Patton, et.al.  
Implementation, Baun, et.al.

#### D) Phase IV Evaluation:

- Project evaluation
  - Periodic reviews
  - Client evaluation
  - Cost Benefit Analysis
- Readings Chapter 12 Patton, et.al.  
Evaluation, Baun et.al.  
Text Book chap. 21-23

#### E) Management Trends and Issues in Health/Fitness

Readings Chapter 14 Patton, et.al.

#### F) Marketing and Promotion of Programs

Readings Chapter 11-17 Text

#### G) Economics of Health, Fitness and Wellness programming

Readings Chapters 18-20 Text

**COURSE ASSIGNMENTS/GRADING:**

A) **Article reviews** on two topics from the following list. For each assignment you must provide an annotated bibliography of five articles written up using the RLM Standards for Written Work.

Each article will be grade as follows:

5 pts bibliography information

5 pts relevance to topic

10 pts content of article summary

**TOPICS:**

- Program Marketing in Corporate Fitness/Wellness
- Contrasting of Health Promotion and Fitness Programming Settings
- Staffing certifications and continuing education
- Equipment and facility design
- Integration of equipment and facility design in daily operations
- Unique and trend developments in programs
- Assessment/evaluation instruments, tools and procedures used in corporate fitness/wellness programs
- Financing of corporate fitness/wellness programs

REVIEW I DUE \_\_\_\_\_ 100 PTS

REVIEW II DUE \_\_\_\_\_ 100 PTS

B) **PROGRAM PROPOSAL** outline detailing a corporate fitness and wellness program. The outline is provided in the syllabus.

DUE \_\_\_\_\_ 150 PTS

C) **A SITE VISIT** to a corporate fitness/wellness site, one you have not visited before. Provide a report using the outline GIVEN IN THE SYLLABUS

DUE Oct. 17 100 PTS

D) **Case Studies** (2 or 3) to be handed out worth (50PTS) each and will be done in class.

E) **Exams** MIDTERM \_\_\_\_\_ 100 PTS

FINAL \_\_\_\_\_ 150 PTS

**ASSIGNMENTS:**

All assignments are due at class time unless otherwise stated by instructor. Individuals must consult ahead of time or present an excuse that falls under university guidelines for extensions of classroom work (illness, etc.) The course will consist of some computer lab work in Bishop Hall Lab and some evening/days collection of actual surveys. It is imperative that you attend class to be competent in completion of the survey we will be doing. Lack of attendance will be reflected in the quality of work you demonstrate on assignments. **KEEP THIS IN MIND.** The information presented in-class will 1) not be of a nature that most of you will understand by doing the reading and 2) there will be many outside sources used besides the text.

## PLEASE NOTE:

The instructor reserves the right to depart from the course outline during the course of the semester. The course outline is only tentative. Assignment due dates; types and number of projects; and point values from all required work may be changed to accommodate situations that may arise during the term. Any variations or alterations will ALWAYS BE ANNOUNCED IN CLASS IN TIME FOR YOU TO PREPARE ACCORDINGLY, ASSUMING DILIGENT HARD WORK ON YOUR PART. Students will be expected to attend class sessions and to participate by interacting with the instructor and fellow class members.

It is the student's responsibility to call or make known to the instructor in advance of problems with getting assignments or class information, i.e. field trips with other courses, doctors appointments, illness.

## ATTENDANCE POLICY

Class will be a combination of theory and work on assignments with application of the theory. Class attendance will not be taken. As professionals wishing to acquire the skills and applicable experiences for your future careers in leisure services and recreation, the responsibility is yours to be aware of course assignment instructions, requirements and work completion dates assigned during class and as part of the syllabus. Your participation or lack of it in class discussion, group projects, and tasks will ultimately be reflected in your final performance.

If you will be absent from class due to course field trips, illness, or other personal appointments or commitments, the instructor must be notified in advance or in a reasonable manner (voice mail is not acceptable, must talk to the instructor directly either in person on the phone or in office). The instructor will work with the student in helping him or her with the missed information in class. The responsibility of communicating reasons for absents is yours.

## CLASSROOM AND COURSE WORK PERFORMANCE AND DEADLINES EXPECTATIONS OF STUDENTS

### STUDENT RESPONSIBILITIES IN RLM COURSES:

1. Course work assignments are stated for major projects in the syllabus and short assignments in class as material is covered. Assignments will not be accepted after time or date assigned by instructor verbally or in writing. Exception to this will be made when the instructor deems the circumstances reasonable for an extension following discussion with the student.
2. COPYING OF ANOTHER'S PERSON'S WORK, in whole or in part, or cheating in any form will deprive the student of a proper learning experience and will not be accepted as fulfillment of course assignment requirements. (See University Policy)
3. Although I will not deduct points for students who do not attend class, I am under federal regulations required to keep attendance for financial aid record references. It is also unlikely that a person who misses class on a regular basis will achieve a passing grade due to the need to be in class to participate in projects and receive instruction for projects to achieve high scores on these assignments.
4. All students are expected to present assignments and projects following the Written Standards for RLM or APA format.
5. Grading of Projects and Assignments (assignment of letter grade or points) will be based on the following general principles.

A "A" work is superior work. It is assigned work, that provides more than what the instructor requires and shows initiative by the student. It demonstrates proper grammar, spelling, and professional report writing skills. Communication of theoretical and application of course concepts have been presented in a professional manner.



**B"B"** work is above average work. Meets the requirements of the assignment by demonstrating a good understanding of the course concepts and is well written. Some shortcomings do not meet the full application of these concepts at a professional level.

**C"C"** work is average work. The work meets the assigned work requirements, but has not fully demonstrated understanding of theory through application of the course concepts to the assignment. The student needs to continue to work on some areas of the course concepts.

**D"D"** work is below average work. The work does not meet the assignment. It demonstrates a need for improved communication skills to interpret the course concepts and application in the written form. More time needs to be spent on the preparation and studying of the theoretical concepts and application by the students which will lead to improved grades.

**F"F"** work is failing work. The work does not meet the assignment requirements. The work is lacking key information, poorly organized, and demonstrates a need to work on a better understanding of course concepts. Students should see the instructor to discuss how the student can find ways to improve their work.

#### **SITE VISIT FOR RMLS 427 DUE OCT. 17, 2000**

**FOR THE CORPORATE FITNESS AND WELLNESS SITE THAT YOU CHOSE DESCRIBE THE FOLLOWING INFORMATION IN THE REQUIRED REPORT.**

1. Name of site chosen and individual (s) from the staff you talked with. Include their titles or official jobs.
2. List and describe the programs that are offered by staff on a daily, weekly, and seasonal basis.
  - a) Include any justifications or objectives/goals set for the programs?
  - b) What is the depth and breadth of programs offered?
3. Facilities:
  - a) Describe what equipment is available to employees.
  - b) Describe how the areas are divided up in the facility.
  - c) Describe the fitness and recreations facilities location in relationship to the workplace.
  - d) What are the scheduled hours for the facility?
4. Staffing:
  - a) How many staff work for the site?
  - b) What are the individual's qualifications and backgrounds?
  - c) What role(s) do the staff see themselves in to help meet the goals of the programs offered"?
  - d) What is the management structure for the staff?
5. Administration:
  - a) What is the philosophy behind the employee services provided?
  - b) How are the programs and facilities financed?
  - c) Where did the original support for the services provided come from during the early days of organizing the programs?
  - d) Presently, what role(s) do staff, employees and employer have in making decisions about program offerings?
  - e) What are the policies and procedures regarding access and use of facilities and programs by employees?
6. Overview:

- a) What one thing did you find unique about the facilities or programs being offered?
- b) Was the operation managed in house, subcontracted but conducted in house, or contracted off site?

INCLUDE ANY BROCHURES/FLYERS ABOUT THE PROGRAMS

PROGRAM PROPOSAL PROJECT FOR RMLS 427 DUE \_\_\_\_\_

FOR THE ASSIGNMENT, EACH STUDENT IS TO PROPOSE A PROGRAM WHICH WOULD BE INCORPORATED INTO CORPORATE FITNESS AND WELLNESS SERVICES PROVIDED TO EMPLOYEES OF A 3000 WORK FORCE BY A COMPANY WHO WILL COVER THE EXPENSES FOR THE IMMEDIATE EMPLOYEE'S PARTICIPATION AND A SMALL CHARGE TO THE EMPLOYEE'S FAMILY MEMBERS WHO WISH TO PARTICIPATE.

PROPOSAL MUST INCLUDE THE FOLLOWING DETAILS AND BE WRITTEN UP IN A FORMAT THAT WOULD BE APPROPRIATE TO GIVE UPPER MANAGEMENT FOR APPROVAL.

INCLUDE THE FOLLOWING:

- 1> Cover memo
- 2> Title page with name of program and contact person
- 3> Actual Proposal:
  - > goals and objectives for program
  - > target group
  - > costs /detailed budget break down, including costs per person
  - > description of actual activity - schedule, each sessions activities, protocols/procedures
  - > staffing requirements-qualifications, certifications, special training
  - > facility and equipment/supplies needs ( be specific)- indicate what you have available already and what needs to be purchased
  - > administration-registration, tracking, record keeping, marketing, incentives, employee and management inputs
  - > evaluation of program-state how it will be done

Format the reporting of the detailed information should be "to the point" and in an outlined with descriptive paragraphs when necessary to fill in details. With regards to cost to run program use catalogs, outside sources, resources of similar programs to the one you have selected to help determine the cost. Turn in a budget which shows the costs over the time period you have selected and include a cost per person so as the manager who has to provide your budget I would know how much will be needed on annual basis.

#### SERVICE LEARNING PROJECT:

The course will involve a service-learning component during the semester which will involve the use of test and measurement skills along with some personal training skills. The class will be working with clients from the Mecosta Health Department's Corporate Wellness Programs. Each student will be assigned to work with these clients. They will be from local businesses and government agencies who have or are starting to participate in the fitness and wellness programs provided through special grant funding.

8/22/00 RMLS 427

RMLS 427  
Service Learning Project  
Summary Due 12/5/00

The project will involve each student working with a client from the City of Big Rapids through a program supported with funding from the county health department. The student's part in this 12-week program will be to supplement the exercise portion of the program. It will involve several sessions of working with one or two clients in orientation to exercise activities. These activities may range from use of free weights, aerobic equipment work outs to climbing wall. Each student is to establish designated times of one to one and half-hour to meet with their clients for a total of 4 sessions after the Oct. 3 class meeting, and to orientated them to the exercise options the client has chosen from your suggestions, theirs, or combination of these.

For each client the student is to provide the following information in the form of a document on the last formal class meeting:

1. Pre and Post testing information on weight, flexibility, body composition, blood pressure, strength.
2. Summary of health risk appraisal information from PAR information and additional question prepared by students to assist them in setting up exercise options for clients.
3. Detailed program plans of what is to be accomplished during each session with clients, including dates, time spent, objectives for each session, list of all activity done, i.e. summary of exercise work out and evaluation of outcomes for each activity.
4. Evaluation from client about the student's performance. (form will be provided by instructor)
5. Self-evaluation of student's performance. Include student's strengths and weaknesses when dealing with client's needs. Details of what you would do differently.

9/26/00

**RMLS 428 Recreational Sports and Athletic Specialized Marketing  
WINTER SEMESTER 2003 3 CREDITS**

**INSTRUCTOR:** DR. SUSAN J. HASTINGS-BISHOP  
**OFFICE HOURS:** MW 9-10 AM and 11 AM -12PM OTHER TIMES BY APPOINTMENT ONLY  
**PHONE:** 591-2457  
**E-mail:** hastings@ferris.edu

**Course Description:**

Apply marketing principles and theory to recreational sports and athletic market segments of community based recreation sports and athletics, campus recreation and related governmental owned facilities. Review the current a marketing research about these sort and athletic target sectors. Study and apply marketing strategy plans for recreational sports and athletics that will include promotional, fundraising, sponsorship and pricing.

**NOTE:** The RMLS Course will be taught using an enhanced WEB CT internet support. Assignments, classroom notes and syllabus will be made available to all students through the WEB CT site. To all students in the course please be patient and notify the instructor of site access difficulties as they develop.

**Objectives:** The student will:

1. Study the theory and research applications that agencies/organizations use to establish recreational sports and athletic target market segments by reviewing the theoretical and applied literature specific to these areas.
2. Review the market research methods that are applied to recreational sports and athletics through a discussion of the currently used methods.
3. Study recreational sport and athletic marketing functions and policies as they apply to each of the areas of recreational sports and athletics designated for this course.
4. Understand sport marketing applied concepts used in the community based recreational sport and athletics, campus recreation and government facilities.
5. Examine endorsement, sponsorship, fund raising, and cooperative/partnership promotional opportunities that work in supporting recreational sport and athletics through discussion and case study analysis assignments.
6. Study and apply pricing strategies which are driven by the diversity of target market segments found in recreational sports and athletics.
7. Demonstrate ability to apply the marketing theory and application by producing a marketing plan for a recreational sports or athletic program or facility of their choice.

**Course Textbook(s) and Reading Resources:**

**Required TEXT:**

Pitts and Stolar. 2002. Fundamentals of Sports Marketing, 2<sup>nd</sup> ed. Fitness Information Technology, Inc.

**Library readings as assigned on reserve in library or from Instructor:**

\_\_\_\_\_. 1996. Event Management for Sports Directors. American Sport Education Program.  
Irwin, et. 2002. Sport Promotion and Sales Management. Human Kinetics  
Johnson. 1996. Promotion for Sports Directors. American Sport Education Program.

Li, et. 2001. Economics of Sport. Fitness Information Technology, Inc  
 Mullin, et. 2000. Sport Marketing. Human Kinetics.  
 Pitts. 1998. Case Studies in Sport Marketing. Fitness Information Technology, Inc.  
 Standeven and Deknop. 2001. Sport Tourism. Human Kinetics  
 Stolar. 2001. Developing Successful Sport Marketing Plans. Fitness Information Technology, Inc  
 Stolar. 2001. Developing Successful Sport Sponsorship Plans. Fitness Information Technology, Inc  
 Turco, et. 2002 Sport Tourism. Fitness Information Technology, Inc

Additional reading as assigned.

| Topic | TENTATIVE COURSE TOPICS OUTLINE:                                                                                                                                                                                                                                                                                                              | Readings              |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 1     | The historical aspects of the Sports Marketing                                                                                                                                                                                                                                                                                                | Chap. 1, 2, and 3     |
| 2     | Sport Marketing Theory: a review and application of theory and principles which help to or are:<br>a. Understand and determine target markets<br>b. Basis for service analysis<br>c. Environmental and economic analysis                                                                                                                      | Chap. 4, 5 and 6      |
| 3     | Application of Marketing Strategies and Plans<br>a. Marketing objectives for such a plan<br>b. Marketing plans and strategies for each of the sectors /segments<br>c. Market mixes and promotion<br>-market penetration, expansion, program lifecycle, diversification (community amateur sports, campus recreation, governmental facilities) | Chap. 7, 8, and 9     |
| 4     | Market pricing strategies & Economics of sports                                                                                                                                                                                                                                                                                               | Chap. 10              |
| 5     | Analysis of competition and policy issues that may impact market segments                                                                                                                                                                                                                                                                     | Chap. 11              |
| 6     | Promotion and media relations                                                                                                                                                                                                                                                                                                                 | Chap. 12 & 13         |
| 7     | Recreational and Sports and Athletics endorsement, sponsorships, fundraising and cooperative and partnership promotions<br>a. Development and identify types<br>b. Financial Implication<br>c. Advertising, public relations, and publicity application appropriate to the different sectors                                                  | Chap. 14 and 15       |
| 8     | Sport Tourism                                                                                                                                                                                                                                                                                                                                 | Assigned Reading      |
| 9     | Development and implementation of a sport management marketing plan related to the student's area of interest.<br>a. Research and complete a detailed marketing                                                                                                                                                                               | Web CT Course Content |

|  |                                                                                       |  |
|--|---------------------------------------------------------------------------------------|--|
|  | plan.                                                                                 |  |
|  | b. Plan will be based on existing athletic or recreational sport program or facility. |  |

**COURSE ASSIGNMENTS/GRADING:**

A) **Article Reviews** on two topics from the list below. For each assignment you must provide an annotated bibliography of five articles written up using the RLM Standards for Written Work (use of APA style) .

Each article will be grade as follows:

5 pts bibliography information

5 pts relevance to topic

10 pts content of article summary

**TOPICS:**

Program Marketing for Recreational Sports and Athletics

Trends in Promotional Partnerships

Integration of Entertainment and Sports Events

General trends related to marketing and promotion on university campuses

Assessment/evaluation instruments, tools and procedures used in market research

Trends in community based marketing and promotion youth vs. adult recreational sports

Governmental based facilities with multiple use agendas which include sports.

REVIEW I DUE (see Web CT Calendar) 100 PTS

REVIEW II DUE (see Web CT Calendar) 100 PTS

B) **MARKETING PROPOSAL** for a sport management setting of students choice. Outline will be listed on the Web CT Course Content page. Due Date will be listed on Web CT Calendar 150PTS

C) A **SITE VISIT** to a sport management site, one you have not visited before. Outline for the report found on the Web CT Course Content page. Due Date will be listed on the Calendar 100 PTS

D) **Case Studies** (3) to be handed out worth (75 PTS each) 150 PTS

E) Chapter questions sent to Assignment Box. The questions will be due by 8PM in the Assignment Box Monday following the posting date. 160 PTS

F) **Exams** MIDTERM 100 PTS

FINAL TAKE HOME EXAM 150 PTS

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Class will be a combination of theory and work on assignments with application of the theory. Class attendance will not be taken. As professionals wishing to acquire the skills and applicable experiences for your future careers in leisure services and recreation, the responsibility is yours to be aware of course assignment instructions, requirements and work completion dates assigned during class and as part of the syllabus. Your participation or lack of it in class discussion, group projects, and tasks will ultimately be reflected in your final performance.

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#### STUDENT RESPONSIBILITIES IN RLM COURSES:

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### **Technology Supports/Requirements**

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**NOTE:** The Web CT server and software shell has been updated to 3.8 from the 3.6 version used last semester. I have put a list of changes you will notice in the uploading of assignment instructions found under the course content area.

1/8/03



**RMLS 430 FINANCE AND MANAGEMENT OF LEISURE SERVICES**  
**WINTER SEMESTER 2003**  
 Mon, Wed, Fri. 10-10:50AM RM 114 SRC

**INSTRUCTOR:** DR. SUSAN HASTINGS-BISHOP  
**OFFICE:** 104 SRC  
**PHONE:** 591-2457  
**E-Mail:** hastings@ferris.edu

**OFFICE HOURS:** MW 9-10 AM and 11AM -12PM OTHER TIMES BY APPOINTMENT

**COURSE DESCRIPTION:**

In-depth investigation of strategies for financing and management of leisure services to meet the needs of the markets served by the industry. Special topics will include organizational management as it relates to financial efficiency, reduced spending (cutback) management, department and programming budgeting process, marketing and promotion, and budgeting monitoring. Use of computerized spreadsheet in developing and working with budgets will be a part of the learning process. Prerequisites: RMLS 242, 340, MGMT 301, 373 or approval by instructor.

**NOTE:** The RMLS Course will be taught using an enhanced WEB CT internet support. Assignments, classroom notes and syllabus will be made available to all students through the WEB CT site. To all students in the course please be patient and notify the instructor of site access difficulties as they develop.

**OBJECTIVES:** The student will be able to

1. Understand and distinguish between the traditional (direct) and non-traditional (indirect) revenue sources used in the leisure service settings.(8.03,8.32)
2. Understand the principles of pricing strategies for programming in leisure services.(8.21,8.32)
3. Understand the implementation process of a marketing techniques and strategies for leisure services.(8.28)
4. Understand strategies for management and organizational structures that efficiently utilize leisure service agencies resources and personnel.(8.22,8.29,8.30)
5. Gain practical experience through case studies and computer exercises with a variety of budgeting processes and technological tools that assist with this process.(8.35)
6. Perform the fundamentals of program/departmental budgeting analysis, implementation, and monitoring. (8.32, 8.34)
7. Deal with financial constraints imposed by legislative passage and poor program performance(cutback and reallocation) (8.32,8.36)
8. Understand and have the ability to implement public relations and promotional strategies. (8.33)

| <b>TENTATIVE TOPICS FOR COURSE:</b>                                         |                                                                                                                                                                               |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topics</b>                                                               | <b>Readings Assignments</b>                                                                                                                                                   |
| <b>Foundations of Financing and Acquisitions:</b><br>Chap. 1-2,4,5 Crompton |                                                                                                                                                                               |
| <b>Cases 1-2</b>                                                            | 1. Current operation environments<br>2. Traditional revenue sources<br>3. Less than Fee Simple Methods of Acquiring Resources<br>4. New strategies for broader constituency   |
| <b>Partnerships</b><br>Chap. 6-12 Crompton                                  |                                                                                                                                                                               |
|                                                                             | 1. Issues of new paradigm<br>2. Assets to the process<br>3. Types of partnerships<br>4. Resources through contracting, exactions, inter-agency cooperation, and co-production |

|                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| External Sources<br>Chap13-19 Crompton                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                 | <ol style="list-style-type: none"> <li>1. Volunteers</li> <li>2. Donations</li> <li>3. Sponsorship</li> <li>4. Foundations</li> </ol>                                                                                                                                                                                                                                                                                                                                                             |
| Marketing:<br>Chap. 1-7, 11, 13-16 Crompton/Lamb<br>Benefits Bases Management Readings          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Case 3                                                                                          | <ol style="list-style-type: none"> <li>1. Marketing of Programs</li> <li>2. Market Segments</li> <li>3. Services Provided</li> <li>4. Pricing/Fees</li> </ol>                                                                                                                                                                                                                                                                                                                                     |
| Human Resources/Organizational Structures:<br>Chap. 9-15 Crompton/Howard (reserve desk library) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                 | <ol style="list-style-type: none"> <li>1. Organizational structures.</li> <li>2. Employee Selection and Hiring</li> <li>3. Performance Appraisals</li> <li>4. Training, Development, Benefits, Compensation</li> <li>5. Discipline and Grievance, Employee Separations</li> <li>6. Collective Bargaining</li> <li>7. ADA, Family Leave Act</li> </ol>                                                                                                                                             |
| Budgeting Process:<br>Chap. 3 Crompton,<br>Chap. 1-12, 15-18 Kelsey/Mclean                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Cases 4-9                                                                                       | <ol style="list-style-type: none"> <li>1. Budgeting Process Calendar</li> <li>2. Object Classification</li> <li>3. Line Item</li> <li>4. Fee Budget</li> <li>5. Program Budget</li> <li>6. Performance Budget</li> <li>7. Planning Programming Budget</li> <li>8. Zero Base Budget</li> <li>9. Activity Budget</li> <li>10. Function Budget</li> <li>11. Unit Budget</li> <li>12. Fund Budget</li> <li>13. Running Budget</li> <li>14. Benefit Cost Budget</li> <li>15. Capital Budget</li> </ol> |

**NOTE: ACTUAL READING ASSIGNMENTS, SPECIFIC PAGES, WILL BE ASSIGNED DURING CLASS/ON WEB CT PAGES BEFORE THE LECTURE MATERIAL IS PRESENTED REQUIRED TEXT AND RESERVE READINGS:**

**Required textbooks:**

Crompton, John C. (1999) *Financing and Acquiring Park and Recreation Resources*. Human Kinetics, Champaign, IL

NRPA Benefits Based Management/ Benefits are Endless Articles and materials to be assigned and will be provided.

**Reserve readings (required):**

Crompton, John L. and Charles W. Lamb (1986). *Marketing government and social services*, John Wiley & Sons, New York, NY.

Chapter 12 Human Resources Employment (Beeler) and Chapter 13 Human Resource Management (Bussler) from *Management of Park and Recreation Agencies*. National Park and Recreation Association publisher.

Crompton, John L.(1987). *Doing more with less in park and recreation services*, Venture Publishing, State College, PA.

Crompton, John L. (2000). *Impact of parks and open space on property values and the property tax base*. Published by the Professional Services Division of NRPA.

McCarville, Ron E. (2002). *Improving Leisure Services Through Marketing Action*, Sagamore Publishing, Champaign, IL.

#### GRADING:

1. **Case Studies/Budgeting exercises** will be given through out the semester. They will be discussed during class and worked on also during meeting times. Students are expected to be in class and prepared to work on assignments unless they have an acceptable excuse (field trip, sickness, etc.) and proper notification has been made to the instructor. Case Study information is available under the content area of the Web CT. Unless other wise indicated the assignments are to be submitted electronically.
2. A minimum **two page review of three current articles** (within the last three years) about unique financing or personnel issues related to programs for leisure services. It is preferred that students do these in their emphasis area. The report is to contain three fully referenced articles with proper citations and footnotes as stated in APA format. The assignment is to be submitted electronically athrough the Web CT Assignment Drop Box (using Word).
3. There will be **two hourly exams and a take home final** during the semester. The final will be due **FINALS WEEK** at the time scheduled in Winter 2003 Semester Schedule book.

| POINTS FOR PROJECTS/EXAMS |        |                        |
|---------------------------|--------|------------------------|
| Budget/Case Studies       | 300 PT |                        |
| Papers (2 reviews)        | 100 PT |                        |
| EXAM 1                    | 100 PT |                        |
| EXAM 2                    | 100 PT |                        |
| FINAL EXAM                | 150 PT | Tuesday May 6 11:30 AM |
| Total                     | 750 PT |                        |

#### PROJECTS:

The case studies will be working with recreation/leisure service budgets. Some of these assignments will be from those from *The Budget Process in Parks and Recreation*. You will be doing some of the studies on an actual computer spreadsheet. For these assignments students will need to prepared and submit the assignments via **WEB CT** using the Word or Excel software. We will be using the spreadsheets Excel worksheet not a workbook. There will be approximately 8-9 budget/case study assignments. They will reflect a variety of budgeting aspects, marketing or finance options used as resources to support leisure services. Students will be provided with a list of these assignments, content, and due dates on the Web CT calendar.

Some of the assignments will be assigned as budgeting teams for completion. This will require each person to work with a class member to complete case studies as assigned by the instructor.

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1/8/03

**INSTRUCTOR:** Dr. Susan J. Hastings-Bishop  
**OFFICE:** 104 SRC  
**PHONE:** 591-2457  
**EMAIL:** hastings@ferris.edu

**Office Hours:** 10-11:00 MW 1:00-2:30 TR. Other times can be arranged by appointment.

**Course Description:**

A course designed to introduce students to the community and economic impacts of tourism and leisure services development. It will examine the impact of tourism at the international, national, state, regional and local levels. The primary focus will be on tourism positive and negative effects at the local or community level. The course will explore the roles and relationships of the recreation professional and the tourism industry. Emphasis will be placed on planning, development, organization and management.

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**Prerequisites:** RMLS 340 or consent of instructor.

**Objectives:**

1. The student will study tourism planning model's components and become apply them to a semester project that applies a tourism planning system
2. The student will develop a greater understanding of the tourist/traveler and their needs and perceptions through reading assignments and book reviews.
3. The student will discuss the positive and negative aspects of tourism development in class discussions.
4. The student will learn about the economic impact of tourism at the state, national and international levels through projects and class discussion
5. The student will learn the impact(s) of tourism on a community infrastructure's services.
6. The student will learn how to research and collect information useful in tourism and leisure service planning and development as part of the final project.
7. The student will learn the importance of tourism marketing and promotion on the multi-faceted aspects of the economic players in the tourism business mix.

**Required Textbook :**

Gunn, Clare A. (1994). *Tourism Planning*, 3rd. Ed. New York: Taylor & Francis.

**Reserve Readings:**

Edgell, David L. 1999. *Tourism policy: the next millennium*. Champaign, Ill.: Sagamore

Hall, C.M. and S.J. Page. 1999. *The geography of tourism and recreation : environment, place, and space*. London ; New York : Routledge.

Huan,Tzung-Cheng (T.C.), Joseph T. O'Leary. 1999. *Measuring tourism performance*. Champaign, Ill.: Sagamore.

Moscardo, Gianna. 1999. *Making visitors mindful : principles for creating quality sustainable visitor experiences through effective communication*. Champaign, Ill.: Sagamore.

Noe, Francis P. 1999. *Tourist service satisfaction*. Champaign, Ill.: Sagamore.

Reich, Allen Z. 1999. *Positioning tourism destinations*. Champaign, Ill.: Sagamore.

Spotts, Daniel M. 1999. *Travel and tourism in Michigan: a statistical profile*. East Lansing, MI (131 Natural Resources Bldg., Michigan State University, East Lansing 48824-1222): Michigan Travel, Tourism, and Recreation Resource Center.

| TENATIVE TOPICS FOR COURSE:                                                        |          |                                                                                                                                                                           |
|------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topics                                                                             | Readings | Assignments                                                                                                                                                               |
| <b>Tourism</b><br>Chapter 1, Gunn                                                  |          | <ol style="list-style-type: none"> <li>1. Defining Tourism</li> <li>2. Tourism Sectors</li> <li>3. Planning &amp; Development</li> </ol>                                  |
| <b>Tourism Systems</b><br>Chapters 2,3 & 4 Gunn<br>Assignment #1<br>Assignment # 2 |          | <ol style="list-style-type: none"> <li>1. Market-Supply Match</li> <li>2. Functional System</li> <li>3. External Factors</li> </ol>                                       |
| <b>Regional Planning</b><br>Chapters 5 &6 Gunn<br>Assignment #3                    |          | <ol style="list-style-type: none"> <li>1. PALSOP</li> <li>2. Development Hierarchy</li> <li>3. Resource Inventory/GIS</li> <li>4. Integrated Regional Planning</li> </ol> |
| <b>Destination Planning</b><br>Chapters 7 & 8 Gunn<br>Assignment # 4               |          | <ol style="list-style-type: none"> <li>1. Destination Planning Issues, Guides and Models</li> <li>2. Destination Zoning Planning Process</li> </ol>                       |
| <b>Site Planning</b><br>Chapters 9 & 10 Gunn<br>Assignment # 5<br>Assignment # 6   |          | <ol style="list-style-type: none"> <li>1. Planning and Design Integration</li> <li>2. Sustainability</li> <li>3. Site Planning Process</li> </ol>                         |
| <b>International Tourism</b><br>Reserve Reading<br>Book Reports/Presentations      |          | <ol style="list-style-type: none"> <li>1. International Planning Models</li> <li>2. Marketing and Trends</li> <li>3. Destinations</li> </ol>                              |
| <b>Eco-Tourism</b><br>Reading to be Assigned<br>Assignment # 7                     |          | <ol style="list-style-type: none"> <li>1. Defining in broad terms</li> <li>2. Trends</li> <li>3. Impacts of Eco-tourism</li> </ol>                                        |

**GRADING:**

|                              |     |
|------------------------------|-----|
| Short Assignments            | 270 |
| Final Semester Project Paper | 100 |
| Data Project                 | 75  |
| Book Review Presentation     | 50  |
| Tourism Book Review          | 75  |
| Mid Term Exam                | 100 |
| Final Exam Take Home         | 100 |
| Total                        | 770 |

Your final grade will be based on the total points you earned/ total points available in the course during the semester. You may also check the Web CT course site for grade postings.

**SHORT ASSIGNMENTS:** These will consist of gathering information required for the final written semester project

Report forms for each assignment are noted below.

**TOURISM PLAN PAPER:** An outline is provided in the syllabus. This paper will involve application of the Gunn's tourism planning model to an area of Michigan. The paper must be typed and secured in a folder or binder. This paper should be of professional quality. This is an opportunity to generate a product worthy of inclusion in your portfolio.

**TOURISM BOOK REVIEW:** Each student will be required to review a current Tourism Planning book and present a review of the book to the class. Your review should indicate how the information contained in the book could be applied to Michigan and the semester project. Further instructions will be passed out in class. The written review will be worth 75 points and the classroom presentation will be worth 50 points. Each student is responsible for obtaining a book to review. Each student will review a different book and provide a Power Point presentation. These will be uploaded to the Web CT site for use in the final exam question.

**EXAMS:** There will be a mid term (in class) and a final exam. The final will be take home.

**DATA PROJECT:** Each student will be responsible for researching and gathering at least one set of data and/or information. The data will be typed up in a report as part of a regional study the class will be involved in. The information will be used as part of an exploration of a tourism region in Michigan. It also will be part of the information to be used by each individual in their tourism plan report (#2 above) and in the final exam. This is an opportunity to generate a product worthy of inclusion in the senior student portfolio. Each person will receive a peer evaluation on the content they provide to the class and this will be factored into the project grade.

### **TAKE HOME FINAL:**

The format of the final exam is subject areas will include questions:

- 1) That focus on Tourism and Community Development, and what facts and relevant data must be gathered to develop a tourism plan. Using the Gunn model, class collected information and apply it to a region in Michigan.
- 2) Demonstrate an understanding of tourism development models, other related tourism trends presented through student presentations.
- 3) Apply the readings and discussion materials to the social, economic and natural environmental issues that occur with tourism planning and development.

### **PLEASE NOTE:**

The instructor reserves the right to depart from the course outline during the course of the semester. The course outline is only tentative. Assignment due dates; types and number of projects; and point values from all required work may be changed to accommodate situations that may arise during the term. Any variations or alterations will **ALWAYS BE ANNOUNCED IN CLASS IN TIME FOR YOU TO PREPARE ACCORDINGLY, ASSUMING DILIGENT HARD WORK ON YOUR PART.** Students will be expected to attend class sessions and to participate by interacting with the instructor and fellow class members.

It is the student's responsibility to call or make known to the instructor in advance of problems with getting assignments or class information, ie. field trips with other courses, doctors appointments, illness.

### **ATTENDANCE POLICY**

Class will be a combination of theory and work on assignments with application of the theory. Class attendance will not be taken. As professionals wishing to acquire the skills and applicable experiences for your future careers in leisure services and recreation, the responsibility is yours to be aware of course assignment instructions, requirements and work completion dates assigned during class and as part of the syllabus. Your participation or lack of it in class discussion, group projects, and tasks will ultimately be reflected in your final performance.

If you will be absent from class due to course field trips, illness, or other personal appointments or commitments, the instructor must be notified in advance or in a reasonable manner (voice mail is not acceptable, must talk to the instructor directly either in person on the phone or in office). The instructor will work with the student in helping him or her with the missed information in class. The responsibility of communicating reasons for absents is yours.

### **CLASSROOM AND COURSE WORK PERFORMANCE AND DEADLINES EXPECTATIONS OF STUDENTS**



## STUDENT RESPONSIBILITIES IN RLM COURSES:

1. Course work assignments are stated for major projects in the syllabus and short assignments in class as material is covered. Assignments will not be accepted after time or date assigned by instructor verbally or in writing. Exception to this will be made when the instructor deems the circumstances reasonable for an extension following discussion with the student.
2. **COPYING OF ANOTHER'S PERSON'S WORK**, in whole or in part, or cheating in any form will deprive the student of a proper learning experience and will not be accepted as fulfillment of course assignment requirements. (See University Policy)
3. Although I will not deduct points for students who do not attend class, I am under federal regulations required to keep attendance for financial aid record references. It is also unlikely that a person who misses class on a regular basis will achieve a passing grade due to the need to be in class to participate in projects and receive instruction for projects to achieve high scores on these assignments.
4. All students are expected to present assignments and projects following the Written Standards for RLM or APA format.
5. Grading of Projects and Assignments (assignment of letter grade or points) will be based on the following general principles.

A"A" work is superior work. It is assigned work, that provides more than what the instructor requires and shows initiative by the student. It demonstrates proper grammar, spelling, and professional report writing skills. Communication of theoretical and application of course concepts have been presented in a professional manner.

B"B" work is above average work. Meets the requirements of the assignment by demonstrating a good understanding of the course concepts and is well written. Some shortcomings do not meet the full application of these concepts at a professional level.

C"C" work is average work. The work meets the assigned work requirements, but has not fully demonstrated understanding of theory through application of the course concepts to the assignment. The student needs to continue to work on some areas of the course concepts.

D"D" work is below average work. The work does not meet the assignment. It demonstrates a need for improved communication skills to interpret the course concepts and application in the written form. More time needs to be spent on the preparation and studying of the theoretical concepts and application by the students which will lead to improved grades.

F"F" work is failing work. The work does not meet the assignment requirements. The work is lacking key information, poorly organized, and demonstrates a need to work on a better understanding of course concepts. Students should see the instructor to discuss how the student can find ways to improve their work.

## COMPUTER HARDWARE/SOFTWARE REQUIREMENTS

The University provides students through the semester computer fee access to the Microsoft Office Suite 2000 (Word, Excel, Power Point) in both the PC and Mac versions. To access the Web CT course site students will need to run either Netscape 4.7 or 5.0 do not recommend 6.0 or Internet Explorer 4.0 and above. These software packages will allow you to be compatible with the classroom, RLM computer lab and most machines on campus. You will need to run either Windows 97/98, Windows 2000, OS 8 or 9. Campus is not set up for Microsoft XP. If you do not have access to the above configurations than you will need to plan on using the campus computers to do the research project.

Each time you place your disk in the campus computers it is advised that you run a disk scan for viruses. I advise you not to use a friend's computer without running virus scan on their machine before using it. As the semester draws to an end the labs have the greatest amount of virus corruption occurring and will cause all to be frustrated. The best advice is stick to the one computer lab or computer to do all your work. I recommend you don't let a lot of people use your personal computer.

Each of you will be required to have an e-mail to communicate with your peers for this course. You have one provided in the Web CT and by FSU automatically. If you have hotmail, yahoo, or others take and link them to the Web CT e-mail so it will be forwarded. The excuse I didn't get the e-mail is not valid unless your server or service provider's server goes down.

Ferris State University  
RMLS 468  
RESEARCH METHODS FOR LEISURE STUDIES AND WELLNESS

FALL SEMESTER 2003

Tuesday and Thursday 9:30 AM -10:45 AM SRC 114

INSTRUCTOR: DR. SUSAN HASTINGS-BISHOP

OFFICE: SRC 104 591-2457

OFFICE HOURS: 9:00-10:00 AM MWF, 10-11:00 AM M, and OTHER TIMES BY APPOINTMENT

E-mail: [hastings@ferris.edu](mailto:hastings@ferris.edu)

**COURSE DESCRIPTION:**

The course is designed to introduce students to quantitative and qualitative leisure studies and wellness research. The focus will be on interpretation and applications for practitioner's use in the day to day providing of leisure services. Emphasis will be placed on theoretical framework, research design, and data interpretation. Professionals in the fields of leisure studies and wellness at the practitioner level must be able to conduct, interpret and apply basic research. The skills may vary from doing recreational marketing research to fitness analysis. The professional must have the ability to analyze other individual's research/studies for validity and application to their own leisure service setting.

**OBJECTIVES:**

1. Introduction to research theories currently being applied in the fields of leisure services and fitness/wellness through readings and discussions.(8.24, 8.26)
2. Overview of research methodology/designs used in the leisure studies and wellness professional field.(8.24, 8.27)
3. Understanding the difference between "quantitative " and "qualitative" research methods through review of studies that apply both of these.
4. Understand how to develop a survey instrument for use in the field of leisure services through practical experience of writing and field testing the instrument .(8.21,8.26,8.27))
5. Understanding measurement instruments and the relationship to statistical analysis through data collection and interpretation using the measurement tool developed by the student. (8.25)
6. Student will be able to code and do simple statistical analysis through practical experience using a statistical computer program. (8.25, 8.35)
7. The student will be able to demonstrate interpretation of research data through written analysis of data collected.(8.24, 8.34)
8. The student will be able to understand applied research through application in the semester project.

**COURSE TEXTBOOK:**

Henderson, Karla, with M. Deborah. Bialeschki. (2002) *Evaluating Leisure services: Making Enlightened Decisions*. Venture Publishing Inc., State College, PA. 2<sup>nd</sup> Edition

Required readings from professional journals/research journals and other textbooks on library reserve or electronic web sites. These will be part of the examination materials and assigned periodically through out the semester.

**TENTATIVE TOPICS AND READINGS: (See Course Content Section WEB CT for more specific calendar)**

| Topics                                     | Textbook Readings                 | Dates             |
|--------------------------------------------|-----------------------------------|-------------------|
| 1. Introduction to Research and Evaluation | CHAP 1.01-1.04 & Outside Readings | September 2, 2003 |
| A> Theories used in professional field     |                                   |                   |

|                                                      |                 |                    |
|------------------------------------------------------|-----------------|--------------------|
| B> Who does the research                             |                 |                    |
| C> Application                                       |                 |                    |
| D> Models of explanation                             |                 |                    |
| Note: there will be outside reading for these topics |                 |                    |
| 2. Research Design                                   | CHAP 1.05-1.11  | September 16, 2003 |
| A> Exploration, Descriptive, Explanation             |                 |                    |
| B> Conceptualization and measurement                 |                 |                    |
| C> Operationalization                                |                 |                    |
| D> Political, Ethical, Legal and Moral Issues        |                 |                    |
| 3. Modes of Data Collection/Observation              | CHAP 2.01-2.14  |                    |
| A> Experiments                                       |                 |                    |
| B> Survey Research                                   |                 |                    |
| C> Field Research                                    |                 |                    |
| D> Evaluation Research                               |                 |                    |
| 4. Analysis of Data                                  | CHAP 3.01- 3.07 |                    |
| A> Data coding                                       |                 |                    |
| B> Computer analysis                                 |                 |                    |
| C> SPSS (outside reading/handouts)                   |                 |                    |
| 5. Interpretation of Results                         | CHAP 4.01-4.06  |                    |
| A>Use of results                                     |                 |                    |
| B>Reporting of results                               |                 |                    |

#### GRADING AND EVALUATION:

| Assessment                                                                                                                                                                                                                             | Points     | Due Date                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------|
| <b>Exams;</b>                                                                                                                                                                                                                          |            |                                                                      |
| 1) Mid Term Exam                                                                                                                                                                                                                       | 100        | Thurs. October 16, 2003                                              |
| 2) Final Take Home Exam                                                                                                                                                                                                                | 150        | Thurs. December 11, 2003<br>at 11 AM                                 |
| <b>Journal Reviews</b>                                                                                                                                                                                                                 |            |                                                                      |
| 1) Journal Review I                                                                                                                                                                                                                    | 75         | Tues. October 21, 2003                                               |
| 2) Journal Review II                                                                                                                                                                                                                   | 75         | Thurs. November 6, 2003                                              |
| <b>Semester Project:</b><br>This will involve the development of a questionnaire, data collection and analysis for the final class project. An outline will be provided on Web CT                                                      |            | Tentative Dates for completion of each portion of the final project. |
| 1) Questionnaire/Survey                                                                                                                                                                                                                | 100        | Thurs. October 30, 2003                                              |
| 2) Data collection and data coding                                                                                                                                                                                                     |            |                                                                      |
| A) Data Collection: will involve actual administering of a questionnaire/survey instrument that each individual student will be responsible for collection. The data collected will be the proof required to complete this assignment. | 75         | Thurs. November 11, 2003                                             |
| B) Coding: each student will be assigned to code and enter the coded data for computer analysis                                                                                                                                        | 75         | Thurs. November 18, 2003                                             |
| <b>4) Statistical Analysis</b>                                                                                                                                                                                                         |            |                                                                      |
| A) Use SPSS to run an assigned analysis for presentation in class.                                                                                                                                                                     | 40         | Tues. and Thurs.<br>December 2 and 4, 2003                           |
| <b>Total Possible Points</b>                                                                                                                                                                                                           | <b>690</b> |                                                                      |

#### ASSIGNMENTS:

All assignments are due at class time unless otherwise stated by instructor. Individuals must consult ahead of time or present an excuse that falls under university guidelines for extensions of classroom work (illness, etc.) The course will consist of some computer lab work in FLITE Studio and some evening/days collection of actual surveys. It is imperative that you attend class to be competent in completion of the survey we will be doing. Lack of attendance will be reflected in the quality

...or accommodate on assignments. **KEEP THIS IN MIND.** The information presented in class will 1) not be of a nature that most of you will understand by doing the reading and 2) there will be many outside sources used besides the text.

#### **PLEASE NOTE:**

The instructor reserves the right to depart from the course outline during the course of the semester. The course outline is only tentative. Assignment due dates; types and number of projects; and point values from all required work may be changed to accommodate situations that may arise during the term. Any variations or alterations will **ALWAYS BE ANNOUNCED IN CLASS IN TIME FOR YOU TO PREPARE ACCORDINGLY, ASSUMING DILIGENT HARD WORK ON YOUR PART.** Students will be expected to attend class sessions and to participate by interacting with the instructor and fellow class members.

It is the student's responsibility to call or make known to the instructor in advance of problems with getting assignments or class information, ie. field trips with other courses, doctors appointments, illness.

#### **STUDENTS WITH DISABILITIES**

Any student who feels s/he may need accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Disabilities Services Office, located in Arts and Science Commons 1017K, ext. 3772 or ASC 1021 ext. 5039 to coordinate reasonable accommodations for students with documented disabilities.

#### **ATTENDANCE POLICY**

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If you will be absent from class due to course field trips, illness, or other personal appointments or commitments, the instructor must be notified in advance or in a reasonable manner (voice mail is not acceptable, must talk to the instructor directly either in person on the phone or in office). The instructor will work with the student in helping him or her with the missed information in class. The responsibility of communicating reasons for absents is yours.

#### **CLASSROOM AND COURSE WORK PERFORMANCE AND DEADLINES EXPECTATIONS OF STUDENTS**

##### **STUDENT RESPONSIBILITIES IN RLM COURSES:**

1. Course work assignments are stated for major projects in the syllabus and short assignments in class as material is covered. Assignments will not be accepted after time or date assigned by instructor verbally or in writing. Exception to this will be made when the instructor deems the circumstances reasonable for an extension following discussion with the student.

2. **COPYING OF ANOTHER'S PERSON'S WORK** or Copyrighted materials not properly footnoted or cited in a student's work, in whole or in part, or cheating in any form will deprive the student of a proper learning experience and will not be accepted as fulfillment of course assignment requirements. (See University Policy regarding plagiarism)

3. Although I will not deduct points for students who do not attend class, I am under federal regulations and University policy required to keep attendance for financial aid record references. It is unlikely that a person who misses class on a regular basis will achieve a passing grade due to the need to be in class to participate in projects and receive instruction for projects to achieve high scores on these assignments.

4. All students are expected to present assignments and projects following the APA format.

5. Grading of Projects and Assignments (assignment of letter grade or points) will be based on the following general principles.

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## COMPUTER HARDWARE/SOFTWARE REQUIREMENTS

The University provides students access to the Microsoft Office XP or 2000 (Word, Excel, Power Point) software through RNS. To access the Web CT course site students will need to run either Netscape 5.0 and higher or Internet Explorer 5.0 and above. These software packages will allow you to be compatible with the classroom, RLM computer lab and most machines on campus. You will need to run either Windows 2000, XP or OS 9. **Campus is not set up for Microsoft XP operating system across campus computer labs as a result you will need to make sure for this course to save documents in operating system Microsoft 2000 to be compatible.** XP will read your documents from Microsoft 2000 but it will not go the other way. If you do not have access to the above configurations than you will need to plan on using the campus computers to do the projects and electronically send homework.

Each time you place your disk in the campus computers it is advised that you run a disk scan for viruses. I advise you not to use a friends computer without running virus scan on their machine before using it. As the semester draws to an end the labs have the greatest amount of virus corruption occurring and will cause all to be frustrated. The best advice is stick to the one computer lab or computer to do all your work. I recommend you don't let a lot of people use your personal computer.

## WEB CT and E-Mail

Each of you will be **required to have an e-mail** (*University assigned*) to communicate with your peers for this course. You have one provided in the Web CT and by FSU automatically. If you have hotmail, yahoo, or others take and link them to the Web CT e-mail so it will be forwarded. You may go to the Campus Pipeline to make this connection. The excuse I didn't get the e-mail is not valid unless your server or service provider's server goes down. You maybe be asked to post on the Web CT discussion list responses to discussion questions and submit electronically Microsoft Word documents for assignments. It is the student's responsibility to become familiar with the Web CT system. Within the RLM program seniors and junior students are very willing to assist the students in how to use the web site. The instructor is available to assist also.

Printing is available to the students in the LSW Lab SRC 108. At this time the department is covering the cost of student printing. **EXCESSIVE printing and wasted paper** may lead to charging for cost of printing due to budget constraints. The printer takes longer than your one at home due to it having to receive the signal from a server on the other side of campus. Be patient and do not keep hitting the print button repeatedly which results in multiple copies once the printer starts to print. **Check the following:**

- See if the **printer is backed up in the printing queue** due to others having not cleared it out before leaving the lab. Clear it out on the computer screen by deleting the print jobs and try again.
- See if the **printer needs paper**; if the lab needs paper have a faculty or staff member get paper from the LSW Office.
- See if the **printer has a paper jam**
- Check the **paper tray to see if it has had it setting moved** from 8X11 to 8X14 inches this will cause a paper jam and often is the result of people jamming fresh paper into the tray.
- It may require **rebooting the computer** working due to a server interruption. Save your work first
- Seek help from a faculty member in offices SRC 103, 104, 105 or the lab assistant in the evenings.

When **printing off information from the WEB CT**, the student may need to highlight the text than send execute the print message for the document. In the PDF files that will automatically open an Adobe Acrobat Reader window, make sure to print from the Acrobat Reader Window printer icon.

**Loading electronic files to the Web CT.**

In the content area of the Web CT course you will find a list of instructions on how to load your assignments to the Web

Students will find the assignment drop box:

- Has a timer on it that turns the box on and off based on the instructor's settings.
- The box will not accept files that are named with any spaces in them.
- The box will send a message back to both student and instructor when files is successfully loaded
- Files for this instructor's courses will be in Microsoft Word, Excel, or Acrobat PDF files for the most part unless she indicates otherwise.
- Grades will automatically be posted to the "My Grade" section for only those items dropped in the drop box. Students who fail to submit their assignments in this manner cannot expect instant grade availability.

Other options that may be required is the use of attachments in the e-mail or discussion area of the Web CT tools set up for all students. These two tools work the same as one using their e-mail and document attachments for both work the same as the student creating an attachment for e-mail.

The use of the electronic tools may seem overwhelming and frustrating at times to new students, but once learned they are basic everyday tools of the professional in the current communications and business environment of the work place. It is the goal of this department to have students access current technology and increase their learning curve by integrating this technology into the curriculum thus become not only familiar with the software but also it practical application in the field of Leisure Services.

8/25/03

RMLS 499 RLM Capstone Assessment Course  
Winter Semester 2003  
Wed. 8-8:50 AM SRC114

Instructor: Dr. Susan J. Hastings-Bishop  
Office: SRC 104  
Phone: 591-2457  
E-mail: [hastings@ferris.edu](mailto:hastings@ferris.edu)

Office Hours: MW 9-10:00 AM and 11AM-12:00 PM, Other times by appointment

**Course Description:**

The capstone course will involve seniors in development of professional portfolios, preparation for the CPRP exam and review of other professional certifications, and a senior exit interview that will assist the student to focus on their strengths and skills they have developed during their academic program career.

**NOTE:** The RMLS Course will be taught using an enhanced WEB CT internet support. Assignments, classroom notes and syllabus will be made available to all students through the WEB CT site. To all students in the course please be patient and notify the instructor of site access difficulties as they develop.

**Objectives:**

1. Prepare a student portfolio of items representative of individual's personal strengths, professional knowledge and skills that he or she has gained from the RLM academic program (8.34, 8.35).
2. Receive information regarding certifications and professional exams that would be of benefit to the professional career. (8.08, 8.10)
3. Participate in a senior exit interview with professionals with a focus on student's assessment of the RLM program.
4. Explore the transition from college to professional career and future educational options such a graduate school and continuing education. (8.10)
5. Understanding and discussion of ethical principles and professionalism as applied to professional practices, attitudes, and behaviors in leisure service delivery. (8.09)

| <b>Tentative Topic for Course</b>                   |                                                                                                                                                                                                              |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Topics Assignments Readings</i>                  |                                                                                                                                                                                                              |
| <i>Professional Portfolio</i>                       | Cover what goes into a portfolio<br>Format for a portfolio<br>Presentation and future updates to portfolio                                                                                                   |
| Web CT Course Content for Details                   |                                                                                                                                                                                                              |
| <i>Professional Certifications</i>                  | Areas covered on exams<br>Qualifications to take exams<br>Types of certifications<br>Requirements to remain certified<br>Examples of exam questions                                                          |
| Web CT Course Content<br>Web CT Links               |                                                                                                                                                                                                              |
| <i>Internship and Job Search</i>                    | Sources of job listing<br>Application process<br>Consideration of things unique to the Leisure<br>Service professional job search                                                                            |
| <i>Graduate School/Continuing Education Credits</i> | Graduate School requirements, application<br>process and how it is different from<br>undergraduate career<br>Continuing education what it is and why it is<br>important.<br>Where to find CEU opportunities. |
| <i>Professionalism and Ethics</i>                   | Codes of ethics<br>Defining professional ethics and professionalism                                                                                                                                          |
| <i>Mock Job Interview and Exit Interviews</i>       | Job interview video taping and follow up<br>assessment<br>Senior Exit interviews, what to expect and<br>evaluation format.                                                                                   |

**Required Textbook:** Seagle, Smith and Dalton. (2002). *Internships in Recreation and Leisure Services*, 3<sup>rd</sup> edition. Venture Publishing.

**Outside Reading:** Library Reserves or assigned on Web CT.

**Evaluation:**

**1. Mock Job Interview**

- a) Prepare a formal cover letter and resume addressing a specific job listing (from AEE, NRPA, or similar national listing ).
- b) Do a 15-20 minute videoed interview with course instructor.
- c) Complete the self-evaluation form found in Course Content of Web CT.
- d) Dates will be assigned when the cover letter and resume are due, interview and when evaluation will be due.

**2. Student Portfolio**

- a) Each student from the RLM program is required to prepare for presentation to faculty and members of the academic advisor board during the senior exit interview a portfolio representative of their professional knowledge and skills. The student will be provided guidelines for preparation of the portfolio on the Course Content of Web CT.

**3. Senior Exit Interview**

Each student will participate in an interview/discussion:

- a) Assessing the students' perceptions of strengths and weaknesses of the RLM program
- b) A review of their persona strengths with a professional from the field and



- c) An opportunity to ask questions of a professional similar to those one might encounter during a first job interview.
- d) The interviews will be scheduled in April for a two-hour period. Students will receive an official university excused absence to participate in the interview.

*NOTE SEE GRADING #5 under Class and Course Work Performance section of Syllabus*

**PLEASE NOTE:**

The instructor reserves the right to depart from the course outline during the course of the semester. The course outline is only tentative. Assignment due dates; types and number of projects; and point values from all required work may be changed to accommodate situations that may arise during the term. Any variations or alterations will ALWAYS BE ANNOUNCED IN CLASS/WEB CT IN TIME FOR YOU TO PREPARE ACCORDINGLY, ASSUMING DILIGENT HARD WORK ON YOUR PART.

Students will be expected to attend class sessions or on line participation that requires interaction with the instructor and fellow class members.

It is the student's responsibility to call or make known to the instructor in advance of problems with getting assignments or class information, ie. field trips with other courses, doctors appointments, illness.

**CLASS PARTICIPATION/ATTENDANCE POLICY**

Class will be a combination of theory and work on assignments with application of the theory. Class attendance will not be taken. As professionals wishing to acquire the skills and applicable experiences for your future careers in leisure services and recreation, the responsibility is yours to be aware of course assignment instructions, requirements and work completion dates assigned during class and as part of the syllabus. Your participation or lack of it in class discussion, group projects, and tasks will ultimately be reflected in your final performance.

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**CLASS AND COURSE WORK PERFORMANCE  
AND DEADLINES EXPECTATIONS OF STUDENTS**

**STUDENT RESPONSIBILITIES IN RLM COURSES:**

1. Course work assignments are stated for major projects in the syllabus and short assignments in class as material is covered. Assignments will not be accepted after time or date assigned by instructor verbally or in writing. Exception to this will be made when the instructor deems the circumstances reasonable for an extension following discussion with the student.
2. COPYING OF ANOTHER'S PERSON'S WORK, in whole or in part, or cheating in any form will deprive the student of a proper learning experience and will not be accepted as fulfillment of course assignment requirements. (See University Policy)
3. Although I will not deduct points for students who do not attend class, I am under federal regulations that required me to keep attendance for financial aid record references. It is also unlikely that a person who misses class or fails to consult on a regular basis with the instructor will achieve a passing grade due to the

need to be aware of key information or fully participate in projects to achieve full credit on these assignments.

4. All students are expected to present assignments and projects following the Written Standards for RLM or APA format.

5. Grading of Projects and Assignments (assignment of letter grade or points) will be based on the following general principles.

“A” work is perfect attendance for all classes held during the semester, assignments and project deadlines met and turned in on time. Failure to meet deadlines and attend all classes except due to university accepted excuses, such as illness, doctor’s appointments, legal appointments **will result in a drop of one complete letter grade** for each absence or late project. Valid excuses must be verified. **Anyone failing to show** for designated appointments to do video-taping or senior exit interviews will receive **two letter grade deduction**. Anyone late to these appointments will find their grades deducted by an addition minus. i.e. A to B-

### Technology Supports/Requirements

The University provides students through the semester computer fee access to the Microsoft Office Suite 2000 or XP (Word, Excel, Power Point) in both the PC and Mac versions (only 2000 version). To access the Web CT course site students will need to run either Netscape or Internet Explorer 4.0 or above. These software packages will allow you to be compatible with the classroom, RLM computer lab and most machines on campus. You will need to run Windows 97/98, Windows 2000, OS 9, or Microsoft XP operating systems at this time to be compatible. If you do not have access to the above configurations than you will need to plan on using the campus computers to do the projects. If you are using XP Professional Office it should be noted that you may find that you will have to save PowerPoint presentation in an older version for it to run in the classroom. You may also loose some of the backgrounds etc. due to the software not being compatible.

Each time you place your disk in the campus computers it is advised that you run a disk scan for viruses. I advise you not to use a friends computer without running virus scan on their machine, before using it. As the semester draws to an end the labs have the greatest amount of virus corruption occurring and will cause all to be frustrated. The best advice is stick to the one computer lab or computer to do all your work. I recommend you don’t let a lot of people use your personal computer.

Each of you will be required to have an e-mail to communicate with your peers for this course. You will have one provided in the Web CT and by FSU automatically. The instructor will use the Web CT e-mail to send and answer your messages. The excuse I didn’t get the e-mail is not valid unless your server or service provider’s server goes down.

**NOTE:** The Web CT server and software shell has been updated to 3.8 from the 3.6 version used last semester. I have put a list of changes you will notice in the uploading of assignment instructions found under the course content area.

1/10/03

Recreational Leadership + Management

APRC 2003-2004

Missing pages: 2

**Recreation Leadership and Management  
Academic Program Review  
September 12, 2003**

**Section One**

**Overview of the Recreation Leadership and Management Program**

**A) Historical Perspective Since Last APRC Review of RLM Fall 1997**

Ferris State University established the Recreation Leadership and Management (RLM) program housed in the Department of Leisure Studies and Wellness twenty-five years ago as a Bachelor of Science degree in the former Department of Health and Physical Education. The current program evolved from a focus on community-based recreation to four emphasis tracks (corporate fitness, leisure services, outdoor/adventure education, and sports management) and all tracks use professional core courses recognized nationally as an accredited program in October 1999 through the National Recreation and Parks Association/American Alliance of Leisure and Recreation Accreditation Council (NRPA/AALR).

During the 1997 Academic Program Review, the Academic Program Review Committee recommended that the program receive funding to seek national accreditation. In October 1999, the program received its initial five-year accreditation from NRPA/AALR. The NRPA/AALR Accreditation Council and visitation team praised the program for its quality and its experiential approach to learning. The Vice President of the Academic Affairs (VPAA) office provided the one-time funding that allowed the program to seek this initial review. In October 2004, the RLM program will go through its second formal review. To prepare for the second review, the faculty must complete a self-study by December 31, 2003, and host a campus visit by designated representatives of the NRPA/AALR Accreditation Council in either late March or early April 2004.

Ferris State University renovated the former Health and Physical Education Building in the Fall Semester of 1997. As a result of the renovation, the classrooms and faculty offices changed. The RLM office and classroom relocated three times in less than eighteen months leading to the disruption of faculty and student relations. Students did not have a location for working and consulting with faculty during the renovation when the temporary location of offices was not visible or convenient to students. The staff and faculty returned to the renovated building now designated as the Student Recreation Center in January of 1999.

Over the last seven years, staffing continued to be inconsistent. The program had adjuncts and two full-time faculty positions in place. The Academic Affairs Division granted a third full-time tenure track position to the RLM program in Fall Semester 1999, and RLM filled the position for the academic year 2000-2001. However, by June 2001 two RLM faculty resigned leaving two vacant tenure track positions of which only one was allowed to be recruited for in December 2001. In Fall 2002, the program had only

two tenure tracks and one adjunct. As of January 2003, the College of Education and Human Services returned the coordinator position of the Leisure Studies and Wellness department to an RLM faculty member. Consequently, departmental coordination is part of the RLM workload, which means that the RLM program and workload needed three faculty members to serve its students. During 2002-03, the additional workload was filled using adjunct faculty. As of Fall 2003, the third RLM tenure track that had funded adjunct faculty has been reassigned to the School of Education. The RLM requested a one-year temporary full-time faculty member in the 2002-2003 Unit Action Plan (UAP). The request received approval, but with no funding. Thus, the RLM will again request a full-time temporary position in the UAP 2003-04.

The RLM faculty and students have served the University and its constituents in many ways in addition to FTE production over the last seven years. The following are highlights of their service:

- Development of the FSU Challenge Course proposal by Dr. Scott Wurdinger who provided the leadership, management, and training for staff during the first three years of the Challenge Courses existence, while he was faculty in the RLM program between September 1997- June 2001.
- Proposal and implementation, by Dr. Susan J. Hastings-Bishop as the grant project manager, of the \$154,000 Rails to Trails: A Living Laboratory, an Eisenhower Professional Development Grant through the State of Michigan Education Department from October 1999-December 2000. Instruction integrated technology and environmental education as professional development for 54 areas of K-12 grade teachers in addition to the generated graduate credit for COEHS.
- RLM students, Cynthia Horn (2001-02), Cinnamon Dockham (2002-03), and Andrew Stolberg (2002-03) were recipients of Michigan Campus Compact Grants of \$2000 each. The Horn and Stolberg grants involved using the Challenge Course team building approach to train Big Rapids High School students in leadership and mentoring skills to assist them working as facilitators to help the Big Rapids Middle School students develop team and cooperative group skills. Dockham's grant focus was the combination of providing environmental education activities around the concept of natural habitats that enhanced the Big Rapids Middle School science teacher's lessons. The grant provided funding for middle school students to plan and plant a habitat garden and take field trips to Frederick Meijer Gardens and the John Ball Zoo to study habitats.
- The RLM Professional Recreation Association, which is the major's club, is a Registered Student Organization (RSO) and the classroom projects continue to serve the FSU campus and Big Rapids communities. The students efforts in the following service activities has been recognized by Student Affairs with the RSO Five Star Award in 2002 and 2003:

**Recreation Leadership and Management  
Academic Program Review  
September 12, 2003**

**Section One  
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