Recreation Program

Department of Physical Education, Health, and Recreation

Western Washington University

ACCREDITATION SELF-STUDY REPORT
for the
COUNCIL ON ACCREDITATION
of the
NATIONAL RECREATION AND PARK ASSOCIATION

Volume I

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Bellingham, WA
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This self-study report of the Recreation Program at Western Washington University (WWU) is in preparation for a continuing accreditation visit by the Council on Park, Recreation, and Tourism Accreditation in conjunction with the National Recreation and Park Association (NRPA) in the spring of 2012. Though the program has undergone several changes since its inception in 1973, the faculty, students, and alumni continue to take great pride in the Recreation Program’s commitment to excellence in teaching, research, and service to the profession in helping students discover how their values, beliefs, knowledge, and acquired skills can enrich the lives of others through the provision of recreation and leisure services.

In the initial review of the Recreation Program in 1986, the review team concluded:

*The overall evaluation of the Recreation and Park Program by the Visitation Team is that this is a program of great excellence, and has the potential for providing a model for other universities to follow.*

**Accreditation Review Final Report**
Dr. Gaylene Carpenter
Mr. Ron Dodd
Dr. Edith Ball (Chair)
May 1986

Five years later, the continuing accreditation review conducted by Dr. Veda Ward concurred with this view in concluding “There are many strengths to the Recreation and Park program,” listing among them the quality of the faculty, a unique program structure built upon the aims of liberal education, and the effective preparation of students to meet career challenges. Her views were echoed by Provost Roland L. De Lorme, who said in his September 9, 1991 response to Dr. Ward’s report, “We are pleased with comments regarding the quality of teaching and strong faculty-student relationships evidenced in the program, the viability of the phase model, and our continuing commitment to liberal education.”

In his 1996 letter to Western Washington University President Karen Morse announcing continuing accreditation for the Recreation Program, Dr. Roger Coles, Council on Accreditation Chair, wrote, “The program is to be commended for its willingness to be different, as evidenced by their cohort phasing. We are particularly impressed with the ‘advance’ [referring to regular student-faculty retreats] that contributes significantly to program cohesion and shared mission by students and faculty.” In her 2001 report to the Council on Accreditation, site reviewer Dr. Maureen Glancy exclaimed:

This visitor has never met a more open, frank, vocal, and thoughtful group of students in the 4th week of their second term in a recreation curriculum. The students who were further advanced and at the end of the curriculum were
polished, knowledgeable, ethically aware, and literate professionals who were proud of their knowledge and skills.

In October of 2007, the Recreation Program once again was granted continuing accreditation status with the COA. Roger Coles, the Council Chair, stated in his letter that “The Council commends the recreation program for its efforts and dedication to unique and innovative student preparedness through the Phase program and the faculty’s commitment to teaching excellence.”

The combination of a unique cohort-based curriculum, faculty dedication to teaching in and out of the classroom through retreats, applied and experiential learning opportunities that engage community members, and service learning opportunities linking theory with practice intersect to provide a dynamic learning environment for our students and faculty. This affirmation of the quality of the Recreation Program is a reflection of Western Washington University’s commitment to excellence. According to the 2010 U.S. News & World Report college rankings, WWU is the second highest ranking public regional University in the West and the highest ranked master’s-granting university in the Pacific Northwest. The faculty, staff, and students of the Recreation Program of Western Washington University are therefore pleased to seek re-accreditation in 2012 from the Council on Accreditation of Park, Recreation, and Tourism as part of its ongoing commitment to excellence in undergraduate education.
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1.00 UNIT CHARACTERISTICS

1.01 There shall be an academic unit and curriculum concerned with recreation, park resources, and leisure services that have been in operation for three years and is clearly identifiable to the public.

The Recreation Program, first accredited in 1986, is a unit of the Department of Physical Education, Health, and Recreation (PEHR) within the College of Humanities and Social Sciences. Today, the Recreation Program Coordinator reports directly to the Department Chair. The major in Recreation leading to the baccalaureate degree began in 1952 and existed until 1973. During the period 1952 to 1973 both a major and a minor were offered, taught primarily by Physical Education faculty. In 1973, the current “Phase” curriculum was instituted. At that time, it consisted of a 65-credit major and a 32-credit minor with emphases in community recreation, leisure and natural resources, and leisure resources planning. Currently, the program is a 66 credit-major with a 25-credit support area guided by student interest and faculty advisement. Emphases have changed since that time, but the Recreation Program has remained a cohort-based program and a semi-autonomous unit within the PEHR Department.

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

Western Washington University (WWU) is accredited by the Northwest Association of Schools and Colleges' Commission on Colleges to offer the bachelor’s and master’s degrees.
1.03 There shall be at least three full-time-equivalent faculty members of the academic unit serving the undergraduate curriculum. Two of these faculty shall be full-time, and must hold a minimum of one degree, baccalaureate or above, with a major in recreation, park resources, or leisure services. In addition to the foregoing, there shall be another full-time faculty member for each option with a degree in recreation, park resources, or leisure services and with credentials appropriate to the respective option. Please note: One “full-time-equivalent” faculty member is defined as one or more faculty accounting for a minimum of 12 hours of instruction per semester.

Full Time: **Keith Russell**, Ph.D, Associate Professor, Coordinator (tenured 2009; evaluated for full professor, 2012)

*Annual credit load: Teaching: 29 credits and 3 credits for Coordinator*

Undergraduate: BS, Environmental Economics, Lewis and Clark College
Masters: MS, Resource Recreation and Tourism, University of Idaho
Doctorate: Ph.D., Resource Recreation and Tourism, University of Idaho

Full Time: **Randall Burtz**, Ph.D., Associate Professor (tenured 2011)

*Annual credit load: 30 credits*

Undergraduate: BS, Recreation and Leisure Studies (Business Minor), Washington State University
Masters: MA, Recreation Administration, Washington State University
Doctorate: Recreation Resource Management (Human Dimensions Unit), Colorado State University

Full Time: **Charles Sylvester**, Ph.D., Professor, and Chair PEHR Department (tenured 1987; promoted to full professor 1992)

*Annual credit load: 15 credits in Recreation and 15 credits for PEHR Chair duties*

Undergraduate: BA, Recreation, University of Maryland
Masters: MA, Recreation, University of Maryland
Doctorate: Leisure Studies, University of Oregon

**Jill Heckathorn**, MA, Senior Instructor

*Annual credit load: .90 FTE, 28 credits*

Undergraduate: BS, Recreation Administration and Therapeutic Recreation, Michigan State University
Masters: MA, Recreation Leadership and Therapeutic Recreation, Michigan State University

**Lindsay Poynter**, MA, Instructor, (Instructor replacement for Sylvester chair duties)

*Annual credit load: 18 credits*

Undergraduate: BA, Recreation (Therapeutic Recreation), Western Washington University
Masters: MA, Counseling Psychology, Naropa University
2.01 The academic unit shall have the following current written documents that are consistent with the institution and with the recreation, park resources, and leisure services profession:

2.01:01 Mission statement

Recreation Program Mission Statement

Conducted from a foundation of liberal education, the Recreation Program prepares students to enhance the quality of individual and community life through the provision of recreation and leisure services for all people. Based on this mission, students shall develop the values, knowledge, skill, and qualities to perform proficiently and ethically as citizens and professionals. Accordingly, the Recreation Program endeavors to achieve the following goals:

i. Students shall understand the relation between leisure and the arts, the humanities, and the social and natural sciences;

ii. Students shall be able to think critically and use diverse methods of understanding, including logic, scientific method, philosophical argument, ethical reasoning, and systems-thinking;

iii. Students shall demonstrate in written and oral assignments (e.g. presentations, debates, oral exams) the ability to express themselves clearly, coherently, cogently, and intelligently;

iv. Students shall understand ethical principles, be able to make sound ethical judgments, and understand the importance of moral character. Students shall be able identify and apply ethical principles relevant to recreation and leisure in general and to their concentrations in particular through classes, assignments, and experiential learning, including fieldwork and internships;

v. Students shall acquire a basic knowledge of the history, philosophy, and science of recreation and leisure;

vi. Students shall understand the benefits of leisure and recreation for the well-being of individuals, families, and for the welfare of communities;

vii. Students shall be able to work effectively in a pluralistic democracy by understanding how leisure and recreation contribute to the diverse threads and the common fabric of society;

viii. Students shall understand the relationship between leisure behavior and natural environments;

ix. Students shall be able to analyze contemporary moral, social, and political issues in relation to recreation and leisure;

x. Students shall possess the technical knowledge and skills required of recreation professionals, including the areas of planning, management, assessment, leadership, evaluation, and budget and finance;

xi. Students shall be well prepared in their area of specialization, including tourism, outdoor recreation, community recreation, and therapeutic recreation;
Students shall understand principles of social justice and be able to develop policies and practices that make recreation and leisure opportunities available to all people.

2.01:02 Philosophy

Recreation Program Philosophy

The philosophy of the Recreation Program is centered on principles of social justice. To understand this philosophy, it is important to first define and characterize the cohort-based *Phase* process. A section will follow that outlines how principles of social justice are integrated into this structure, which we believe is holistically designed to develop recreation professionals in a way that courses alone cannot accomplish.

Prospective majors apply to the Recreation major fall quarter. Approximately 60 students are admitted each year. Enrollment management was instituted in the early 1990s to deal with growing demand in order to ensure the quality of the program and to protect the integrity of the cohort-based curriculum. With an enrollment limit, the major’s growth has emphasized quality, not quantity. All prospective majors take RECR 201, Foundations of Recreation and Leisure. This course is vital in several respects. Chief among them is establishing the program’s overarching mission of preparing ethical and effective practitioners who are committed to public service. Developing a foundation of leisure as the basis for subsequent recreation course work is also a critical role of RECR 201.

The curriculum consists of four “phases” or curricular sections. All majors begin **Phase I** spring quarter and continue as a cohort through three additional phases over a period of a year and a half. Phase I consists of introductory foundational courses that all students take. The purpose of Phase I is to give students a broad understanding of leisure services and a firm grounding in the principles and values of the Recreation Program, and an introduction to professional foundations rooted in social justice.

**Phase II** occurs the following winter quarter. While attention to principles and values continue, Phase II is best characterized as the “toolbox” quarter. Understanding and skill are emphasized through courses in management, programming and human relations, as well as four elective courses in specialized areas of programming (outdoor, tourism, community, and therapeutic recreation). The translation of principles of social justice to professional practice is emphasized.

**Phase III**, a full-time internship, occurs either spring or summer quarter. The internship is a minimum of 10 weeks, but students often complete 12 or more weeks. Through the advising process, they are encouraged to seek internships at the site best suited to meet their professional goals, with the best person to serve as a mentor, and, if possible, in a geographic area that will expand their cultural horizons. Students working toward Therapeutic Recreation Certification meet NCTRC internship standards. Students may do
their internship anywhere in the world that is approved by their advisor and meets all university travel regulations.

Held fall quarter, **Phase IV** is their capstone experience in the program. Using their internships as a context, and social justice as a platform, students explore professional trends and issues. Further exploration is done in a far more relevant fashion through seminars in tourism, community development, therapeutic recreation, and adventure programming. Further, they take advanced courses in program evaluation and budget and finance due to the context provided by experiences they had in their internships.

The Phase curriculum, however, is more than just an unconventional structure; it is also a process in which the values and mission that the Recreation Program teaches in its classes are actively learned through the students’ collective experience in building community. Developing and managing relationships ultimately leads to self-awareness, integrity, and interpersonal growth. Each Phase begins with an overnight retreat, where students form bonds of trust and commitment with each other and the faculty. They also discuss goals, expectations, and effective behaviors for creating an optimal learning environment. Retreats are also times to celebrate individual and collective successes and to discuss how to better deal with the inevitable problems and challenges that occur in groups. Needless to say, the retreats are learning laboratories that students later apply to their academic experiences and professional work.

Because of the community nature of the phases, there are daily opportunities for vital learning experiences that we like to refer to as “the curriculum in the curriculum.” For instance, all Phase I students plan and lead an overnight camp for nearly 75 teens and adults with developmental disabilities. Most of the students have had little, if any, prior contact with persons who have disabilities. Invariably, it is a profound experience that asks students to engage their hands and hearts, and leaves no one unchanged. Because the Phase curriculum is collectively coordinated by faculty and students, learning activities and field experiences can be planned and implemented to serve learning objectives across the curriculum.

There are other, more mundane, but still vital learning experiences that we like to refer to as “the curriculum in the curriculum.” For instance, the faculty believes that character development is an integral part of students’ education. Accordingly, it is not unusual to stop in the middle of a class to discuss the implications of not giving one’s best effort or failing to address group dynamics. Again, all of this can be related to behaviors that are relevant to their professional lives. We enjoy reminding our students when they talk about “getting in the real world” that the “real world” includes here, and the habits they develop will transfer to their professional lives.

Finally, between 200 and 300 students, families, friends, faculty, and staff conclude with a formal banquet and graduation ceremony at the end of Phase IV. Many students and their families report that this event is more significant than graduation, because their experience at Western Washington University has been largely defined by their time in the Recreation Program.
The goal of this brief introduction is to orient you to our program, and to emphasize that the Phase is really the heart and soul of the major at Western Washington University. In the academic year 2009-2010, the faculty began discussing ways to more formally frame the values and beliefs that are taught in and through the Phase program. What emerged from this retreat was a commitment to embracing the principles associated with what is broadly referred to as social justice. In this way, the faculty has honored the legacy that had guided the program through the decades, while also framing the current and future mission around a more structured and intentional framework.

In our program, we begin our discussions about social justice applied to recreation with the simple idea that recreation is a public good that benefits individuals, communities, and society in a variety of ways. Although situations will vary, the entitlement to recreation and leisure, then, is equally relevant to overworked families as it is to unemployed persons, youth at risk, and isolated older adults. Accordingly, students should be able to plan and deliver recreation and leisure services to everyone.

Social justice taken to the next level is seen by many as the first principle of democracy and promoting it in a professional context acts to reduce, and eventually, eliminate oppression in whatever form it may appear. In turn, students learn to apply critical thinking skills to recognize where leisure services are not being delivered, what is preventing them from being provided, and how barriers can be removed in order to achieve social justice. Justice boils down to the simple premise that all members of society should have the right to opportunities for leisure and recreation for the sake of growth, development, and well-being. When considering social justice action on a particular issue, recreation professionals need to place ethical concerns at the forefront of action, commit to a structural analysis of the problem or task at hand, adopt an activist or ally orientation, and seek identification with others to help address or act on the issue.

Because this process is rooted in systems rather than individualized contexts, we also ask our students to think systemically in order to more clearly understand how injustice is created and sustained in systems and how systems can be changed to achieve greater justice. Of course, systems-thinking is valuable for purposes other than justice, and we believe a systems orientation benefits our students in a number of ways, including management, evaluation, programming, human relations, and budget and finance.

To conclude, the philosophy of the WWU Recreation Program is grounded in principles of social justice, delivered in a cohort-based curricular structure referred to as the Phase, and designed to develop recreation professionals who think critically about the planning and delivery of recreation and leisure services. We believe that professional education generally consists of a combination of knowledge and skill acquisition that is delivered through a developmental process of experience-based learning. The classroom and experiential learning generates knowledge and develops skills to address what to do (ethics, foundations), why to do it (ethics, foundations), and how to do it (skill acquisition). Although knowledge and skill are rightly fundamental, a professional is not just a knower and a doer. He or she is also a being, more exactly a professional being, referring to the kind of person one needs to be in order to achieve excellence as a
professional. So again, our aim is helping students to become knowledgeable, competent, and virtuous professionals, the sum of which is a foundation for professional excellence.

2.01:03 Long Range Goals

The PEHR Strategic Planning Process includes a process of continuous assessment. Operating on a four-year cycle, each of the three programs is evaluated from different perspectives. In year one of the cycle the mission, goals and outcomes assessments of the program are examined. In year two alumni input is solicited. Year three includes an assessment of faculty workload, and year four moves outside the university to examine trends in the profession and the marketplace. In addition, there is annual monitoring of enrollments, resources, and facilities. The most recent cycle of assessment was completed in spring of 2010. Departmental programs are examined and reviewed regularly within the internal framework of the department planning process. Assessment information is located in Appendix H.

2.01:04 Strategic Plan

Current strategic plans and unit plans are available for review. Presently, the department is considered the basic unit for planning. Therefore, plans related specifically to the Recreation Program are integrated into the department plan. The Coordinator and the faculty develop the Recreation Program plan. The Coordinator meets with the Chair to incorporate goals, resources, etc., into the department unit plan. PEHR is one of a limited number of academic units on campus that have completed their comprehensive strategic plans. Furthermore, PEHR instituted a long range planning cycle. Departmental programs are examined and reviewed regularly within the internal framework of the department planning process. Operating on a four-year cycle, each of the programs are evaluated from different perspectives. A report and illustration of the PEHR planning cycle are contained in Appendix H.

A number of university committees also require planning. In addition to the standing University Planning and Resource Committee, other committees have been established to review general education requirements and courses, evaluate programs duplicated throughout the state, and evaluate programs within the College of Humanities and Social Sciences.

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

The Recreation Program has an assessment process containing several components designed to provide continuous feedback on realizing its mission and meeting its goals and objectives outlined in 2.01:01. First, an annual post program outcomes assessment is completed by all graduating students in the program. The 2009-2011 on-line surveys were developed from versions used in years past, but included new questions that were more aligned with goals and objectives corresponding to NRPA standards and further developed by program faculty in the summer of 2009. (See Appendix I for Recreation
Program Assessment Reports completed in 2009-2011). The purpose of the Recreation Program Graduation Survey is to query graduating students from the Recreation Program for their perspectives on the relative experience and learning outcomes associated with their involvement in the Recreation Program. An average return rate of 94% was achieved for graduating students in 2009, 2010 and 2011.

In addition to annual outcome assessments, every three years, an alumni survey is also completed. The most recent Alumni Survey was conducted in the Fall/Winter of 2008. The purpose of the survey was to query alumni from the Recreation Program who graduated between the years 2003 and 2008 for their perspectives on how well the Recreation Program had prepared them for careers in recreation or other professional fields. The on-line survey was again developed and adapted from versions used in years past. A total of 278 alumni students were identified from a database provided by Donna Janigo, Director of Constituent Records in University Advancement. After screening, the sampling frame was reduced to 241 alumni with identifiable e-mail addresses. The survey was launched on November 17, 2008. A total of 14 e-mails were returned as no longer functioning, providing a total sample size of 224. A total of 79 surveys were returned, yielding a response rate of 35%. See Appendix I for a copy of the results of the survey.

2.03 There shall be documentation of curricular development and improvement, including non-traditional delivery methods (if applicable) related to the 8.00 competency standards (and to 9.00 if applicable).

Curricular development and improvement are continuous, a product of assessment and the process-oriented Phase curriculum, whereby each of the four sequential phases is integrally linked to the other. The following shows chronological curricular changes which have been made since the recent accreditation visit in 2007:

2007/2008

- Planning initiated to integrate design and facility operation-related content throughout the curriculum as described in a supplemental report to the Council on Accreditation. The change will enable the curriculum to better meet design and facility-related standards. Conditional accreditation status was lifted by the COA as a result of these changes.

2008/2009

- RECR 476, Park and Facility Design and Operation (an elective course), was officially dropped from the curriculum. Content related to park and facility design, operation, and maintenance of COPRT standards was incorporated into other courses.

- Senior capstone writing project (RECR 480) was developed to make the project more sequential and developmental for students, including sub-assignments asking them to a) develop a burning question, b) identify and annotate literature, c) develop an introduction, and d) produce an "advanced draft" for peer and
faculty review. This course satisfies the writing proficiency requirement for graduation from Western.

2009/2010

- All Phase I courses were changed to the title “Introduction to” a) Outdoor Recreation, b) Tourism, c) Therapeutic Recreation, d) Community Recreation, and e) Program Leadership to reflect introductory nature.
- Introduction to Tourism was added as a required introductory course to reflect the four emphasis areas of the curriculum during Phase I of the program.
- Two introductory courses were reduced one credit (RECR 272-Introduction to Outdoor Recreation and RECR 271-Introduction to Community Recreation) and the quarter credit load was increased from 15 to 16 credits to accommodate the change.

2010/2011

- Module in RECR 275-Professional Practicum was added on Information Literacy to develop students’ abilities in identifying, evaluating, and integrating resources in producing original research.
- Revision of curriculum to reflect principles of social justice began in summer of 2009 and continued through 2010 and 2011. The following represent specific examples of this effort:
  - In RECR 275, Professional Practicum two diversity training workshops facilitated by outside experts (with Dr. Pat Fabiano) and faculty, ask students to examine stereotypes, explore what an ally is, identify their own diversity, and explore how privilege and class relate to social justice in recreation contexts. A subsequent workshop asks students to integrate their with their Phase experience, recreation contexts, and their individual career aspirations.
  - In RECR 480-Leisure and Society, debate topics have been developed that reflect social justice issues, including free speech, low SES populations, and technology use.
  - In RECR 378-Human Relations, students work in groups to develop group cohesiveness and strengthen interpersonal skills. They are now also asked to discuss and debate, using appropriate human relation skills, social justice topics that include religion, politics, and current socio-economic issues as part of the group work.
  - In classes in tourism, therapeutic recreation, outdoor recreation, and community recreation, several content areas, modules, and assignments relate specifically to issues of social justice. Faculty teaching each of these classes identified areas where the content intersected with topics of inclusion, cultural competency, diversity, environmental ethics and multi-cultural learning and helped relate these for students to the broader foundation of social justice.
3.00 ADMINISTRATION

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

The below duties and actions (outlined in Standards 3.01:1-3.01:6) relate to the Recreation Program Coordinator’s responsibilities. The approved job description of the Recreation Program Coordinator is also included in Appendix L.

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

The Recreation Coordinator has the administrative responsibility for coordinating the teaching, research, and service activities of the Recreation faculty and students within the guidelines established by the Department, College, and the University.

Specific duties related to administrative functions include:

- The coordination of functions within the Recreation Program and allied functions at department, college, and university levels
- The review and response to correspondence concerning Recreation.
- The review and coordination of Recreation Program functions in a manner intended to maximize services to students and the public.
- The preparation of reports for use by faculty, staff, and administrative personnel.
- The interpretation of the purpose, programs, and operation of the Recreation Program.
- The coordination of requisitions and special budgetary requests from the Recreation Program.
- Assisting the chairperson in the development and implementation of faculty and staff development opportunities.
- The study, interpretation, and response to internal and external trends and conditions affecting the Recreation Program.
- The preparation, interpretation, and implementation of long-range and short-term planning in accordance with procedures established at department, college, and university levels.
- Organizing and conducting Recreation Program meetings.
- Organizing and conducting Recreation Program retreats.

3.01:02 Formal participation in the preparation and management of the budget consistent with prevailing practice within the institution

Currently, each program coordinator in PEHR submits items for consideration to the Chair, who then prepares the departmental request for presentation to the Dean. Program coordinators do not submit actual proposed budgets to the Chair nor do they manage approved budgets. Although some minor areas of fiscal management rest with program
coordinators, all major aspects of budget administration remain the responsibility of the Chair. These areas include the management and oversight of the Recreation Foundation, a fund developed through contributions made by program alumni.

In all other areas of program administration, the Coordinator works with the Chair of PEHR Chair and the Dean of the College of Humanities and Social Sciences, within the framework of university resources and policies, to ensure optimal functioning of the Program.

3.01:03 Implementation of policies and procedures related to students

The Coordinator provides leadership in making decisions regarding student admittance to the program, conduct in courses, and general management and implementation of university policies regarding student behavior.

Specific duties in this area include:

- Provides leadership and facilitates discussion on specific students as to their suitability for admittance to the program.
- Provides leadership and facilitates discussion as to whether students should be admitted to the program with conditional status, which would be reviewed on a quarterly basis to determine if the student has met the established obligations related to GPA or other standards.
- Provides leadership and facilitates discussion on a quarterly basis to determine if students are appropriate for the program and should continue with the curriculum.
- Provides leadership and facilitates discussion in reviewing individual cases of student conduct in the classroom or in out-of class retreats and trips, and provides leadership as to the appropriate course of action if behavior is unacceptable.
- Provides leadership and facilitates discussion with students and faculty to help resolve conflicts between students, and students and faculty.

3.01:04 Implementation of policies and procedures related to faculty

The Coordinator provides input and makes recommendations to the chair on issues involving faculty and staff assigned to the Recreation Program.

Specific duties in this area include:

- Coordinating or making recommendations regarding selection, recruitment, and employment of faculty and staff in compliance with university standards, policies and guidelines.
- Working with the chairperson to organize and coordinate faculty and staff work assignments.
- Assisting the Chair in the implementation of on-going personnel policies with regard to program faculty and staff.
3.01:05 Development, management and evaluation of the curriculum

The Recreation Coordinator has the primary responsibility for coordinating curricular activities for the Recreation Program. This responsibility will include program area curriculum planning, coordination, course revisions, and scheduling.

Specific duties in coordinating policies and procedures related to curriculum include:

- The supervision of the development, promotion, coordination, management and evaluation of the undergraduate curriculum in compliance with department, college, and university guidelines.
- The supervision and coordination of annual curriculum review and revision.
- The development of registration information sheets for majors, including pre-major information, program admission requirements and procedures, and curricular sheets.
- Assisting the Secretary with the student registration process, including updating registration materials, declaration of major, advisor assignments.
- Coordinating and submitting curricular changes to CASC. (Fall)
- Developing the summer session program. (Fall)
- Coordinating the catalog changes and assisting the Program Secretary with final catalog copy. (Fall)
- Coordinating the development of the class schedule and assisting the Administrative Assistant with the final class schedule copy. (Winter)
- Working with appropriate department, college and university bodies to institute and maintain effective academic policies and standards.

3.01:06 Faculty personnel policies and procedures

The Recreation Coordinator serves as a spokesperson for Recreation faculty, providing a conduit between the program and the Chair. The Coordinator is the chief advocate for the interests of the faculty in the area they represent.

Specific duties in this area include:

- Serving as Recreation Program representative on the PEHR advisory committee
- Assisting the chair in the annual program report
- Assisting the Chair with the departmental planning process
- Serving as the Transfer Adviser for the Recreation Program
3.02 The administrator of the recreation, park resources, and leisure services academic unit shall hold a full-time appointment in his or her academic unit, with the rank of associate or full professor with tenure.

Keith C Russell, Ph.D. and Coordinator of the Recreation Program, currently holds a full time appointment with the rank of Associate Professor with tenure (Applied for full professor in fall of 2011, with a decision pending for spring 2012).

3.03 The administrator shall have a workload assignment and compensation consistent with the prevailing practice within the institution.

The Recreation Program Coordinator receives release time equivalent to a three-credit class per academic year. There is no compensation, though consideration is given for the purposes of workload assessment and merit/promotion.

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

WWU has operated with department chairs elected by the faculty. Policy decisions are taken before the faculty for review and execution. Within the PEHR Department, the Recreation Program Coordinator is a member of the PEHR Chair’s Advisory Committee, which meets regularly to discuss matters of concern to program units and the department as a whole. The Coordinator meets regularly with the Chair. Faculty members also meet with the Chair regularly.

3.05 There shall be evidence of consistent consultation with practitioners. The consultation shall be properly supported with formal documentation.

The Recreation Program’s Professional Advisory Committee (PAC) was first formulated during winter quarter of 2006. Though the advisory committee has undergone some changes due to career shifts and retirements, a core group has remained since its establishment. (The current advisory committee is listed below). Meetings with the advisory committee have occurred in the spring of 2007, the fall of 2007, the fall of 2008, the spring of 2010, and the spring of 2011 in the form of an alumni event that included over 75 attendees from graduating classes spanning five decades. As the curriculum has evolved during this time, the PAC has been involved in translating changes to professional practice. As each of the members represent a core area of recreation related to our concentrations (community, outdoor, tourism, and therapeutic), the input they have provided has been invaluable. Current plans are to hold annual meetings with the committee to discuss changes in curriculum and program focus.

In addition to PAC meetings, program faculty and students conduct individual meetings with advisory members throughout each academic year. Faculty members also regularly interact with practitioners as they supervise student intern. Intern visits allow practitioners operating in isolated work environments the opportunity to exchange ideas with faculty. Further, faculty internship supervision typically involves soliciting
feedback from intern supervisors regarding improvements to the major. The Recreation Program also regularly brings recognized practitioners to campus to speak to students in class, and consult on making the curriculum responsive to current conditions, trends, and issues in society (The program averages more than one speaker per quarter in each class). Faculty members also volunteer their services, enabling them to keep in regular contact with practitioners. Faculty members, for example, currently work closely with the Washington Recreation and Park Association (Dr. Burtz), the Association for Experiential Education (Dr. Russell), the Student Conservation Association (Dr. Russell), the National Recreation and Park Association (Dr. Russell, Dr. Sylvester) with professionals on evaluation work, needs assessments and surveys, board service, and in providing assistance with professional conferences and workshops.

The current Recreation Program Professional Advisory Committee is listed below.

- Sandy Braun, Adventure Associates (Tourism)
- Mickey Fearn, Deputy Director of National Park Service (Outdoor and Community)
- Dunham Gooding, Executive Director, American Alpine Institute (Outdoor and Tourism)
- Megan M. Kennedy, Outreach Counseling Supervisor, Youth Eastside Services (Therapeutic)
- Brit Kramer, Executive Director, Washington Recreation and Park Association (Community)

### 4.00 FACULTY

4.01 Instructional faculty -- full-time, part-time, adjunct, temporary, and graduate assistants -- teaching courses addressing the 8.00 (and 9.00 if applicable) series of standards shall hold a minimum of one degree, baccalaureate or above, from a regionally accredited institution with a major in recreation, park resources, and leisure services, as well as competency and credentials in the subject matter for which they are responsible. In cases where the above is not met, no more than 20% of the courses designated as “primary” addressing standards in the 8.00 (and 9.00 if applicable) series of standards may be taught by instructional faculty without the above credentials. In such circumstances, acceptable justification must be provided.

The Recreation Program stresses generalist preparation, enhancing the Program's position in a university oriented toward liberal education and reflecting the faculty's philosophy of undergraduate education. The foundation of the program lies not in specializations, which can lead to fragmentation, but in faculty working collaboratively around a core curriculum supported by specializations. Faculty members are familiar with the concepts of liberal education, student development and learning, and counseling. Specific content is then applied in a context of integrated and student oriented education. Specializations are built on this foundation.
Designated areas of faculty responsibility are (Faculty Vitae are located in Appendix O):

Keith Russell

- **Outdoor Recreation.** Dr. Russell has a Ph.D. from the University of Idaho in Resource Recreation and Tourism, where his doctoral work focused on the use of public lands for recreation, education, and therapeutic aims in the United States. He also served as a research assistant, associate, and Associate Director of the Wilderness Research Center from 1999 – 2003 examining the role of outdoor recreation on public lands in the United States. He has conducted facilitation for various federal agencies on recreational and other human dimension issues, and has worked with national organizations (Outward Bound, National Outdoor Leadership School, National Association of Therapeutic Wilderness Camps, the Outdoor Behavioral Healthcare Industry Council, American Camping Association) on issues relating to outdoor recreation.

- **Human Relations.** Dr. Russell’s primary research area examines the social and psychological dimensions of developmental programming for youth and adolescence in natural, and primarily, wilderness environments. A key aspect of this research has been the design, implementation and evaluation of educational and therapeutic programs for youth. A key aspect of this research has been to examine leadership development, interpersonal group dynamics and the role they play in shaping educational and therapeutic processes, and social skill development in youth. All of this research and personal experience as a leader and facilitator contribute to Dr. Russell’s ability and expertise in teaching human relations courses.

- **Program Evaluation.** Dr. Russell also serves as an evaluator for several programs and regularly secures contracts with external organizations (these include (recently) the Sajai Foundation, Students Today Leaders Forever, ENVIROS, and other non-profit youth-serving organizations) designing, implementing and evaluating youth development programs to encourage physical activity and social-emotional growth in youth. In doing so, Dr. Russell routinely brings practical experience into the classroom. He has taught research methods and program evaluation at the undergraduate, masters, and doctoral levels.

- **Adventure Programming.** This is Dr. Russell’s primary research area. In 2011, he co-authored a text on Adventure Therapy with Michael Gass and Lee Gillis on the therapeutic applications of adventure programming. He has been an active member of the Association for Experiential Education since 1996 and is the former chair of the Therapeutic Adventure Group.
Randall Burtz

**Outdoor Program Development:** Dr. Burtz has his Ph.D. in Recreation Resource Management focusing on outdoor recreation. He has worked as an instructor and outdoor trip leader at the Colorado State University Pingree Park campus, leading student trips into the Comanche Wilderness. Dr. Burtz has worked on research projects in Rocky Mountain National Park and Arapaho Roosevelt National Forest. He also holds a Leave No Trace Master Educator certification.

**Program Leadership:** Dr. Burtz has worked as a recreation programmer for a community recreation program and has lead programming for Washington State University's After School Program. He also continues to lead students on overnight backpacking trips to gain their Leave No Trace “Trainer” certification.

**Community Development.** Dr. Burtz has worked as a recreation programmer for a community recreation program. He has further worked as a lead member of a community economic and parks development program for Texas A&M University and the City of College Station. Dr. Burtz also works with the local Whatcom Volunteer Center to coordinate community projects for RECR 471, Community Development and Leisure Services. Further, he is the research coordinator for the Washington Recreation and Park Association's Cultural Competency Initiative.

**Budget and Finance.** Dr. Burtz has presented budget proposals to appropriations committees as a manager for Washington State University’s Campus Recreation Program, and has also served on the University’s Recreation Appropriations Subcommittee. He has also performed research on price elasticity for the State of Alaska’s Department of Fish and Game McNeil River State Game Sanctuary.

**Management.** Dr. Burtz has a master’s degree in Recreation Administration. Further, Dr. Burtz was a manager for Washington State University’s Campus Recreation Program. He stays actively engaged with WRPA to follow current management issues facing professionals in the field.

Jill Heckathorn

**Therapeutic Recreation.** Ms. Heckathorn’s undergraduate and master’s degrees from Michigan State University include a specialization in therapeutic recreation. She has extensive experience in community and clinical therapeutic recreation settings. She works closely with local and regional therapeutic recreation providers to develop fieldwork and course-based experiential opportunities.

**Travel and Tourism.** Ms. Heckathorn has experience in tour planning and delivery working 4 years as a seasonal tour guide and tour manager in Alaska. She developed the tourism focus area in the Recreation Program at WWU and has developed relationships with tourism professionals in Whatcom County and around the state. She regularly speaks in classes around campus introducing community-based tourism and ethical travel practices. She was on the Bellingham/Whatcom County Convention and Visitor’s Bureau Board of
Directors for over six years. She was a member of the WWU International Programs Advisory Committee from 2001-2005. In 2000, she designed and led a short course in Kathmandu entitled “Ecotourism in Nepal.” She is the WWU faculty representative in the design and implementation of a three-week course in Peru entitled “Tourism in Peru: Potential and Pitfalls” which has been offered every fall since 2002. ran for the third consecutive year in 2005.

- Aging: Ms. Heckathorn attended Simon Fraser University spring of 1988 taking graduate courses in gerontology. She worked as a Therapeutic Recreation Specialist in a rehabilitation center serving persons who had strokes. She was a tour guide in Alaska serving mainly older adult travelers. She has developed a course project partnering individual students with older adults in a local independent living facility to cooperatively study leisure over the lifespan.

Charles Sylvester
- **Therapeutic Recreation.** Dr. Sylvester's undergraduate and graduate degrees include specialization in therapeutic recreation. He has extensive practical experience in the field and continues to assist local agencies and programs. He is also active in research and professional service. He is also a Certified Therapeutic Recreation Specialist. He currently serves as chair of the Physical Education, Health and Recreation department (2010 – 2013).

- **History and Philosophy.** Dr. Sylvester is recognized for his scholarship in history and philosophy. He has made numerous presentations at the Leisure Research Symposium and has coordinated the session on Leisure Research and the Humanities. His contributions to the humanities and therapeutic recreation were recognized by his election to the Academy of Leisure Sciences (since resigned) and the American Academy of Leisure.

The faculty have the degrees, baccalaureate or above, from regionally accredited institutions with a major in recreation, park resources, and leisure services:

Randall Burtz
- **Undergraduate:** Recreation and Leisure Studies (Business Minor), Washington State University
- **Masters:** Recreation Administration, Washington State University
- **Doctorate:** Recreation Resource Management (Human Dimensions Unit), Colorado State University
Keith C Russell
- **Undergraduate**: Environmental Economics, Lewis and Clark College, Portland OR
- **Masters**: Resource Recreation and Tourism, University of Idaho; Wilderness Research Center, Moscow, ID
- **Doctorate**: Resource Recreation and Tourism; University of Idaho; Wilderness Research Center, Moscow, ID

Charles Sylvester
- **Undergraduate**: Recreation, University of Maryland, College Park, MD
- **Masters**: Recreation, University of Maryland, College Park, MD
- **Doctorate**: Leisure Studies, University of Oregon, Eugene, OR

Jill Heckathorn
- **Undergraduate**: Recreation, (Therapeutic Recreation Emphasis), Michigan State University, East Lansing, MI
- **Masters**: Recreation (Therapeutic Recreation Emphasis), Michigan State University, East Lansing, MI

All faculty members have graduate level work and/or experience in counseling or personnel services. All are competent in the subject matter for which they are responsible demonstrated by performance in those areas.

4.02 The academic unit faculty (including full-time, part-time, adjunct, temporary, and graduate assistants) shall demonstrate appropriate continuing professional development consistent with the mission of the institution.

Dr. Sylvester has maintained his professional certification as a Certified Therapeutic Recreation Specialist through the National Council for Therapeutic Recreation Certification. He also regularly attends and presents at conferences, including the Leisure Research Symposium at the National Recreation and Park Association Conference (2008, 2010).

Dr. Russell attends the International Association for Experiential Education conference annually, at which he has many committee responsibilities including the Council on Research and Evaluation and the Symposium for Experiential Education Research (past chair 2008-2010). He has also attended and given posters and papers at the American Psychological Association annual convention (2007, 2009, and 2011), and the National Recreation and Park Association (2007; 2009) and been an invited keynote speaker at an
international conference (International Adventure Therapy Conference, Edinburg, Scotland, 2009).

Dr. Burtz regularly attends state, national, and international conferences, including WRPA, and the ISSRM (International Symposium on Society and Resource Management). He also attended and gave refereed presentations at the the Society for Professional Recreation Educators Teaching and Learning Institute (2009) and the World Leisure Congress (2011).

Jill Heckathorn was featured in the Faculty Innovative Teaching Showcase, and developed an on-line portfolio entitled Teaching Beyond Tolerance, for the Center for Instructional Innovation and Assessment, Western Washington University (2011), and is a member and Interim Chair for the Research and Technology Committee, Whatcom Taking Action for Children and Youth with Special Health Care Needs (2009-2011) and is a regular presenter and attendee at WRPA. She also provides annual guest lectures throughout the region and at WWU. In the fall of 2011, Ms. Heckathorn was awarded a Whatcom County Peace Builder Award by the Whatcom County Dispute Resolution Center, for her work with Camp Team.

Lindsay Poynter, is a practicing licensed mental health counselor in the local school district, regularly runs groups with adolescent girls, and maintains her continuing education credits for her licensure.

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

Age/Gender/Ethnic Background. WWU seeks to employ faculty and staff in accordance with state and federal laws and affirmative action/equal opportunity policies. Current faculty members have been hired according to affirmative action policy and practices. Previous searches involved a concerted effort to reach women and minorities. Dr. Burtz, identifies as 50% Puerto Rican.

4.04 There shall be evidence that the method used to determine academic unit faculty workloads is consistent with that applied to other academic units.

According to the Collective Bargaining Agreement between Western Washington University and the United Faculty of Western Washington (herein referred to as the CBA) defines the responsibilities of faculty members under 9.1.1 Work Load Responsibilities) as including “a combination of teaching, advising, research or creative endeavors, and service to departments, colleges, the university, the professions, and the community. Additional responsibilities of tenured and tenure-track faculty include: advising students; attending classes as scheduled; participating in university committees; maintaining reasonable posted office hours; working collaboratively and productively with colleagues; participating in accreditation and program reviews. Distribution of workload among the job responsibilities may vary. Standards for the quality of teaching
as well as standards for the quantity and quality of research and service are determined in departmental and college evaluation plans, and then used in the appropriate evaluation, tenure and promotion process” (p. 19). The benchmark for the College of Humanities and Social Sciences is 30 credits a year, which the Recreation faculty meets. Loads are established cooperatively and equitably by the Recreation faculty. Overall contact with students as a result of retreats, field trips, workshops, and other non-class activities exceeds that of the department, college, and university.

4.05 The academic unit faculty shall have salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignment, and financial support that are fair and equitable compared to those of other faculty in the institution.

All university faculty are subject to conditions contained in the CBA. Among other things, the CBA contains policies regarding salary and benefits, leaves of absence, tenure, and promotion. The state has not made provision for the temporary allocation of resources to replace faculty on leave or sabbatical, creating difficulty for small programs without the internal resources to support faculty on leave. The PEHR Department has developed a sabbatical policy and rotation that make regular sabbaticals feasible and fair for all tenured faculty. Members of the faculty are eligible to participate in all development programs initiated and sponsored by the university. Faculty members have also received development grants, summer research grants, diversity fund grants, and have been offered support for other enrichment opportunities.

4.06 Faculty, other than full-time, shall not be instructing more than 40 percent of required courses within the curriculum addressing the 8.0 (and 9.0 if applicable) series of standards.

There are three full-time FTE in the Recreation Program, all are tenured. A .9 FTE has also been allocated, for a total of 3.9 FTE. Part-time faculty instruct less than forty percent of courses. For example, the three full-time faculty teach 19 courses (67%) (excluding team taught courses and internship supervision) and part-time faculty teach nine (33%).

4.07 Professional development opportunities for academic unit faculty shall be fair and equitable, compared to those of other faculty in the institution.

Faculty are eligible to participate in all development programs initiated and sponsored by the university. Faculty have received development grants, summer research grants, diversity fund grants, and have been offered support for other enrichment opportunities.
4.08 There shall be evidence of continuing scholarly productivity by academic unit faculty serving the curriculum, consistent with the institution’s mission.

There are numerous examples of continuing scholarly productivity on the part of faculty in the past five years, including publications and refereed presentations. Dr. Russell has a total of 38 refereed publications (15 refereed journal publications since 2007), one co-authored book due in January 2012, four refereed book chapters, nine published research abstracts, 15 professional publications and technical reports, and a sustained record of refereed and invited presentations at scholarly or professional meetings, including keynote talks at international conferences. Dr. Burtz is co-author of 3 papers since 2006 that are either in process, in review, or in press, and recently completed a book chapter on recreation management. Dr. Sylvester has three publications in refereed outlets, including the Journal of Park and Recreation Administration (2008), and the Therapeutic Recreation Journal (2009, 2011). He has made numerous presentations in the past few years, including presenting research papers at the Canadian Congress on Leisure Research and the Leisure Research Symposium. Please see faculty vitae in Appendix O for information regarding scholarly productivity.

5.00 STUDENTS

5.01 There shall be a formal ongoing process of student involvement in those aspects of the academic unit that affect their professional preparation.

The Phase curriculum provides continuous opportunities for students to participate in program development. Each Phase offers ample formal and informal opportunities to discuss and evaluate the program. Each quarter faculty-student retreats are used for students to provide suggestions regarding their preparation and to engage in dialogue with faculty about the informal program structure and the academic curriculum. As a learning community, the Phase provides an "ear" for faculty and a "voice" for students concerning academic program and policy. The Recreation Program also has a Student Advisory Committee that meets at least once per quarter. Each program area (therapeutic, outdoor, tourism, and community) elect a student representative that meets at least once with student advisees to check in with them about their learning. After this meeting, the representatives meet with faculty for a formal sit-down discussion and dialogue. Though at times this process can be laborious, inevitably questions and concerns are addressed, and where need be, changes are made.

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

Potential recreation majors must complete an application process, including submitting a standard application accompanied by an essay expressing motives and goals, and current transcripts. They must also successfully complete RECR 201 (grade of "C-" or better) and interview with a faculty member (See Appendix C for Recreation Program Application). At this time, the individual faculty member rates the candidate as
acceptable or unacceptable to the program. Factors that may cause faculty to question a candidate include a low GPA, lack of understanding or misunderstanding of the Recreation Program and profession, or other factors. All applications are then reviewed as a group by the faculty and discussed.

Students must maintain a 2.00 GPA once in the program. Students receiving a "D" in a major course must meet with their faculty advisor to discuss continuation in the program. Two "Ds" are grounds for dismissal. All pending dismissals meet with faculty to explore their circumstances relative to reasons for dismissal, to explore alternatives, and to offer opportunities to remove deficiencies and apply for readmission to the program.

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

An enrollment management plan limits enrollment to 50-60 students each year based on a ratio of approximately 15 students per faculty member. The enrollment plan was developed in cooperation with previous deans, chairs, faculty, and students.

5.04 There shall be ongoing evaluation and development of the student advisory process, including:

5.04:01 Academic advising

Prior to choosing a major, students receive academic advisement from the Academic Advisement Center, which among other resources has a peer-advising program. The time and energy devoted to student advisement is a distinctive feature of the Phase curriculum. Student exit surveys consistently rate academic, personal, and professional advising as one of the strongest aspects of the program. Based on academic needs and career interests, each student is assigned a faculty advisor upon being accepted into the program. Faculty members meet regularly with their advisees individually and in groups. Academic information pertinent to the major, support area/minor, and requirements for graduation is regularly supplied. Advisors supply students with advising guides for areas of concentration (See Appendix E for Recreation Program Advising Guides). Students are also required to have their degree-planning guide reviewed by their advisor prior to being approved for graduation. The Recreation Program also offers students an advising website. However, personal attention continues to be the preferred advising method. The Recreation Program is recognized as one of the finest advising systems in the university. In recognition of their efforts in student advising, Jill Heckathorn and Charles Sylvester have been invited on several occasions by the University Advising Center to help students across campus.

5.04:02 Professional and career advising
As stated above, students routinely indicate they are ‘very satisfied’ with the career advising offered by faculty. Ideally, students know early on the direction they wish to take in the field, though this is not always the case.

- Career advising begins almost immediately as students enter the program, as faculty work to help place students with the right faculty advisor.
- In developing the student’s support area (25 credits of supporting courses), care is taken to align the additional classes and other educational opportunities with the student’s career interests.
- As they work to accumulate required fieldwork hours prior to their professional internship (240 hours), advice is provided as to the most appropriate leadership opportunities. It is our philosophy that we work with students to help them identify internship placements.
- Although several resources are available to them, including website links, an internship board in the main office, and faculty contacts, we place the onus on the student to make contact and present themselves professionally to potential supervisors and organizations.
- An extensive handout suggesting steps and resources for their internship search is provided at the end of Phase I (See handout under Internship section of Appendix F). An internship workshop that links Phase IV (post-internship) majors with Phase I/II (pre-internship) majors is coordinated by faculty in conjunction with the Recreation Majors Club each fall.
- Students develop, working closely with their advisor, a cover letter and resume in Phase I that helps in this process. A cover letter and resume workshop is conducted in RECR 275 each Phase I with support from the writing center. Additional resources have also been made available to students on the internship and advising website, and in personal communication with faculty members.
- Career advising continues long after students complete the program as well, with alumni maintaining continuous contact with faculty as they search for jobs and transition in their lives.
- In addition, the Career Planning and Placement Center provides resume writing and career planning assistance. Prospective employers are also invited to campus to meet with students.

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

Students' records are maintained in accordance with PL-380, the Family Educational Rights and Privacy Act of 1974. The Recreation Program complies with the Student Records Policy (WAC 516-26 in the WWU General Catalog).

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

Students are encouraged to involve themselves in professional organizations and activities. Courses are sometimes canceled during state conferences so students can attend. Students regularly accompany faculty to local, state, regional, and national
meetings, including the Washington Recreation and Park Association, the Association for Experiential Education, the American Therapeutic Recreation Association, the Resort and Commercial Recreation Association, the Ecotourism and Sustainability Conference, and the Washington Therapeutic Recreation Association. In addition, professionals routinely visit the program, offering guest lectures, symposia, and other facilitated activities for professional student development.

6.00 INSTRUCTIONAL RESOURCES

6.01 There shall be administrative support services that are fair and equitable to other academic units in the institution.

The Recreation Program has a part-time secretary and full support of all campus services. Additionally, administrative assistance is available through staff who work with the Kinesiology, Physical Education, and Health Programs and work study students designated to the Recreation Program.

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

At the present time, faculty office space is sufficient to meet the needs of the faculty. The Carver Academic Facility is currently in the pre-design phase, working with several architectural firms, and capital has been appropriated by the state of Washington for a future renovation. Faculty offices and appropriate facilities to accommodate faculty and students in the Recreation Program will be greatly improved with the renovation.

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

The Recreation Program has sole use of one classroom (Carver 110). This room is available for classes, student meetings, committee meetings, and independent study. Conference space is also available in the Recreation Program office. Other meeting and teaching areas may be scheduled, as needed, through university space administration.

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

The designated classroom for the Recreation Program is adequate. Classrooms in the Carver Academic Facility are equipped with computers and sufficient media to facilitate student learning. Gymnasiums and other indoor areas are scheduled as needed. Rooms for special presentations are scheduled through university space administration. Several computer laboratories across campus are available for instructional use. A ropes/initiative course built on university-owned property is also available for use. Again, the Carver Academic Facility restoration will help ease space and resource limitations. The Student Recreation Center is used when needed for accessible programming space.
6.05 In comparison with other academic units within the institution, there shall be fair and equitable instructional resources to properly implement the curriculum of the recreation, park resources, and leisure services academic unit, including special services for individuals with disabilities.

The Recreation Program has received all instructional resources requested. Library and media resources are excellent. Students with special needs are accommodated through the disAbility Resources for Students (DRS). The DRS provides disAbility management counseling, enabling resources, and referral information to enrolled students who possess a temporary or permanent disAbling condition. For service eligibility through DRS, a complete diagnostic description from a qualified professional is required. Specific accommodations or services are determined on an individual basis and are modified to meet the unique needs of the student and their academic experience. Western faculty are important members of the DRS team when academic accommodations directly involve the classroom and classroom activities. DRS will partner with faculty in order to ensure student success. Students with disabilities can obtain readers, note-takers, and interpreters. Other resources, such as TTY and Braille readers are available. The study room of WWU’s library contains tape recorders, record players, Braille materials, and special devices for magnifying print. The Wade King Student Recreation Center has made their facility and equipment available for instructional purposes when multiple, larger accessible spaces are required (Adapted Sports Clinic during Phase I.)

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

In compliance with the American with Disabilities Act and the Rehabilitation Act of 1974, Western Washington University provides reasonable accommodations for all qualified faculty, staff and students with disabilities. It is the policy of Western Washington University to provide reasonable accommodation to the known physical or mental limitations of otherwise qualified individuals except where some accommodation would impose undue hardship on the institution. The Accommodating Persons with Disability policy is available on WWU web and in hard copy at the Equal Opportunity Office, in Old Main 345, or the Human Resources Office. The ADA Coordinator at WWU, Dr. Sue Guenter-Schlesinger, is available to assist the campus community in assuring that the University is in compliance with the American with Disabilities Act. The ADA Coordinator also serves as the Chair of the University's Disability Advisory Committee (DAC). The members (.doc) of the DAC work collegially with representatives across campus to strategically identify areas requiring ADA compliance and to proactively address them.

All instructional areas, faculty offices, and educational facilities used by the Recreation Program are accessible. Students with disabilities are able to attend all program activities, including retreats and whitewater rafting. Two students who use wheelchairs and several students with learning disabilities have graduated from the program in recent years. Multiple students who have experienced traumatic brain injuries or who have had hearing loss have successfully completed some or all components of the program in recent years.
6.07 In comparison with other academic units within the institution, the library resources for the recreation, park resources, and leisure services academic unit shall be fair and equitable.

Western’s Libraries contain 1.4 million volumes and offers access to more than 12,000 journals. In addition to books and journals, Western maintains a video collection, Music Library, and Special Collections. Western is also a member of the Orbis Cascade Alliance. This Alliance, with 34 member academic libraries in Washington and Oregon, has brought a number of benefits to Western’s faculty and students. We can borrow any title from any of the libraries circulates to its own borrowers by linking to the "Summit" catalog from our own online library catalog, choosing the item to borrow, then filling out a simple online form. Most items are delivered in two working days. The combined catalog has over 9,082,000 bibliographic records, representing 28,407,100 physical items. Most of these resources can be accessed from the Library homepage, from computers within the library, from campus computer labs, and off campus to faculty, students, and staff.

This broad range of resources and services are available to faculty and students, especially through the Internet and the Libraries web presence. Resources include, but are not limited to, books and periodicals, microfilms and other unpublished reference materials. ERIC reproduction files and services are extensive. The library also serves as an official repository for federal, state, and local government documents. Library services include document reproduction, computer search and support, and interlibrary loan. The library has attempted to make its physical education, health, and recreation resources among the most complete in the region.

The following is a list of selected databases to which Western currently subscribes. If material is needed that cannot be provided locally or through the Alliance, they can be obtained at no charge through Interlibrary Loan. The PEHR Department also has a specific research portal though the library website for our courses, which includes access to databases typically used by our students and faculty.

- **Academic Search Complete (EBSCO).** Academic Search Complete is a scholarly, multi-disciplinary full-text database, with more than 5,500 full-text periodicals, including more than 4,600 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for more than 9,500 journals and a total of more than 10,000 publications including monographs, reports, conference proceedings, etc. The database features PDF content going back as far as 1887, with the majority of full text titles in native (searchable) PDF format. Searchable cited references are provided for nearly 1,000 journals.

- **Access Science.** Access Science is an online encyclopedia of science and technology encyclopedia articles, dictionary terms, biographies, research updates, and science news.
ERIC: Educational Resources Information Center. ERIC, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education, produces the world’s premier database of journal and non-journal education literature. The ERIC online system provides the public with a centralized ERIC Web site for searching the ERIC bibliographic database of more than 1.1 million citations going back to 1966. More than 107,000 full-text non-journal documents (issued 1993-2004) are now available for free. Included is full-text access to the ERIC Digest File.

GenderWatch. GenderWatch is a full-text database of unique and diverse publications that focus on how gender impacts a broad spectrum of subject areas. With its archival material, dating back to 1970, GenderWatch is a repository of important historical perspectives on the evolution of the women's movement, men's studies, the transgendered community, and the changes in gender roles over the years. Publications include scholarly journals, magazines, newspapers, newsletters, regional publications, books, and non-government organization, government, and special reports.

MEDLINE. Produced by the U.S. National Library of Medicine, this is the major index of biomedical literature materials. Medline includes PubMed.

PsychARTICLES. PsychARTICLES is a database of full-text articles from journals published by the American Psychological Association, the APA Educational Publishing Foundation, the Canadian Psychological Association, and Hogrefe Publishing Group.

PsychINFO. PsycINFO indexes and provides non-evaluative abstracts for scholarly, international literature in psychology and related disciplines such as sociology, education, consumer behavior, linguistics, medicine, law, psychiatry, and anthropology. Materials covered include articles from more than 1,300 journals, reports of surveys, bibliographies, books and book chapters, and dissertations. Dates covered: 1840 – present.

Social Services Abstracts. Social Services Abstracts provide bibliographic coverage of current research focused on social work, human services, and related areas, including social welfare, social policy, and community development.

Sport Discus. Indexes and provides abstracts for journals, dissertations, special reports, etc., in sport and fitness literature. Subjects include sports medicine, exercise physiology, sport and biomechanics, sport psychology, training, coaching, and related topics.

The current PEHR allocation for 2010-2011 is $30,500. Library holdings in the specific areas of parks, recreation, and leisure services are difficult to capture using standard metrics for collection analysis because of the wide range of subject areas encompassed by the research activities of Recreation faculty and students. When using ‘recreation’ as a
subject term in the WWU Library Catalogue, 2,125 items are retrieved. They range from media collections, maps, Internet sources, and books and encompass a variety of call numbers. When ‘tourism’ is submitted, over 580 items are identified. The Recreation Program has a specific resource librarian (Jeanne Armstrong) who helps the program develop specific library resource guides for classes and the Recreation Program in general and regularly speaks in classes upon request.

In addition to the resources described above, the library maintains current subscriptions to the following journals related to recreation, Park, and Leisure Studies:

ACHPER healthy lifestyles journal.
Adapted physical activity quarterly : APAQ.
American journal of health promotion : AJHP.
American journal of health studies
Annals of tourism research.
Anatolia : an international journal of tourism and hospitality research
Applied research in coaching and athletics annual.
Health education research.
International journal of hospitality & tourism administration.
International journal of sport psychology
International review for sociology of sport.
Journal of aging and physical activity.
Journal of applied sport psychology.
Journal of human movement studies
Journal of leisure research.
Journal of park and recreation administration :
Journal of Physical Education New Zealand.
Journal of physical education, recreation & dance.
Journal of rehabilitation.
Journal of sustainable tourism
Journal of the philosophy of sport
Journal of travel research / Travel Research Association.
Leisure sciences.
Measurement in physical education and exercise science.
Newsletter - North American Society for Sport History.
North American Society for Sport History directory of scholars
North American Society for Sport History: Membership
Parks & recreation.
Physical & health education journal.
Physical education and sport pedagogy.
Physical education matters.
Physical educator.
Physical therapy.
6.08 In comparison with other academic units within the institution, there shall be fair and equitable computing technology and statistical services available to faculty, staff, and students of the recreation, park resources, and leisure services academic unit.

There is a total of 2,167 computers on Western Washington University’s campus. There are 21 General University Computer Labs, yielding 753 general use computers available to faculty and students in the Community Health program. The labs are managed by Academic Technology & User Services (ATUS). The PEHR Department has a designated computer lab in Bond Hall 319. All Carver Gymnasium classrooms are computer mediated and all faculty and staff have office computers. In addition, there is a computer for student use in the Recreation Program office. PEHR students have access to all campus computer labs and are assigned priority to the computer lab located in Bond Hall. The Recreation Program regularly schedules the use of campus computer labs when individual student computer access best supports course topics.

Western Washington University was named on Yahoo’s initial list of “Most Wired Campuses” and was one of only three institutions to receive an A+ rating. This was achieved though Western’s innovative implementation of student technology resources including wireless computing, the laptop loan program, the President’s Faculty Workstation program, and classroom technology mediation. These programs continue and provide a rich technology environment for students on our campus.

All registered students and employees are provided with a universal account, which grants access to any of the 753 workstations available on campus, all of which have Internet access. Each account has 500 megabytes of personal network storage space. Wireless Internet access is available to all students (with Universal Login information) and is available throughout campus, both inside and outside of buildings.

All faculty members have personal computers and printers in their offices. Also, faculty have access to personal laptops. Two faculty use university owned laptops, and the Program Coordinator uses a personal laptop. Other equipment available in personal offices include small TV/VCR units. Likewise, The PEHR Department supports a small TV/VCR, copy machine, scanner, and color printer. Academic Technology and User
Services (ATUS) supports a designated PEHR student computer lab in Bond Hall, a centrally located building. Equipment condition is good and there is regular faculty rotation for computer upgrades.

Due to faculty being housed in another buildings (Old Carver), accessibility to the copy machine and copy services and the fax machine is difficult and challenging at times. This situation, therefore, requires careful planning for Department faculty members who need access to the copy or fax machine or color printer. Accessibility to other equipment provided by the University poses no problems.

Western Washington University’s Information Technology Services (ITS) provides strong and consistent support to faculty, students, staff and and other constituents. A primary support area of ITS’ work is provided through ATUS. The mission of ATUS is to keep the computers in faculty and staff offices and general University labs running with the software and hardware needed to function effectively in the academic community. Specific services provided by ATUS include connecting to the network, using the network to share information, configuring and troubleshooting software, repairing and maintaining computer software, and consulting for facilities upgrades and equipment purchases. ATUS also provides free workshops for students and faculty on distance learning, instructional design, technology tools, and multimedia.

ITS maintains a strong student focus through its innovative Student Tech Center (STS) that provides student access to advanced technological applications and offers ‘just in time’ help to students who may be experiencing technical difficulties or who wish to include new technology in completing assignments. ITS also administers the Student Technology Fee (STF) process, with guidance from the student led STF Committee, which annually offers the opportunity for faculty, staff and students to propose technology projects for funding. Awarding over seven hundred thousand dollars a year, the STF helps Western to upgrade equipment and bring new equipment to campus. The STF’s mission is to increase access to technology, improve the educational quality with technology, and to integrate technology into the curriculum.

Another area of support is delivered through Scientific and Technical Services (STS). This group provides centralized services for scientific labs and is a national leader in integrating scientific instrumentation and supporting instructional material into the classroom, laboratory, and research environments through the use of web-based technologies. The Integrated Laboratory Network project has been selected by the National Science Foundation as one of twenty exemplary projects in the nation. SciTech also operates machine, electronics, and woodworking shops for the design, manufacture and repair of academic, scientific, and supporting equipment.

WWU also makes a strong commitment to developing a sustainable model for maintaining and developing mediated classrooms. ITS is the lead organization that, each summer, selects specific classrooms for new mediation or upgrades to digital projectors, faculty teaching stations and general improvements to lighting and acoustic properties.
Western achieves 99.99% uptime with its core administrative applications such as our Exchange messaging, Novell file sharing, and the Banner administrative system. This means that these applications are unexpectedly unavailable (not including scheduled maintenance and repair) less than one hour per year.

PART B: BACCALAUREATE DEGREE STANDARDS

7.00 FOUNDATION UNDERSTANDINGS

The institution must be in compliance with the regional accrediting body’s general/liberal education requirements. As evidence of compliance, the program's self-study must state the name of the regional accrediting body, the date of the institution's last review by that body, and an explanation of the institution's general/liberal education requirements. For foundation understandings specific to each option, see the 7A, 7B, 7C, and 7D standards.

Western Washington University is fully accredited (2008) by the Northwest Commission on Colleges and Universities (NWCCU). A recent visit by an evaluator (2010) occurred October 20 and 21, referred to as a Focused Interim Evaluation site visit. In response to this visit, a Focused Interim Report was developed that reviewed and evaluated WWU’s progress regarding four recommendations that were identified by NWCCU in the Spring 2008 Comprehensive Evaluation Report. The four recommendations are related to:

1. transparency and faculty participation in resource decisions;
2. assessment;
3. the Library’s strategic plan; and
4. the University’s committee structure.

The focused interim report was completed over the past six months with contributions from a number of WWU constituents including representatives from University Planning and Budget Office; Space Administration and Management; Committee on Undergraduate Education; Office of Survey Research; Faculty Senate; Academic Coordinating Commission; the Accreditation Liaison Officer, and others. WWU holds membership in the Council of Graduate School in the United States.

The General University Requirements apply to all WWU students. For students enrolled in Fairhaven College of Interdisciplinary Studies, see the Fairhaven College section of the university catalog for requirements. Exceptions include: 1) Students transferring to Western with a Washington community college DTA (Direct Transfer Agreement) Associate Degree, 2) Students transferring to Western from another Washington state public baccalaureate institution whose General University Requirements completed at the sending institution, provided the sending institute so certifies A maximum of four courses from any one department may be applied to the combination of Humanities, Social Sciences, and Comparative, Gender and Multicultural Studies sections of the General University Requirements. (Art, Art History, and Design are considered one department as are all foreign languages.) WWU’s General University Requirements are included in Appendix M.
8.00 PROFESSIONAL COMPETENCIES

See Appendix A. For Course Standards Matrix

CONCEPTUAL FOUNDATIONS

8.01 Understanding of the conceptual foundations of play, recreation, and leisure.

Content to consider: A substantive exploration and understanding of the various concepts of play, recreation, and leisure, and the role that these concepts have in the delivery of recreation and leisure services.

CORE COURSES

RECR 201: Foundations of Recreation and Leisure

Classes

- Definitions and theories of work, play, leisure, and recreation (three classes)
- Social and conceptual foundations (includes Greco-Roman period, Judeo-Christianity, Renaissance, Protestant Reformation, Locke, Marx, Native American, and African-American) (eight classes)

Readings

Videos
- *Going to Work* (Wonder Years episode)

RECR 272: Introduction to Outdoor Recreation

Classes
- The outdoor recreation experience (one class)
- History and evolution of outdoor recreation (one class)
- Core philosophies of outdoor recreation (one class)
- Management of outdoor recreation experiences (one class)

Readings

Videos
- *Battle for Wilderness: The fight for the Hetch Hetchy Valley*

RECR 274: Introduction to Therapeutic Recreation

Classes
- Knowledge of the theory and philosophy of therapeutic recreation in relation to play, leisure, and recreation.

Videos
- Veteran’s Games

Readings

Elective Courses

RECR 380: Therapeutic Recreation Principles, Practices and Techniques

Readings
8.02 Understanding of the significance of play, recreation, and leisure in contemporary society.

Content to consider: An understanding of the relationship between the three concepts and historical, multicultural, technological, economic, political, social/psychological, international, physical, philosophical, and environmental perspectives.

CORE COURSES

RECR 201: Foundations of Recreation and Leisure

Readings
- Godbey, G. & Mowen, A. (2010). The benefits of physical activity provided by parks and recreation services. Ashburn, VA: NRPA.

Videos
- Running Out of Time
- The Overworked American
- No Vacation Nation
- TED: Mihalyi Czikszentmihalyi

RECR 271: Introduction to Community Recreation

Classes
- Benefits based recreation
- The meaning of community
- Public recreation services
- Non-municipal leisure delivery: Not-for-profit agencies, commercial recreation, campus recreation, MWR

Activity
- Community Treasure Hunt: activity designed to explore a community’s cultural history

Readings
RECR 272: Introduction to Outdoor Recreation

Classes
- The experience of nature and the restorative experience (one class)
- Inclusive outdoor recreation (one class)
- Multi-cultural issues in outdoor recreation (one class)

Readings

RECR 274: Introduction to Therapeutic Recreation

Classes
- History of therapeutic recreation (one class)
- Concepts in therapeutic recreation (one class)
- Therapeutic recreation service – examples (one class)

Readings

RECR 279: Introduction to Tourism

Classes
- Motives for travel (one class)
- Value of travel and vacation (2 classes)

Video
- No Vacation Nation

Readings
RECR 480: Leisure and Society

Classes
- Student debates address the significance of play, recreation and leisure in contemporary society
- Examples:
  - Youth sports
  - The controversy over privatization in National Parks
  - Prisons and recreation

Readings

**ELECTIVE COURSES**

RECR 385: Leisure and Aging

Classes
- Political and social issues of aging

Speaker
- Representative from AARP

Readings

8.03 Understand the significance of play, recreation and leisure throughout the life span

Content to consider: An understanding of how the importance and influence of play, recreation, and leisure change across various life stages. This understanding may include the developmental, preventive and therapeutic role of these concepts.

**CORE COURSES**

RECR 201: Foundations of Recreation and Leisure

Classes
- Benefits of recreation and leisure: A lifespan approach (three classes)
Videos
- Golden Years (explores healthy aging)
- TED Presentation: Mihalyi Czikszentmihalyi

Readings
- Godbey, G.& Mowen, A. (2010). The benefits of physical activity provided by parks and recreation services. Ashburn, VA: NRPA.

RECR 272: Introduction to Outdoor Recreation
Classes
- The Recreation Opportunity Spectrum
- The history of attitude and behavior change
- The evolution of environmental law
- Camp programming, wilderness therapy, inclusive outdoor recreation, Outward Bound and NOLS (four classes)

Readings

RECR 274: Introduction to Therapeutic Recreation
Classes
- Disabling conditions: Age of onset and effects over the life span (four classes)

Video
- Right to Risk
- Surfing for Life

Readings
- Text: Datitilo, J. (2002). Inclusive leisure services (2nd ed.)
RECR 275: Professional Practicum and Seminar
Classes
- Two-hour class and workshop on diversity and leisure services

RECR 276: Program Leadership
Classes
Leisure throughout the life cycle (one class)

Reading

RECR 373: Recreation Programming
Class
Assessment: Life stages and age groups (one class)

Readings
- Internet resources (e.g., Emotional development in children and adolescents, Erikson’s eight stages, Kohlberg’s stages of moral development, etc.)

RECR 480: Leisure and Society
Student debates on various issues that address the psychological, sociological, and physiological significance of play, recreation, and leisure from an historical and cultural perspective of all populations, settings, and services.

Examples:
- Competition in youth sports: Cooperation vs. competition

Readings
ELECTIVE COURSES

RECR 380: Therapeutic Recreation Principles, Practices and Techniques
Classes
- Leisure and health over the life course (one class)

Activities
- Develop philosophy statement

Readings

RECR 385: Leisure and Aging
Videos
- Wild Within

Readings

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

Content to consider: An understanding of how the natural environment will influence one’s leisure behavior, as well as how the natural environment facilitates the achievement of a state of leisure.

CORE COURSES

RECR 272: Introduction to Outdoor Recreation
Classes
- The Recreation Opportunity Spectrum
- Limits of Acceptable Change
- The restorative experience and Attention Restoration Theory
- The experience of nature
- Outdoor education, environmental education, nature-based interpretation
- Outward Bound and NOLS
- The history of attitude and behavior change
- The evolution of environmental law

RECR 279: Introduction to Tourism
Classes
Nature-based Tourism (one class)

Readings

RECR 480: Leisure and Society
Classes
- Student debates
- Examples:
  - The controversy over privatization in National Parks
  - The fee controversy in parks
  - Is eco-tourism really green?

Readings

ELECTIVE COURSE

RECR 370: Outdoor Program Development
Classes – Essentially Entire Course
- Environmental Awareness
- Learning to Lead in Outdoor Settings
- Environmental Conservation

Readings
- Leave No Trace - Trainer Certification. All students participate in an overnight LNT course (instructor is an LNT Master Educator)
**RECR 470: Adventure Based Programming**

**Classes**
- Types of adventure programs
- Benefits of adventure programs
- Philosophy of wilderness
- The wilderness effect
- A theoretical framework for studying the wilderness experience
- Access, permits, risk management to wilderness

**Assignments**
- Weekly one-page writing assignments summarizing readings and critical reflection on topic

**Readings**

**Video**
- Play Again (Youth and nature)
- Outdoor Adventure Leadership Experience (Wikwemikong of Canada).

**RECR 479 Ecotourism: Principles and Practices**

**Classes**
- Native communities and nature (one class)
- Fieldtrip to Neah Bay, Washington (three day fieldtrip)
Speakers
- Fairhaven College professor: *Toward an Understanding of Native Communities*

Readings

Video
- Wild Within (Women’s relationship with wilderness)
- In Light of Reverence (Native American tourism issues)

Readings

8.05 Understanding of environmental ethics and its relationship to leisure behavior

*Content to consider: An understanding of environmental protection and preservation in park or recreation facility development and program provision.*

**CORE COURSES**

**RECR 272: Introduction to Outdoor Recreation**

**Classes**
- Limits of Acceptable Change and Recreation Opportunity Spectrum
- Evolution of Attitudes and Perspectives of Outdoor Recreation
- The Evolution of Environmental Law
- Philosophical Perspectives: John Muir, Gifford Pinchot, Aldo Leopold
- Program types and ethical considerations of relationship with land use—Leave No Trace

**RECR 279: Introduction to Tourism**

**Classes**
- Principles of ecotourism

**Readings**

ELECTIVE COURSES

RECR 370: Outdoor Program Development
Classes
- Application of LNT (Leave No Trace) principles in trip planning (one class)
- Leave No Trace training and certification which includes overnight weekend field trip

RECR 479: Ecotourism: Principles and Practices
Classes
- Ethics: Tourism service providers (one class)
- Codes of Ethics (one class)

Speakers
- Institute for Village Studies

Videos
- Ecotourism in Nepal

Readings

LEISURE SERVICES PROFESSION

8.06 Understanding the following as they relate to recreation, park resources, and leisure services:

8.06:01 History and development of the profession

Content to consider: Events and milestones in the development of the profession.

CORE COURSES

RECR 201: Foundations of Recreation and Leisure
Classes
- Recreation movement (three classes)
- Powerpoint presentation includes historical milestones in the development of leisure service organizations
- Professional organizations (one class)

Readings
RECR 272: Introduction to Outdoor Recreation

Classes
- The Recreation experience
- Management of recreation experiences

Readings

Video
- Battle for Wilderness: The Battle for Hetch Hetchy

RECR 279: Introduction to Tourism

Classes
- History of the tourism profession (1 class)
- History of vacations (1 class)

Films
- *Are we there yet?*

Reading

RECR 372: Management of Recreation and Leisure Services

Classes
- History of Management

Readings

RECR 373: Recreation Programming

Reading
ELECTIVE COURSES

RECR 379: Foundations of Ecotourism
Classes
  • History of Ecotourism (once class)

Readings

RECR 380
Readings

RECR 479: Ecotourism: Principles and Practices
Classes
  • History and evolution of ecotourism certification (one class)

Videos
  • Ecotourism (Audubon Society)

Readings

8.06:02 Professional organizations

Content to consider: Evolution of the current professional organizations that relate to the field of recreation, park resources, and leisure services, as well as the accredited options.

CORE COURSES

RECR 201: Foundations of Recreation and Leisure
Classes
  • Professionalism (one class)

Reading
  • Certified Park and Recreation Professional
  • Professional organization websites

RECR 271: Introduction to Community Recreation
Classes
  • NRPA/WRPA – Accreditation and Association
• One class also dedicated to the Higher Education Relations Committee from Washington Recreation and Park Association

**RECR 275: Professional Practicum and Seminar**

- Students make four practicum visits to leisure service agencies
- Two-hour class on professionalism and professional organizations

**RECR 480: Leisure and Society**

**Classes**
- Section of class on the relationship between virtue ethics and professionalism

**Reading**
- Ethical Developments in Therapeutic Recreation (reading adapted to apply to all areas of leisure services)
- Panel of practitioners discuss the topic with students

**ELECTIVE COURSES**

**RECR 380: Therapeutic Recreation Principles, Practices and Techniques**

**Classes**
- Health care systems and managed care (two classes)
- PowerPoint Presentation: History of Managed Care

**Videos**
- Jake’s Life

**Readings**
- North Carolina Department of Insurance, Description of Managed Care Plans

**8.6:03 Current issues and trends in the profession**

*Content to consider: Issues currently affecting the profession may include, but are not limited to, certification and accreditation, tourism, violence, substance abuse, video games, computers, aging, leisure-based businesses, use of open space, environmental impact, gender, sexuality, and private vs. public enterprises.*

**CORE COURSES**

**RECR 201: Foundations of Recreation and Leisure**

**Classes**
- Trends and issues (Students are introduced to a wide variety of trends and issues that have implications for leisure and human service agencies, such as demographics, technology, the economy, education, and social justice.) (three classes)
Readings

Videos
- No Vacation Nation. (KTSW. Washington Public Television)
- No Time to Think (KTSW. Washington Public Television)
- Ban on illegal aliens in parks (YouTube)

RECR 271: Introduction to Community Recreation
Classes
- Cultural Competency – Lecture and discussion based on instructor’s work in the area with Washington Recreation and Park Association. Lectures include discussion of data from the instructor’s recent research in the area of cultural competency.

RECR 279: Introduction to Tourism
Classes
- Trends and Issues (two classes)

Readings

RECR 372: Management of Recreation and Leisure Services
Classes
- Modern management (one class)
- Contemporary issues, post 911 issues (one class)
- Students present contemporary professional issues through the use of case studies

Readings

RECR 373: Recreation Programming
Readings

RECR 444: Budget and Finance
Classes
- Current Trends in the US Economy – Class looks at the current US and global financial climate and applies it to the field of parks and recreation

RECR 480: Leisure and Society
- Panel discussion with recreation professionals on social justice issues (one class)
- Panel discussion on working with LGBTQ youth and session discussing panel (two classes)
- Happiness initiative with John deGraaf
- Discussion of internship experiences

Readings

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

Content to consider: Presentation of information discussing philosophy and the relationship of values, morals, and judgment to professional practice. The importance of following a professional code of ethics and standards of conduct, and how these two areas are critical in defining leisure services as a profession may be addressed.

CORE COURSES

RECR 274: Introduction to Therapeutic Recreation
Classes
- Language and labels (two classes)
- Attitudes and beliefs towards persons with disabilities (one class)
**Readings**


**RECR 274: Introduction to Therapeutic Recreation**

**Classes**

- Language and labels (two classes)
- Attitudes and beliefs towards persons with disabilities (one class)

**Readings**

- Kennedy, M. (n.d.). Self-determination. DOI: Center on Human Policy

**RECR 275: Professional Foundations**

**Classes**

- Two-hour class on professional ethics, including ethical foundations of professions, codes of ethics, ethical decision-making, and virtue ethics

**Readings**

- Ethical Developments in Therapeutic Recreation (reading adapted to apply to all areas of leisure services)

**RECR 372: Management of Recreation and Leisure Services**


**RECR 378: Human Relations: Concepts and Skills**

**Class**

- Ethical considerations (one class)

**RECR 450: Program Evaluation**

**Class**

- Ethical standards of program evaluation practice (one class)
- Human subject considerations (one class)

**Assignment**

- As part of the evaluation proposal process, must address human subject considerations for evaluation

**RECR 480: Leisure and Society**

- Professional ethics (two classes)
- Advanced discussion on ethics tied to students’ internships
Readings
- Ethical Developments in Therapeutic Recreation (reading adapted to apply to all areas of leisure services)

**Elective Courses**

**RECR 376: Therapeutic Recreation Programming**

**Classes**
- Bioethics (one class)

**Readings**

**RECR 421: Therapeutic Recreation Trends and Issues**

**Classes**
- Ethical case studies (written and videotape cases) (two classes)

**Readings**
- Ethical Developments in Therapeutic Recreation

**RECR 479: Ecotourism: Principles and Practices**

**Classes**
- Ethics: Tourism service providers (one class)
- Codes of Ethics (one class)
- Fieldtrip to Neah Bay, Washington (three days)

**Speakers**
- Crooked Trails (not-for-profit travel organization)

**Readings**
- Sample Codes of Ethics
8.08 Understanding of the importance of maintaining professional competence and use of resources for professional development

Content to consider: The importance of credentialing and contributing to the advancement of the profession. Certification processes, the maintenance of those credentials through attending national, regional, and local educational programs, and service via leadership positions in professional organizations. Competence in the provision of professional services and programs as an asset to the community and the prevention of consumer harm may also be addressed.

CORE COURSES

RECR 275: Professional Practicum and Seminar
Classes
- Two-hour class on professionalism: Students are introduced to concept of and resources for professional development (e.g., certification, continuing education, professional literature)

RECR 372: Management of Recreation and Leisure Services
Speakers
- Various professionals from a range of recreation and leisure services areas are used as guest speakers to discuss their continuing professional development. These guest speakers are selected specifically due to their continuing involvement in professional development with WRPA, NRPA, etc.

Readings

RECR 480: Leisure and Society
Classes
- Panel of professionals discuss professional competence and professional development

Readings

ELECTIVE COURSES

RECR 421: Therapeutic Recreation Trends and Issues
Classes
- Professional development (one class devoted to credentialing in therapeutic recreation)
DELIVERY SYSTEMS

8.09 Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure.

Content to consider: An understanding of the public, private, profit, and not-for-profit delivery systems that address the leisure needs of the public, how they work together, and their importance.

CORE COURSES

RECR 201: Foundations of Recreation and Leisure

Guest speakers
Various components of the leisure service delivery system, including community recreation, therapeutic recreation, outdoor recreation, and tourism (three to four classes)

Readings

RECR 271: Introduction to Community Recreation

Classes
- Introduction to the nature of community recreation (two classes)
- Delivery: Public Recreation Services
- Delivery: Non-public Recreation Services – (two classes) Covers discussion of non-profit recreation agencies, MWR, Commercial, and Campus Recreation.

Assignments
- American Fact Finder
- Neighborhood Project

RECR 272: Introduction to Outdoor Recreation

Classes
- Several classes that examine how outdoor recreation is delivered in a variety of settings
  - Nature-Based Interpretation: Ted Morris, Birch Bay State Park
  - Outdoor Education and Environmental Education
  - Wilderness Therapy
  - Outward Bound and NOLS
  - Experiential Learning and Adventure Programming
  - Camp Programming
RECR 274: Introduction to Therapeutic Recreation

Classes
- Therapeutic recreation service delivery models (one class)
- Therapeutic recreation service examples (one class)
- Camp TEAM training (multi-agency program)

Speakers
- Panel of clinicians from TR settings (one class)
- Panel of professionals from a community setting (one class)

RECR 276: Program Leadership

Assignments
- Individual activity plan for in-class leadership
- Off-campus leadership – individual activity plans
- Resource file

Readings

RECR 279: Introduction to Tourism

Readings

RECR 373: Recreation Programming

Assignments
- Comprehensive summer program design
- Specific program design

Readings

ELECTIVE COURSES

RECR 379: Tourism Planning and Development

Classes
- Organization of tourism (one class)
- Destination mix (one class)
Readings

RECR 385: Leisure and Aging
Classes
- Leisure Services for Older Adults (one class)

Assignment
- Partnership Project: Weekly discussions

Videos
- Age is No Barrier

Readings

8.10 Understanding of the importance of leisure service delivery systems for diverse populations.

Content to consider: The impact of leisure service delivery systems on a wide diversity of populations, (i.e., mental, physical, aged, youth, multicultural etc.).

CORE COURSES

RECR 201: Foundations of Recreation and Leisure
Guest speakers
- Various components of the leisure service delivery system, including community recreation, therapeutic recreation, outdoor recreation, and tourism (three to four classes)

RECR 271: Introduction to Community Recreation
Classes
- Leisure service delivery systems (two classes)
- Cultural Competency is discussed in class in the context of delivering culturally competent services in the broader context of culture, age, sexual orientation, gender, etc.

RECR 272: Introduction to Outdoor Recreation
Classes
- Inclusive Outdoor Recreation
- Cultural Issues in Outdoor Recreation
Readings

**RECR 274: Introduction to Therapeutic Recreation**

**Classes**
- Therapeutic recreation service delivery models (one class)
- Therapeutic recreation service examples (one class)
- Camp TEAM training (multi-agency program)

**Speakers**
- Professional from a clinical TR setting (one class)
- Professional from a community TR setting (one class)

**Readings**

**RECR 275: Professional Practicum and Seminar**
- Students make four practicum visits to different specialties

**RECR 373: Recreation Programming**

**Reading**

**ELECTIVE COURSES**

**RECR 470: Adventure Programming**

**Classes**
- Adventure and multi-cultural education
- Contemporary issues

**Readings**
- Various readings and cases that students bring into class to share
RECR 479: Ecotourism: Principles and Practices
Classes
- Models for better tourism

Video
- Guesthouse Program in Belize
- Ecotourism (Audubon Society)

Readings

8.11 Understanding of inclusive practices as they apply to:

8.11:01 Operating programs and services

Content to consider: How agencies are addressing inclusiveness within the operation of programs and services; including the policies, practices, philosophies, and benefits.

CORE COURSES

RECR 201: Foundations of Recreation and Leisure
Classes
- Barriers to recreation and leisure (Addresses the right to leisure, social justice, and the principle of inclusion) (two classes)

RECR 272: Introduction to Outdoor Recreation
Classes
- Wilderness and adventure therapy
- Inclusive outdoor recreation

Readings

RECR 274: Introduction to Therapeutic Recreation
Classes
- Therapeutic recreation service delivery models (one class)
- Therapeutic recreation service examples (one class)
- Camp TEAM training (multi-agency program)

Videos
- Camp TEAM Information Slide Show
Speakers
- Professional from a clinical TR setting (one class)
- Professional from a community TR setting (one class)

Readings

**RECR 276: Introduction to Program Leadership**

Assignments
Students are asked to lead in-class recreation activities. As part of the assignment, they are asked to debrief on potential adaptations of the activities for a variety of differing populations

**RECR 470: Adventure Programming**

Classes
- Inclusive adventure

Readings

**RECR 480: Leisure and Society**

Classes
- Presentations: Inclusive practices are discussed relative to a variety of populations, including marginalized groups, such as women, ethnic minorities, and gay, lesbian, bi-sexual, transgendered, and questioning individuals.
- Social Justice (two-hour class)

Readings
**ELECTIVE COURSES**

**RECR 385: Leisure and Aging**

**Classes**
- Leisure services for older adults (one class)
- Leisure constraints (one class)

**Assignment**
- Partnership Project: Weekly discussions

**Videos**
- Fear of Falling

**Readings**

**8.11:02 Design of areas and facilities**

*Content to consider: Location, environmental issues, populations to be served, programs to be housed, and fiscal and political implications of specific sites and settings.*

**RECR 201: Foundations of Recreation and Leisure**

**Classes**
- Barriers to recreation and leisure (Addresses the right to leisure, social justice, and the principle of inclusion) (two classes)

**RECR 272: Introduction to Outdoor Recreation**

**Classes**
- Inclusive outdoor recreation

**Readings**

**RECR 274: Introduction to Therapeutic Recreation**

**Classes**
- Therapeutic recreation service delivery models (one class)
- Therapeutic recreation service examples (one class)
- Camp TEAM training (multi-agency program)

**Videos**
- Camp TEAM Information Slide Show

**Speakers**
- Professional from a clinical TR setting (one class)
- Professional from a community TR setting (one class)

Readings

**RECR 372: Management of Recreation and Leisure Services**

**Classes**
- Physical Resource Planning
- Physical Resource Management
- Facilities Tour and Planning Day – All students are taken on a tour of Bellingham’s parks and recreation facilities by the parks and recreation Director. The day includes creating proposals for the design of new and undeveloped recreation areas.

Readings
  - Chapter 11 – Physical Resource Planning
  - Chapter 12 – Physical Resource Management

**ELECTIVE COURSES**

**RECR 385: Leisure and Aging**

**Classes**
- Leisure constraints (one class)

**Assignment**
- Partnership Project: Weekly discussions

**Videos**
- Fear of Falling

**Readings**

**RECR 470: Adventure Programming**

**Classes**
- Inclusive adventure

**Readings**
8.12 Understanding of the roles, interrelationships, and use of diverse leisure delivery systems in promoting:

8.12.01 Community development

Content to consider: The impact that program/plans will have on the immediate and surrounding communities, duplication of services, growth, and population(s) to be served.

CORE COURSES

RECR 201: Foundations of Recreation and Leisure
Classes
- Benefits of recreation and leisure (three classes)
- Class exercise involves scenarios in which students make brief presentations promoting, advocating, interpreting, and articulating the concerns of leisure service systems using a benefits-based approach

RECR 271: Introduction to Community Recreation
Classes
- Benefits Based Recreation (two classes)

RECR 272: Introduction to Outdoor Recreation
Classes
- Benefits based management of outdoor recreation services

Readings

RECR 274: Introduction to Therapeutic Recreation
Classes
- Continuum of therapeutic recreation service (one class)

Readings
- NRPA/NTRS website
- ATRA website

RECR 373: Recreation Programming
Assignment
- City of Ferndale Comprehensive Summer Program

Readings
RECR 480: Leisure and Society

Classes
- Contemporary issues discussion on privatization
- Outdoor recreation and sacred spaces
- Eco-tourism and community impacts

Readings

ELECTIVE COURSES

RECR 475: Community Development

Classes
Entire Course is dedicated to the role of recreation in community development

8.12.02 Economic development

Content to consider: The impact that leisure service delivery systems have on the economic development of a community, including the costs and benefits of program provision.

RECR 201: Foundations of Recreation and Leisure

Reading:
- The economic benefits of open space, recreation facilities, and walkable community design. Retrieved from activelivingresearch.org/files/synthesis_Shouys-Ewing_March2010.pdg

RECR 271: Introduction to Community Recreation

Classes
- Economic Development – A case study of Esther Short Park in Vancouver Washington is used to highlight the economic impact of parks and recreation
- Benefits Based Management – Part of class discussion specifically highlights the benefits of economic impacts of recreation
RECR 272: Introduction to Outdoor Recreation

Classes
- Benefits based management of outdoor recreation services

Readings

RECR 480: Leisure and Society

Classes
- Contemporary issues discussion on privatization
- Outdoor recreation and sacred spaces
- Eco-tourism and community impacts

Readings

**ELECTIVE COURSES**

RECR 380: Therapeutic Recreation: Principles and Practices

Classes
- Health care systems (one class)

Readings

**PROGRAMMING STRATEGIES**

8.13 Understanding of the variety of programs and services to enhance individual, group, and community quality of life.

Content to consider: content and purpose of programs and services that relate to individual and group goals and values, benefits of the leisure experience, theories of programming, knowledge of participant behavior, and participant-driven programs that promote quality of life.
CORE COURSES

RECR 201: Foundations of Recreation and Leisure
Classes
- Opportunities in leisure services (one class)
- Guest speakers on various leisure programs and services, including tourism, outdoor recreation, community recreation, and therapeutic recreation

Reading
- Careers in Recreation and Leisure Services

RECR 271: Introduction to Community Recreation
Classes
- Role of public and non-profit leisure services (two classes)

RECR 272: Introduction to Outdoor Recreation
Speakers
- Nature-Based Interpretation: Ted Morris, Birch Bay State Park

Classes
Introduction and overview of state park interpretation, Outdoor Education and Environmental Education, Wilderness Therapy, Outward Bound and NOLS, Experiential Learning and Adventure Programming, and Camp Programming. Each is one class.

Readings
- American Camping Association Youth Development Study, American Camping Association.

RECR 274: Introduction to Therapeutic Recreation
Classes
- Continuum of therapeutic recreation service (one class)
- History of therapeutic recreation service (one class)
- Concepts in therapeutic recreation service (one class)

**Speakers**
- Professionals from a clinical TR setting (one class)
- Professionals from a community TR setting (one class)
- Panel of persons with disabilities (one class)
- Instructors for Adapted Sports Clinic (one three hour block)

**Video**
- Beyond the Barriers
- Mountain Backroads
- Alternative Medicine
- Animal Assisted Therapy

**Readings**

**RECR 276: Program Leadership**

**Assignments**
- Individual activity plan for in-class leadership
- Off-campus leadership – individual activity plans
- Resource file

**Readings**

**RECR 373: Recreation Programming**

**Assignments**
- Comprehensive Summer Program
- Specific Program

**Readings**

**ELECTIVE COURSES**

**RECR 370: Outdoor Program Development**

**Classes**
- Entire course is dedicated to the development of programming strategies unique to the outdoor recreation setting
Readings

Assignments
- Students create and lead an outdoor recreation program

RECR 376: Therapeutic Recreation Program Design

Readings

RECR 380: Therapeutic Recreation Principles, Practices and Techniques

Classes
- Models of practice in therapeutic recreation (one class)

Readings

RECR 379: Tourism Planning and Development

Classes
- Organization of tourism (one class)
- Destination mix (one class)

Video
- Are we there yet? (History of family vacations)

Readings

RECR 380: Therapeutic Recreation Principles, Practices and Techniques

Classes
- Models of practice in therapeutic recreation (one class)

Readings
8.14 Ability to implement the following principles and procedures related to program/event planning for individual, group, and community quality of life:

8.14:01 Assessment of needs

Content to consider: the variety of assessment techniques and their use

CORE COURSES

RECR 271: Introduction to Community Recreation
Assignment
- The major project for the quarter is a needs assessment of an assigned community within Bellingham. Students are asked to observe, collect data, and create a presentation on their community.

RECR 276: Program Leadership
Class
- Assessment of participants beforehand, initially, and during recreation leadership (one class)

Assignments
- Individual activity plan
- Off-campus leadership – individual activity plans

Readings
- Assessment

RECR 373: Recreation Programming
Class
- Assessing a community (one class)

Assignments
- Comprehensive Summer Program
- Specific Program

Readings
- Assessing a community
- Community assessment

RECR 450: Recreation Program Evaluation
- Classes – 22 classes total
• Classes address a variety of means of assessing leisure needs: questionnaires and survey research, interviews, observations, importance-performance, focus groups and other group techniques

Readings
• Twenty-seven internet readings covering the range of evaluation methods (links on course syllabus)

ELECTIVE COURSES

RECR 376: Therapeutic Recreation Program Design
Classes
• Assessment (three classes)

Readings

RECR 380: Therapeutic Recreation Principles, Practices and Techniques
Classes
• Understanding disabling conditions

Assignment
• Disabling conditions: Implications for leisure

Readings

RECR 385: Leisure and Aging
Assignment
• Partnership Project: Leisure Life History

Readings
• The Treasure Chest Company (2004), The personal history book

RECR 475: Community Development
Classes

- 2 classes dedicated to the assessment of a community and the collection of assets based community development information

Readings


8.14:02 Development of outcome oriented goals and activities

Content to consider: Development of outcome-oriented goals and objectives based upon formal needs assessment.

RECR 276: Program Leadership

Assignments

- Individual activity plan for in-class leadership includes group goals for the activities
- Off-campus leadership – individual activity plans include group goals
- Resource file includes goals for each activity

Readings


RECR 372: Management of Recreation and Leisure Services

Classes

- Strategic planning includes discussion of collecting information through a SWOT analysis and developing goals and outcomes based on the assessment

Readings

  - Chapter 7 – Planning for Strategic Management (instructor is author of this chapter)

RECR 373: Recreation Programming

Classes

- Mission, purposes, goals (one class)
- Performance objectives
- Self-Concept

Readings

- Mission, Purpose, Goals – Web resources
- Developing Goals and Objectives – Web resources

Assignments
- Program Design Goals
- Self-Concept

**RECR 450: Recreation Program Evaluation**

**Classes**
- Understanding constructs in social sciences and their relation to outcome evaluation: self efficacy, well-being, hope, wisdom, etc.
- Writing behavioral objectives, using logic models to identify outcomes that will demonstrate achievement of goals
- Using strengths-based assets as outcomes in evaluation

**ELECTIVE COURSES**

**RECR 376: Therapeutic Recreation Programming**

**Classes**
- Developing care goals and objectives (two classes)

**Readings**

**RECR 380: Therapeutic Recreation Principles, Practices and Techniques**

**Classes**
- Overview of TR comprehensive program planning (one class)

**Readings**
8.14:03 Selection and coordination of programs, events, and resources.

Content to consider: Availability and accessibility of programs, resources and facilities; the social and physical environment of the setting within the greater community; and the integration and coordination with public, nonprofit and private sectors of programs within and outside the direct service area.

CORE COURSES

RECR 271: Introduction to Community Recreation
Classes
- Delivery of public, non-profit, commercial, MWR, and Campus Recreation is discussed in terms of integration, coordination, and collaboration of these agencies.

RECR 272: Introduction to Outdoor Recreation
Classes
- The Recreation Opportunity Spectrum (ROS)
- Limits of Acceptable Change (LAC)—A tool used by resource managers to determine allowable environmental impacts by recreation visitors (one class).

Readings

RECR 274: Introduction to Therapeutic Recreation
Classes
- Pre-camp training: Assess buildings and facilities at camp for accessibility
- Activity Adaptation (one class)
- Accessibility issue in tourism and outdoor recreation settings (one class)

Speakers
- Student program leaders
- Cooperating agency staff members for Camp TEAM

Videos
- Camp TEAM training slide show
Readings

**RECR 373: Recreation Programming**

**Assignments**
- Comprehensive Summer Program
- Specific Program

**RECR 373: Recreation Programming**

**Readings**

**ELECTIVE COURSES**

**RECR 380: Therapeutic Recreation Principles, Practices and Techniques**

**Classes**
- Introduction to comprehensive therapeutic recreation program planning
- Development of written plan of operation in TR

**Assignment**
- Department mission statement

**Readings**

**RECR 479: Ecotourism: Principles and Practices**

**Classes**
- Case Study: The Makah Nation, Neah Bay, Washington
- Fieldtrip (three days)

**Speakers**
- Presentations by Makah Tribal members

**Videos**
• In Light of Reverence

Readings

RECR 480: Leisure and Society
Debates and Presentations
• Social justice
• Helicopter parents
• Recreation and youth choice

Readings
• Paternalism
• Paternalism and personal autonomy
• Russell: To whom do they turn

ELECTIVE COURSES

RECR 380: Therapeutic Recreation Principles, Practices and Techniques
Classes
• Introduction to comprehensive therapeutic recreation program planning
• Development of written plan of operation in TR

Assignment
• TR philosophy statement
• Department mission statement

Readings
• O’Keefe, K., *An Essay for Students Interested in Therapeutic Recreation*

RECR 470: Adventure Programming
Classes
• Models in adventure education
• Models in adventure therapy

Readings
• Newes and Bandoross (2004) *What is adventure therapy*

### 8.14.04 Marketing of programs/events.

*Content to consider: advertising, publicity, sales promotion, pricing, positioning, product, place, personal selling, and public relations.*

**RECR 274: Introduction to Therapeutic Recreation**

**Classes**
- Language and labels: writing program descriptions (one class)
- PowerPoint Presentation

**Readings**

**RECR 372: Management of Recreation and Leisure Services**

**Classes**
- Public Relations, Marketing, and Customer Service (3 classes, one day dedicated to each topic area)

**Reading**

**RECR 279: Introduction to Tourism**

**Classes**
- Introduction to marketing in tourism (1 class)

**Readings**

**RECR 373: Recreation Programming**

**Classes**
- Program budgeting and pricing (with Excel lab)
- Program promotion and marketing (with Publisher lab)

**Readings**

**RECR 444: Budget and Finance**

**Classes**
• Financing through marketing

Readings
• Crompton, J. (1999): Financing and acquiring park and recreation resources

8.14:05 Preparation, operation, and maintenance of venues.

Content to consider: Planning, organizing, developing, and scheduling of routine, preventive, and emergency maintenance and operational tasks; managing of operational and maintenance personnel; and maintenance and replacement of equipment, natural resources, and structure and systems maintenance.

CORE COURSES

RECR 372: Management of Recreation and Leisure Services
Classes
• Physical Resource Planning
• Physical Resource Management
• Facilities Tour and Planning Day – All students are taken on a tour of Bellingham’s parks and recreation facilities by the parks and recreation Director.
  o Part of this tour is also led by parks maintenance staff who discuss their roles and challenges with routine parks and facilities maintenance

Readings
  o Chapter 11 – Physical Resource Planning
  o Chapter 12 – Physical Resource Management

RECR 373: Recreation Programming
Classes
•

Readings

ELECTIVE COURSES

RECR 370: Outdoor Program Development
Classes
• Risk Management is discussed with a particular focus on maintenance and inspection of equipment
RECR 470: Adventure Programming
Classes
- Risk management strategies in adventure programming

Readings

8.14:06 Implementation of programs/events.

Content to consider: Based upon outcome oriented goals and objectives, knowledge of participant-leader interface; customer service considerations; program registration procedures; managing participant complaints, and actual implementation of programs for individuals and groups.

CORE COURSES

RECR 272: Introduction to Outdoor Recreation
Classes
- The Recreation Opportunity Spectrum

RECR 274: Introduction to Therapeutic Recreation
Classes
- Pre-camp training: Assess buildings and facilities for accessibility (one class)
- Adapt and modify environment for participant needs (camp training)
- Customer service considerations with persons with disabilities (one class)

Speakers
- Student program leaders
- Cooperating agency staff members for Camp TEAM

Videos
Camp TEAM YouTube video

Readings

RECR 276: Program Leadership
Classes
- Identify and explore systematic approaches to program planning and leadership.
- Develop, write, and implement programming mission statements, goals, and objectives.
- Adapt activities to a variety of potential populations served.
• Learn to assess participants before, during and after recreation programs.
• Apply basic leadership principles in experiential settings

RECR 373: Recreation Programming
Assignments
• Comprehensive Summer Program
• Specific Program

Readings

ELECTIVE COURSES

RECR 376: Therapeutic Recreation Program Design
Readings

RECR 479: Ecotourism: Principles and Practices
Classes
• Tourism options at Neah Bay: roundtable discussions
• Fieldtrip (three days)

Assignment
• Neah Bay Reflection Paper: Recommendations for tourism development

Videos
• In Light of Reverence

Readings

8.14.0:7 Evaluation of programs/events.

Content to consider: Participant-oriented evaluation, program-oriented evaluation, and organization-oriented evaluation processes; evaluation approaches and models; data
collection instruments and methods; and ethical responsibilities of evaluation of programs for individuals and groups.

**CORE COURSES**

**RECR 373: Recreation Programming**

**Classes**
- Program evaluation-Comprehensive
- Program evaluation-Specific program

**Readings**

**RECR 450: Program Evaluation**

**Classes**
- The entire course addresses this standard

**Readings**
- A variety of current internet-based readings guide the course

**ELECTIVE COURSES**

**RECR 470: Adventure Programming**

**Classes**
- Benefits of adventure programs
- Research and evaluation of adventure programs

**Readings**

**8.15 Understanding of group dynamics and processes.**

*Content to consider: Facilitation of positive group interactions; developing group goals and identities; creating, promoting, and maintaining positive group atmosphere and communication; and establishing an environment within the group for effective programming outcomes.*

**CORE COURSES**

**RECR 274: Introduction to Therapeutic Recreation**

**Classes**
• Camp TEAM: plan and lead activities at overnight camp for teens and adults with developmental disabilities

Speakers
• Instructors for Adapted Sports Clinic

Videos
• Veteran’s Games
• Golden Dreams
• Mountain Backroads
• Alternative Medicine
• Animal Assisted Therapy

Readings
• Text: Datitilo, J. (2002). Inclusive leisure services (2nd ed.)

RECR 276: Program Leadership
Class
• Stages of group development

Reading
• Three group development readings

Assignments
• Individual activity plan for in-class leadership
• Off-campus leadership – individual activity plans
• Resource file

RECR 378: Human Relations
Assignments
• Human relations group work – seven group meetings in three or four person groups
• Group reports – five group reports completed by each group member half of each report referring to how the group is functioning
• Group meetings – groups discuss the stages of group development reading and assess their own stage of development

Readings
ELECTIVE COURSES

RECR 370: Outdoor Program Development
Classes
- Group dynamics (two classes)
- Influence of the group on challenge by choice (one class)

Readings
- Group development and dynamics
- Edgework – Stretching boundaries and generalizing experiences
- Kosseff, Alex. (2003). AMC guide to outdoor leadership. Chapter 9 (Groups)

RECR 376: Therapeutic Recreation Program Design
Classes
- Individual Treatment Plans (throughout quarter)

Readings

RECR 380: Therapeutic Recreation Principles, Practices and Techniques
Classes
- Facilitation Techniques (4 classes)

Assignment
- Facilitation Technique Assignment

Videos
- Dance Therapy
- Horticulture Therapy
- Animal Assisted Therapy
- Alternative Medicine

Readings

RECR 470: Adventure-Based Programming
Classes
- A theoretical framework for studying the wilderness experience
- Leadership and group development

Readings

8.16 Ability to use various leadership techniques to enhance individual, group, and community experiences.

Content to consider: Utilizing ethical considerations, leadership models, motivation techniques, team leadership,

CORE COURSES

RECR 272: Introduction to Outdoor Recreation
Classes
- Phase I Outdoor Recreation Questionnaire
- The Recreation Opportunity Spectrum
- Outward Bound and NOLS

Readings

RECR 274: Introduction to Therapeutic Recreation
Classes
- Introduction to adapted equipment, use of interpreters, sighted-guide techniques, and behavior management (three classes)
- Adapted sports clinic: participation in wheelchair basketball, amputee soccer, sight-assisted rock climbing, and adapted cycling
- Camp TEAM: plan and lead activities at overnight camp for teens and adults with developmental disabilities

Speakers
- Instruction for Adapted Sports Clinic
- Drama activities integrating sign language

Videos
- Veteran’s Games
- Golden Dreams
- Mountain Backroads
- Alternative Medicine
Animal Assisted Therapy

Readings

RECR 276: Program Leadership
Classes
- Identify and explore systematic approaches to program planning and leadership.
- Develop, write, and implement programming mission statements, goals, and objectives.
- Adapt activities to a variety of potential populations served.
- Learn to assess participants before, during and after recreation programs.
- Apply basic leadership principles in experiential settings

ELECTIVE COURSES

RECR 370: Outdoor Program Development
Classes
- Learning to lead

Readings

RECR 376: Therapeutic Recreation Program Design
Reading

RECR 379: Tourism Planning and Development
Classes
- Alternative forms of tourism (one class)
- Models in community tourism development (one class)

Assignments
- Design a three day visit to Whatcom County

Videos
- Rural Tourism

Readings
RECR 380: Therapeutic Recreation Principles, Practices and Techniques
Classes
- Introduction to comprehensive therapeutic recreation program planning

Assignment
- Adapted equipment research assignment

Readings

RECR 470: Adventure Programming
Classes
- Leadership and facilitation skills

Readings

RECR 475: Community Development
Classes
- Application of alternative resources on community building through leisure (two classes)

Reading
- Reclaiming Community

ADMINISTRATION / MANAGEMENT

8.17 Ability to apply basic principles of research and data analysis related to recreation, park resources, and leisure services.

Content to consider: Application of appropriate research methodology and statistical analysis for assessment, planning, and evaluation processes; application to evidence based decision making.

CORE COURSES

RECR 274: Introduction to Therapeutic Recreation
Classes
- Camp TEAM training: evaluate camp facilities and natural environment in relation to participant requirements (one class, pre-camp training)
- Design a risk management plan for cabin group or activities (one class)
Videos
- Camp TEAM Training Slide Show

Readings

RECR 276: Program Leadership
Assignments
- Individual activity plan
- Off-campus leadership – individual activity plans

Readings
- Glitch plans
- Adapting activities

RECR 373: Recreation Programming
Assignments
- Comprehensive Summer Program
- Specific Program

Readings

RECR 450: Recreation Program Evaluation
Classes
- Types of evaluation
- Developing a conceptual model and key evaluation points
- Logic models
- Evaluation plans
- Developing evaluation questions and defining outcomes
- Developing an evaluation design
  - What is a “design”?
  - Quantitative or qualitative?
  - Mixed?
- Collecting data
  - Sampling
- Collecting data
  - Measurement: Levels, reliability, and validity
  - Standardized instruments

Readings
● Types of evaluation (Nat. Science Foundation)
● The qual/quan debate (Trochim)
● What is a logic model (McCawley)
● How to write lit reviews
● Guide to developing research questions (Robert Woods Johnson)
● Introduction to design (Trochim)
● Sampling (Univ of Wisconsin Extension)
● Levels of measurement (Trochim)

**ELECTIVE COURSES**

**RECR 376: Therapeutic Recreation Program Design**

Class
- Activity analysis (one class)

**RECR 380: Therapeutic Recreation Principles, Practices and Techniques**

Classes
- Facilitation Techniques (four classes)

Assignment
- Facilitation technique: presentation and simulation

Videos
- Dance Therapy
- Horticulture Therapy
- Animal Assisted Therapy
- Alternative Medicine

Readings

**8.18 Understanding of the fundamental principles and procedures of management.**

Content to consider: Organization philosophy, goals, and objectives; planning systems; policy and procedure formulation; governance and oversight; power and politics; organizational design and structures; and information technology management.

**CORE COURSES**

**RECR 372: Management of Recreation and Leisure Services**

Classes
- The entire course is centered around the principles and procedures of management. Content includes but is not limited to:
  - Understand basic concepts and applications of management theory, management styles, organizational structure, and management techniques
  - Understand organizational politics related to the administration of park, recreation, and tourism services including the legal foundations and responsibilities of leisure service agencies
  - Understand personnel management, including recruitment, basic supervision, motivation, communication, and evaluation

**Reading**


**RECR 378: Human Relations**

**Classes**

- Style flex
- Four steps to better relationships
- Flexing in special situations
- Three keys to good relationships

**Readings**

- Bolton, R. and Bolton. (1996). People styles at work (an approach to interpersonal relations at work)
- Bolton, R. (1979) People skills (includes chapters on conflict resolution and collaboration strategies)

**8.19 Understanding of the principles and procedures of human resource management.**

*Content to consider:* Human resource planning and staffing, compensation, staff development, labor relations and collective bargaining, conflict resolution and negotiation, decision-making models, employment law, grievance management, and workplace diversity.

**CORE COURSES**

**RECR 372: Management of Recreation and Leisure Services**

**Classes**

- Job analysis and job descriptions (two classes)
- Recruitment and selection (two classes)
- Evaluation and training (two classes)

**Reading**

**RECR 444: Budget and Finance**

Classes
- Volunteers as Resources (one day)

Reading
- Crompton, J. (2009). Financing and acquiring park and recreation resources

8.20 **Understanding of the principles and procedures of supervisory leadership.**

Accreditation Standards - Park, Recreation, & Leisure Services Curricula - 2004 Edition 14

Content to consider: Interpersonal communication; motivation; managing employee performance; supervisory leadership; discipline and separation; ethics and standards of conduct; managing volunteers, part-time, and seasonal staff.

**CORE COURSES**

**RECR 372: Management of Recreation and Leisure Services**

Classes
- HR management (two classes)

Reading

**RECR 378: Human Relations**

Classes
- Assertiveness
- Payoffs and prices
- Assertiveness messages
- Push-push back phenomenon
- Triangulation
- Conflict prevention and control
- Handling the emotional content of conflict
- Conflict resolution method

Reading
- Bolton, R. and Bolton. (1996). People styles at work (an approach to interpersonal relations at work)
- Bolton, R. (1979) People skills (includes chapters on conflict resolution and collaboration strategies)
8.21 Understanding of the principles and procedures of budgeting and financial management.

Content to consider: Financing, budgeting methods, fiscal accountability, fiscal policies, purchasing, and inventory control.

CORE COURSES

RECR 373: Recreation Programming

Classes
- Budgeting and pricing (with Excel lab)

Reading

RECR 444: Budget and Finance

Classes
- The entire course is dedicated to understanding the principles of budget and finance. Specific objectives of the course are:
  - To give the student a working knowledge of budget preparation, adoption, and execution.
  - To familiarize the student with the budgeting process of various recreation and park agencies.
  - To give a review of primary sources of revenue, and how to obtain revenue.
  - To explore innovative financing and resource acquisition techniques.
- To give the student the proper tools for searching out and writing proposals for grants.

Reading
8.22 Understanding of the principles and procedures related to agency marketing techniques and strategies.

Content to consider: Writing principles; consumer buying behavior; segmentation, targeting, and positioning; product life cycles; advertising; various forms of media, including print, broadcast and on-line; media planning and buying; copyrighting; planning and programming public relations events; implementing public relations strategy through various forms of media; and media relations.

CORE COURSES

RECR 279: Introduction to Tourism

Classes
- Destination Life Cycle (one class)
- Niche markets (one class)

Readings

RECR 372: Management of Recreation and Leisure Services

Classes
- Public relations, marketing, and customer service (3 classes, one day dedicated to each topic area)

Reading

RECR 373: Recreation Programming

Classes
- Marketing strategies with Publisher computer lab

Assignments
- Comprehensive Summer Program
- Specific Program

Readings
8.23 Ability to utilize the tools of professional communication.

Content to consider: Technical writing, public speaking, and audio-visual/multimedia resources.

CORE COURSES

RECR 201: Foundations of Recreation and Leisure
Assignments
- Time diary (writing)

RECR 271: Introduction to Community Recreation
Assignments
- Students are required to perform an in-depth analysis of an assigned Bellingham community. They are to prepare a written community assessment and present a photo journal and content information in a PowerPoint presentation.

RECR 379: Tourism Planning and Development
Assignments
- Develop proposal for international contour
- Present tour plan

RECR 373: Recreation Programming
Assignments
- Comprehensive Summer Program (writing)
- Specific Program (writing)

RECR 450: Program Evaluation
Assignments
- Final program evaluation proposal (writing)

RECR 444: Budget and Finance
- Students are responsible for a budget preparation and presentation requiring professional dress and the presentation and defense of a budget using PowerPoint.

RECR 480: Leisure and Society
Assignments
- Term paper (writing)
- Presentations (speaking)

ELECTIVE COURSES

RECR 379: Tourism Planning and Development
Assignments
- Presentation design for three day tour of Whatcom County
RECR 380: Therapeutic Recreation Principles, Practices and Techniques

Classes

- Facilitation techniques (four classes)

Assignment

- Facilitation technique: presentation and simulation

RECR 421: Therapeutic Recreation Trends and Issues

Assignments

- Oral exam
- Presentations
- Term papers (written)

RECR 470: Adventure Programming

Assignments

- Case study research paper (written)
- Presentations

RECR 479: Ecotourism: Principles and Practices

- Assignment and PowerPoint presentations: tourism issues

8.24 Ability to apply current technology to professional practice.

Content to consider: Application of current technology separately and in integrated formats for professional practice. Examples of technology include the following: word processing, spreadsheets, database management, presentation and graphic software, and web page development. An example of applying current technology in an integrated format is the use of presentation software to include spreadsheet components.

CORE COURSES

RECR Program in General

- All courses requiring presentation utilize PowerPoint presentations where applicable and include embedded links and video components.

RECR 271: Introduction to Community Recreation

Assignments

- Using American Fact Finder (from the US Census website) students are required to gather census information from various census tracts and report their findings

RECR 373: Recreation Programming

Classes

- Two one hour and forty minute computer labs on Excel (budgeting) and one lab on Publisher (promotion)
- Presentation by Campus Recreation on use of Class, issues with Class (one class)

**RECR 378: Human Relations**
- Students are responsible for producing, editing, posting 10-15 minute videos on human relations skill, issue or scenario as quarter long final project and presentation

**RECR 444: Budget and Finance**
- Students are responsible for a budget preparation and presentation that requires the use of Word, PowerPoint, and Excel.

### 8.25 Knowledge of the following principles and procedures of developing areas and facilities:

#### 8.25:01 Assessment

*Content to consider: Social, environmental, and physical assessment and impact of the environment to determine its suitability for the development of recreational areas and facilities.*

**CORE COURSES**

**RECR 372: Management of Recreation and Leisure Services**

**Classes**
- Physical Resource Planning
- Physical Resource Management
- Facilities Tour and Planning Day – All students are taken on a tour of Bellingham’s parks and recreation facilities by the parks and recreation Director.
- The Bellingham waterfront is going through a major community development project. Students are asked to analyze the planning proposals, design charrette, and community zoning in the context of physical and social environments.

**Readings**
  - Chapter 11 – Physical Resource Planning
  - Chapter 12 – Physical Resource Management

**RECR 373: Recreation Programming**

**Classes**
- Class on needs assessment and relationship to facilities and needs
Assignments
- Programming assignment needs assessment and programming strategy

Readings

8.25:02 Planning

Content to consider: Basic planning models and principles as they relate to the development and construction of recreational areas/facilities.

CORE COURSES

RECR 275: Professional Practicum
Field trip and field exercise
- During Phase II, students travel to Bay Horizon County Park, which used to be the Blaine Air Force Base. The facility has not utilized to its fullest potential. During community meetings with the Northwest Park and Recreation District II, the managing partner of the facility, Bay Horizon County Park has been mentioned as a potential site for future development. Students travel to the facility, and discuss various design and facility use scenarios with Ted Morris, Park Commissioner. (Two day field experience).

RECR 372: Management of Recreation and Leisure Services
Classes
- Physical Resource Planning
- Physical Resource Management
- Facilities Tour and Planning Day – All students are taken on a tour of Bellingham’s parks and recreation facilities by the parks and recreation Director.
- The Bellingham waterfront is going through a major community development project. Students are asked to analyze the planning proposals, design cherette, and community zoning in the context of physical and social environments.

Readings
  - Chapter 11 – Physical Resource Planning
  - Chapter 12 – Physical Resource Management
8.25:03  Functional Design

Content to consider: Principles of functional design to maximize participation while maintaining a sound environment.

CORE COURSES

RECR 275: Professional Practicum
Field trip and field exercise
During Phase II, students travel to Bay Horizon County Park, which used to be the Blaine Air Force Base. The facility has not utilized to its fullest potential. During community meetings with the Northwest Park and Recreation District II, the managing partner of the facility, Bay Horizon County Park has been mentioned as a potential site for future development. Students travel to the facility, and discuss various design and facility use scenarios with Ted Morris, Park Commissioner. (Two day field experience).

RECR 372 : Management of Recreation and Leisure Services
Classes
- Physical Resource Planning
- Physical Resource Management
- Facilities Tour and Planning Day – All students are taken on a tour of Bellingham’s parks and recreation facilities by the parks and recreation Director.
- The Bellingham waterfront is going through a major community development project. Students are asked to analyze the planning proposals, design cherette, and community zoning in the context of physical and social environments.

Readings
  - Chapter 11 – Physical Resource Planning
  - Chapter 12 – Physical Resource Management

8.25:04  Evaluation

Content to consider: Principles and procedures for evaluating the appropriateness and functionality of a recreation area/facility.

CORE COURSES
RECR 372: Management of Recreation and Leisure Services

Classes
- Physical Resource Planning
- Physical Resource Management
- Facilities Tour and Planning Day – All students are taken on a tour of Bellingham’s parks and recreation facilities by the parks and recreation Director.
- The Bellingham waterfront is going through a major community development project. Students are asked to analyze the planning proposals, design charrette, and community zoning in the context of physical and social environments.

Readings
  - Chapter 11 – Physical Resource Planning
  - Chapter 12 – Physical Resource Management

RECR 450: Program Evaluation

Classes
- Types of evaluation-Process and feasibility evaluation (two classes)

Readings

8.25:05 Operation and maintenance

Content to consider: Basic operation and maintenance principles and procedures as they relate to the operation of a recreation area/facility.

CORE COURSES

RECR 275: Professional Practicum

Field trip and field exercise
During Phase II, students travel to Bay Horizon County Park, which used to be the Blaine Air Force Base. The facility has not utilized to its fullest potential. During community meetings with the Northwest Park and Recreation District II, the managing partner of the facility, Bay Horizon County Park has been mentioned as a potential site for future development. Students travel to the facility, and discuss various design and facility use scenarios with Ted Morris, Park Commissioner. (Two day field experience).
RECR 372 : Management of Recreation and Leisure Services

Classes
- Physical Resource Planning
- Physical Resource Management
- Facilities Tour and Planning Day – All students are taken on a tour of Bellingham’s parks and recreation facilities by the parks and recreation Director.
- The Bellingham waterfront is going through a major community development project. Students are asked to analyze the planning proposals, design charrette, and community zoning in the context of physical and social environments.

Readings
  - Chapter 11 – Physical Resource Planning
  - Chapter 12 – Physical Resource Management

LEGISLATIVE AND LEGAL ASPECTS

8.26 Understanding of the following related to recreation, park resources, and leisure services:

8.26:01 Legal foundations and the legislative process

CORE COURSES

RECR 272: Introduction to Outdoor Recreation

Classes
- The Evolution of Environmental Law

RECR 372: Management of Leisure Services

Classes
- Legal foundations of recreation management (two classes)

Reading

RECR 373: Recreation Programming

Readings
8.26:02 Contracts and tort law

**CORE COURSES**

**RECR 372: Management of Recreation and Leisure Services**

Classes
- Legal foundations of recreation management – includes specific discussion of tort law (two classes)
- EEO Compliance (one class)

Reading

**ELECTIVE COURSES**

**RECR 370: Outdoor Program Development**

Classes
- Law and risk management including tort law and development of risk management plans.

**RECR 470: Adventure-Based Programming**

Classes
- The basics of contracts and torts. Liability release forms in Washington. (one class)
- Mediation of legal cases relating to adventure programs (two classes)

8.26:03 Regulatory agents and methods of compliance

Content to consider: Enabling laws; public and private control; national, state, and local agencies and regulations; creation and enforcement of legislation; human rights; property law.

**CORE COURSES**

**RECR 272: Introduction to Outdoor Recreation**

Classes
- The Evolution of Environmental Law

**RECR 274: Introduction to Therapeutic Recreation**

Classes
- Legislation effecting leisure services for persons with disabilities: focus on ADA (one class)
- PowerPoint presentation
Readings


**RECR 372: Management of Recreation and Leisure Services**
**Classes**
- Management and the law
- EEO Compliance, OSHA, and FMLA

**Reading**

**RECR 444: Budget and Finance**
**Classes**
- Discuss enabling legislation and the financing of public park and recreation agencies

**ELECTIVE COURSES**

**RECR 470: Adventure-Based Programming**
**Classes**
- The basics of contracts and torts. Liability release forms in Washington (two classes)
- Regulation and administration of adventure programs, specifically adventure and wilderness therapy
- Access, permits, and legislation

**Reading**
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

**CORE COURSES**

**RECR 274: Introduction to Therapeutic Recreation**

**Classes**
- Camp TEAM training: evaluate camp facilities and natural environment in relation to participant requirements (one class, pre-camp training)
- Design a risk management plan for cabin group or activities (one class)

**Videos**
- Camp TEAM Training Slide Show

**Readings**

**RECR 276: Recreation Program Leadership**

**Classes**
- Safety management

**Reading**
- Safety management – link on syllabus

**RECR 372: Management of Recreation and Leisure Services**

**Classes**
- Risk Management

**Reading**
RECR 373: Recreation Programming

Classes
- Risk management (one class, applied to comprehensive programming)

Assignments
- Comprehensive Summer Program
- Specific Program
- Two risk management exercises related to comprehensive and specific programming

Readings

ELECTIVE COURSES

RECR 370: Outdoor Program Development

Classes
- Risk Management (two classes)

Readings

Speakers
- Local attorney and former recreation business owner speaks about risk management and the use of waivers

RECR 470: Adventure-Based Programming

Classes
- Risk management of adventure programs
- Mediation (dealing with a lawsuit resulting from a rafting incident) (two classes)
FIELD EXPERIENCES

8.28 Formal field experience(s) of at least 100 total documented clock hours in appropriate professional recreation organizations/agencies prior to internship.

Content to consider: May include a variety of experiences in required courses, in-depth experiences of greater duration, and required community service.

Students are required to complete 240 hours of field experience prior to their internship. The exact setting or settings and the distribution of hours are determined according to the student's needs as part of the advising process. For example, a student interested in both working with disabled persons and working in an outdoor setting might split time between an outdoor program and a clinical program, enabling him or her to have experience in both settings prior to pursuing a hybrid internship. Another student with limited background would be encouraged to gain more multicultural experience.

Credits for field experience are built into the introductory courses (community, therapeutic, outdoor, and tourism). Practical experience is a cornerstone of the Recreation Program. Phase I includes a series of practicum visits to recreation and leisure service agencies and programs. All students in Phase I also plan and lead an overnight camp for approximately 75 persons with disabilities. Students are also required to complete a minimum of 240 hours of paid/non-paid fieldwork prior to the internship. Phase III is a full-time internship of at least 400 hours, although the norm for actual hours ranges between 400 and 600 hours, depending on the internship setting. The internship is placed in spring or summer of the junior year so senior classes can be related to experiences gained during the internship.

Most courses have a practical component. Classes can be flexibly scheduled to maximize opportunities for practical experience. Examples of practical experience include, but are not limited to, the following:

Phase I

- **Community Recreation**. Students are placed in small groups to conduct a community analysis of a selected Bellingham neighborhood or nearby community. They interview city officials, meet with the city planning department, interview citizens, and attend city hearings associated with activities in their neighborhoods.

- **Therapeutic Recreation**. Students plan and lead an overnight camp for over 70 persons with disabilities. They also spend the better part of a day participating in adapted sports led by persons with disabilities, including amputee soccer and wheelchair basketball.

- **Program Leadership**. Working in small groups students have planned and presented recreation activities and events in conjunction with a wide range of local organizations and agencies: Bellingham Parks and Recreation and YMCA
have been programs served in recent years, though this practice has been discontinued due to logistical challenges.

- **Outdoor Recreation.** Students spend a day learning to rock climb and take a two-day white-water rafting trip.
- **Practicum.** Students are required to complete and report on visitations to professional recreation agencies.

**Phase II**

- **Recreation Programming:** Students organize simulated companies and respond to an RFP to compete for a hypothetical contract to provide a 10-week summer recreation program for an actual local community. The assignment necessitates visits to the community for assessment of community needs (contact with several organizations and agencies) and meetings with the former parks and recreation director for background information. Students submit full proposals detailing every aspect of comprehensive programming and in certain years they receive feedback from key community leaders or present to a panel of local citizens who award the contract.
- **Therapeutic Recreation:** Students participate in a “mentorship,” which requires volunteering for several hours a week in a therapeutic recreation setting. Students are assigned to therapeutic recreation professionals, who act as mentors over the course of the quarter.
- **Tourism:** Students attend travel shows in Seattle and Vancouver, Canada.
- **Leisure and Aging:** Students are partnered with an older adult from the community for weekly meetings to discuss course topics. They also interview their partners and complete a Life History project.

**Phase IV**

- **Tourism:** Students take a three night fieldtrip to The Makah Nation at Neah Bay, Washington. They study the impacts of tourism, meet with community elders and tourism planners, complete community service projects, and discuss options for community–based tourism.
- **Community Recreation:** Students coordinate with the Whatcom Volunteer Center’s Chore Program to perform community service projects as part of the class curriculum.
8.29 Internship, full-time continuing experience in one appropriate professional recreation organization/agency of at least 400 clock hours over an extended period of time, not less than 10 weeks. If an option is accredited, the internship must be directly related to such option

RECR 471: Internship
RECR 471, Internship, requires a 10 consecutive week, 400 hour internship. Students, however, often complete internships in excess of this standard.
## Course/Standard Matrix for Standards in Series 8.00

<table>
<thead>
<tr>
<th>REQUIRED RECREATION CORE COURSES</th>
<th>ELECTIVE RECREATION COURSES</th>
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<td>RECR 370 Outdoor Program Development</td>
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<td>RECR 271 Introduction to Community Recreation and Leisure Services</td>
<td>RECR 376 Therapeutic Recreation Program Design</td>
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<td>RECR 272 Introduction to Outdoor Recreation</td>
<td>RECR 379 Tourism Planning &amp; Development</td>
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<td>RECR 274 Introduction to Therapeutic Recreation</td>
<td>RECR 380 TR Principles, Practices, &amp; Techniques</td>
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<td>RECR 372 Management of Recreation and Leisure Services</td>
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<td>RECR 444 Recreation Budgeting and Finance</td>
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<td>RECR 480 Leisure and Society</td>
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# Core Courses

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<th>DELIVERY SYSTEMS</th>
<th>PROGRAMMING AND EVENT PLANNING</th>
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## DELIVERY SYSTEMS
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## PROGRAMMING AND EVENT PLANNING
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## ADMINISTRATION / MANAGEMENT
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| 8.26.05  |                        |

## FIELD EXPERIENCES
| 8.27     |                        |
| 8.28     |                        |
| 8.29     |                        |
Recreation Program Mission Goals and Objectives

Mission Statement
Conducted from a foundation of liberal education, the Recreation Program prepares students to enhance the quality of individual and community life through the provision of recreation and leisure services for all people. Based on this mission, students shall develop the values, knowledge, skill, and attributes to perform proficiently and ethically as citizens and professionals.

Accordingly, the Recreation Program endeavors to achieve the following goals:
- Students shall understand the relation between leisure and the arts, the humanities, and the social and natural sciences.
- Students shall be able to think critically and use diverse methods of understanding, including logic, scientific method, philosophical argument, ethical reasoning, and systems-thinking.
- Students shall demonstrate in written and oral assignments (e.g. presentations, debates, oral exams) the ability to express themselves clearly, coherently, cogently, and intelligently.
- Students shall understand ethical principles, be able to make sound ethical judgments, and understand the importance of moral character. Students shall be able identify and apply ethical principles relevant to recreation and leisure in general and to their concentrations in particular through classes, assignments, and experiential learning, including fieldwork and internships.
- Students shall acquire a basic knowledge of the history, philosophy, and science of recreation and leisure.
- Students shall understand the benefits of leisure and recreation for the well-being of individuals and for the welfare of communities.
- Students shall be able to work effectively in a pluralistic democracy by understanding how leisure and recreation contribute to the diverse threads and the common fabric of society.
- Students shall understand the relationship between leisure behavior and natural environments.
- Students shall be able to analyze contemporary moral, social, and political issues in relation to recreation and leisure.
- Students shall possess the technical knowledge and skills required of recreation professionals, including the areas of planning, management, assessment, leadership, evaluation, and budget and finance.
- Students shall be well prepared in their area of specialization, including tourism, outdoor recreation, community recreation, and therapeutic recreation.
- Students shall understand principles of social justice and be able to develop policies and practices that make recreation and leisure opportunities available to all people.
## Recreation Program Goals with Linked Courses and Outcomes

<table>
<thead>
<tr>
<th>Recreation Program Goals</th>
<th>Related Information</th>
<th>Classes?</th>
<th>Class, Assignment, Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students shall understand the relation between leisure and the arts, the humanities, and the social and natural sciences; a. Students will be apply their learning and core GUR courses to recreation contexts b. Students are able to make linkages between core GUR areas and recreation contexts</td>
<td>GUR Areas: - Writing and Critical Inquiry - Communication - Quantitative and symbolic reasoning - Humanities - Social sciences - Comparative gender/multi-cultural - Natural sciences</td>
<td>1. 201</td>
<td>1a. Time diary Exams</td>
</tr>
<tr>
<td>2. Students shall be able to think critically and use diverse methods of understanding, including logic, scientific method, philosophical argument, ethical reasoning, and systems-thinking; a. Students are able to apply logic, critical thinking, ethical reasoning models to recreation contexts and issues b. Students are able to apply scientific method to studying a concept and issue</td>
<td></td>
<td>1. 421</td>
<td>1a. Oral exam (philosophical argument) 2a. Development of evaluation proposal, quizzes and literature review assignment 3a. Completion of term paper assignment and Lead assignment</td>
</tr>
<tr>
<td>3. Students shall demonstrate in written and oral assignments (e.g. presentations, debates, oral exams) the ability to express themselves clearly, coherently, cogently, and intelligently; a. Students are able to write effectively for a variety of audiences b. Students are able to present, lead, and facilitate in a variety of contexts</td>
<td></td>
<td>1. 271</td>
<td>1a. Completion of Neighborhood Project 2a. Time diary project 3a. Group presentations, Oral exam, Term paper 4a. Evaluation proposal presentations 5a. Research and present tourism issues 6a. Camp team leadership 7a. Completion of study abroad</td>
</tr>
</tbody>
</table>
4. Students shall understand ethical principles, be able to make sound ethical judgments, and understand the importance of moral character. Students shall be able to identify and apply ethical principles relevant to recreation and leisure in general and to their concentrations in particular through classes, assignments, and experiential learning, including fieldwork and internships;
   a. Students learn core tenets of principle ethics and virtue ethics
   b. Students are able to apply these principles in a variety of contexts to inform the design, planning, programming, leadership and evaluation of recreation services

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 421</td>
<td>1a. Oral exam</td>
</tr>
<tr>
<td>2. 450</td>
<td>2a. Ethics of research and evaluation</td>
</tr>
<tr>
<td>3. 480</td>
<td>3a. This I believe, ethics lecture and discussion</td>
</tr>
<tr>
<td>4. 479</td>
<td>4a. Development of professional code of ethics</td>
</tr>
<tr>
<td>5. 380</td>
<td>5a. Therapeutic recreation professional ethics</td>
</tr>
</tbody>
</table>

5. Students shall acquire a basic knowledge of the history, philosophy, and science of recreation and leisure;
   a. Students learn foundational history and philosophy of recreation in 201
   b. Introductory classes refine historical knowledge in each core option area

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>1a. Tests and Time Diary Project</td>
</tr>
<tr>
<td>-</td>
<td>2a. Exams</td>
</tr>
<tr>
<td>-</td>
<td>3a. Quizzes and discussion on research, science, and evaluation</td>
</tr>
<tr>
<td>-</td>
<td>4a. Exam</td>
</tr>
</tbody>
</table>

6. Students shall understand the benefits of leisure and recreation for the well-being of individuals and for the welfare of communities;
   a. Students have knowledge, comprehension and applied understanding of benefits-based management in a variety of contexts
   b. Students learn how to assess needs, program, and evaluate benefits through

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>-</td>
<td>1a. Class and lecture on benefits based management</td>
</tr>
<tr>
<td>-</td>
<td>2a. Tests, Time Diary Project</td>
</tr>
<tr>
<td>-</td>
<td>3a. Oral exam</td>
</tr>
<tr>
<td>-</td>
<td>4a. Program individual and comprehensive program projects</td>
</tr>
<tr>
<td>-</td>
<td>5a. Development of an evaluation proposal</td>
</tr>
<tr>
<td>-</td>
<td>6a. Students present/discuss social</td>
</tr>
<tr>
<td></td>
<td>application of critical thinking, systems thinking, and program evaluation</td>
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<td>---</td>
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</tr>
<tr>
<td>7a.</td>
<td>Comprehensive and specific program plans</td>
</tr>
<tr>
<td>8a.</td>
<td>Individual treatment plans</td>
</tr>
<tr>
<td>9a.</td>
<td>Accessibility plans for Camp Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Students shall be able to work effectively in a pluralistic democracy by understanding how leisure and recreation contribute to the diverse threads and the common fabric of society;</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Students have knowledge and comprehension of pluralist democracies and the role that recreation plays in a society with shared or common values and a diversity of voices and viewpoints</td>
<td>-Phase Curriculum and community development exemplifies ideals</td>
</tr>
<tr>
<td>b.</td>
<td>Students apply knowledge in internships and in the design, leadership and evaluation of recreation programs and services</td>
<td>Social justice curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1. 271</th>
<th>1a. Class and reading based on building social capital</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. 475</td>
<td>2a. Class centers on theme of building inclusive communities often through use of assets based community development</td>
</tr>
<tr>
<td></td>
<td>3. 201</td>
<td>3a. Tests</td>
</tr>
<tr>
<td></td>
<td>4. 480</td>
<td>4a. Paper, Lead Assignment, Panel discussions</td>
</tr>
<tr>
<td></td>
<td>5. 473</td>
<td>5a. Students successfully complete 400 internship</td>
</tr>
<tr>
<td></td>
<td>6. 274</td>
<td>6a. Camp Team Leadership assessment</td>
</tr>
<tr>
<td></td>
<td>7. 380</td>
<td>7a. Practicum visit write-ups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Students shall understand the relationship between leisure behavior and natural environments;</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Students have knowledge and comprehension of the core tenets of human’s relationship with nature, including philosophical foundations and the design, management, leadership and evaluation of recreation in natural environments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1. 370</th>
<th>1a. LNT training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. 272</td>
<td>2a. Exams, project</td>
</tr>
<tr>
<td></td>
<td>3. 470</td>
<td>3a. Midterm, projects, discussion on human nature relationships and core models in adventure programming</td>
</tr>
<tr>
<td></td>
<td>4. 379</td>
<td>4a. Ecotourism plan</td>
</tr>
<tr>
<td></td>
<td>5. 479</td>
<td>5a. Native American perspective written assignment</td>
</tr>
<tr>
<td>Paragraph</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>9. Students shall be able to analyze contemporary moral, social, and</td>
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<td></td>
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<tr>
<td>political issues in relation to recreation and leisure;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Students apply knowledge in critical thinking and moral reasoning</td>
<td></td>
<td></td>
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<tr>
<td>b. Students experience these issues in Internship and reflect on</td>
<td></td>
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<tr>
<td>them</td>
<td>1</td>
<td>480</td>
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<tr>
<td>2</td>
<td>470</td>
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<tr>
<td>3</td>
<td>479</td>
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<tr>
<td>10. Students shall possess the technical knowledge and skills required</td>
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<tr>
<td>of recreation professionals, including the areas of planning,</td>
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<tr>
<td>management, assessment, leadership, evaluation, and budget and</td>
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<tr>
<td>finance;</td>
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<td>2</td>
<td>372</td>
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<td>3</td>
<td>444</td>
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<td>4</td>
<td>450</td>
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<tr>
<td>5</td>
<td>373</td>
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<tr>
<td>11. Students shall be well prepared in their area of specialization,</td>
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<td></td>
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<tr>
<td>including tourism, outdoor recreation, community recreation, and</td>
<td></td>
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<tr>
<td>therapeutic recreation;</td>
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<tr>
<td>All specialty classes target this objective</td>
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<td>1</td>
<td>370</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
<td>475</td>
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<td>5</td>
<td>479</td>
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<tr>
<td>12. Students shall understand principles of social justice and be able</td>
<td></td>
<td></td>
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<tr>
<td>to develop policies and practices that make recreation and leisure</td>
<td></td>
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<tr>
<td>opportunities available to all people.</td>
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<tr>
<td>1</td>
<td>271</td>
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<td>2</td>
<td>475</td>
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<td>3</td>
<td>275/480</td>
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<tr>
<td>4</td>
<td>274</td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Arts Degree – Recreation

Western Washington University’s Recreation Program prepares students for careers planning, developing, and delivering leisure services in response to the needs of society for health, well-being, and quality of life. The curriculum adapts the quarter system to a “Phase” structure. Once admitted to the major, students enter Phase I of the curriculum during spring quarter. They continue through the curriculum as indicated by the schedule below. Students must have at least sophomore status to begin the program and the Phase curriculum must be completed in sequence.

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>GURs</td>
<td>GURs</td>
<td>GURs</td>
</tr>
<tr>
<td>Sophomore</td>
<td>201 / GURs / Support Area</td>
<td>201 / GURs / Support Area</td>
<td>I</td>
</tr>
<tr>
<td>Junior</td>
<td>GURs / Support Area</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td>Senior</td>
<td>IV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major Concentration: 66 credits**

Completion of Rec 201, Phases I, II, III and IV

**Support Areas: 25 credits**

In addition to the Phase requirements, Recreation majors must complete a 25-credit support area. Support area plans are developed with and approved by the student’s
faculty advisor and may take either the form of a traditional minor or an interdisciplinary study. See an advisor for more information.

Important Information About Applying to the Recreation Program

All students, including transfers, must apply for admission to the program. Transfer students are urged to contact the Recreation Program well in advance for guidance and further information. Students must have reached sophomore status by the spring quarter they plan to begin the program. The number of students admitted to the program each year is limited to about sixty. The number of applications sometimes exceeds available openings. Students should prepare their material carefully and completely. Applicants should first submit their materials to the program secretary and then schedule an interview with a faculty member prior to the deadline. The deadline for completing all aspects of the application process (including the interview) is the first Friday in November.

Application Process

The application process consists of the following parts. Please turn in all paperwork to Katey in CV 6.

a. Complete the application for the Recreation Program (see page 6). This application is separate from the application to Western Washington University. Admission to the Recreation Program is contingent on admission to Western Washington University.

b. Include an official or unofficial transcript of all college coursework, both here at WWU and at any other colleges you have attended.

c. Include a double-spaced, three-page maximum essay that addresses the following questions:
   ● Why are you interested in a career in recreation and leisure services?
   ● What contributions do you think you can make to the field of recreation and leisure services?
   ● What can you contribute to the Recreation Program and what do you expect to receive from it?
   ● Discuss any other relevant factors.

d. Schedule an interview with a member of the faculty after all materials have been submitted. You should give the faculty member a day or two to review your application before your interview.

Admission to the Recreation Program is based on several criteria. They include:

- Rec 201 (Foundations of Recreation and Leisure) must be successfully completed (minimum grade of “C”) before students may start Phase I. Students who have successfully completed the equivalent of Rec 201 may have it waived with prior permission. (Rec 201 is offered fall and winter quarters only.)

- Grade Point Average: The minimum acceptable GPA is 2.0. However, most students who are admitted to the program have GPAs well above the minimum.
- Interview: The interview includes questions related to the student's background, work and life experiences; interest in recreation and leisure as a career; and academic strengths and weaknesses. The student is responsible for scheduling an appointment before the deadline.

- Essay: See preceding comments on “essay."

- Experience: Evidence of paid or non-paid experience in recreation-related positions is preferred. Other relevant work and life experiences are also considered.

After the application deadline has passed, applicants are evaluated and ranked based on all the above criteria and the faculty's judgment of their potential for successful careers in recreation and leisure services. Admission is not based on a single criterion or an equation. We accept 60 students per phase, and reserve the right to admit more than 60 students if the faculty believe it is justified. After the November deadline has passed, we will continue to accept applications which will be reviewed on a case-by-case basis and evaluated using the above criteria. This process is not on a “first come first serve basis.” All students will be notified of their admittance to the program no later than the beginning of spring quarter registration to allow students ample time to register for spring quarter classes.

### Courses in Recreation

201  **Foundations of Recreation and Leisure** (4) [Fall or Winter prior to entering Phase I]

Prereq: Sophomore status or permission. Professional course dealing with the history, philosophy, present status, future goals, and challenges of leisure and the recreation service professions.

**PHASE I (Spring)**

271  **Introduction to Community Recreation** (3)

Prereq: Rec 201; majors only. Introduction to the major professional agencies, philosophies, functions, services, personnel and facilities. Emphasis on the diversity and inter-relatedness of community recreation service agencies.

272  **Introduction to Outdoor Recreation** (3)

Prereq: Rec 201; majors only. Introduction to the major professional components of the outdoor recreation field; interpretive services, camping, resource management; programming, private recreation and tourism. Focuses on trends, programs and related professional issues.

274  **Introduction to Therapeutic Recreation** (4)

Prereq: Rec 201; majors only. Introduction to the principles and practices of therapeutic recreation. Includes history, philosophy, trends and issues. Also presents an overview of consumer groups associated with therapeutic recreation.
275 Professional Practicum and Seminar (1)
Prereq: Rec 201; majors only. S/U grading. Career opportunities in leisure services investigated through organized visits to recreation and leisure agencies. Includes class meetings to explore professional development.

276 Program Leadership (2)
Prereq: Rec 201; majors only. Leading and processing recreation experiences that promote individual and social well being in community, outdoor and therapeutic settings.

279 Introduction to Tourism (3)
Prereq: Rec 201; majors only. An introduction to the tourism industry that includes trends and related professional issues.

**PRE-PHASE II Therapeutic Recreation Concentration ONLY**

380 Therapeutic Recreation Principles, Practices and Techniques (5)
Prereq: Rec 201, Phase I or appropriate experience and written permission. Concentrated analysis of the process and practice of therapeutic recreation. Includes medical terminology, disabling conditions, adaptations, models of health care, rehabilitation techniques, and further examination of the foundations and development of therapeutic recreation. Includes 2 hours/week observing/shadowing in a therapeutic recreation setting. (Offered fall quarter only)

**PHASE II (Winter)**

370* Outdoor Program Development (4)
Prereq: Phase I or appropriate experience and written permission. Methods and techniques in the organization, implementation and evaluation of recreation programs in outdoor settings.

372 Management of Recreation and Leisure Services (4)
Prereq: Phase I. Entry-level administrative knowledge and skills for managing personnel and organizational resources in recreation and leisure services.

373 Recreation Programming (4)
Prereq: Phase I. Systems approach to programming methods for individual and group program planning in all recreation and leisure settings.

376* Therapeutic Recreation Program Design (4)
Prereq: Phase I or appropriate experience and written permission. Development of comprehensive, specific, and individualized therapeutic recreation programs designed for clinical settings.

378a Human Relations: Concepts and Skills (4)

Prereq: Phase I. Knowledge of human relations concepts and development of basic helping skills needed by professionals working in a variety of recreation settings. Focuses on improving public and personnel relations in professional settings and on enhancing the quality of leisure experiences for individuals.

378b Human Relations: Concepts and Skills (4)

Prereq: Phase I. Knowledge of human relations concepts and development of basic helping skills needed by individuals working in therapeutic relationships in outdoor, community and institutional settings. Designed for students interested in therapeutic recreation and adventure programming.

379* Tourism Planning and Development (4)

Prereq: Phase I or written permission. Study of the nature and process of planning as a function of tourism industry development; focus on the application of resource and activity planning principles to the recreational travel and tourism experience.

385* Leisure and Aging (4)

An overview of aging with respect to leisure services. Examines physical, social, psychological, economic and political aspects of aging as they relate to designing recreation programs and leisure opportunities.

*Students choose one of four courses marked with an asterisk in Phase II.

**PHASE III (Spring or Summer)**

473 Internship III (15) - Spring

or

472 Internship II (12) – Summer

AND Rec 471 Internship I (3) – Spring or Fall (see note on next page)

Prereq: Phase II. Full-time supervised professional experience emphasizing functional proficiency under joint sponsorship of University and agency personnel. S/U grading.

Students are also required to complete a minimum of 240 hours of approved paid or unpaid field work experience in recreation and leisure services prior to registering for their Internship. See important summer quarter internship information below.

**Students planning to do a summer internship (Rec 472, Internship II) must register for Rec 471 (Internship I) either the quarter before or the quarter after the internship. This gives students the full 15 credits for their internship. Rec 471 provides the additional three credits only; there is no work to be done for this class as all the work is done**
during the summer quarter internship. Students should see their advisors for further information.

**PHASE IV (Fall)**

421* Therapeutic Recreation Trends and Issues (3)

Prereq: Phase III or appropriate experience and written permission. An analysis of trends and issues impacting theory recreation.

444 Recreation Budgeting and Finance (4)

Prereq: Phase III. Principles and techniques of obtaining, budgeting and managing financial resources in parks and recreation agencies.

450 Recreation Program Evaluation (4)

Prereq: Phase III. Quantitative and qualitative methods of program evaluation in recreation and leisure services.

470* Adventure-Based Programming (3)

Prereq: Phase III. Methods and techniques in the assessment, design, implementation and evaluation of adventure programs in enrichment and therapeutic recreation settings.

475* Community Development and Leisure Services (3)

Prereq: Phase III or permission of instructor. An analysis of community development from the context of recreation and leisure services. The roles and relationships among community members and recreation and leisure services are emphasized for the purposes of promoting the health and well-being of communities.

479* Ecotourism: Principles and Practices (3)

Prereq: Rec 379 or permission of instructor. Provides an understanding of the principles and practices of ecotourism. Examines theory, practice, history, terminology and issues in ecotourism planning and management. Emphasizes sustainable practices as they relate to traveler education, tour planning, and destination development.

480 Leisure and Society (4)

Prereq: Phase III. Senior capstone that builds on general education and foundations of professional education. Goal is to synthesize diverse strands of theory and practice into an integrated understanding of recreation and leisure in modern society, with implications for professional service.

*Students choose one of five courses marked with an asterisk in Phase IV.
WWU Recreation Program Admissions Application

Please prepare on computer, using this as a guide. Print and turn in with transcripts & essay.

Date:

Name:

Student #:

Local Address (street address, city, state, zip):

Permanent Address (street address, city, state, zip):

Email address:

Local phone:

Cell phone:

Permanent phone:

College(s) attended:

<table>
<thead>
<tr>
<th>Name of College</th>
<th>Date(s)</th>
<th>Area of Study</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>GPA</td>
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</tbody>
</table>

Work Experience (volunteer or paid):

Life Experience (travel, special experiences, etc.):

Leisure Interests / Recreation Skills:

Interest Area(s):

_____ Community Recreation  _____ Outdoor Recreation

_____ Therapeutic Recreation  _____ Generalist

_____ Tourism  _____ Undecided
Recreation Program Phase Schedules

PHASE I SPRING 2011

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:15</td>
<td>274</td>
<td>279</td>
<td>274</td>
<td>279</td>
<td>Fridays are for practicum visits &amp; other class-related &amp; Phase activities</td>
</tr>
<tr>
<td>10:30-11:45</td>
<td>272</td>
<td>271</td>
<td>272</td>
<td>271</td>
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<tr>
<td>1:00-1:50</td>
<td>276</td>
<td>275</td>
<td>276</td>
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<td>Thursday afternoons are for practicum visits &amp; other class-related &amp; Phase activities</td>
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<tr>
<td>1:50-2:50</td>
<td>Reserve for 274 Camp TEAM training April 4 – May 2</td>
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</tbody>
</table>

EVERYONE registers for 271, 272, 274, 275, 276 & 279 (all classes meet in CV 110 except where noted)

271 Introduction to Community Recreation, 3 cr. (T & Th 10:30-11:45, CRN 20258, Randy)

272 Introduction to Outdoor Recreation, 3 cr. (M & W 10:30-11:45, CRN 20259, Keith)

274 Introduction to Therapeutic Recreation, 4 cr. (M & W 9:00-10:15, CRN 20260, Jill)

275 Professional Practicum & Seminar, 1 cr. (T 1:00-2:50)

This course contains two components:

1) Professional Foundations Seminar A variety of topics relevant to all recreation courses will be covered during the Tuesday class session, including ethics, diversity, communication, critical thinking, and professional challenges. Attendance is required. More information will be forthcoming.

2) Practicum: Visits to recreation and leisure agencies. Student-arranged visits are usually scheduled on Thursdays after class, Fridays, and during other non-class times. Visits may not be scheduled during class times. More information will be forthcoming.

276 Introduction to Program Leadership, 2 cr. (M 1:00-1:50 & W 1:00-2:50, CRN 20262, Randy & Lindsay)

279 Introduction to Tourism, 3 cr. (T & Th 9:00-10:15, CRN 22596, Jill)
WELCOME TO THE RECREATION PROGRAM AND PHASE I!!!

The reverse side of this letter contains your spring quarter schedule. Simply register for the classes listed. If you have turned in your declaration of major card, you should have no trouble.

The first Phase meeting is scheduled for Tuesday, March 29 at 9:00 a.m. in Carver 110. Classes will begin immediately afterward. Classes will meet at normally scheduled times on Wednesday. We will be on a Phase retreat Thursday and Friday of the first week of classes (March 31-April 1). Attendance is expected.

We will be distributing a schedule for the quarter’s activities at the first Phase meeting. Keep in mind that class times may be adjusted occasionally to accommodate guest speakers, field trips, and other special activities. Flexibility is important, and we try to notify you in advance so you can make necessary arrangements.

Here are some important dates during the quarter that you should mark on your calendar:

- The Phase I retreat is scheduled for Thursday and Friday, March 31-April 1. We will be going to Warm Beach Camp near Stanwood. We should be back to campus by 1:00pm on Friday. More information will be provided the first day of class.

- Another big event is Camp Team, a camping program we will be planning and leading for persons who have disabilities. The program runs May 6-7, and it involves an overnight (Friday night, May 6). Attendance is expected and is part of your Program Leadership and Therapeutic Recreation courses. Details will be forthcoming.

- Phase I concludes with community building and white water rafting on the Methow River in sunny eastern Washington! We will leave on Monday, June 6, raft all day Tuesday, and return the morning of Wednesday, June 8. We’ll be rafting while your roommates are taking their finals! Woo-Whoo! More information will be forthcoming.

- We may have another adventure or two during spring quarter, including helping out with activities during the Back 2 Bellingham Recreation Program Reunion (May 13-15), so stay tuned and flexible.

Again, congratulations on your acceptance into the Recreation Program and welcome to Phase I. It will be an exciting, challenging, and busy quarter. If you have questions or need assistance, feel free to drop by the office and talk with Katey, the Program secretary, or any of the faculty.

Jill, Keith, Katey, Lindsay, Randy, and Charlie
# PHASE II ~ WINTER 2011

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**REQUIRED COURSES (everyone registers for all three):**

- **372** Management of Recreation (MTWR 11:00-11:50, CV 110, Randy) – CRN 10627
- **373** Recreation Programming (MW, 1:00-2:50, CV 110, Jill) – CRN 10628
- **378** Human Relations – For therapeutic recreation and outdoor students
  - **OR** (TR, 9:00-10:50, CV 110, Keith) – CRN 11892
- **378** Human Relations – For community recreation and travel/tourism students (MW, 9:00-10:50, CV 110, Keith) – CRN 11893

**FOCUS AREA ELECTIVE COURSES (register for one):**

- **OUTDOOR** 370 Outdoor Program Development (TR, 1:00-2:50, BH 106, Randy) – CRN 10626
- **THERAPEUTIC** 376 Therapeutic Rec Pgm Design (TR, 1:00-2:50, BH 422, Lindsay) – CRN 10629
- **TOURISM** 379 Tourism Planning & Dev (TR, 1:00-2:50, CV 110, Wendy) – CRN 10630
- **COMMUNITY** 385 Leisure and Aging (TR, 1:00-2:50, BH 217, Jill) – CRN 11028

If you have any questions about which elective to take, see your advisor.

**IMPORTANT REMINDERS:**

- **Tuesday, January 4:** Meet in CV 110 at 9:00 a.m. The 9am class will NOT be held on this day; we will have a meeting for EVERYONE instead.
- **Classes begin:** Tue, January 4 immediately following the 9am Phase meeting.
- **Beginning-of-quarter retreat:** Thursday, January 6 – Friday, January 7 at Camp Lutherwood. Everyone expected to attend. We will leave Thursday morning around 9:00am and return Friday around noon.
- **Mid-Winter Activity (off-campus):** Thursday, February 3. Everyone expected to attend. Stay posted for details.
- **Finals Week:** March 14-18. Dates and times to be announced.

We are excited about meeting the challenge of Phase II with you! We welcome Wendy Walker (instructor from Environmental Studies) and Lindsay Poynter, both who will be teaching elective courses. Do well fall quarter and have a pleasant upcoming holiday season! --Jill, Katey, Keith, Lindsay, Randy, Wendy, and Charlie
PHASE IV ~ FALL 2011

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**REQUIRED COURSES (register for all three):**

444  Budgeting and Finance (MTW, 1:00-2:10, CV 110, Randy) – CRN 40202
450  Program Evaluation (MTWR, 9:00-9:50, CV 110, Keith Russell) – CRN 40203
480  Leisure and Society (TR, 10:00-11:40, Jill, Keith, & Randy)
     Jill, CB 485, CRN 41096; Keith, CV 109, CRN 41097; Randy, CV 110, CRN 41098
There are three sections of Leisure and Society. Please see attached list to see which section to register for.

**ELECTIVE COURSES (register for one):**

421* Therapeutic Recreation Trends and Issues (MW, 10:00-11:15, PH 220, Charlie)
     – CRN 40201
470  Adventure-Based Programming (MW, 10:00-11:15, MH 114, Keith) – CRN 40204
475  Community Development and Leisure Services (MW, 10:00-11:15, CV 110, Randy)
     – CRN 40768
479  Ecotourism: Principles & Practices (MW, 10:00-11:15, MH 115, Jill) – CRN 41044

--Field trip to Neah Bay October 19-21

*Please note: Students in the TR concentration must take 421.

If you have any questions about which elective to take, see your advisor.

**IMPORTANT REMINDERS:**

- **First Day of Classes:** Wednesday, September 21. **Meet in CV 110 at 10:00 a.m. The 9am class will NOT be held on this day.**
- **Retreat:** Thursday Sept. 22 – Friday, Sept. 23, Firs Chalet, Mt. Baker.
  Attendance is expected. More information will be given the first day of classes.
- **Phase IV Banquet**: Friday, December 9. Mark your calendar for this important celebration!!! Family (and friends) are encouraged to attend. More information forthcoming.
- **Finals Week**: December 5-9
- **Remember to apply online for graduation!**
- **Commencement**: Saturday, December 10

Dear Phasers:

It seems like only yesterday you were scrambling to complete program files and rafting the Methow River, futilely trying to get the faculty wet. Now you are in the midst of your spring quarter internship or making plans for your summer quarter internship. Yes, you’re nearing the home stretch, and that light at the end of the tunnel is not an onrushing train, but Phase 4, the final leg of *enlightened enrichment* (we include that term just in case your family is reading over your shoulder). Phase 4 is difficult to think about when you’re in the middle of a great internship, a super quarter, or a wonderful adventure. Yet it’s eventful for a number of reasons: a chance to learn more, graduation for many folks, a banquet in your honor, reflections on the past and expectations for the future, and, sadly, the last time many of us may see each other (though we hope that’s not the case). Needless to say, we have high expectations for Phase 4. As with everything we’ve done, the success of Phase 4 will depend on all of us, so be ready with your presence, all the new things you’ve learned, a positive attitude, and a commitment to excellence.

*Please read carefully the information on the other side of this sheet.* Besides the class times, be sure to note important dates, such as the retreat at the beginning of the quarter and the banquet celebration at the end of the quarter. They’re important events that everyone should plan on attending.

In closing, we hope you’re having a great quarter and we look forward to seeing you in the fall. If you have any concerns, questions, or just want to say hi, please feel free to get in touch.

Best wishes,

Jill, Katey, Keith, Lindsay, Randy, and Charlie
Community Recreation Advising Guide

The community recreation support area is composed of three broad topical areas: management/administration; community and people issues; and program areas (sports, art, dance, etc.).

Choose the courses that best support your educational and career goals. Discuss those goals with your advisor so that you can ensure that your support area courses best suit your needs. Be sure to check the prerequisites for these classes.

Support Area Policies

Keep in mind the following program policies when planning your support area:

1. The support area is 25 upper division (300 level or above). Some lower division courses may be applied, but check with your advisor first. Courses may be selected from one or more departments.

2. Your advisor must approve your support area in writing. He/she must sign your support area approval form before you can register for courses. Any changes in your support area must also be cleared with your advisor in writing. Courses that have not been pre-approved will not be accepted.

3. For transfer students and students entering the Recreation Program from another major, some courses you have taken previously may be approved for your support area. Check with your advisor.

4. An approved minor or second major may substitute for the support area requirement. It is planned and evaluated through the department from which you wish to obtain a minor or second major. For example, students in the therapeutic recreation concentration are increasingly using psychology as a minor.

5. GUR courses may not be used to satisfy support area requirements.

6. Support area courses must be graded (A-F).

7. "D" and "F" grades are unacceptable.

8. Your advisor must approve Independent study credits used in your support area. For independent study courses, provide a brief written proposal describing what you want to do and why you want to do it.

Last update: January 2009
Community Recreation Suggested Support Area Courses

American Cultural Studies

AMST 202 – The American Indian Experience (3)
The social and cultural evolution of the first peoples of the Americas. Focus on such aspects as education, self-determination, health issues and urbanization as they impact native indigenous populations. Also listed as FAIR 263b on an S/U grading basis.

AMST 203 – The Hispano/a-American Experience (3)
The development of the Hispano/a-American community, with emphasis on its history, its social and political institutions, and the effects of education, continuing immigration and economic stratification. Also offered as FAIR 218.

AMST 204 – The African-American Experience (3)
An overview of African-American history from an interdisciplinary perspective. Emphasis is on the struggle for social and political equality in a developing capitalist economy. The contemporary social, economic and political life of African Americans also will be examined.

AMST 205 – The Asian-American Experience (3)
The history of Asians in the United States, the development of communities and the effects of the encounter between Asian cultures and the developing American cultural context.

AMST 206 – The Jewish-American Experience (3)
An overview of the Jewish experience in America, past and present Jewish American marginalization, encounters with anti-Semitism and impact on the national scene. Study of Jewish Americans as a secular community, a community of faith, and an American minority ethnic group.

AMST 242 – The Lesbian, Gay, Bisexual, Transgendered Experience (3)
The development of the lesbian, gay, bisexual transgendered community in the United States, with emphasis on identity formation, historical and sociological influences and the effects of encounters between gay cultures and the larger American cultural context. Also offered as FAIR 219.

AMST 301 – Comparative Cultural Studies (3)
The interaction of immigrant and indigenous cultures with the developing American cultural patterns. Emphasis upon models and concepts of interaction, especially related to African Americans, Native Americans, Asian Americans and Latinos.

AMST 314 - Contemporary Latino/a Issues (4)
The course will familiarize students with theoretical approaches, empirical research, and policy issues relating to the social and historical conditions of Latino/as. By examining the conditions of adaptation, and particularly the implications of exclusion or inclusion, the course critically
assesses the close ties that Latino/as have with the multiple dimensions of immigration and borders of many kinds.

**AMST 315 - Contemporary American Indian Issues (4)**
A historical and cultural overview of issues in Indian/White relations. Emphasis on issues of sovereignty, land claims, water rights, treaty rights, education, women, economic development, religious freedom, and cultural appropriation. Also offered as FAIR 399b.

**AMST 316 - Contemporary African American Issues (4)**
This course is an interdisciplinary examination of contemporary African American issues from the 1970s to the present. The focus will be on the various social, political, and economic issues that affect the African American community including education, economic development, affirmative action, reparations, interracial relations, criminal justice, racial discrimination, and political empowerment among others.

**Anthropology**

**ANTH 351 – Family and Kinship Organization (5)**
Cross-cultural study of family types and the definition of social roles through kinship organization.

**ANTH 352 - Cross-cultural Study of Aging (4)**
Explores aging and being old in a variety of cultures as well as our own in the context of an unprecedented worldwide population explosion of older people, examining longevity and the demography of aging, conceptualizations of the life course and late life, family and community roles of older people, gender differences and similarities of aging, status relations between and among people of different ages, health and health care.

**ANTH 481 – Childhood and Culture (4)**
The process of socialization or enculturation viewed from a cross-cultural perspective.

**ANTH 484 – Cross-Cultural Education (4)**
Comparative and anthropological study of educational issues. Examines learning in other cultures, home-school linkages, minority student achievement and multi-cultural curricula.

**Art**

**ART 380 – Art Education the Child (3)**
Not for Art majors. Strategies and techniques in production of art and critical inquiry by elementary school children.

**ART 381 – Theories and Teaching Strategies in Art Education (4)**
The study and application of art education theory in the elementary and secondary schools. Emphasis will be placed on curricular development in art criticism, aesthetics, art history and studio production.
ART 382 - Professional Practices in Art Education (3)
Introduction to professional practices in the field of art education.

ART 383 – Public Genre Art Education (4)
Opportunity to engage the community with art projects that foster diversity and public collaboration in conjunction with the study of the sociopolitical understanding of the site, population and audience.

Communication

COMM 220 - Communication Theory (4)
Exploration of the dynamics of human interaction in small group settings. Group tasks include the development of problem-solving skills, utilizing topics of current interest.

COMM 224 – Small Group Processes (4)
Exploration of the dynamics of human interaction in small group settings. Group tasks include the development of problem-solving skills, utilizing topics of current interest.

COMM 225 - Communication, Diversity and Controversy (4)
This course is designed to foster the skills necessary for civil engagement and effective dialogue on controversial issues. Students will learn to appreciate, integrate, and effectively challenge diverse perspectives on a number of traditionally-divisive topics.

COMM 244 - Advocacy Through Media (4)
Introduction to nonprofit information campaigns, social issues marketing and other forms of advocacy through contemporary mass media. Students will learn basic theory and then engage in applied exercises as well as service learning assignments.

COMM 297 - Civil Controversy: Controversy and Constructive Dialogue (4)
This course is designed to foster the skills necessary for civil and effective dialogues on controversial issues. Students will have the opportunity to learn how to appreciate, and effectively challenge diverse perspectives on a number of traditionally divisive topics while assessing their own perspectives. By the end of this quarter, students will have developed a better understanding of their own personal perspectives and a broader, more inclusive outlook on the world and their community. In this sense, this course provides crucial skills for full engagement in an increasingly diverse, integrated, and competitive world.

COMM 318 – Professional Communication (5)
This course integrates business writing, public speaking, collaborative problem solving, and diversity training in a professional development context. Includes theory application and skill development. Students will be working in collaboration with organizations on or off campus.

COMM 322 - Civil Discourse as Learning Interaction (4)
This course explores the nature of public civil discourse and provides instruction and practice in writing and speaking across differences for a range of public audiences in an effort to enhance the collective good. By focusing on the theory and practice of civil discourse as a means for
accomplishing effective dialogue, students will develop concepts, attitudes, and skills—both oral and written—needed to be engaged learners and citizens in the campus community and beyond. Course requires participation in Western's Teaching-Learning Academy (TLA), which includes students, faculty, and staff who are

**COMM 325 – Introduction to Intercultural Communication (5)**
Introduction to intercultural communication. Principles, concepts and various topics in this rapidly growing, important field. Covers the needed skills in communicating effectively with people of diverse cultural backgrounds.

**COMM 327 – Interpersonal Communication (5)**
Focuses on theory and practice in work, family, and social settings. Emphasizes observation, analysis, and skills training in relationship development. Topics include language use, listening, nonverbal behavior and conflict management.

**COMM 331 – Advanced Public Speaking (3)**
Theory and practice in the art of public discourse.

**COMM 397C - Communication and Fundraising (4)**
Students will learn verbal and non-verbal communication skills regarding the donor-centered approach to fundraising, fundraising program research, and fundraising budgets. Students will be required to conduct a group fundraising event during the quarter.

**Communication Science and Disorders**

**CSD 354 – Speech and Language Development in Children (3)**
Typical speech and language acquisition; its impact on the developing child; origins and growth of symbolic processes, developmental norms; factors influencing learning of language and speech.

**CSD 397 - Development of Communication Across the Life Span (3)**
Development of communication from infancy to adulthood: theoretical approaches to language acquisition, individual and cultural differences in language development; atypical language development.

**Early Childhood Education**

**ECE 341 - Fundamentals of Early Childhood Education (4)**
Introduction to the field of early childhood education. Includes historical perspectives, philosophical bases, major theories, professional ethics, developmentally appropriate practices, curricular approaches, types of early childhood settings, role of the teacher and educational issues.
ECE 430 - Creativity & Play in ECE (4)
Developing the skills and techniques for working with children in the arts. Includes visual art, music, drama, and dance/movement. Emphasis on cognitive and literacy development in the context of play.

ECE 435 – Child Abuse and Neglect (4)
Examines multiple issues related to the identification and reporting of young children where abuse and neglect are suspected. Study of child maltreatment, family dynamics and preventive strategies for child, family and community. Examination of ecological perspective and a risk/resilience framework.

English

ENG 297 - Writing and Researching in a Technical and Professional Writing Context (5)
Emphasizes research and writing in a professional and technical communication context. Includes visual and rhetorical analysis of a wide variety of materials that will prepare students to present findings in a variety of formats, including standard reports, visual aids and presentations.

ENG 302 – Introduction to Technical and Professional Writing (5)
Introduction to major contemporary strategies and conventions used in written and oral communication for multiple audiences in professional settings. Covers a variety of written forms used in the preparation and design of technical and business documents, critical analyses of these forms and practices, and the ethical and social implications of a technical writer's choices.

Environmental Studies

ESTU 369 – Introduction to Planning (3)
Principles and practices in urban development and public planning in the United States. Concepts of planning as a community process and professional activity. Evolution of planning ideas in response to changing social, economic, and environmental conditions within the American political framework. Survey of the specialized fields in planning practice, emphasizing the emerging field of environmental planning.

ESTU 370 – Processes and Methods in Planning (3)
Processes in community goal making, formulation of comprehensive land use plans, and the strategies employed in plan implementation. Methods and analytical techniques used in public planning. The role of the planner in political decision making.

ESTU 415 – Planning for Sustainable Communities (4)
Synthesis and application of principles, practices and policies in sustainable development and the design of projects, processes, and products using a systems approach to promote social, economic and environmental sustainability. Students apply sustainable design techniques to local, regional and international community problems.

ESTU 418 – Social Impact Assessment (5)
Utilizing sociological findings and research methods, this course prepares the student to do social impact assessment separately and with environmental, technical, economic as well as other types of assessments. Working in teams, students do an SIA project of a proposed project or policy
change. Focus is on measuring and understanding community-level social change in advance of the event. SIA is done within the framework of SEPA (State Environmental Policy Act) and NEPA (National Environmental Policy Act). A field trip and site visits are required.

Fairhaven

Fair 387k – Grant Writing Workshop (4)
Focuses on the basics of grant writing, including seeking funding sources, reading and interpreting funding guidelines, developing and refining proposals, and tricks of the trade. Development of, either individually or as a group, two small grant proposals.

Geography

EGEO 414 - The Urban Environment (4)
Comparative patterns and processes of urban-economic change in the industrial and non-industrial world. Emphasis on urban environmental development issues and conflict.

Human Services

HSP 301 - Human Services Professionals and Personal Systems (4)
Explores personal systems in relation to other systems with an emphasis on motives, values, personal communication, and self-determination.

HSP 302 - Introduction to Human Services (3)
A conceptual foundation of human services, with an emphasis on history, current theoretical models, and ethical considerations for professionals.

HSP 303 - Human Services Professionals and Interpersonal Systems (4)
Investigates interpersonal systems in relation to other systems, with an emphasis on communication models and professional strategies.

HSP 305 - Human Services Professionals and Small Group Systems (4)
A study of small groups in relation to other systems, with emphasis on theories of group dynamics, process, facilitation, and leadership.

HSP 315 - Human Development and Human Services (4)
An interdisciplinary examination of human development across the lifespan, with an emphasis on issues that are relevant to providing effective human services delivery. Topics examine theories related to physical, cognitive, social, and emotional development, normative and non-normative developmental processes, and the relationship between public policy, human services, and human development.

HSP 331 - Children, Families, and Communities (4)
Explores theories, research, and practices of child and family-centered development with an emphasis on child and family-centered support practices, home-school-community collaborations, interprofessional practices, and integrated services.
HSP 402 - Human Services Professionals Organizational Systems (4)
An examination of human service organizations in relation to other systems, with an emphasis on organizational theory, influencing systems and outcomes, and the role of human services professionals in organizations.

HSP 404 - Human Services Professionals and Community Systems (4)
Study of community systems in relation to human services systems. Emphasis on analyzing theories of community change and examining the roles of human services professionals in communities.

HSP 417R - Working with At-Risk Children and Youth (3)
Examines the characteristics of vulnerable children and youth and societal factors that contribute to risk. Topics include social policy, promotion, prevention and intervention strategies, resiliency program planning, and the use of integrated services.

Management

MGMT 217 – Law and the Business Environment (4)
Historical development of legal institutions, the judicial process, and impact of the law upon individual and business decision making.

MGMT 311 – Introduction to Management and Organizational Behavior (4)
Introduction to organization theory, behavior and interpersonal communication; concepts of power, authority and influence; the role of philosophy and values in organizations.

MGMT 313 – Teamwork (4)
An introduction to teamwork concepts and skills. Covers structural and process attributes of teams with the objective of enhancing team leader or member effectiveness.

MGMT 319 - Business Communications (4)
Business writing principles applied to various types of communications and reports. Cases used; work must be submitted in acceptable business format.

MGMT 322 - Human Resource Management (4)
Recruitment, selection, utilization and development of human resources, with emphasis on employee-management relations and relevant behavioral research.

Management Information Systems

MIS 220 – Introduction to Business Computer Systems (2)
Introduction to use of commercial software packages for business applications, including spreadsheet analysis, word processing, data management, and communications. S/U grading.
Marketing

MKTG 380 – Principles of Marketing (4)
Identification and analysis of relevant opportunities and constraints in consumer and industrial target markets. Managament of the marketing mix including product planning, distribution institutions and activities, promotion and pricing.

Physical Education

Activity Courses (100-level): Many activity courses may be helpful for your own skill development, however, only one class may be counted toward your support area.

PE 304 – Prevention and Care of Athletic Injuries (3)
Overview of current information on the care and prevention, and immediate care, of common sports injuries.

PE 309 – Physical Dimensions of Aging (3)
A study of the physical and motoric changes that occur during the adult years, their interrelationship with physical activity, with application to health promotion and disease prevention. Includes theoretical perspectives on aging, the aging process in specific body systems, and how these processes may affect cognitive and emotional development.

PE 320 – Psychology of Sport (3)
Psychological principles and states which are present in sporting activities, both at recreational and highly competitive levels.

PE 321 – Sociology of Sport (3)
Sociological implications of sport in contemporary American society.

Political Science

PLSC 347 - Race, Politics and Public Policy (5)
The historical and political bases of contemporary racial conflict in the United States.

PLSC 353 - State and Local Politics (5)
Politics of states, urban regions and suburbs. Inter-jurisdictional conflict over growth or development. Federal relations, direct democracy and state policy making.

Psychology

PSY 230 - Developmental Psychology (5)
Basic principles of development. Topics include behavior genetics, early experience, language, cognition, personality and social development. Students cannot earn credit for both PSY 230 and 372. May be substituted for PSY 372 in the teacher education program.
PSY 240 – Social Psychology (5)
Socialization (moral development, racial, ethnic and class differences), attitudes and attitude change, conformity, interpersonal attraction. Theories and methods of social psychology stressing applicability of social psychological research and knowledge to contemporary social problems.

PSY 330 - Social and Cognitive Development in Children (5)
In-depth coverage of social and cognitive development in children and adolescents. Emphasis on the implications and practical applications of research findings in these areas.

PSY 331 - Adult Development and Aging (5)
Examines developmental processes that occur in later life, with a focus on theory, research and practical issues. Topics include a) theoretical and methodological issues, b) biological changes and health issues, c) changes in memory and intelligence, d) personality across adulthood and e) death and dying.

PSY 359 - Introduction to School and Community Counseling (4)
Overview of professional counseling in schools, colleges and communities. Includes counselor roles, ethics, counseling theories and techniques, training and licensing, counseling minorities, outreach, use of paraprofessionals and research.

Sociology

SOC 260 – The Family in Society (5)
Introduction to the study of family as a social institution in society. Overview of social theories on the family and methodological underpinnings of the field of family study. Emphasis on the family as agent of stratification in society, changing roles of men and women in the context of the American family, contemporary issues relating to family social policy today, and the interplay between family and society across time and cultures.

SOC 321 – Demography (5)
Systematic introduction to the study of human populations. Designed for students interested in the subject regardless of their major discipline. Examines social, economic and biological factors associated with fertility, mortality and migrations.

SOC 330 - Introduction to Social Psychology (5)
Interpersonal behavior, perception of others, attraction toward and liking of others, self evaluation, helping behavior, aggression, attitudes and their relationship to behavior, sexual behavior, types of interaction processes, childhood and adult socialization, deviance and conformity, personal space, environmental effects on behavior, sex role attitudes and behavior.

SOC 332 – The Sociology of Human Relationships (5)
A social psychological examination of liking, loving and relating. Emphasis on dyadic relationships such as marriage, friendship and parent-child relationships. Topics include socialization into romance and love, historical linkages between industrialization and the "feminization" of love, sociological perspectives on liking and loving, and research methods used in the study of dyadic relationships.
SOC 333 – Aging in America (5)
Basic theories, methods and concepts in the field of social gerontology highlighting demographic trends in aging, the effects of longevity on the larger society, individual accommodations to the aging process, the social construction of old age, and social policy in relation to the stratification of the aged and an increasingly elderly population.

SOC 338 – Sociology of Sexual Behavior (5)
Human sexuality, with an emphasis on Western cultures and the United States in particular, is studied from a scientific perspective. Emphasis on both description and explanation of patterns and diversity in sexuality. While focusing on the social dimensions of sexuality, the historical, biological and psychological aspects of sexuality are integrated into a comprehensive overview.

SOC 352 – Criminology (5)
The study of adult crime, defined as violation of legal norms. Focuses on problems of measurement and attempts to explain crime as a social phenomenon and a cultural product. Includes in-depth analysis of various forms and classes of crimes and their victims.

SOC 340 – Sociology of Organizations (5)
Introduction to major theoretical perspectives and research on public and private organizations, such as corporations, schools and health-care facilities. Formal and informal structures, the relationship between organizations and their environments, leadership, decision-making and labor markets.

SOC 355 - Criminal Justice System (5)
Overview of the social organization of the criminal justice system in the United States. Examination of the organizations that create and enforce the criminal law as well as major issues currently confronting this system (plea bargaining, discrimination, limitations on due process).

SOC 368 – Gender and Education (5)
Examines the relationship between gender and education within the U.S. context and internationally. We will consider girls and boys, women and men, in various levels of schooling. The ways in which race and class interact with gender in educational attainment and achievement also will be examined.

SOC 369 - Sociology of Race and Ethnicity (5)
Provides a review of historical, theoretical and empirical work in the sociology of race and ethnicity. Emphasis on primary material in the areas of ethnic assimilation, racial attitudes, and racial and ethnic inequality in the United States.

SOC 375 - Community and Urban Society (5)
Introduces students to some of the central theoretical perspectives on communities, cities, and the processes of urbanization and offers an overview of the challenges facing contemporary urban dwellers. Focuses on how political, social and economic forces have helped to shape processes of urban development and how this urbanization has reshaped the physical form, social structure, and functions of communities. Contemporary urban challenges such as concentrated poverty, residential segregation, riots, structural deterioration, and economic and political restructuring will receive central attention, as will issues of global urban development and theories about the future of cities.
Outdoor Recreation Advising Guide

The outdoor recreation emphasis in the Recreation major includes students who are interested in a wide range of career paths: camp programming/tripping and administration, guiding (climbing and mountaineering, kayaking, rafting, etc.), wilderness therapy or therapeutic adventure, environmental/experiential/outdoor education, state parks management, and adventure travel. Support area courses vary depending on individual student interests.

Generally students should be looking at natural resource/environment courses and/or people courses (human behavior) with an emphasis on the population(s) that outdoor leaders work with. The options are numerous; conversations with faculty will help shape a useful and effective support area. Specific outdoor activity skills are essential; students get these on their own. Western’s Outdoor Center trips are excellent for building skills and Wilderness First Responder courses are offered fairly regularly on campus and elsewhere.

Below are possible support area classes that other students have found helpful. Although support area classes are usually 300 level and above, there are possible exceptions as listed below. **Be aware that many of the courses listed have pre-requisites or require major or minor status.**

### Support Area Policies

Keep in mind the following program policies when planning your support area:

1. The support area is 25 upper division (300 level or above). Some lower division courses may be applied, but check with your advisor first. Courses may be selected from one or more departments.

2. Your advisor must approve your support area in writing. He/she must sign your support area approval form before you can register for courses. Any changes in your support area must also be cleared with your advisor in writing. Courses that have not been pre-approved will not be accepted.

3. For transfer students and students entering the Recreation Program from another major, some courses you have taken previously may be approved for your support area. Check with your advisor.

4. An approved minor or second major may substitute for the support area requirement. It is planned and evaluated through the department from which you wish to obtain a minor or second major. For example, students in the therapeutic recreation concentration are increasingly using psychology as a minor.

5. GUR courses may not be used to satisfy support area requirements.

6. Support area courses must be graded (A-F).

7. "D" and "F" grades are unacceptable.

8. Your advisor must approve Independent study credits used in your support area. For independent study courses, provide a brief written proposal describing what you want to do and why you want to do it.
Outdoor Recreation Suggested Support Area Courses

Canadian/American Studies

C/AM 397X – Resource & Environmental Management System (4)
Comparative Canadian-U.S. resource and environmental management systems across the shared western North American land and water borders.

C/AM 497D – Protecting/Managing an International Ecosystem (4)
A research seminar that examines how economic, environmental, social and political agendas affect the shared international ecosystem - Georgia Basin/Puget Sound. Course focuses on the interest of various stakeholders and the efforts taken to manage the cross-border environmental issues. Special lectures will be held at UBC. Joint meetings with UBC and UW students will be held at all three universities. Also taught as PLSC 497D and ESTU 497D.

Communications

COMM 224 – Small Group Processes (4)
Exploration of the dynamics of human interaction in small group settings. Group tasks include the development of problem-solving skills, utilizing topics of current interest.

COMM 318 – Professional Communication (5)
This course integrates business writing, public speaking, collaborative problem solving, and diversity training in a professional development context. Includes theory application and skill development. Students will be working in collaboration with organizations on or off campus.

COMM 327 – Interpersonal Communication (5)
Focuses on theory and practice in work, family, and social settings. Emphasizes observation, analysis, and skills training in relationship development. Topics include language use, listening, nonverbal behavior and conflict management.

COMM 417G - Interpersonal Conflict Resolution (4)
Identification of many communication problems inherent in communication processes and insight into increasing rhetorical and behavioral options for resolving interpersonal conflict.

COMM 427 - ISSUES OF INTERPERSONAL COMMUNICATION (4)
In-depth examination of theory and practice in interpersonal communication. Normally offered alternate years.

English

ENG 297 - Writing and Researching in a Technical and Professional Writing Context (5)
Emphasizes research and writing in a professional and technical communication context. Includes visual and rhetorical analysis of a wide variety of materials that will prepare students to present findings in a variety of formats, including standard reports, visual aids and presentations.
**Environmental Sciences**

**ESCI 310 – Environmental Systems (4)**
Interaction of biotic systems with earth's physical systems; principles of ecology and natural systems; ecosystem structure, function and management. Should not be taken by students who have completed or intend to enroll in ESCI 325 or BIOL 325.

**ESCI 325 – Fundamentals of Ecology (3)**
Investigation of the complex interactions of organisms with each other and with their physical surroundings, explored in the context of populations, communities, ecosystems and landscapes.

**ESCI 330 – Natural History of the Pacific Northwest (4)**
A field-oriented introduction to the geology, climate and ecosystems of the Pacific Northwest, with a focus on the biology and the ecology of important organisms.

**ESCI 407 – Forest Ecology (5)**
Ecology and analysis of forest ecosystems. Investigates the interactions of ecosystem components, specifically soil, plant and animal processes, with an emphasis on Pacific Northwest forests. Includes investigative field and lab studies of local ecosystems.

**ESCI 436 – Environmental Impact Assessment (5)**
Objective evaluation and formal description of a real natural system or geographic region. Class preparation of a unified document summarizing physical, biological and social aspects of a study area. Review of pertinent laws and EIS documents.

**ESCI 430 – Conservation of Biological Diversity (4)**
Examination of causes and consequences of declines in biodiversity due to human activities. Review of conflicts arising from multiple-use management of natural resources. Survey and evaluation of conservation efforts directed at single species and at ecosystems. Optional field trips.

**Environmental Studies**

**ESTU 304 – Environment and Resource Policy (4)**
An examination of environmental and resource policy in the United States. What is policy, how is it made and how does it change? The history of environmental policy is examined, and current environmental policy surveyed. Federal, state, regional and local jurisdictions and how they interact in the policy arena are examined. Primary forces affecting environmental policy are reviewed and analyzed. Several case studies are presented.

**ESTU 305 – Environmental History and Ethics (4)**
A concern for nature has slowly emerged as human population has grown, understanding of nature has progressed, and the impact of human activity on natural systems has increased. This course reviews how various human activities have historically depended on and interacted with the natural world. It traces how these interactions have resulted in the emergence of what the ecologist Aldo Leopold termed the land ethic. The focus will be on how science and politics have interacted as a land ethic in American environmental history.
ESTU 320 – Explorations in Environmental Studies (4)
Introduction to solving environmental problems in a policy context, applications of analytical, written, verbal and quantitative skills to address environmental concerns in an interdisciplinary manner.

ESTU 371 – Environmental Education (4)
An introduction to environmental education and a review of current thinking and practices in this dimension of education. Focus on goals and principles, content, settings, methods and processes of environmental education through reading, discussion and project work.

ESTU 372 – The Environmental Education Curriculum (4)
Critical review of curricula that have been developed. The need for environmental education is assessed, learning objectives are examined and strategies for attaining these objectives studied. The qualities of the ideal environmental education curriculum are identified by students, based on their research into the matter.

ESTU 380 – History and Politics of Planning (3)
Survey of the origins, development and significance of the planning movement in the United States and the profession that emerged from it. The seminal innovators, practices and achievements in American planning.

ESTU 442 – Public Land Policy (3)
Overview of publicly-owned lands (Forest Service, Park Service, Bureau of Land Management, wildlife refuges, wilderness areas) in the United States. Coverage of material includes administrative history, major players, policy changes over time, administration of these lands, and analysis of current events.

ESTU 443 – Land Use Law (4)
Land use planning is an attempt to reconcile the fundamental conflict between individual property rights and collective environmental goals. Examines the American legal system's role in framing and resolving this dilemma. Provides an understanding of the legal framework that creates the unique "bottom up" land use regulatory system, in which state and local government share primary authority over most land use decisions. Also examines the practical and philosophical implications of federal constitutional restrictions on local government land use authority including Supreme Court "takings" cases and cases evaluating claims of housing discrimination.

ESTU 444 – Environmental Dispute Resolution (4)
Workshop in which students practice a range of dispute resolution techniques. Students will participate in negotiations, mediation, "round table" discussions and/or other dispute resolution techniques. Course considers several fact patterns involving disputes over natural resource and environmental issues. Students will study and, in some cases, research the facts and will be assigned roles to represent during dispute resolution sessions. The goal is to provide students with an opportunity to experience at first hand and to analyze the roles, limitations, advantages and disadvantages of different approaches to environmental problem-solving.

ESTU 467 – Natural Resource Policy (3)
Explores issues, politics, and conflicts in the area of natural resource policy, including endangered species, water rights and allocation, forest policy, public lands, and/or wetlands. Offered alternate years.
ESTU 468 – Environmental Law (4)
Introduction to the approaches and content of U.S. environmental law, with particular emphasis on the regulation of toxic and hazardous substances. Introduces students to issues relating to administrative processes and litigation, as well as to the study of statutes, regulations and cases.

ESTU 473 – Environmental Interpretation (4)
An overview of the field of environmental interpretation and how it relates to environmental education. Focus is on gaining an understanding of the basic elements of the interpretive process and on becoming familiar with interpretive approaches and methods. Introduces design and technical components.

ESTU 474 – Outdoor Education (4)
Classroom and field study of outdoor education, and approach to environmental education. Reviews traditional outdoor learning methods, as well as new developments and programs such as Outward Bound and adaptations thereof. Includes field experience in various outdoor settings.

ESTU 476 – Experiential Learning in Environmental Education (4)
Potential of experiential learning for environmental education. Experiential learning theory and its application to specific settings. Simulation gaming, role playing, awareness exercises. Problems of evaluation of this type of learning are given special consideration. Field work required.

ESTU 479 – Environmental Interpretation Methods (4)
Opportunity to develop skills in designing and producing interpretive media. Familiarity with and application of basic techniques, tools and equipment are the primary focus. Student projects result in the development of such projects as audio-visual presentations, displays and brochures.

ESTU 483 – Field Methods in Environmental Education (5)
Students visit environmental learning sites and programs where they observe, critique and participate as instructors. Develops skill in presentation, field leadership, environmental interpretation and instructional evaluation.

ESTU 484 – Natural History for Environmental Education (4)
Classroom and field study of the natural history of the Pacific Northwest as it relates to environmental education. A spring block course.

ESTU 486 – Community-Based Environmental Education (5)
Theory, research and practice of working in an inclusive community context to define, study, and facilitate social-environmental change. Study of participatory techniques and systematic approaches to behavior analysis and change. Requires working in an interdisciplinary group to examine problems and education-based contributions to solutions.

Fairhaven

Fair 387k – Grant Writing Workshop (4)
Focuses on the basics of grant writing, including seeking funding sources, reading and interpreting funding guidelines, developing and refining proposals, and tricks of the trade. Development of, either individually or as a group, two small grant proposals.
Geography

EGEO 351 – Map Reading and Analysis (3)
Interpretation of map symbols and content at different scales; introduction to coordinate systems and map projections; analysis of different types of maps and charts.

Management

MGMT 313 – Teamwork (4)
An introduction to teamwork concepts and skills. Covers structural and process attributes of teams with the objective of enhancing team leader or member effectiveness.

MGMT 319 - Business Communications (4)
Business writing principles applied to various types of communications and reports. Cases used; work must be submitted in acceptable business format.

MGMT 322 - Human Resource Management (4)
Recruitment, selection, utilization and development of human resources, with emphasis on employee-management relations and relevant behavioral research.

MGMT 491 – Small Business Entrepreneurship (4)
Planning, marketing, financial, legal, control and human elements associated with the start up, acquisition and operation of a small business from the entrepreneurial point of view.

MGMT 492 – Entrepreneurial Problems (4)
Field consulting work and study under faculty supervision with small business entrepreneurs in the local business community, directed towards solving varied real-life small business problems.

Political Science

PLSC 420 – Environmental Politics (5)
Examination of contending perspectives on environmental problems. Focus on how these perspectives are rooted in political philosophy, their roles in the development of environmental movements, and the implications for public policy.

Sociology

SOC 251 – Sociology of Deviant Behavior (5)
A broad overview of concepts, issues and research findings in the sociological study of deviant behavior; how deviance is defined, reacted to and punished in American society. Emphasis on contemporary theoretical perspectives, along with current issues in deviance.

SOC 255 – Social Organization of Criminal Justice (5)
A survey of basic concepts, problems and issues in the sociological study of social organizations applied to the criminal justice system.
**SOC 260 – The Family in Society (5)**
Introduction to the study of family as a social institution in society. Overview of social theories on the family and methodological underpinnings of the field of family study. Emphasis on the family as agent of stratification in society, changing roles of men and women in the context of the American family, contemporary issues relating to family social policy today, and the interplay between family and society across time and cultures.

**SOC 330 - Introduction to Social Psychology (5)**
Interpersonal behavior, perception of others, attraction toward and liking of others, self evaluation, helping behavior, aggression, attitudes and their relationship to behavior, sexual behavior, types of interaction processes, childhood and adult socialization, deviance and conformity, personal space, environmental effects on behavior, sex role attitudes and behavior.

**SOC 332 – The Sociology of Human Relationships (5)**
A social psychological examination of liking, loving and relating. Emphasis on dyadic relationships such as marriage, friendship and parent-child relationships. Topics include socialization into romance and love, historical linkages between industrialization and the "feminization" of love, sociological perspectives on liking and loving, and research methods used in the study of dyadic relationships.

**SOC 352 – Criminology (5)**
The study of adult crime, defined as violation of legal norms. Focuses on problems of measurement and attempts to explain crime as a social phenomenon and a cultural product. Includes in-depth analysis of various forms and classes of crimes and their victims.

**SOC 355 - Criminal Justice System (5)**
Overview of the social organization of the criminal justice system in the United States. Examination of the organizations that create and enforce the criminal law as well as major issues currently confronting this system (plea bargaining, discrimination, limitations on due process).

Last update: January 2009
If you are a recreation major or are applying to the program and would like to have tourism as an emphasis area, the following information should help you with course planning. Make sure to keep in touch with an advisor in the program to insure that all program requirements are being met. An advisor is also an important resource for course schedule, fieldwork and internship planning.

EMPLOYMENT IN TOURISM
Professional positions in tourism are varied and broad in scope. There are jobs in both ‘Inbound Tourism’ (hosting visitors) and ‘Outbound Tourism’ (taking people other places.) Graduates of the Recreation Program are working as tour planners, tour guides, resort activity directors, festival planners, cruise directors, convention and visitor bureau staff, and conference planners. Explore the links provided on the last two pages of this document to further explore work options in tourism.

TOURISM RECREATION COURSEWORK

Recreation Coursework
RECR 201 Foundations of Recreation and Leisure (4)
RECR 271 Community Recreation and Leisure Services (4)
RECR 276 Program Leadership (3)
RECR 372 Management of Recreation and Leisure Services (4)
RECR 373 Recreation Programming (4)
RECR 444 Recreation Budgeting and Finance (4)
RECR 450 Recreation Program Evaluation (4)
RECR 473 (OR 471 & 472) Professional Internship (15) See Description Below
RECR 480 Leisure and Society (4)

Tourism Coursework
RECR 379 Tourism Planning and Development (3)
RECR 479 Ecotourism: Principles and Practices (3)

Other ways within the program that you can further focus in the area of tourism:
- Whenever possible, choose topics for projects and papers that have relevance and/or application in tourism.
- Seek an internship that is in the area of tourism that you are interested in
- Seek summer employment in tourism
- Do some of your 240 required fieldwork hours in a tourism related organization
- Select support area courses wisely

SUPPORT AREA POLICIES

The Recreation Program requires the completion of a 25 credit hour ‘support area’, a grouping of varied courses to strengthen your knowledge base related to tourism. Support area courses may be taken from a variety of departments but must be approved by a Recreation advisor. Keep in mind the following program policies when planning your support area:
1. The support area is 25 upper division (300 level or above). Some lower division courses may be applied, but check with me first. Courses may be selected from one or more departments.

2. I must approve your support area in writing. I must sign your support area approval form before you can register for courses. Any changes in your support area must also be cleared with me in writing. I will not accept any courses that have not been pre-approved.

3. For transfer students and students entering the Recreation Program from another major, some courses you have taken previously may be approved for your support area. Check with me.

4. An approved minor or second major may substitute for the support area requirement. It is planned and evaluated through the department from which you wish to obtain a minor or second major. For example, students in tourism might choose a minor or second major in International Studies, Communications, Business, Anthropology, or Environmental Studies.

5. GUR Courses may not be used to satisfy support area requirements.

6. Support area courses must be graded (A-F).

7. “D” and “F” grades are unacceptable.

8. I must approve independent study credits used in your support area.

**SUPPORT AREA SUGGESTIONS**

Although your support area is best designed to meet your individual needs and interests the following recommendations should help with your selection of courses. Keep in mind that support area courses should be predominantly upper division although there are select courses at the 200 level that are acceptable.

The following support area suggestions are listed by program/department. THIS IS NOT AN INCLUSIVE LIST and I encourage you research other classes that might apply to your interests as courses change with visiting faculty and fluctuations in department resources. Make sure to get the classes approved for your support area before making final plans. There will likely be additions/deletions when the new schedule of classes comes out next fall, so be sure to check it for the availability of classes.

**ANTHROPOLOGY**

201 INTRODUCTION TO CULTURAL ANTHROPOLOGY (5)
The study of societies that contrast with Western civilization, leading to an acquaintance with the concept of culture and its importance to an understanding of human behavior. Emphasis on understanding each culture from its own point of view rather than from our own.

330 RELIGION AND CULTURE (5)
Prereq: ANTH 201. Comparative study of religious thought, belief and behavior; relationship of religious experience and institutions to other aspects of culture and society.

351 FAMILY AND KINSHIP ORGANIZATION (5)
Prereq: ANTH 201. Cross-cultural study of family types and the definition of social roles through kinship organization.
361 NATIVE PEOPLES OF NORTH AMERICA (5)
Prereq: ANTH 201. Ethnographic survey of the peoples and cultures.

428 CULTURAL RESOURCE MANAGEMENT (4)
Prereq: at least 10 credits from the 300-level course offerings in anthropology, history and/or environmental studies. Introduction to the field of cultural resource management including historic preservation, archaeological resource management, cultural resource management for subsistence and spiritual practices. Background on legislation and current practices, review of case studies and experience with actual projects.

362 PEOPLES OF ASIA (5)
Prereq: ANTH 201. Ethnographic survey of the peoples and cultures.

364 PEOPLES OF THE PACIFIC (5)
Prereq: ANTH 201. Ethnographic survey of the peoples and cultures.

365 PEOPLES OF LATIN AMERICA (5)
Prereq: ANTH 201. Ethnographic survey of the peoples and cultures.

453 WOMEN OF THE GLOBAL SOUTH (5)
Prereq: 15 credits at the 300 level in anthropology or related discipline (WMNS 211, ANTH 353 highly recommended) or permission of instructor. Explores women’s economic, religious, political and familial roles through topics such as development and globalization, violence, and women’s movements. Student contributions to course topics emphasized through individual papers and group panel work.

460 CULTURE AND SOCIETY OF JAPAN (4)
Prereq: two classes from ANTH 201, 362, EAST 201 or 202. Overview of Japanese culture and society, its pre-history and historic formation, emphasizing contemporary social organization and social relations in urban and rural society. Examines Japan’s solutions to the problems of modern industrial society.

462 NATIVE PEOPLES OF THE NORTHWEST (3)
Prereq: ANTH 201 and 361. Tribal distributions, social organization and ecological adaptation and social change with emphasis on the Native peoples of Washington state.

COMMUNICATION

220 COMMUNICATION THEORY (5)
Survey of human communication focuses on communication theories, concepts and principles ranging from intrapersonal to interpersonal, group, organizational, rhetorical, intercultural, international and mass communication.

224 SMALL GROUP PROCESSES (4)
Explores the dynamics of human interaction in small group settings. Group tasks include the development of problem-solving skills, utilizing topics of current interest.

225 COMMUNICATION, DIVERSITY AND CONTROVERSY (4)
This course is designed to foster the skills necessary for civil engagement and effective dialogue on controversial issues. Students will learn to appreciate, integrate, and effectively challenge diverse perspectives on a number of traditionally divisive topics.

318 PROFESSIONAL COMMUNICATION (5)
Prereq: junior status. This course integrates business writing, public speaking, collaborative problem solving, and diversity training in a professional development context. Includes theory application and skill development. Students will work in collaboration with organizations on or off campus.

325 INTRODUCTION TO INTERCULTURAL COMMUNICATION (5)
Prereq: four credits from Comparative Gender and Multicultural Studies block of the GUr or COMM 220. Introduction to intercultural communication. Principles, concepts and various topics in this rapidly growing, important field. Covers the needed skills in communicating effectively with people of diverse cultural backgrounds.

327 INTERPERSONAL COMMUNICATION (5)
Prereq: junior status. Focuses on theory and practice in work, family, and social settings. Emphasizes observation, analysis, and skills training in relationship development. Topics include language use, listening, nonverbal behavior and conflict management.
Prereq: COMM 327 and 398 or permission of instructor; junior status; departmental majors only. In-depth examination of theory and practice in interpersonal communication. Normally offered alternate years.

331 ADVANCED PUBLIC SPEAKING (3)
Prereq: COMM 101 or 235. Theory and practice in the art of public discourse.

428 ORGANIZATIONAL COMMUNICATION (5)
Prereq: COMM 398 or permission of instructor. Emphasizes the role of communication as central in human organizing. Describes the relationships among communication theories and other theories of organizational behavior. Applies theories to varied organizational settings.

425 ISSUES IN INTERCULTURAL COMMUNICATION (4)
Prereq: COMM 325 and 398 or permission of instructor. Introduction to dynamic forces that enhance effective communication between persons with various cultural backgrounds. Covers topics such as differences, similarities, values, pride and prejudice, cultural barriers in communication settings, and effectiveness of intercultural communication.

427 ISSUES OF INTERPERSONAL COMMUNICATION (4)
Prereq: COMM 327 and 398 or permission of instructor; junior status; departmental majors only. In-depth examination of theory and practice in interpersonal communication. Normally offered alternate years.

ENVIRONMENTAL STUDIES

202 INTRODUCTION TO ENVIRONMENTAL STUDIES AND SUSTAINABILITY (3)
A basic overview of environmental issues in the United States and globally. Emphasis on environmental and human sustainability in a social science context.

303 HUMAN ECOLOGY AND SUSTAINABILITY (4)
Prereq: ESTU 202 or Huxley major prerequisites or written permission of instructor. Study of the interactions between human and natural systems and their outcomes on sustainability. Topics include human effects on natural systems, energy use, and population, within solving environmental problems.

304 ENVIRONMENT AND RESOURCE POLICY (4)
Prereq: ESTU 202 or Huxley major or written permission of instructor. An examination of environmental and resource policy in the United States. What is policy, how is it made and how does it change? The history
of environmental policy is examined, and current environmental policy surveyed. Federal, state, regional and
domains and how they interact in the policy arena are examined. Primary forces affecting
environmental policy are reviewed and analyzed. Several case studies are presented.

371 ENVIRONMENTAL EDUCATION (4)
Prereq: admission to Huxley College or permission of instructor. An introduction to environmental education
and a review of current thinking and practices in this dimension of education. Focus on goals and principles,
content, settings, methods and processes of environmental education through reading, discussion and project
work.

372 THE ENVIRONMENTAL EDUCATION CURRICULUM (4)
Prereq: ESTU 371. Critical review of curricula that have been developed. The need for environmental
education is assessed, learning objectives are examined and strategies for attaining these objectives studied.
The qualities of the ideal environmental education curriculum are identified by students, based on their
research into the matter.

385 ENVIRONMENTAL SOCIOLOGY (5)
Prereq: any of the following: SOC 221, 251, 255, 260, 268, ESTU 202. Uses sociological concepts to
analyze human-environmental interactions. Topics include humans as part of the ecosystem, natural resource
dependent communities, population growth and environmental quality, the environmental
and anti-environmental movements, limits to growth and energy use, garbage and other wastes, sustainable
development and economic growth, sociological and economic perspectives on alternative environmental fu-
tures. Also offered as SOC 385.

FAIRHAVEN

231n INTRODUCTION TO APPLIED HUMAN ECOLOGY: SUSTAINABLE SYSTEMS
Study of relationships between human systems and the environment with an emphasis on the principle of
sustainability. Study of models of sustainable development and appropriate technology complement practical
applications in the Outback Farm/Wetland/Outdoor Learning Center. Student participation in instruction.
Repeatable to 9 credits.

242r THE ART OF PLAY: RECLAIMING IMAGINATION AND SPONTANEITY FOR THE ADULT (4)
The practice of adult play with focus on methods to reclaim imagination and spontaneity. Providing an
intellectual and interdisciplinary framework for understanding the nature of play through readings in
philosophy, anthropology and psychology.

312d ISSUES IN INTERNATIONAL STUDIES (3-6)
Prereq: FAIR 203a or permission of instructor. Explores issues of concern to selected nations. May also
include global scope. Examples of topics include globalization, reinventing development, and environmental
issues in economically poor countries. Repeatable with various topics.

328m AMERICAN LIVES (4)
Prereq: FAIR 202a or permission of instructor. Examines the lives and work of Americans. Subjects may
include artists, environmentalists, writers, scientists, civil rights activists, athletes, children, and so on.
Repeatable with different topics.

331n NATURAL HISTORY (5)
Prereq: Fair 206a or equivalent or instructor permission. An experiential and literary investigation into the
science of natural history, its roots, and the diverse ways it is being applied to our contemporary lives and
world.
335n VISIONING SUSTAINABLE FUTURES (4-5)
Prereq: FAIR 201a or ENG 101 and prior course work or experience in socio-political issues or environmental issues from a sociopolitical perspective. A critical examination of alternative futures envisioned by various writers representing the world views of diverse cultures and communities of interest, in light of present-day sociopolitical, economic and environmental realities. Repeatable with different topics.

332n CURRENT ENVIRONMENTAL TOPICS (2-5)
Prereq: FAIR 206a or permission of instructor. The interdisciplinary context of current environmental issues, including the scientific basis for concern. Examples include acid rain, loss of genetic diversity, climate modification by logging, global warming, ozone depletion, overpopulation, nuclear waste disposal. Repeatable with various topics.

339n ENVIRONMENTAL ISSUES OF INDIGENOUS PEOPLES OF NORTH AMERICA (5)
Prereq: FAIR 206a or permission. Explores the history, ethics, politics, and biology of environmental issues facing the world’s indigenous peoples. Examine local and international case studies that involve Native hunting and fishing rights, land rights issues, and pollution issues.

344u CROSS-CULTURAL PSYCHOLOGY (4)

SOCIOLOGY

348 GLOBAL HEALTH (5)
Prereq: any one of Soc 221, 251, 255, 260, 268, 269. Introduces students to the main concepts of global health, with a particular emphasis on sociological and structural determinants of health. Focuses on the demographic and epidemiological transitions, gender and reproductive health, human rights, and the global burden of disease. Evaluates the role of international institutions, such as the World Bank and non-governmental organizations, in the organization and delivery of health services in underdeveloped countries. Understanding the root causes of health disparities and strategies for the achievement of health equity is central to the course.

369 SOCIOLOGY OF RACE AND ETHNICITY (5)
Prereq: any SOC 221, 251, 255, 260, 268, 269 or equivalent, preferably in minority relations. Provides a review of historical, theoretical and empirical work in the sociology of race and ethnicity. Emphasis on primary material in the areas of ethnic assimilation, racial attitudes, and racial and ethnic inequality in the United States.

440 GLOBALIZATION (5)
Prereq: sociology core. Examines the economic, cultural and political components of globalization. Special topics include the new forms of inequality that have emerged with global interdependence and debates concerning the benefits and dangers associated with globalization.

INTERNATIONAL STUDIES

201 INTRODUCTION TO GLOBAL STUDIES (5)
Introduction to contemporary global issues, drawing on the integrated knowledge and methodologies of multiple disciplines.

325 GLOBAL LITERATURE (4)
Prereq: ENG 101 or equivalent. Explores themes in global relations through critical reading, thinking and writing about literature from various parts of the world.

MANAGEMENT

201 INTRODUCTION TO BUSINESS (4)
A survey of the field. Introduction to the major functional areas comprising business or organizations. Recommended for students not intending to major in the College of Business and Economics.

311 INTRODUCTION TO MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (4)
Introduction to organization theory, behavior and interpersonal communication; concepts of power, authority and influence; the role of philosophy and values in organizations.

370 INTRODUCTION TO INTERNATIONAL BUSINESS (4)
Prereq: ECON 206. Introduction to the environment and challenges of doing business abroad. Topics include country-market differences, trade and investment patterns, the international financial environment, issues in business-government relations and strategies for international business.

470 INTERNATIONAL BUSINESS OPERATIONS (4)
Prereq: MGMT 370 or another international course in the College of Business and Economics. Strategic and operational issues that firms face when they do business abroad. Themes include the competitiveness challenge, country-market analysis and entry strategies, negotiations and diplomacy, cooperative ventures, design and control of international operations, and various functional area issues.

MANAGEMENT INFORMATION SYSTEMS

220 INTRODUCTIONS TO BUSINESS COMPUTER SYSTEMS (2)
Prereq: AccT 240 or declared economics major. Introduction to use of commercial software packages for business applications, including spreadsheet analysis, word processing, data management, and communications. S/U grading.

304 INTRODUCTION TO WEBSITE DEVELOPMENT (4)
Prereq: MiS 320. Covers basic website design, navigation, and construction. Topics include HTML, JavaScript, page layout, site navigation, cascading style sheets, server-side includes, designing search engines, and site testing.

MARKETING

380 PRINCIPLES OF MARKETING (4)
Prereq: MIS 220 or equivalent, ECON 206, MGMT 271, ACCT 240. Identification and analysis of relevant opportunities and constraints in consumer and industrial target markets. Management of the marketing mix including product planning, distribution institutions and activities, promotion and pricing.

382 BUYING BEHAVIOR AND ANALYSIS (4)
Prereq: MKTG 380. Perception, motivation, learning, attitude structure and change, social influences and cultural forces relevant to buyer behavior and decision processes. Implications for marketing planning, analysis and management.

In addition:
- Second year language classes can count toward the support area requirement
- Study abroad courses can often count toward the support area requirement
- Many departments, especially Fairhaven College, have courses where the specific topics change each year. Topics in these variable courses are sometimes related to tourism and can be a good option for the support area. Check the time schedule rather than the course catalog yearly for possibilities.

PROFESSIONAL INTERNSHIP

One of the most exciting and challenging aspects of a tourism focus is finding and securing a substantial internship. The problem is not that they are hard to find, but rather that the field is so broad (and interesting) that narrowing your focus to conduct a search is sometimes difficult. Your internship must be pre-approved by your advisor. Here are some general steps to follow:

Step 1: Familiarize yourself with internship requirements (website)
Step 2: Define your interest by area (guiding, ecolodge, CVB, event planning) or location
   (Whatcom County, Bolivia, anywhere warm, San Diego to live with my aunt/uncle)
Step 3: Develop a resume and template cover letter
Step 4: Write internship goals
Step 5: Inquire about past internships
Step 6: Use faculty, internet, and guide books to identify possible organizations, facilities, businesses, communities, or programs that match your goals/interests
Step 7: Familiarize yourself with their programs and/or services
Step 8: Make an initial contact by e-mail or phone; follow-up 1-3 weeks later
Step 9: Negotiate terms, develop an internship description and complete the Internship Agreement Form
TOURISM JOB/INTERNSHIP WEBSITES

The following list is designed to help you get started with your tourism internship search. You should work closely with your faculty advisor to identify ways to explore your particular interests and restrictions.

International Association of Convention and Visitor Bureaus
http://www.iacvb.org/iacvb/career_center/cvbjobops.asp

International Festival and Event Association
http://www.ifea.com/resources/jobbank.asp

Canada's Tourism Professional's Network
http://www.guidesnetwork.net/tourtools/jobs/postings.php

Tauck Tour Job Postings
http://www.tauck.com/contact/careers/listings/

Hospitality Positions
http://www.tourismworkweb.com/

Meeting Planners

Cruise Ships
http://www.cruiselinejob.com/cruisestaff.htm

Carnival Cruise Lines

Princess Cruises
http://employment.princess.com/employment/job_shipboard.html

Cruise West: smaller vessels, education focus
http://www.cruisewest.com/information/employment.aspx

Youth Hostel Employment - US General
http://www.hiusa.org/about/employ.shtml#hospdir

Youth Hostel Employment - Search by country
http://www.hihostels.com/openCountries.do

Resort Jobs - General
http://www.resortjobs.com/

International Volunteer Vacations
http://www.adventuretravelabroad.com/listings.cfm

Ecotourism Job Opportunities

Ecotourism Jobs - Ecoclub - Membership Required
http://www.ecoclub.com/jobs/
Previous Internships

This is just a sampling of substantial and successful internships.

Resorts:
Sun Mountain Lodge, Winthrop, Washington
http://www.sunmountainlodge.com/
Sun River Resort, near Bend, Oregon
http://sunriver-resort.com/
Hotel Del Coronado, San Diego, California
http://www.hoteldel.com/
Amelia Island Resort, near Jacksonville, Florida
http://www.aipfl.com/

Ecolodges/Small Resorts:
Fern Resort, Thailand
http://www.fernresort.info/
Bosque Del Cabo Rainforest Lodge
http://www.bosquedelcabo.com/

Ecotourism Projects:
Toledo Ecotourism Association, Belize
http://www.plenty.org/mayan-ecotours/index.html
EcoTeach, Costa Rica
http://www.ecoteach.com/

Tour Companies:
Adventure Associates, office in West Seattle
http://www.adventureassociates.net/
Holland America Westours, offices in Seattle/tours in Alaska
http://www.hollandamerica.com/
West Coast Connections, Teen Travel Experiences
http://www.westcoastconnection.com/index_home.html

Convention and Visitor Bureaus:
Bellingham Whatcom County Tourism Bureau
http://www.bellingham.org/
THERAPEUTIC RECREATION ADVISING GUIDE

The purpose of undergraduate education is general or liberal education. You are also preparing for a professional career in recreation and leisure services with a concentration in therapeutic recreation. While more specialized, professional preparation should complement principles of a liberal education. The Recreation Program curriculum is designed to provide professional preparation based on principles of liberal education while enabling you to develop both broadly-based and concentrated career interests. It is a fine arrangement between general education and gaining the specialized skills you will need. Keep in mind, however, that undergraduate education is intended to serve as a foundation for life-long learning. Learning does not stop when you complete your undergraduate education. More intensive and specialized training will occur throughout your life in such forms as graduate school and continuing professional education.

The main objective is to help you to become a life-long learner, responsive to an always changing world. Seek a program of study that provides you with the basic knowledge and skills required for entry-level professional positions and, at the same time, one that is flexible enough to allow you to grow in your career.

I will help as much as I reasonably can, and this guide is one aid. In the end, though, you must make the decisions about what you would like to become and what you want to do. While I can offer guidance and support, only you can make decisions between sometimes equally attractive alternatives. Therefore, expect me to hold you responsible for making the decisions regarding your education and career. I will assist by advising you of policies, by helping to keep you informed of professional developments, such as certification requirements, by sharing my professional judgments, and by being a receptive "ear" to your interests and concerns. Working together, advising can be rewarding and constructive. Take advantage of the opportunity and visit with me regularly.

The courses you decide to take depend on a number of factors. If you are fairly confident that you want to concentrate in one or two areas, then take course related to either one or both. Many professionals, however, make changes during their careers. It may be difficult to predict where you'll work one day; positions may not be readily available in your area of interest upon graduation. Other considerations such as family and geographic area may also come into play. In light of these and other factors, I recommend that you design a flexible program. Get a solid foundation in human growth and development. Learn as much as you can about different populations served by therapeutic recreation. Also gain programming knowledge and skills, some of which can be best achieved through independent study. Leadership, human relations, and knowledge of treatment and educational approaches and techniques are also important. Furthermore, management

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skills, in particular the abilities to think and to communicate, are imperative. Finally, do as much career related work, paid or unpaid, as you can. Employers are looking for educated graduates with experience.

I have listed courses taken from the most current catalogue related to your support area. Generally you can rely on the courses listed here. Not all of these classes may be offered, so be sure to check your schedule of classes. Also, be alert for courses not listed in this guide. Sometimes courses do not express their content in title alone. Therefore, I am open to a variety of possibilities, including independent study proposals. Obtain a copy of the course syllabus so we can discuss its relevance to your course of study. Be aware, too, that some courses require prerequisites. It is wise, then, to take introductory courses related to biology, psychology, sociology, etc., as part of your GURs. You can then avoid taking them as prerequisites when you're ready to move on to more advanced coursework, saving you time, energy, and possibly money. Also note that some courses are only offered once a year or every other year.

Planning is the key to academic preparation. Be sure to meet with me for a thorough planning before the end of Phase I and regularly thereafter.

Also, be sure to keep in mind National Council on Therapeutic Recreation Certification (NCTRC) requirements as you select courses. If you wish to be eligible for certification, you are responsible for meeting NCTRC requirements. I have enclosed certification information for you. Read it and be familiar with it. Be certain to see me if you have questions. You can also access NCTRC’s website at www.NCTRC.org. Also, you can access pertinent publications at http://www.nctrc.org/standardsandpublications.htm. Click on “Information for New Applicants” and check under the standards for the “academic path.”

SUPPORT AREA POLICIES

Keep in mind the following program policies when planning your support area:

1. The support area is 25 upper division (300 level or above). Some lower division courses may be applied, but check with me first. Courses may be selected from one or more departments.

2. I must approve your support area in writing. I must sign your support area approval form before you can register for courses. Any changes in your support area must also be cleared with me in writing. I will not accept any courses that have not been pre-approved.

3. For transfer students and students entering the Recreation Program from another major, some courses you have taken previously may be approved for your support area. Check with me.

4. An approved minor or second major may substitute for the support area requirement. It is planned and evaluated through the department from which you wish to obtain a minor or second major. For example, students in the therapeutic recreation concentration are increasingly using psychology as a minor.

5. GUR courses may not be used to satisfy support area requirements.
6. Support area courses must be graded (A-F).

7. "D" and "F" grades are unacceptable.

8. I must approve Independent study credits used in your support area. For independent study courses, provide a brief written proposal describing what you want to do and why you want to do it, a timeline for completion, and proposed requirements.

THERAPEUTIC RECREATION CERTIFICATION

The National Council for Therapeutic Recreation Certification (NCTRC) was established for the certification of therapeutic recreation professionals. Listed below are its most current certification standards. The following only highlights the key certification standards. More extensive information regarding these standards is also included as part of this guide. PLEASE NOTE THAT YOU ARE RESPONSIBLE FOR MAKING CERTAIN THAT YOU QUALIFY FOR NCTRC CERTIFICATION! I am happy to answer your questions and otherwise assist you. Information can be obtained at www.nctrc.org and important documents viewed at http://www.nctrc.org/standardsandpublications.htm.

Certified Therapeutic Recreation Specialist (CTRS) Standards (Professional Academic Path):

The eligibility requirements are a baccalaureate degree or higher from an accredited college or university with a major in therapeutic recreation or a major in recreation with an option in therapeutic recreation. The degree must be verified on an official transcript and must include the following:

TR/Recreation Coursework

1. A minimum of 18 semester or 27 quarter hours of therapeutic recreation and general recreation content coursework with no less than a minimum of 12 semester or 18 quarter hours in therapeutic recreation content. A minimum of 4 courses in therapeutic recreation is required and each course must be a minimum of 3 credit hours; AND

2. Supportive courses to include a total of 18 semester hours or 27 quarter hours of support coursework with a minimum of: (i) 3 semester hours or 3 quarter hours coursework in the content area of anatomy and physiology; (ii) 3 semester hours or 3 quarter hours coursework in the content area of abnormal psychology; and (iii) 3 semester hours or 3 quarter hours coursework in the content area of human growth and development across the lifespan. The remaining semester hours or quarter hours of coursework must be fulfilled in the content area of ‘human services’ as defined by NCTRC; AND

3. A minimum 480-hour, twelve (12) consecutive week field placement experience in therapeutic recreation services that uses the therapeutic recreation process as defined by the current NCTRC Job Analysis under the supervision of an on-site field placement supervisor who is both NCTRC CTRS certified and meets the standards for field placement supervision. An acceptable field placement experience is one which is completed after the majority of required therapeutic
recreation and general recreation coursework is completed as verified on the official transcript and the required fieldwork verification form.

**Therapeutic Recreation Coursework**
RECR 274  Introduction to Therapeutic Recreation (4)
RECR 376  Therapeutic Recreation Program Design (4)
RECR 378  Human Relations: Concepts and Skills (4)
RECR 380  Therapeutic Recreation Principles, Practices, and Techniques (5)
RECR 421  Therapeutic Recreation Trends and Issues (3)

**Recreation Coursework**
RECR 201  Foundations of Recreation and Leisure (4)
RECR 271  Community Recreation and Leisure Services (4)
RECR 276  Program Leadership (3)
RECR 372  Management of Recreation and Leisure Services (4)
RECR 373  Recreation Programming (4)
RECR 444  Recreation Budgeting and Finance (4)
RECR 450  Recreation Program Evaluation (4)
RECR 480  Leisure and Society (4)

**Supportive Coursework**
Twenty-seven quarter credits of supportive coursework are required with at least 3 hours in the content of abnormal psychology, 3 hours in anatomy and physiology, and 3 hours in human growth and development. The remaining hours of the total may be completed in any area of the human services, including adaptive physical education, related biological/physical sciences, psychology, sociology, and special education. The concept of human services also includes areas of education, ethics, and other disciplines of study supportive to the practice of therapeutic recreation.

*Courses from your support area, minor, and GURs may be applied to the NCTRC supportive coursework requirement.*

**Internship/Field Placement**
A minimum 480-hour, 12 consecutive week field placement/internship in therapeutic recreation that uses the therapeutic recreation process as defined by the current NCTRC Job Analysis Study under the supervision of an on-site supervisor who is NCTRC CTRS certified.

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**REQUIRED THERAPEUTIC RECREATION COURSES**
The following courses are required for the therapeutic recreation concentration:
RECR 274 Introduction to Therapeutic Recreation (4) (Phase I)

RECR 376 Therapeutic Recreation Programming (4) (Phase II)

RECR 380 Therapeutic Recreation Principles, Practices, & Techniques (5)
Offered fall quarter only. The exact time will be announced so as not to conflict with anatomy & physiology, applied psychology, and human growth & development.

RECR 378 Human Relations: Concepts and Skills (4) (Phase II)

RECR 473 Internship (15) (Phase III)

The internship minimally consists of twelve consecutive weeks, 40 hours a week, for a total of 480 hours. Be aware that some agencies require longer commitments. The internship is typically done spring or summer term. Agencies usually have deadlines for application. Arrangements for your internship must be completed one full quarter prior to beginning it. Also, be aware that some agencies require that certain courses be completed as a condition for acceptance. Always read carefully the specific requirements for an internship. If you have questions, ask!

RECR 421 Therapeutic Recreation Trends and Issues (3) (Phase IV)
SUPPORT AREA SUGGESTIONS

The following support area suggestions are listed by program/department. There will likely be additions/deletions when the new schedule of classes comes out next fall, so be sure to check it for the availability of classes. *You are not required to take each and every one of the following courses, although some, as noted, are required for certification.*

**BIOLOGY**

348 HUMAN ANATOMY AND PHYSIOLOGY (5)
Prereq: BIOL 101 or 205. Macroscopic and histological examination of human anatomical systems, and study of general neuromuscular and cardiopulmonary functions. Not available for credit to biology students receiving a bachelor of science degree. Includes lab.

349 HUMAN PHYSIOLOGY (5)
Prereq: BIOL 348; CHEM 121 or 125. A comprehensive introduction to the study of integrated functions of cells, organs and organ systems in humans. Includes lab.

**COMMUNICATION**

224 SMALL GROUP PROCESSES (4)
Explores the dynamics of human interaction in small group settings. Group tasks include the development of problem-solving skills, utilizing topics of current interest.

318 PROFESSIONAL COMMUNICATION (5)
Prereq: junior status. This course integrates business writing, public speaking, collaborative problem solving, and diversity training in a professional development context. Includes theory application and skill development. Students will work in collaboration with organizations on or off campus.

325 INTRODUCTION TO INTERCULTURAL COMMUNICATION (5)
Prereq: four credits from Comparative Gender and Multicultural Studies block of the GUR or COMM 220. Introduction to intercultural communication. Principles, concepts and various topics in this rapidly growing, important field. Covers the needed skills in communicating effectively with people of diverse cultural backgrounds.

327 INTERPERSONAL COMMUNICATION (5)
Prereq: junior status. Focuses on theory and practice in work, family, and social settings. Emphasizes observation, analysis, and skills training in relationship development. Topics include language use, listening, nonverbal behavior and conflict management.
331 ADVANCED PUBLIC SPEAKING (3)
Prereq: Com 101 or 235. Theory and practice in the art of public discourse.

HEALTH

345 HEALTH PROMOTION/DISEASE PREVENTION (4)
Prereq: junior status. Investigation of chronic/degenerative diseases and infectious/communicable illnesses; intentional and unintentional injuries; relationship of lifestyle choices and personal beliefs to well-being.

HUMAN SERVICES

303 HUMAN SERVICES PROFESSIONALS AND INTERPERSONAL SYSTEMS (4)
Prereq: HSP 301 or permission of instructor. Investigates interpersonal systems in relation to other systems, with an emphasis on communication models and professional strategies.

305 HUMAN SERVICES PROFESSIONALS AND SMALL GROUP SYSTEMS (4)
Prereq: HSP 303 or permission of instructor. A study of small groups in relation to other systems, with emphasis on theories of group dynamics, process, facilitation, and leadership.

311 HEALTH CARE AND HUMAN SERVICES (4)
Examines societal, cultural, and economic factors that affect characteristics of the health care system, analyzes policies, and assesses different organizational models that impact the skills and knowledge necessary for human services professionals to advocate for client access to the health care system and to influence health care policy.

315 HUMAN DEVELOPMENT AND HUMAN SERVICES (4)
An interdisciplinary examination of human development across the lifespan, with an emphasis on issues that are relevant to providing effective human services delivery. Examines theories related to physical, cognitive, social, and emotional development, normative and non-normative developmental processes, and the relationship between public policy, human services, and human development.

325 INTERVIEWING FOR HUMAN SERVICES (4)
Addresses the theory and practice of interviewing in a variety of settings including agencies, education, health care, and business. Examines ethics in the practice of interviewing. Emphasizes skill development.

331 CHILDREN, FAMILIES, AND COMMUNITIES (4)
Explores theories, research, and practices of child and family-centered development with an emphasis on child and family-centered support practices, home-school-community collaborations, interprofessional practice, and integrated services.

345 CASE MANAGEMENT AND INTERVENTIONS (4)
Models and theories of case management, intake assessment, service planning and coordination, monitoring, documentation and use of technology, and termination of services. Continuum of interventions (i.e., prevention, treatment, maintenance, aftercare) are addressed within the context of a spectrum of service settings and ethical and culturally appropriate responses.

410 MENTAL HEALTH: INDIVIDUALS & SYSTEMS (4)
Prereq: HSP 315 or permission of instructor. A survey of diagnostic criteria and an overview of theory and research describing the interactions of biological, environmental, psychosocial, cognitive, and sociocultural factors that relate to the development and maintenance of mental health. An emphasis is placed on understanding the major models used to integrate prevention, maintenance, and intervention, reduce recidivism and promote healthy functioning. Integrated services and resource and referral practices are examined within the context of mental health services and general human services delivery.

443 DISABILITY: INDIVIDUALS AND SYSTEMS (4)
An exploration of disability issues relating to work in human services, including historical, legal, ethical, medical, psychosocial, employment, and independent living issues, in addition to a review of specific disabilities.

450 SURVEY OF ADDICTIONS AND DEPENDENCIES (4)
Examines the etiology of chemical dependency and other compulsive behaviors and the impact of these behaviors on societal systems such as family, legal, education, work, social, and health services. Discusses roles of human services professionals in prevention and intervention.

455 DIVERSITY & SOCIAL JUSTICE DYNAMICS (4)
Examination of the current complexity and historical context of diversity in relationship to human services systems. Topics include responses to institutional oppression and privilege as manifested in societal systems.

484 PROGRAM FUNDING AND GRANT WRITING (4)
Prereq: HSP 435 or permission of instructor. Investigating optimum sources for funding the delivery of human services programs with an emphasis on planning, writing, marketing, and evaluating funding proposals. Determining funding strategies, selecting funding methods, researching grant funds, interpreting funding guidelines, and preparing grant proposals.
PHYSICAL EDUCATION

308 HUMAN GROWTH AND MOTOR DEVELOPMENT (3)
The study of postnatal growth, maturation, and physical activity, their interrelationship with cognitive and psychosocial development, with application to health promotion and physical activity programs for children and youth.

309 PHYSICAL DIMENSIONS OF AGING (3)
Pre- or co-req: PE 301 or permission of instructor. A study of the physical and motoric changes that occur during the adult years, their interrelationship with physical activity, with application to health promotion and disease prevention. Includes theoretical perspectives on aging, the aging process in specific body systems, and how these processes may affect cognitive and emotional development.

311 BIOMECHANICS (4)
Pre- or co-req: PE 301; completion of math GURs. Application of basic mechanical principles to movement. Motion fundamentals, kinetics, kinematics, aerodynamics, hydrodynamics, equilibrium and external forces, rebound and ospin, two-dimensional analysis, and the body as a machine; lab work is included.

312 KINESIOLOGY (5)
Prereq: PE 301 and BIOL 348. Important muscles of the body; origin, insertion and action; principles of human movement; performance analysis of basic locomotor movements, daily living activities and sports skills; lab work included.

443 ADAPTED PHYSICAL ACTIVITY (3)
Prereq: PE 308 or permission of instructor. A study of the physical and motoric needs of persons with disabilities, their interrelationship with physical activity, with application to the planning and implementation of adapted physical activity programs.

PSYCHOLOGY

230 DEVELOPMENTAL PSYCHOLOGY (5)
Prerequisite: Psych 101. Basic principles of development. Topics include behavior genetics, early experience, language, cognition, personality and social development.

240 SOCIAL PSYCHOLOGY (5)
Prerequisite: Psych 101. Socialization (moral development, racial, ethnic and class differences), attitudes and attitude change, conformity, interpersonal attraction. Theories and methods of social psychology stressing applicability of social psychological research and knowledge to contemporary social problems.

250 INTRODUCTION TO PERSONALITY AND ABNORMAL PSYCHOLOGY (5)
Prerequisite: Psych 101. An overview of the research on individuals within social contexts.
Topics include models of personality development, stress and coping, social influence on behavior, the relationship between psychological and physical health and development adjustment issues. Also addresses common psychological problems.

301 OVERVIEW OF RESEARCH METHODS (5)
Prerequisite: 15 credits in psychology, with at least 5 credits at Western Washington University. Introduction to research psychology. A variety of research methodologies will be explored. Students will also learn basic description of research data and how to write psychology papers.

322 MOTIVATION (5)
Prerequisite: Psych 220 and 301. Theoretical and empirical study of human and subhuman motivational process. Topics covered range from basic physiological drives to achievement motivation and conformity. Emphasis on both biological and social sources of motivation.

330 SOCIAL AND COGNITIVE DEVELOPMENT IN CHILDREN (5)
Prerequisite: Psych 230 or 372, and 301. In-depth coverage of social and cognitive development in children and adolescents. Emphasis on the implications and practical applications of research findings in these areas.

331 ADULT DEVELOPMENT AND AGING (5)
Prerequisite: Psych 230 and 301. Examines developmental processes that occur in later life, with a focus on theory, research and practical issues. Topics include a) theoretical and methodological issues, b) biological changes and health issues, c) changes in memory and intelligence, d) personality across adulthood and e) death and dying.

332 ADOLESCENT DEVELOPMENT (5)
Prerequisite: Psych 230 and 301. Examines adolescent cognitive, social, physiological and intrapsychic development from a variety of theoretical perspectives. Emphasis on current research findings in this area. Note: Credit cannot be given for both Psychology 332 and Psychology 372 (Adolescent Psychology).

343 SOCIAL PROCESSES (5)
Prerequisite: Psych 240 and 301. Examination of selected topics related to formation and functioning of groups, as well as intergroup relations.

351 ABNORMAL PSYCHOLOGY (5)
Prerequisite: Psych 250 and 301. Human behavior patterns culturally labeled as abnormalities, or as mental illness; their etiology, incidence, treatment and social attitudes toward such patterns. Historical review of the concepts used to explain such behavior and of the research relating to the treatment of psychoses and neuroses.

SOCIOLOGY

251 SOCIOLOGY OF DEVIANT BEHAVIOR (5)
A broad overview of concepts, issues and research findings in the sociological study of deviant behavior; how deviance is defined, reacted to and
punished in American society. Emphasis on contemporary theoretical perspectives, along with current issues in deviance.

260 THE FAMILY IN SOCIETY (5)
Introduction to the study of family as a social institution in society. Overview of social theories on the family and methodological underpinnings of the field of family study. Emphasis on the family as agent of stratification in society, changing roles of men and women in the context of the American family, contemporary issues relating to family social policy today, and the interplay between family and society across time and cultures.

330 INTRODUCTION TO SOCIAL PSYCHOLOGY (5)
Prereq: any Soc 221, 251, 255, 260, 268, 269. Interpersonal behavior, perception of others, attraction toward and liking of others, self evaluation, helping behavior, aggression, attitudes and their relationship to behavior, sexual behavior, types of interaction processes, childhood and adult socialization, deviance and conformity, personal space, environmental effects on behavior, sex role attitudes and behavior.

333 AGING IN AMERICA (5)
Prereq: any Soc 221, 251, 255, 260, 268, 269. Basic theories, methods and concepts in the field of social gerontology highlighting demographic trends in aging, the effects of longevity on the larger society, individual accommodations to the aging process, the social construction of old age, and social policy in relation to the stratification of the aged and an increasingly elderly population.

352 CRIMINOLOGY (5)
Prereq: any Soc 221, 251, 255, 260, 268, 269. The study of adult crime, defined as violation of legal norms. Focuses on problems of measurement and attempts to explain crime as a social phenomenon and a cultural product. Includes in-depth analysis of various forms and classes of crimes and their victims.

SPECIAL EDUCATION

360 INTRODUCTION TO SPECIAL EDUCATION (4)
An introduction to characteristics and categories of exceptionality, and the rules and regulations concerning provision of special education and related services. Includes federal and Washington state legislation pertinent to special education from preschool through high school. Requires a minimum of 15 hours of practicum experience during the quarter.

470 VIOLENT AND AGGRESSIVE YOUTH (3)
This course is designed to present information on the problem of violent and/or aggressive youth in school. The class will stress an educative approach by focusing on what educators can do to prevent, respond to and
follow up on acts of violence.

FAIRHAVEN

242r THE ART OF PLAY: RECLAIMING IMAGINATION AND SPONTANEITY FOR THE ADULT (4)
The practice of adult play with focus on methods to reclaim imagination and spontaneity. Providing an intellectual and interdisciplinary framework for understanding the nature of play through readings in philosophy, anthropology and psychology.

243t AWARENESS THROUGH THE BODY (4)
An experiential introduction to the discipline of somatics and sacred traditions of somatic practice, reclaiming the natural intelligence of sensory awareness.

252v INTRODUCTION TO DRAWING (4)
Studio course introducing experimental drawing mediums and style. Assigned projects emphasize the possibilities of extending traditional concepts concerning the parameters of drawing. Students set and solve their own experiential creative problems.

254x INTRODUCTION TO RELIEF PRINTING (4)
Introduction to basic relief printing techniques with emphasis on narrative image-making and composition. Woodblocks, linoleum blocks and plexiglass plates will be employed for understanding printing techniques.

256v DRAWING WITH FIVE SENSES (4)
Mixed media drawing for students at all levels with a focus on direct observation and experience as the input for creative expression.

257v MUSICAL/DRAMATIC PRODUCTION (1-5)
Prereq: permission of instructor. Rehearse, stage and perform a musical/dramatic theatre production. Repeatable with various topics.

387k GRANT WRITING WORKSHOP (4)
Focuses on the basics of grant writing, including seeking funding sources, reading and interpreting funding guidelines, developing and refining proposals, and tricks of the trade. Development of, either individually or as a group, two small grant proposals.

413e CURERS, CLIENTS AND CULTURE: CROSS-CULTURAL PERSPECTIVES ON HEALTH AND ILLNESS (5)
Prereq: cross-cultural studies or permission of instructor. Examines health belief systems in cross-cultural perspective, including the roles of practitioner and patient; explanation, diagnosis and treatment of disease; the impact of modernization on non-Western medical systems, and ethnicity and health
care in the United States.

A SAMPLE SCHEDULE

Just for the sake of discussion and guidance, the following is a sample schedule that includes support area courses.

Let's assume that you are starting Phase I and have not taken any support classes. Here's what your schedule might look like:

Spring

Phase I
Recreation 276 Introduction to Therapeutic Recreation (4)

Fall

- Biology 348 Anatomy & Physiology (5)* (This course if offered fall only for PEHR majors. See me if you have questions.)
- Psychology 230 Developmental Psychology (5)*
- Psychology 250 Applied Psychology (5)*
- Recreation 380 Therapeutic Recreation: Principles, Practices, & Techniques (4) (to be offered twice a week in the afternoon at a time that does not conflict with Biology 348 and Psychology 230 or 250)

*These courses meet NCTRC support requirements for coursework in anatomy & physiology, human growth & development, and abnormal psychology.

Winter

Phase II
- Recreation 376 Therapeutic Recreation Program Design (4)
- Recreation 378 Human Relations (4)

Spring

Additional support area courses selected from this guide or Phase III (internship)

Students desiring to combine therapeutic recreation and outdoor recreation may want to take the Huxley College "Block" during spring term. Students must apply to be considered for Huxley's "Block," so contact Huxley College directly or speak with me if you are unfamiliar with the program.

Summer
Phase III (internship) or support area courses (You may even have a GUR course to complete, heaven forbid!)

**Fall**

Phase IV

- Recreation 421 Therapeutic Recreation Trends & Issues (3)

GRADUATION!!!

or

More support area credits/GUR credits winter term to complete your requirements

THEN GRADUATION!!!
“To hear is good; to see is better; to do is best.”

John Dewey

Introduction

The internship is the primary opportunity for students to experience practical application of leisure theories and concepts in the world of professional practice. An internship is an integral part of a student’s total educational preparation for a professional career. Through the internship, the student is provided with a supervised experience in a setting that offers recreation experiences as a direct or indirect service. The primary purpose of the internship is to provide opportunities for professional and personal educational growth for students through on-the-job experiences in recreation leadership and administration in settings such as hospitals, public park and recreation departments, travel and tourism organizations, social service agencies, and outdoor companies. This internship manual is offered to assist the student, faculty advisor, and agency supervisor in the pre-internship preparation, internship assignment, and post-internship responsibilities.

Internship Description

Students enroll in Phase III (Internship) during either Spring or Summer quarter. For a Spring Quarter internship, students enroll in Recr 471 for 15 credit hours. For a Summer Quarter internship, students enroll in Recr 471s for 12 credits and Recr 400, Independent Study/Internship Prep, for three credits either Spring or Fall quarter. If the internship spans parts of both Spring and Summer quarters, students should discuss registration with their advisor.

Once a student selects an internship site, they report to the agency and work under agency supervision for an agreed period of time, a minimum of 400 hours over the 10-week university quarter. Students working towards Therapeutic Recreation Certification are required to complete a 480-hour, 12-week internship under the supervision of a Certified Therapeutic Recreation Specialist.

Prior to the internship, students are expected to complete 240 hours of approved recreation field experience. Students in the therapeutic track are required to complete 200 hours of approved recreation field experience.

Although the internship may be either a paid or unpaid experience, it differs from a job. It is expected that the student will have the opportunity to experience the full range of professional
responsibility within the participating agency. This includes programming, administration and
management, leadership, operation of areas and facilities, and other general work-related
functions.

**Internship Goals**

While the major focus of the internship experience is on the operations of the agency at which
the student accepts assignment, the total value of the internship takes other goals into account.
By providing a vast array of learning experiences, the student, educator, and practitioner can
work together to help the student’s development as a recreation professional. In turn, the student
makes contributions to the operations and growth of the sponsoring agency.

**For the student**, the internship should;

1. Provide opportunities to engage in on-the-job application of classroom theories and
techniques;
2. Offer activities that assist in the development of professional skills in the planning,
organization, and leadership of a leisure service;
3. Provide challenging and stimulating tasks that entail significant contribution to the quality of
life for persons served by the agency;
4. Offer opportunities to identify strengths and weaknesses of the student’s professional
behavior;
5. Allow the student to experience many aspects of the professional world while under
competent supervision and guidance;
6. Encourage interaction with professional practitioners in the student’s area of expertise;
7. Provide programming situations in which the student can investigate human interaction;
8. Offer opportunities to evaluate the field as a professional career;
9. Offer experiences in leading client/participant programs; and
10. Provide an opportunity for observing and/or practice in administration and supervision.

**For the Recreation Program**, the internship should;

1. Provide a laboratory setting for the testing and application of theoretical models;
2. Strengthen the educational process of preparing future professionals;
3. Assist in the development of a cooperative working relationship between educators and
practitioners;
4. Offer a means to assess the quality and relevance of classroom courses;
5. Provide an opportunity to evaluate the student’s needs, abilities, and progress in professional
development;
6. Facilitate sharing of resources and pursuit of common goals with professional agencies and
institutions;
7. Provide the faculty with up-to-date information about issues and innovations in recreation and leisure services; and
8. Emphasize the primary educational concern of the Recreation Program as the preparation of students to advance within the realm of the profession.

For the cooperating agency, the internship experience should:

1. Offer the practitioner the chance to provide expertise related to theory and practice obtained in the classroom setting;
2. Provide an expanded ability to serve clientele through the contributions of the intern;
3. Allow employers an opportunity to survey and evaluate prospective employees;
4. Provide an opportunity to improve in-service training for permanent employees;
5. Establish opportunities for cooperative relationships which extend beyond the internship;
6. Provide a means for comparing in-class preparation of the intern with what is practiced by the agency; and
7. Offer an opportunity to be a partner in the professional preparation of future recreation professionals.

Internship Checklist
The following checklist is intended to act as a roadmap for navigating the tasks required to successfully search, develop, and complete a professional internship that meets the requirements of the Recreation Program. This checklist is meant to be used in conjunction with a close working relationship with a faculty advisor.

Preparation Phase (6-9 months prior to internship)

_____ Develop personal goals for the internship.

_____ Outline/summarize field work hours.

_____ Develop a draft resume and cover letter. Use Career Center resources for designing and reviewing your drafts.

_____ Meet with your faculty advisor to review goals, confirm fieldwork hours, discuss internship possibilities, and go over resume and cover letter.

_____ Research potential internship sites and make initial agency contacts.

_____ Provide internship information to sites you are considering (pages 1-3 and Agency Information Sheet attached).
_____ Present final selection to advisor for approval.

_____ Develop a tentative Internship Agreement with agency (form attached).

_____ Submit agreement to faculty advisor for revision and approval. Faculty speaks with site supervisor.

_____ Discuss weekly reports, evaluations, and other internship requirements with faculty advisor.

_____ Register for internship credits.

**Agency Information**
Thank you for your interest in working with a Western Washington University Recreation student. The internship has the potential for supporting students in their professional growth and for contributing to the program and clients of the sponsoring agency. Please review the following agency roles and responsibilities as you consider sponsoring a Western student for their professional internship.

The agency must be approved by the faculty advisor and have a willingness and commitment to provide the student with a high-quality internship by:

- Assigning the student to a supervisor with appropriate training and experience who will work with the faculty advisor to supervise the intern for the duration of the internship experience
- Providing the assigned supervisor with appropriate time for the express purpose of supervising the student (including individual weekly meetings)
- Approving specific goals and objectives for the individual intern prior to the start of the internship
- Providing a training program to meet the learning objectives of the student, agency and Recreation Program
- Providing a variety of experiences ranging from program, leadership, administration and management, areas and facilities, general responsibilities, and specialized functions
- Supplying the student with agency materials appropriate to the internship, including guidelines and a prearranged schedule of assignments
- Agreeing to provide an evaluation of student involvement and performance at mid-term and at the completion of the internship
What Are The Responsibilities Of The Agency Supervisor?

1. To be responsible for the agency's end of the relationship between the university and agency. The agency supervisor should help create a working environment within which students grow in regard to their duties and responsibilities.
2. To interpret the internship program to the agency board or controlling body and to the community, and to obtain official agency approval of the internship program.
3. To interpret the internship program to the agency staff and help students gain acceptance as staff members.
4. To help students understand their work as it relates to the agency and the community it serves.
5. To define student responsibilities and facilitate their growth and development through:
   a. Meetings with students to lay out the program they will pursue.
   b. Meeting weekly with students to discuss problems, leadership techniques, operational methods and other matters which will assist students in fulfilling their internship functions.
   c. Keeping students informed of all rules and regulations to be observed.
   d. Supportively require performance standards facilitating the student's professional growth.
6. To evaluate student work through:
   a. Scheduled and unscheduled conferences with the student as they are necessary; scheduled conferences with the student and university advisor.
   b. Cooperation with the university advisor in establishing evaluative criteria for student work. The organization supervisor should use the criteria for:
      (1) Oral evaluations of student work during the internship.
      (2) Written mid-term and final evaluations, a copy of which may be kept by the student.

What Are The Responsibilities Of The University Advisor?

1. To be responsible for the university's end of the internship.
2. To confer with the student and provide advice and support.
3. To supervise arrangements for and give final approval of internship agreements.
4. To evaluate internship reports, the student's overall performance, and communicate progress to the student.
5. To communicate with the organization supervisor.
6. To be available for consultation as necessary.
7. To serve as a resource person for both the organization supervisor and intern student.
8. Exchange ideas directed toward improvement of the internship program and related academic experiences.
Internship Form 2 – Internship Agreement

______________________________ hereby accepts _____________________________
(Name of Agency)                                                            (Name of Student)
as an internship student and employee for the time and under the specifications listed below.

Starting Date _________________  Terminating Date _________________

Salary Per Week ________________ Agency Telephone _________________
(if applicable)

Agency Fax ______________________

Agency Supervisor _________________________ Email ________________________

Agency Address________________________________________________________________

Brief Description of Internship Assignment:
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Please attach a more detailed outline or description of internship goals and activities.

Date _______________  Signed
_____________________________________
(Agency Internship Supervisor)

Date _______________  Signed
_____________________________________
(Internship Student)

Date _______________  Signed
_____________________________________
(Faculty Advisor)
Mission of Physical Education, Health and Recreation

Welcome to the Department of Physical Education, Health, and Recreation.

MISSION:

The mission of the Department of Physical Education, Health and Recreation is to educate individuals to improve personal and community wellness and quality of life through human movement, health and leisure experiences.

GOALS/OBJECTIVES:

The goal of the department is excellence in teaching, research and service. Programs in the department:

- Provide professional preparation based on a foundation of liberal education.
- Provide intellectually challenging programs of study through a variety of teaching techniques, including active student involvement in the learning process, practica, service learning and participation in faculty research.
- Provide instruction that enables students to communicate effectively, think critically and creatively and to work cooperatively.
- Provide academic advisement that assists students in achieving their academic and professional goals.
- Prepare students to be competent and ethical professionals who model a commitment to lifelong learning and healthy living.
- Prepare students to be stewards of environments that promote healthy living and quality of life.
- Prepare students to live and work in a culturally diverse society.

PEHR DEPARTMENT PLANNING

2010-2011

Internal
Mission (Univ., Dept., Prog.)
Goal (U.D.P.)
(Int. Req'd, Criteria)
Outcomes Assessment

2007-2008
External
Info/Surveys
Alumni, Employers, Placement

2008-2009
Internal
Workload, Faculty & Student

2009-2010 (Major)

External
Comparative Program Analysis
Trends, Leaders, Programs

Info Gathering for Annual Programs/Curriculum Changes
-- S.F.H.
-- Predicted Enrollments
-- Enrollment Tendencies by Major, Specialization
-- Facilities, Equipment
-- # of Sections
-- Section Enrollment by Course Levels
-- Curriculum Restructuring, Faculty Resources
-- Advising
1. **Framework for Department Planning**

Departmental programs are examined and reviewed regularly within the internal framework of the department planning process. Operating on a four-year cycle, the programs are evaluated from different perspectives. The planning cycle is illustrated in Figure 1. In year one of the cycle, the mission, goals and outcomes assessments of the program are examined, in year two alumni input is solicited, year three includes an assessment of faculty workload, and year four moves outside the university to examine trends in the profession and marketplace. In addition, there is annual monitoring of enrollments, resources, and facilities.

In the 1998-99 academic year, the planning for the development of an outcomes assessment procedure was implemented. It was agreed upon at the department level that a meaningful outcomes assessment plan would only be effective at the individual program level. During fall and winter quarters, each program reviewed their mission and goals and decided on the format and procedures for the development of outcomes assessment. Numerous models were examined nationwide and the Chico State model was adapted for the Physical Education and Health programs. The model that will be used by the Recreation Program is undecided at this time. Programs have proceeded into the organizational phase of the process and are currently developing measurable objectives, learning processes, and assessment techniques that will answer the following questions:

- What will the student in the major know, value, and be able to do upon graduation?
- To what learning experiences and strategies will the students be exposed to learn these things?
- How will we assess whether or not the student has learned these things?

The plan will be implemented in 1999/00, when the status/outcomes/results will be reviewed, decisions/plans for future recommendations will be made, and actions taken.

The department has also engaged in extensive planning activities over the past ten years. In 1988-89, the department completed a strategic planning process that reviewed both programs and specializations within the framework of resources and various growth scenarios. In 1993, extensive time and commitment were devoted to the development of a department internal reallocation process that reviewed programs from a designated set of criteria. Each program was appraised on criteria developed from various areas, including external mandates, effect on departmental units, contribution to the university, faculty workload, and current and anticipated societal needs.

Various programs in the department are subject to review by outside organizations and accrediting agencies. These include the National Recreation and Park Association/ American Association for Leisure and Recreation (NRPAS/AALR) and the National Council on Accreditation of Teacher Education (NCATE). Program design and curricular content is also influenced by standards put forth by the Academies within the American Alliance for Health, Physical Education, Recreation and Dance, the American College of Sports Medicine, and the National Commission for Health Education Credentialing, Inc.
**SUMMARY OF PEHR UNIT PLAN**

- **Planning.** The PEHR Department has been actively engaged in planning for the future through regular examination of the program's goal and mission, by seeking input from the alumni, by examining faculty workload, and through extensive review of trends in the profession and society. These activities take place over a four-year cycle and the results have been used to confirm the present status of our curriculum and to examine areas where potential growth might occur.

- **Quality.** The department maintains quality of undergraduate and graduate education through carefully constructed and rigorous curricular offerings, control of upper division class size through access to the majors, and through ongoing and regular interactions with the students served in the majors. The quality of the faculty and their inclusion of students in research and other departmental activities is also a major factor in the quality of the education students receive.

- **Enrollment Management.** In response to increasing student interest in PEHR majors, each program has implemented various enrollment strategies to control access to the major so that students accepted to the majors can progress through the degrees in a timely manner. This self-imposed enrollment control has stabilized the number of majors in PEHR until such time as additional resources can be obtained to serve more students. There would be significant growth in the number of majors in the department without this control in place. In some departmental programs, the number of students accepted into the program equals the number of students denied entry.

- **Trends in the Profession.** Through our study of trends in the profession, interaction with alumni and various professionals in the field, and through our own professional development, the faculty in the department have evaluated the status of the current programs. Curricular integrity has been assessed for changes in the field that might not be represented in Western's curriculums. In our self-study, the PEHR programs have been found to be similar to many professional programs in the country, and in many cases, have curricular offerings that are unique and well-founded in the profession. The areas of health promotion, nutrition, and recreation/leisure services are areas of growth that the department hopes to explore in the future.

- **Programmatic Offerings.** The department has no plans for changing the current number of program offerings in the department. We have already participated in an internal restructuring process where we eliminated our Health Education B.A.Ed. degree and shifted some faculty resources to assist the Community Health program. The department has plans for upgrading the current Community Health degree to provide avenues for new areas of study that are growth areas for both employment and for making significant contributions to the health status of the region (health promotion, nutrition, patient health education). The department will also continue to offer the teacher education program and is currently restructuring the curriculum to meet the new state guidelines for the Health and Fitness cortication (K-12). This program will remain small as it serves the needs of K-12 education in the region with near 100% placement of graduates. The PE/Exercise Science degree will
be continued and has proved to be a popular degree for students entering the allied health professions at the post-baccalaureate level (PT, OT, podiatry, physician assistant, etc.). The recreation program has no plans for significant change and will maintain its emphasis on a generalist curriculum that has served both the students and the region so successfully. The program does have a need for additional resources to meet the increased demand for access to the major. The department will also retain its graduate program which has experienced a constant enrollment level over the past five years and is serving the needs of the region quite successfully in the areas of exercise science and sport psychology.

- **Projected faculty resource needs.** There are two areas that have been identified for faculty resource enhancement. The first priority is in the Health area where additional faculty resources are needed to support the one FTEF in Health as the program manages growth and responds to the increased interest in preventative health. The second priority is in the recreation program where an additional FTEF is needed in support of the present curriculum and student population.

- **Other resource needs:** Space continues to be one of the biggest challenges facing the PEHR Department and the current space allocations are not adequate to meet the instructional demands of the program. Equipment and instructional support is also high on the priority list, and programmatic offerings would be best served by a consistent level of support for both ongoing support and support of large equipment purchases over shorter time intervals (3-5 yrs). As many faculty move to incorporate technology in the classroom, the need for a department computer lab has escalated. These three areas are high priority resources needs across all programs.
Each year the Recreation Program conducts an assessment of its program on students and alumni, depending on the year. In 2008, the focus of the assessment was on alumni, and in years 2009-2011 the focus was on graduating seniors. The purpose of the 2008 Recreation Program Alumni Survey was to query alumni from the recreation program who graduated between the years 2003 and 2008 for their perspectives on the Recreation program. The on-line survey was developed from versions used in years past with the help of Richard Frye in Testing and Assessment. Faculty reviewed the survey and had opportunity to comment on the content and layout. A total of 278 alumni students were identified from a database provided by Donna Janigo, Director of Constituent Records in University Advancement. After screening, the sampling frame was reduced to 241 alumni with identifiable e-mail addresses. The survey was launched on November 17, 2008. A total of 14 e-mails were returned as no longer functioning, providing a total sample size of 224. A reminder was sent one-week later on November 24th. The survey was pulled on December 8th after no responses had been received for 24 hours. A total of 79 surveys were returned, yielding a response rate of 35%. The following summarizes the results of the survey.

The purpose of the 2009 Recreation Program Graduation Survey was to query graduating students from the Recreation program for their perspectives on the relative experience and learning outcomes associated with their involvement in the Recreation Program at Western Washington University. The on-line survey was developed from versions used in years past, but included new questions that were more aligned with recently developed goals and objectives developed by program faculty in the summer of 2009. This was done to more directly link the programs’ goals and objectives to learning outcomes in preparation for NRPA Accreditation in 2010/2011. The following summarizes the results of the alumni and graduating student assessment efforts. Most questions are simply presented as to how students responded to the question based on simple illustrative descriptive and frequency statistics associated with each question for each year (2009/2010/2011).
Recreation Program Alumni Survey 2008

Prepared by

Keith C Russell
Associate Professor, Recreation
Department of Physical Education, Health and Recreation
Western Washington University
Background Information

The purpose of the 2008 Recreation Program Alumni Survey was to query alumni from the recreation program who graduated between the years 2003 and 2008 for their perspectives on the Recreation program. The on-line survey was developed from versions used in years past with the help of Richard Frye in Testing and Assessment. Faculty reviewed the survey and had opportunity to comment on the content and layout. A total of 278 alumni students were identified from a database provided by Donna Janigo, Director of Constituent Records in University Advancement. After screening, the sampling frame was reduced to 241 alumni with identifiable e-mail addresses. The survey was launched on November 17, 2008. A total of 14 e-mails were returned as no longer functioning, providing a total sample size of 224. A reminder was sent one-week later on November 24th. The survey was pulled on December 8th after no responses had been received for 24 hours. A total of 79 surveys were returned, yielding a response rate of 35%. The following summarizes the results of the survey.

Questions on Employment

Which of the following best describes your current employment situation?

![Bar chart showing employment status]

Are you currently working in the recreation field?

![Bar chart showing employment in the recreation field]
To what degree do you believe your recreation degree was helpful in preparing you for your current or most recent position

Questions on Recreation Program Elements

Responses based on scale: 1 = very, 2 = mostly, 3 = somewhat, 4 = not at all.

<table>
<thead>
<tr>
<th>Question</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>How helpful do you think the <strong>individual projects</strong> were in preparing you for your current or most recent professional position</td>
<td>2.04</td>
<td>.884</td>
</tr>
<tr>
<td>How helpful do you think the <strong>group projects</strong> were in preparing you for your current or most recent professional position?</td>
<td>1.99</td>
<td>.913</td>
</tr>
<tr>
<td>How important were the <strong>field-based experiences</strong> that were a part of your courses in preparing you for your current or most recent professional position</td>
<td>1.82</td>
<td>.958</td>
</tr>
<tr>
<td>Please rate the overall <strong>quality of instruction</strong> you received in the Recreation degree program in your courses.</td>
<td>1.51*</td>
<td>.618</td>
</tr>
<tr>
<td>How helpful was the <strong>advising</strong> by Recreation faculty in selecting <strong>appropriate courses</strong> in your support area?</td>
<td>1.82</td>
<td>.944</td>
</tr>
<tr>
<td>How helpful was the <strong>advising</strong> by Recreation faculty in helping you <strong>explore different career</strong> opportunities?</td>
<td>2.16</td>
<td>1.055</td>
</tr>
<tr>
<td>How helpful was the <strong>advising</strong> by Recreation faculty in helping you <strong>address personal matters</strong> while you were a student?</td>
<td>1.80*</td>
<td>.939</td>
</tr>
<tr>
<td>How helpful was your <strong>internship experience</strong> in preparing you for your current or most recent professional position?</td>
<td>1.85</td>
<td>1.014</td>
</tr>
</tbody>
</table>
Significantly different than 2 = mostly at p < .05
Which of the following was most helpful to you in finding an internship?

<table>
<thead>
<tr>
<th>Other</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation professional(s)</td>
<td>20%</td>
</tr>
<tr>
<td>Internet</td>
<td>30%</td>
</tr>
<tr>
<td>Faculty recommendation or advice</td>
<td>20%</td>
</tr>
<tr>
<td>Internship Day</td>
<td>5%</td>
</tr>
<tr>
<td>Recreation office resources</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Open-Ended Responses**

- I should have had an advisor push me to do something different!!!! (I found my internship at the WWU rec center)
- Internet search, my advisor was useless
- Friends
- Previous employer
- Friends that had interned for company
- Phase when we had to go to at least 4 different recreation places to see what they do
- Classmates
- Using the internet, to find what I wanted
- Friend
- Personal search
- Friends Connections
Questions about Specific Course Content

How relevant and useful were the below courses and topic areas in preparing you for your current or most recent position

Responses based on scale: 1 = very, 2 = mostly, 3 = somewhat, 4 = not at all.

<table>
<thead>
<tr>
<th>Topic Areas</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional foundations (history, philosophy, values)</td>
<td>2.19</td>
<td>.935</td>
</tr>
<tr>
<td>Principles and contemporary issues related to the profession</td>
<td>2.00</td>
<td>.832</td>
</tr>
<tr>
<td>Program planning</td>
<td>1.78*</td>
<td>.901</td>
</tr>
<tr>
<td>Management</td>
<td>1.87</td>
<td>.853</td>
</tr>
<tr>
<td>Assessment</td>
<td>1.73*</td>
<td>.970</td>
</tr>
<tr>
<td>Leadership</td>
<td>1.68*</td>
<td>.840</td>
</tr>
<tr>
<td>Program evaluation</td>
<td>2.18</td>
<td>.917</td>
</tr>
</tbody>
</table>

Significantly different than 2 = mostly at p < .05
For the below set of skill areas, please first rate yourself at the time you started Phase I (scale at left), and second, rate yourself at the time you completed Phase IV.

Based on a scale of 1 = no mastery; 3 = average mastery; 5 = full mastery for someone your age and experience

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Started Phase M</th>
<th>Finished Phase M</th>
<th>Diff?</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing effectively</td>
<td>3.46</td>
<td>4.00</td>
<td>-.544</td>
<td>.000</td>
</tr>
<tr>
<td>Speaking effectively</td>
<td>2.96</td>
<td>3.89</td>
<td>-.924</td>
<td>.000</td>
</tr>
<tr>
<td>Critically analyzing written information</td>
<td>3.11</td>
<td>3.91</td>
<td>-.797</td>
<td>.000</td>
</tr>
<tr>
<td>Defining and solving problems</td>
<td>3.24</td>
<td>3.92</td>
<td>-.684</td>
<td>.000</td>
</tr>
<tr>
<td>Working and/or learning independently</td>
<td>3.75</td>
<td>4.14</td>
<td>-.392</td>
<td>.000</td>
</tr>
<tr>
<td>Working cooperatively in a group</td>
<td>3.38</td>
<td>4.27</td>
<td>-.886</td>
<td>.000</td>
</tr>
<tr>
<td>Understanding and appreciating differing philosophies/cultures</td>
<td>3.33</td>
<td>4.20</td>
<td>-.873</td>
<td>.000</td>
</tr>
<tr>
<td>Understanding the interaction of society and the environment</td>
<td>3.00</td>
<td>4.06</td>
<td>-1.063</td>
<td>.000</td>
</tr>
<tr>
<td>Working effectively with technology, especially computers</td>
<td>3.35</td>
<td>3.86</td>
<td>-.506</td>
<td>.000</td>
</tr>
<tr>
<td>Using a broad range of knowledge, ideas, and perspectives</td>
<td>3.25</td>
<td>4.05</td>
<td>-.797</td>
<td>.000</td>
</tr>
<tr>
<td>Using management/leadership capabilities</td>
<td>2.89</td>
<td>4.03</td>
<td>-1.139</td>
<td>.000</td>
</tr>
<tr>
<td>Understanding organizations and how people behave in them</td>
<td>2.67</td>
<td>3.85</td>
<td>-1.177</td>
<td>.000</td>
</tr>
<tr>
<td>Being able to respond to moral dilemmas</td>
<td>3.18</td>
<td>4.10</td>
<td>-.924</td>
<td>.000</td>
</tr>
</tbody>
</table>
Questions about Phase Activities

Rate each of the following activities according to its overall value to your education at WWU.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mostly Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR mentorship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum visit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mt. Baker overnight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock climbing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted Sports Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raft trip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field trips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retreats</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Questions

Have you ever attended an alumni picnic or other alumni event?
Have you attended graduate school, certificate programs, or other educational experiences since graduation?

How important is certification to your professional development and advancement?
What certifications have you received?

<table>
<thead>
<tr>
<th>Certification</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPRP</td>
<td>0</td>
<td>79</td>
</tr>
<tr>
<td>CTRS</td>
<td>12</td>
<td>67</td>
</tr>
</tbody>
</table>

Do you keep in touch with members of your phase?

<table>
<thead>
<tr>
<th>Frequency and Per cent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes I keep in touch</td>
<td>45 57.0</td>
</tr>
<tr>
<td>No I do not keep in touch</td>
<td>7 8.9</td>
</tr>
<tr>
<td>Occasionally I run into people from my Phase</td>
<td>27 34.2</td>
</tr>
<tr>
<td>Total</td>
<td>79 100</td>
</tr>
</tbody>
</table>
Recreation Program Graduation Survey Fall 2009

Prepared by

Keith C Russell
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Background Information

The purpose of the 2009 Recreation Program Graduation Survey was to query graduating students from the Recreation program for their perspectives on the relative experience and learning outcomes associated with their involvement in the Recreation Program at Western Washington University. The on-line survey was developed from versions used in years past, but included new questions that were more aligned with recently developed goals and objectives developed by program faculty in the summer of 2009. This was done to more directly link the programs’ goals and objectives to learning outcomes in preparation for NRPA Accreditation in 2010/2011. Faculty reviewed the survey and had opportunity to comment on the content and layout of the question and answers. A total of 48 students were identified as graduating students from the program. A total of 45 surveys were returned, yielding a response rate of 94%. The following summarizes the results of the survey. Most questions are simply presented as to how students responded to the question based on simple illustrative descriptive and frequency statistics associated with each question.

Question 1. What is your planned graduation date?

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter 2009</td>
<td>46.5%</td>
<td>21</td>
</tr>
<tr>
<td>Winter Quarter 2010</td>
<td>14.0%</td>
<td>6</td>
</tr>
<tr>
<td>Spring Quarter 2010</td>
<td>25.6%</td>
<td>11</td>
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<tr>
<td>Other</td>
<td>14.0%</td>
<td>6</td>
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<td>Answered question</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Skipped question</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Question 2. Please rate each of the following aspects of the Recreation Program according to your level of satisfaction.

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Unsatisfied</th>
<th>Very Unsatisfied</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual projects</td>
<td>14</td>
<td>29</td>
<td>0</td>
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<tr>
<td>Group projects</td>
<td>8</td>
<td>29</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Field-based experiences</td>
<td>16</td>
<td>17</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>19</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Advising for appropriate courses in support area</td>
<td>21</td>
<td>13</td>
<td>5</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Advising in helping you explore different career opportunities</td>
<td>15</td>
<td>21</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Advising in helping you address personal matters</td>
<td>26</td>
<td>13</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Internship experience</td>
<td>22</td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Figure 1. Stacked bar chart of level of satisfaction to the following aspects of the Recreation Program according to your level of satisfaction.
**Question 3.** Students level of satisfaction with the Recreation Program’s contribution to developing the following skills and abilities.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Unsatisfied</th>
<th>Very Unsatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing effectively</td>
<td>6</td>
<td>34</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Speaking effectively</td>
<td>18</td>
<td>24</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Critically analyzing written and other sources of information</td>
<td>18</td>
<td>22</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Identifying, analyzing and solving problems</td>
<td>19</td>
<td>23</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Working and/or learning independently</td>
<td>14</td>
<td>26</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Working cooperatively in a group</td>
<td>28</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Working effectively with technology, especially computers</td>
<td>5</td>
<td>25</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Organizational management and socially responsible leadership</td>
<td>15</td>
<td>26</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Using moral, philosophical or logical reasoning</td>
<td>24</td>
<td>18</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Working effectively with other cultures</td>
<td>13</td>
<td>20</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Analyzing complex social and political issues</td>
<td>15</td>
<td>24</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
Figure 2. Stacked bar chart of relative ranked levels of satisfaction with various aspects of the Recreation Program.
Figure 3. The skill that students ranked as the most important skill they learned from the Recreation Program.
Figure 4. The skill that students ranked as the most important skill learned in the Recreation program that would help them in their professional career.
Figure 5. Stacked bar chart of ranked levels of satisfaction to the question: *How satisfied were you with the Recreation Program’s contribution to your learning and understanding of the following concepts related to recreation and leisure.*

- Appreciating differing philosophies/cultures
- Advocating for the rights of all persons to leisure services
- Interaction of society and the environment
- Social, political, and economic systems and their relation to recreation
- Organizations and how people behave in them
- Principles of social justice and how to apply them in recreation
- Personal and social benefits of leisure
- Historical and philosophical foundations of recreation
- Your own personal philosophy toward recreation

Legend:
- Very Satisfied
- Satisfied
- Unsatisfied
- Very unsatisfied
Figure 6. The concepts and learning that the students believed they experienced the most growth from as a result of participation in the Recreation Program?
Figure 7. The concepts and learning that students ranked as the most important that believe they learned in the Recreation program that would help them in their professional career.
Figure 8. Stacked bar chart of ranked levels of satisfaction to the question: *How relevant and useful were the below courses and topic areas in preparing you for your career?*
Figure 9. Stacked bar chart of ranked levels of satisfaction to the question: *How important were the following to your growth and learning in the Recreation program?*

- TR Mentorship
- Fieldwork
- Practicum visits
- Service learning opportunities
- Retreats
- Rock climbing
- Raft trip
- Adapted sports day
- Recreation club participation

Legend:
- **Orange**: Very important
- **Blue**: Important
- **Purple**: Somewhat important
- **Red**: Not at all important
Figure 10. Percentage of students indicating their relative emphasis area in Recreation Program.
Graduation Survey

Is there anything else you would like to say about the Recreation program?

Comments in blue were generally positive, while comments in yellow were areas that could be improved according to student comments

<table>
<thead>
<tr>
<th>Response Count</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>32</td>
</tr>
<tr>
<td>skipped question</td>
<td>13</td>
</tr>
</tbody>
</table>

Response Text

1. The recreation program has many things that really work, and many things that fail miserably. Here are a few of both:
   - Worked = group projects, HR class, idea of what "stress" is, budget class, recreation foundation.
   - Failed = environmental conscientiousness, social justice issues, community involvement, freedom to design curriculum(student input), evaluation curriculum, rec201, understanding of this being the "real world"(too intense in some senses for just school)

2. I really liked how we grow closer to friends because of how the classes were set up.

3. The things that matter - deep discussions about critical issues - were all cut short, while the less compelling aspects of the program dragged on ad nauseum. So many ethical concerns (homeless recreation, environment, etc.) were only given lip service. The Phase was a lot of fun at times, but I think the WWU Rec program lacks meat. We are in a complicated position upon graduation: hard skills schools have better hard skills, management schools have better legal and research skills, and business majors have much more experience with starting businesses. We are more of a "jack of all trades, master of none" school.

4. Thanks for everything. Amazing program.

5. It is the single most special thing I have ever been a part of, I have grown exponentially as a person and feel like my heart and soul has found its calling in TR. You guys, the professors, may not know how much of an impact you actually have on us, and I can definitely say that being in the rec program is the best thing that's happened to me in my life because of what it has brought me and what it is allowing my future to become.

6. The Recreation program is an absolutely incredible program. I couldn't be more happy with the experience, the knowledge, the friendships and the passion I have gained from being a part of the phase. The professors are humorous and engaging. They give you all of their support and simply want to see you learn and grow. The way the phase was set up was such a neat thing. I love how close I got to each student and professor during all of the retreats, phases, trips, etc. This sense of community is a special aspect of the program that I am very thankful for. It is something I will really miss when we graduate. I am overall completely satisfied with my experience as a phaser in the Recreation program. I have grown in so many ways.

7. The instructors are absolutely wonderful and made this experience special for me. Support was beyond what I expected. Thank you all so much :)
<table>
<thead>
<tr>
<th>Number</th>
<th>Comment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>This program is the reason I am in school and graduating this quarter. If not for this I probably wouldn’t be in school right now. I feel that I have met the type of people that I am honored to know and now take pride in being a recreation major from Western. This program has made me find my passion in life and what I need to do to fulfill it throughout my life. Thanks to all the professors for your time. Thank you for caring about what you do. I’m going to miss the Phase.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec 2, 2009 4:17 AM</td>
</tr>
<tr>
<td>9</td>
<td>Also an outdoor emphasis. It was cool and provided me with a lot of perspective and insight to the general field of recreation and leisure.</td>
<td>Dec 2, 2009 4:22 AM</td>
</tr>
<tr>
<td>10</td>
<td>The general classes such as Management, Budget and Finance and Evaluation were very community focused and it was difficult to relate to TR. However, I LOVE the phase! I think that it is an incredible opportunity to have professors and students create relationships that are so supportive and can challenge each other to grow. I am thankful for the emphasis in social justice and recreation philosophy that our program offers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec 2, 2009 4:29 AM</td>
</tr>
<tr>
<td>11</td>
<td>I think the Recreation program is a very good program how it is... There is always some little things that can be adjusted. I think that depends... on the phase... OVERALL.. this is a great experience and I feel lucky to be apart of it!</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec 2, 2009 4:33 AM</td>
</tr>
<tr>
<td>12</td>
<td>The Recreation Major is not a simple academic focus. It is an experience that has to be lived in order to fully understand what the major and field are capable of. It offered me my most challenging classes of my academic career and also the classes that I’ve enjoyed the most and that should be a testament to the passion and dedication of the Recreation Department Faculty. Thank you very much, this has been an experience of a lifetime. If one thing about the program should stay the same it should be the Phase System. It has been a blast and I will never forget it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec 2, 2009 4:38 PM</td>
</tr>
<tr>
<td>13</td>
<td>There were many things that were difficult to work on in class, social justice talks and group projects, but were worth putting in the effort and I know are things that will help me in my future. All these classes could be seen as easy to outsiders because they are recreation related, but the effort and work that the professors put into the classes make them worth every minute of my time and I feel also some of the hardest classes I’ve had. The professors are what made my experience what it was.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec 2, 2009 5:33 PM</td>
</tr>
<tr>
<td>14</td>
<td>I love it!!!!</td>
<td>Dec 2, 2009 7:17 PM</td>
</tr>
<tr>
<td>15</td>
<td>I wish I had known about the recreation program sooner and had known more about what I could do with it. I do like that it promotes a great deal of autonomy in the choice of a support area. I felt that made the knowledge I have gained in college much more important to my life than to just filling in requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec 2, 2009 7:38 PM</td>
</tr>
<tr>
<td>16</td>
<td>I am very proud to graduate from WWU with a Rec Major. I have appreciated the group cohesion and investment of the professors. I would love even more social interaction to casually be able to talk with professors and gain from their wisdom. In phase two, the projects in Management, Programming and TR all seemed the exact same. It became very redundant. More practicality and less out of the book. What we will actually be doing in the real world. Also, I actually enjoyed being able to go on an internship and come back and process it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec 2, 2009 8:36 PM</td>
</tr>
<tr>
<td>17</td>
<td>This has been the one of the best decisions I have made and has given me so many wonderful memories and friends for life and I feel so very lucky to have been a part of such a wonderful journey.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec 3, 2009 1:59 AM</td>
</tr>
<tr>
<td></td>
<td>Response Text</td>
<td>Date and Time</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>18</td>
<td>I had a blast!</td>
<td>Dec 3, 2009 3:03 PM</td>
</tr>
<tr>
<td></td>
<td>This major has prepared me for a job that I will love and I am so thankful for that:)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can't wait to get out in that great big world and help others see the value; the importance and excitement that is recreation! I want to help people enjoy the outdoors more and feel excited to play more:)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Every experience throughout the different Phases has prepared me well:)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thank you!!</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Thanks for everything! It was killer!</td>
<td>Dec 3, 2009 4:18 PM</td>
</tr>
<tr>
<td>20</td>
<td>Raise the academic standards.</td>
<td>Dec 3, 2009 8:30 PM</td>
</tr>
<tr>
<td>21</td>
<td>Loved it. Struggled a bit this last phase, but appreciate everyone for bearing with me and keeping me motivated. (Thanks for all the instructors and everything they've done for me and our phase as a whole. Your doing a great thing. )</td>
<td>Dec 3, 2009 10:43 PM</td>
</tr>
<tr>
<td>22</td>
<td>best process of self discovery</td>
<td>Dec 4, 2009 1:57 AM</td>
</tr>
<tr>
<td>23</td>
<td>Keith is one of the best assets to the Recreation Program, He is excited about what he teaches, he cares about his students and he's an all around humble and fun guy to be around.</td>
<td>Dec 4, 2009 2:28 AM</td>
</tr>
<tr>
<td>24</td>
<td>My participation in the Recreation Program was life-changing. From the people I met to my own personal growth. I feel I am walking out the door with a fully-prepared to take on the world and completely able to tackle all obstacles in my way. Thank you all for your hard work and making this possible experience a reality!</td>
<td>Dec 4, 2009 6:56 AM</td>
</tr>
<tr>
<td>25</td>
<td>There needs to be more focus on environmental and social justice issues. Scratch eval and have a political/environmental/social justice class</td>
<td>Dec 4, 2009 8:04 AM</td>
</tr>
<tr>
<td>26</td>
<td>My experience in the Rec program was overall very positive. I feel well prepared for a job in the field.</td>
<td>Dec 4, 2009 4:53 PM</td>
</tr>
<tr>
<td>27</td>
<td>Opened my eyes to more than I would have ever imagined.</td>
<td>Dec 4, 2009 8:31 PM</td>
</tr>
<tr>
<td>28</td>
<td>It changes lives. I loved it!</td>
<td>Dec 4, 2009 9:51 PM</td>
</tr>
<tr>
<td>29</td>
<td>The Rec Program is awesome! There is no other program like it, and I feel blessed to have had such a wonderful college experience! Thank you to all the professors and students who made it so great!!</td>
<td>Dec 5, 2009 3:29 AM</td>
</tr>
<tr>
<td>30</td>
<td>It was a great experience. At times I feel like the work load was a little bit too intense and too condensed. Also, there were times (i.e. retreats) when I feel that we got too sentimental and mushy, and this distracted from the COLLEGE learning experience. Overall though, the profs where amazing and I gained and learned so much. Thank you for the experience.</td>
<td>Dec 6, 2009 9:40 PM</td>
</tr>
<tr>
<td>31</td>
<td>Thank you for caring so much and giving so much. The personal growth I experienced over the last two years is a direct result of being a 'Phaser.' I carry in my heart memories of people and experiences I could not have imagined better. I can say with confidence that I feel ready to take on the big bad world with joy in my life and in my work. Thank you for being the reason I have the skills to create joy in my own life and share it with others.</td>
<td>Dec 7, 2009 4:11 AM</td>
</tr>
<tr>
<td>32</td>
<td>WOOT!!!</td>
<td>Dec 11, 2009 8:31 AM</td>
</tr>
</tbody>
</table>
Recreation Program Graduation Survey Fall 2010

Prepared by

Keith C Russell, Ph.D.
Associate Professor and Coordinator Recreation
Department of Physical Education, Health and Recreation
Western Washington University
**Background Information**

The purpose of the 2010 Recreation Program Graduation Survey was to query graduating students from the Recreation program for their perspectives on the relative experience and learning outcomes associated with their involvement in the Recreation Program at Western Washington University. The on-line survey was developed from versions used in years past, but included new questions that were more aligned with recently developed goals and objectives developed by program faculty in the summer of 2009. This was done to more directly link the programs’ goals and objectives to learning outcomes in preparation for NRPA Accreditation in 2011/2012. Faculty reviewed the survey and had opportunity to comment on the content and layout of the question and answers. A total of 57 students were identified as graduating students from the program. A total of 54 surveys were returned, yielding a response rate of 94%. The following summarizes the results of the survey. Most questions are simply presented as to how students responded to the question based on simple illustrative descriptive and frequency statistics associated with each question.
Figure 1. Percentage of respondents, presented by year, who indicated their planned graduation date.

![Bar chart showing graduation percentage by year.]

Figure 2. Average score asking students to rate each the following aspects of the Recreation Program according to their level of satisfaction (1 Very Unsatisfied – 4 Very Satisfied)

![Bar chart showing ratings for various aspects of the program.]

- Internship
- Advising personal
- Advising career
- Advising courses
- Quality of instruction
- Field-based experiences
- Group projects
- Individual projects
Figure 3. Average score asking students to rate their level of satisfaction of the Recreation Program’s contribution to developing their skills and abilities in the areas below (1 Very Unsatisfied – 4 Very Satisfied)

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing complex social and political issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working effectively with other cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using moral, philosophical or logical reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational management and socially</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working effectively with technology, especially</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working cooperatively in a group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working and/or learning independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying, analyzing and solving problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically analyzing written and other sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing effectively</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4. The skills and abilities, presented by percentages, that students experienced the most growth in their experience in the Recreation Program

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing complex social and political issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working effectively with other cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using moral, philosophical or logical reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational management and socially</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working effectively with technology, especially</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working cooperatively in a group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working and/or learning independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying, analyzing and solving problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically analyzing written and other sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing effectively</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 5. The skills and abilities, presented by percentages, that students experienced the most growth in their experience in the Recreation Program that would help them in their career.

Figure 6. Average score asking students to rate how important the following aspects Recreation Program helped them learn the following skills (1 Very Unsatisfied – 4 Very Satisfied)
Figure 7. Knowledges and concepts, presented by percentages, that students experienced the most growth in through their experience in the Recreation Program.

Figure 8. Concepts, presented by percentages, that students experienced the most growth in through their experience in the Recreation Program that would help them in their career.
Figure 9. Please rate each of the following courses in the Recreation Program according to how relevant you felt they were to their professional development (1 Not at all Relevant – 4 Very Relevant)

Figure 10. Average responses to how students felt about the most important activities in the Recreation program, and how they supported their growth and learning (1 Not at all Important – 4 Very Important)
Figure 11. Percentage of students who indicated their emphasis area.
Open Ended Responses from the Question: Is there anything else that you want to tell us about your experience in the Recreation Program? Those things highlighted in yellow represent constructive criticisms of the program. Other comments suggest satisfaction with the experience.

<table>
<thead>
<tr>
<th>Love it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank you for everything! Any other program and I wouldn't have learned half as much.</td>
</tr>
<tr>
<td>It has been one of the best experiences of my life to this date, and the community that has formed is something that has helped me to push myself to want to be a better person.</td>
</tr>
<tr>
<td><strong>None of us have careers yet, how are we supposed to know which classes were beneficial in being prepared?</strong></td>
</tr>
<tr>
<td>I think it also taught me how to think and use my brain.</td>
</tr>
<tr>
<td>This is one of the most amazing programs Western has to offer. The dedication of the professors here at WWU is stellar and the program is top of the line. I cannot say enough good things about the Recreation program and its professors. I am really proud that I got to be a part of it.</td>
</tr>
<tr>
<td>It was AWESOME! I would do it all over again if I could! Best school/learning experience I have ever had.</td>
</tr>
<tr>
<td>I feel the WWU recreation program gave me a well rounded education in a broad field that has huge effects in many areas of peoples lives. I wouldn't change my choice to be a part of this program and I am thrilled with the education I am walking away with.</td>
</tr>
<tr>
<td>The phase is an excellent environment for creating a community, fostering growth, and an avenue for positive personal challenge. This program exemplifies the positive social changes that need to occur in our society if we wish to become more sustainable, connected, and overall happy.</td>
</tr>
<tr>
<td><strong>Hardskills</strong></td>
</tr>
<tr>
<td>It has changed my life for the better. I have never had the opportunity to work with a cohesive and enjoyable unit such as this one. I will never ever forget what it has done for me and how it has fueled me towards my future. Thank you to everyone who makes this program possible and pushes those in it to become a better person, leader, and professional. I appreciate and am so thankful for you.</td>
</tr>
<tr>
<td>The Recreation program at WWU is amazing! This past year and a half has been life changing. Through participating in the Rec program I have formed a strong foundation in my philosophies regarding TR. I would not take any of it back for the world. I am confident that I can make a positive impact on the future, and I thank my professors and collegues for fostering my growth.</td>
</tr>
<tr>
<td>Thanks for an amazing experience that I will never forget!</td>
</tr>
<tr>
<td>Every college major should implement a similar system.</td>
</tr>
<tr>
<td>I've been in a lot of differenet programs across a wide spectrum of disciplines, schools, and organizations, and in my book, this program is tied for being the best program ever!</td>
</tr>
<tr>
<td><strong>The phases shift drastically from extremely engaging and interactive, to complete lecture pace phase to</strong></td>
</tr>
</tbody>
</table>
phase. But over all we have developed a family unlike any other.

I think it is a wonderful program. The people are incredible. it is the only reason I am going to finish and graduate college.

I've learned more and have grown more personally and professionally then any other program/college year ever before in my life!

Kicked ass

The Recreation Program showed me how I could combine my passion for teaching and my passion and need to be outdoors to form a career I could truly love. There is no other program like it. By far the best part of my college career.

It changed my life, ave me direction. I don't know where I would be without it. The connections, reletionships I have made have strengthen me and have helped me increase my social skills and willingness to meet new people and new experiences. The professors have shown true professionalism as well as been great mentors, resources and support system. Comparing it to other programs, there is no comparison as all. I loved this program!!!!!!! I am forever indebted to it.

bomb.com

It is amazing. It is unique. Priceless. Best experience of my life.

Changed my philosophy regarding life and where i belong within this world. Made me appreciate the people around me and those that i associate myself with. An incredibly influential peice of my life.

I really enjoyed and appreciated how everything we learned we very applicable in the near future. We didn't learn about what happens when we own a major corporation, we learned how to start a small, realistic business. Also everything we talked about was very relevant and hands on.

It is an extremely unique and wonderful program that I was lucky enough to get accepted into and to graduate from. I am a better person and professional because of the knowledge that these amazing professors have passed on to me.

I feel like this survey does not due justice to how much this program has allowed me to grow professionally and personally.

The Phase is an amazing system. I can say it has brought me away from depression I experiences prior to having such a close knit group of friends of campus, without this making through college would have been a struggle. Also, we love you all as professors and we laughing together and making you laugh, "Here's the however" (Dr.Burtz, 2010), without taking away from the personal relationships you all get to enjoy with your students possible more boundaries need to be set with in the classroom. "This a room of young professional and though we can have fun an develop friendships, when it comes to business time we expect you to preform as professionals." Just a few thoughts.

Peace, Love, Rec

I really think that the Recreation program has opened up my eyes to how to serve people to the best of my abilities. It is so important to just be aware of other thoughts and ideas out there from other people, and I
am so thankful to my peers and teachers for allowing everyone's ideas to be heard in a safe environment. I loved all the phases, and I am very sad that it is coming to an end but excited for Phase IV.

Just an Amazing program

This is an amazing program that accomplishes much more than teaching students about recreation and the importance of leisure in the lives of individuals across the globe. Students who choose to become a part of Western Washington University's Recreation Program also develop and grow into strong leaders, free thinkers, passionate professionals, and compassionate members of society. The phase is more than classes, tests, and projects, the phase is a supportive family that demands individual students to strive to reach their full potential. This program is a life changing experience that will be a positive and inspirational force in the lives of all of its graduates.

Loved it. Grew as a professional and a human.

Solid

This program is very unique with professors who truly care and invest in the students as well as strong development of peer-peer and staff-peer bonds. Overall very encouraging and inspiring.

I feel prepared to battle anything that comes my way in the future in the field.

Thanks for the great experience, I'm sad to leave.

You can never explain this program to anyone... explanation in words does not do it justice. Recreation major or not, anyone can learn life lessons and passion from our professors.

I am glad that I could join in this program. Although I was worried if I could fit in this program, everyone helped me and accepted me to do well. I want to share things I learned in this program to other people in my country.

It was an amazing experience and I really enjoyed every minute of it. Also I would like to say that I identify myself as an outdoor tourism emphasis.

There are no words that could possibly encapsulate my experience in the Recreation program at Western Washington University. Most models of education teach students what a particular subject is, but the recreation department has not adopted this philosophy. Instead of simply learning what recreation is, I learned what recreation should be and feel empowered to enter the field as a recreation professional knowing that I have the skills and knowledge to create this necessary change. This is what higher education is about and I thank my professors who have enriched my life not only through their lessons, but by embodying the lessons they teach.

family

It's amazing! Some of the best experiences in my life happened with the Rec program. My personal growth level has rose immensely and I can proudly say that I'm confident going out into the world with what I've gained from the Rec program.

Couldn't imagine life without it. "The Phase" fostered much of my personal development/identity. I found the family atmosphere creates immense support throughout much of my school and personal situations.... Keep changing students' lives 60 at a time! Much love!
Recreation Program Graduation Survey Fall 2011

Prepared by

Keith C Russell, Ph.D.
Associate Professor and Coordinator Recreation
Department of Physical Education, Health and Recreation
Western Washington University
Background Information

The purpose of the 2011 Recreation Program Graduation Survey was to query graduating students from the Recreation program for their perspectives on the relative experience and learning outcomes associated with their involvement in the Recreation Program at Western Washington University. The on-line survey was developed from versions used in years past, but included new questions that were more aligned with goals and objectives developed by program faculty in the summer of 2009. This was done to more directly link the programs’ goals and objectives to learning outcomes in preparation for the NRPA Accreditation self-study report prepared for 2012. Faculty reviewed the survey and commented on the content and layout of the question and answers. A total of 56 students were identified as graduating students from the program. A total of 49 surveys were returned, yielding a response rate of 88%. The following summarizes the results of the survey. Most questions are simply presented as to how students responded to the question based on simple illustrative descriptive and frequency statistics associated with each question.
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Figure 7. Knowledge and concepts, presented by percentages, that students experienced the most growth in through their experience in the Recreation Program.

- Advocating for the rights of all persons to leisure services: 24.5%
- Principles of social justice and how to apply them in recreation: 22.4%
- Your own personal philosophy toward recreation: 20.4%
- Personal and social benefits of leisure: 14.3%
- Appreciating differing philosophies/cultures: 6.1%
- Social, political, and economic systems and their relation to recreation: 6.1%
- Interaction of society and the environment: 4.1%
- Organizations and how people behave in them: 2.0%
- Historical and philosophical foundations of recreation: 2.0%
Figure 8. Concepts, presented by percentages, that students experienced the most growth in through their experience in the Recreation Program that would help them in their career.
Figure 9. Please rate each of the following courses in the Recreation Program according to how relevant you felt they were to their professional development (1 Not at all useful– 4 Very useful)
Figure 10. Average responses to how students felt about the most important activities in the Recreation WWU Recreation Program Self-Study 2012

- Very important
- Important
- Somewhat important
- Not at all important

Activities:
- Fieldwork
- Practicum visits
- Service learning opportunities
- Retreats
- Rock climbing
- Raft trip
- Adapted sports day
- Recreation club participation
- Internship
- Cohort or phase element of the program
Figure 11. Percentage of students who indicated their emphasis area.

Figure 12. Demographics of students Phase IV 2011

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>69%</td>
</tr>
<tr>
<td>Male</td>
<td>31%</td>
</tr>
</tbody>
</table>

Average Age = 22.6 years

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>91%</td>
</tr>
<tr>
<td>Asian</td>
<td>8.7%</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.2%</td>
</tr>
<tr>
<td>African American</td>
<td>2.2%</td>
</tr>
</tbody>
</table>
Open Ended Responses from the Question: Is there anything else that you want to tell us about your experience in the Recreation Program? Those things highlighted in yellow represent constructive criticisms of the program. Other comments suggest satisfaction with the experience.

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would not be the person I am today without the Recreation program. It has helped me develop my leadership skills ten-fold, something I didn't even know could happen. I love you all!</td>
</tr>
<tr>
<td>Overall amazing! The supportive community and important class material were wonderfully designed and implemented. I do feel like I could be more proficient in most areas, especially grant writing, but I feel like I got a great start and am set up to learn a lot in phase five! Thank you for the amazing experience!!</td>
</tr>
<tr>
<td>i'm gonna miss everyone!!!</td>
</tr>
<tr>
<td>Needs to be more practical. Less &quot;fluff&quot; and more realistic education. Practicality is key for the real world.</td>
</tr>
<tr>
<td>Life changing, SO glad that I discovered this program</td>
</tr>
<tr>
<td>It was a fantastic experience! Thank you for being amazing professors and human beings!</td>
</tr>
<tr>
<td>Absolutely incredible! Loved every second! (Sorry Keith! I had thought I had taken this survey!!!!)</td>
</tr>
<tr>
<td>This has been the most unique, engaging, and interactive educational experience I have ever been a part of. From the faculty, to the students, to the program structure, it is unlike anything I have ever seen or experienced in my life. The quality of the faculty and their devotion and passion for the great subject of Recreation &amp; Leisure is what makes the curriculum come to life and gives it significance and meaning that the students can identify with and grow from. This program has changed my life in such a positive way, giving me direction and a career path, and I feel so fortunate and grateful to have been a part of such a wonderful experience.</td>
</tr>
<tr>
<td>I have undergone several academic programs over the years and found the recreation program to be the one to fully invest in and complete. The phase culture is one that I truly desire to promote and live out over the duration of my life. This program has truly left a substantially positive footprint in my soul that inspires me to play if forward with all of my heart.</td>
</tr>
<tr>
<td>I loved the recreation program. It has helped me learn not only about the field of recreation but myself as well. The people involved are inspirational and supportive people. This program has made me a better person professionally as well as personally.</td>
</tr>
<tr>
<td>It is the most beautiful program I have ever been a part of. When the questions said which were the most important or which did I grow most in it was so difficult to pick just one. Thank you so much for everything you do for us, for the phase, for the program and for the profession. I will miss this...</td>
</tr>
<tr>
<td>The biggest life changing event! Overall a great experience!!</td>
</tr>
<tr>
<td>The rec program has been amazing! Defiantly went beyond any expectations that I had coming into the phase. The rec program allowed me to grow and explore, and to truly discover my passions. I felt 100% supported every step of the way by my fellow phasers, staff, and of course the professors. If I hadn't found the recreation program I probably wouldn't have finished college. The rec program is a 'gem'!</td>
</tr>
<tr>
<td>The education gained through the Recreation program is well rounded. It applies not only to our specific areas of expertise in the field, it focuses heavily on life education as well. It goes by too fast.</td>
</tr>
<tr>
<td>no</td>
</tr>
<tr>
<td>I loved it!!!! made some amazing friends and always felt like i wanted to come to class.</td>
</tr>
<tr>
<td>It was a great experience and I learned a lot of new things. All the things I learned throughout the all of the courses I'll be able to put into use as a future recreation professional. I feel more prepared and comfortable with the growth I've made.</td>
</tr>
<tr>
<td>It is a fantastic program! Thanks for the wonderful opportunities!</td>
</tr>
<tr>
<td>I wouldn't change this experience for anything.</td>
</tr>
<tr>
<td>GRRREEEAAATTTT!</td>
</tr>
<tr>
<td>I love the Rec program and I appreciate everything you guys have done for me!! Many of the classes required me to step out of my comfort zone multiple times, which was awesome!! Presentations are no big thing now!! I feel like I am well prepared for my future. I never liked school until I found the Rec department. I really liked it how you all knew when we were stressed. You guys never cut down the work load (and I’m glad you didn’t) but you always understood and assured us we would get through it. The support from you guys as well as the support</td>
</tr>
</tbody>
</table>
from my classmates was unlike anything I could have asked for. Graduating from this phase is something I will always be proud of! I love you guys and couldn’t be more thankful I was able to part of this program and phase!! Thank you!!

I will miss my professors. I will miss my classes. I like learning.

Love this program!

The recreation program is designed well and has a great progression. That being said, I do believe that there needs to be more of a focus on a few specific elements. The program needs to be more academically challenging. A statistics class should be a prerequisite for the Program Evaluation course, in order to move through material more effectively. In addition, I think there should be more of a focus on Grant Writing, because of the importance of the topic. I also think that a more experiential learning environment could be helpful to those in the outdoor emphasis.

I cannot imagine college without it. Leaving the phase is very exciting because I will get to go apply what we’ve been learning but it’s also bittersweet because I will miss this time of life. Philippians 1:4 reads “I thank my God every time I remember you” and that’s how I will always feel about this program. Thanks for everything.

Life changing. Inspirational. Challenging. Its a Family and the best and most vibrant educational environment I have ever had.

I think the Recreation Program creates a bond that you don’t want to see end. I personally feel I have grown as an individual because of the challenges, opportunities, and the people I have become friends with. The professors behind this program truly make this program the success that it is.

The Rec Program was the best decision I could have made for myself while at WWU. The relationships I made with the professors and colleagues made this experience an exceptional one. The comfort of the phase kept me engaged and interested in what we were learning. The passion each person has in this program is amazing and has truly inspired me to be a Recreation professional. This experience has been helped me grow both professionally and individually. AMAZING!

The Phase and my experience in the Rec Program has brought out the true me. It has allowed me to come out of my shell that I’ve been stuck in for years. Phase I especially was one of the happiest times of my life. There is something so powerful about Rec Program. You just have to experience it as a whole. I could not have asked anything more. Thank you.

I feel that this program is amazing and amazing things happen here. We have great people who love what I love and there is a sense of community.

there is SO MUCH I want to say.

1. the phase is amazing and the professors in the phase are one of a kind!
2. i think there should be more prerequisites in order to take certain classes in the phase. for example, i think it would benefit all students if some basic statistics class was required for program eval as well as an intro to economics class for budgeting. this would help class time be more focused on the new material instead of back-tracking to skills and knowledge college seniors should have
3. it would also be beneficial to either require a writing/library course prior to phase I OR runt he whole "introduction to the library system and search engines" in Phase I, not in Phase IV when over half the class is graduating and it is no longer useful information for us.

that’s it. you all rock. yay Phase V))))
### Recreation Program Practitioner Advisory Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Company/Position</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Sandy Braun</td>
<td>Adventure Associates</td>
<td>PO Box 16304</td>
<td>206-932-8352</td>
<td>206-938-2654</td>
<td><a href="mailto:sandy@adventureassociates.net">sandy@adventureassociates.net</a></td>
<td><a href="http://www.adventureassociates.net">www.adventureassociates.net</a></td>
</tr>
</tbody>
</table>

### Recreation Program Professional Advisory Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Company/Position</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Megan M. Kennedy, MA, LMHC</td>
<td>Outreach Counseling Supervisor</td>
<td>Youth Eastside Services</td>
<td>425-747-4937</td>
<td>425-957-0351</td>
<td><a href="mailto:megank@youtheastsideservices.org">megank@youtheastsideservices.org</a></td>
<td><a href="http://www.youtheastsideservices.org">www.youtheastsideservices.org</a></td>
</tr>
<tr>
<td>Mr. Mickey Fearn</td>
<td>Deputy Director</td>
<td>Communications &amp; Community</td>
<td>(202) 208-3818</td>
<td></td>
<td><a href="mailto:mickey_fearn@nps.gov">mickey_fearn@nps.gov</a></td>
<td><a href="http://www.nps.gov">www.nps.gov</a></td>
</tr>
<tr>
<td>Mr. Dunham Gooding</td>
<td>Executive Director</td>
<td>American Alpine Institute</td>
<td>360-671-1505</td>
<td></td>
<td><a href="mailto:dgooding@aai.cc">dgooding@aai.cc</a></td>
<td><a href="http://www.aai.cc">www.aai.cc</a></td>
</tr>
<tr>
<td>Mr. Paul Leuthold</td>
<td>Former Director, Retired</td>
<td>Bellingham Parks &amp; Recreation</td>
<td>360-676-8364</td>
<td></td>
<td><a href="mailto:plparkrec@gmail.com">plparkrec@gmail.com</a></td>
<td></td>
</tr>
</tbody>
</table>
EXAMPLE PAC LETTER
Recreation Program Professional Advisory Committee
- Sandy Braun, Adventure Associates
- Mickey Fearn, Deputy Director of National Park Service
- Dunham Gooding, Executive Director, American Alpine Institute
- Megan M. Kennedy, Outreach Counseling Supervisor, Youth Eastside Services
- Brit Kramer, Executive Director, Washington Recreation and Parks Association
- Paul Leuthold, Director, Bellingham Parks & Recreation

From: Charles Sylvester, Jill Heckathorn, Randall Burtz, James Moore, and Keith C. Russell,
Date: January 12, 2012
Subject: Professional Advisory Committee Meeting on May 28th

We would like to formally thank the Recreation Professional Advisory Committee (PAC) again for its contributions and continued support of the Recreation Program at Western Washington University. Your thoughtful insight is invaluable to us as we continue to explore ways to enhance our undergraduate program and respond to the complex demands of a changing world. This memo serves as an agenda and overview of the meeting on May 28th, scheduled from 9:00 – 3:00 pm, with a lunch break from 12:00 – 1:00 pm.

In recent months, the Recreation Program faculty have met and undergone a comprehensive curriculum revision to focus the program on issues of social justice. For purposes herein, the concept of social justice describes the movement towards a more socially just world. We are also interested in how you view or define the construct. Because of this, social justice definitions, theory, concepts, and ideas are being integrated into seminars, class assignments, and projects throughout the Phase curriculum. Because of this shift in focus, we would like to take the opportunity in the upcoming PAC meeting to gather your reactions, ideas, and suggestions to these initiatives. Specifically, we would like to gather the following feedback from you during this time:

- How do issues of social justice manifest themselves in your current work? The focus here can be on clients, partner organizations, management, planning, budgeting, etc.
- How should our program teach and facilitate the learning of social justice in recreation contexts?
- What challenges do you see in the future regarding issues of social justice in your workplace environments?
- What knowledge, concepts, skills and abilities related to social justice and systems would professionals need to thrive in the workplace?
- What is one specific incident or scenario that best reflects issues of social justice that you have experienced in your professional work? Please outline it as a case study and be prepared to discuss it.

We are also exploring the concept of systems theory, especially in relation to social justice. This may be a discussion point if time permits, though we do feel that our plates are quite full with the above agenda. Thank you again for your participation on the PAC committee and we very much look forward to our meeting on May 28th. If you should have any questions, please feel free to contact Keith Russell at 360-650-3529 or Keith.Russell@wwu.edu. Travel safely and see you soon.
MEETING MINUTES
Professional Advisory Committee 5/28/10
1. Sandy Braun
2. Mickey Fearn
3. Dunham Gooding
4. Megan Kennedy
5. Brit Kramer
6. Paul Leuthold

Introductions:
2. My work in DC is not important enough to not come here and do this work with the Program.
6. I am not saying we are non-essential but I am saying we are less essential than other services.
3. More educationally oriented than most of our peers. Industry as a whole is doing okay because the people that use our services, it is part of their lifestyle. We have been prosperous enough that we have staff that can keep their eye on policy changes (go to DC once a year and lobby for a variety of things such as augmentation of budgets for USFS, USPS, and BLM). I say this because we are engaged in things that others in our industry are not.
Keith – Itinerary overview, history overview of how we got here…
6. How did this conversation start?
Keith – We have been doing this for decades, but we put a title to it. A lot of it came from our meeting with the PAC last year. We had some retreats and started to look at social justice definitively. It is an issue near and dear to our heart.
Charlie – To clarify, this discussion can lead to screams of socialism, the discussion is public service and we recognize that all of the public is not equally served. We see the overworked as injusticed as well.
3. One thing I would like is to understand the term. I have done some readings – two things came to light, equality of distribution or opportunity and a discussion of equality of outcome. What I was thinking is that it is really important that we carefully define the term of social justice because it means so many different things. Green party in Canada is outcomes based, the Green Party in the US is equality of opportunity.
Jim – This feels really home grown…Ron and others have discussed this…smacks of equal treatment.
3. Equal rights, access, opportunity. That makes sense.
2. For me the conflict is people who have had privilege look at it one way, and others who have not look at it another way…for me it is eliminating internalized privilege and internalized oppression. Not looking at redistribution of wealth, but allowing opportunity to reach that wealth. Elimination of institutionalized oppression and privilege.
3. I just think we need to clarify where we are coming to on this. I don’t have a point of view on this, but if you have all tax brackets equal, it would not be unjust. But to tax people with money at a higher rate so we can redistribute wealth. People who would benefit from change don’t automatically grab on to support of the change.
2. My position is about the way we think. Rich use more government services…it’s a fact (roads, airlines). Poor people don’t use other than “entitlement” services.
2. The university is to create people who care and think. I want to help people change how they think. I’m talking about how do you get people to be discerning…how to think about services rather than a historical myth? Help people stop thinking ideologically and expediently and to think deeper about the issues.
Keith – One of our goals was to have this discussion and knock around this issues…gets messy when we start looking at systems, distribution of wealth. We did not define it intentionally…but if we get to that framework of looking at marginalized individuals…etc. It is easy to get stuck when we look at it from polar ends. We want to hear how you conceptualize it and work with it on a day to day basis. We want to hear what you are doing with it…and then after lunch how we can apply it.
5. Equity of distribution of resources. In recreation we manage a lot of land and with so many users and there is a lot of talk about signage, so people can feel welcome. A lot of what I see centers on public space and how it is used. In legislature there was a gender equity bill because the boys got the best times, fields, etc.
5. For parks and recreation it is about core values. Human services, advocate for fairness…it should be a core value for us to be competent when we deliver those front line, positive services, and we should help our members understand how to be an example of fairness. A big one today is the language issue.
Charlie – they perceive it as a fundamental value that this is important to this service. We want our students to be “in front of that”.

WWU Recreation Program Self-Study 2012 233 Volume I
Jim – We want our students to look at that…and then add “did you think about that, and that, and that”.  
2. The question is not to learn every language…how do we create a response to that? We are in over our head with the language thing. 
Jill – we want our students to be able to process it, and make decisions around that.  
6. Our big issue is defining “fair”. How do we decide that our resources are divided in a “fair” way? How do we deal with conflicting ideals (outdoor recreation use and preservation). Fair – do we let people ski, it is our drinking source. Spatial distribution – all resources should be within walking distance to everyone. Fair to them is being able to provide what the need…what they like. That is different than how I define fair. Cost and access to be sure things are equitable. We’re good at losing money and we’re happy and able to do that. We farm out our money generating projects. Do the people who pay for the resources and don’t use them believe it is equitable?  
2. I’m going to talk about this differently…Seattle is talking about distribution. But that is a values-based discussion. In the USFS we discuss it as one person putting…. (Randy note: missed it here)  
The public believes that if they buy something, it is our responsibility to provide them a space for it.  
America was raised on two principles. Rugged individualism or barn raising. In government do we need to take one direction over the other? When we get around a predator we want to fight or run. Anything we see as different, we see it as something to defend ourselves from. So we see it as abundance or scarcity.  
Scarcity, people become territorial, etc. Abundance, they share, collaborate…and we in America live under the scarcity assumption.  
How do we get communities to behave as though there is a catastrophe? Power when used to control people it becomes degenerative, when power is used to help and create it becomes generative.  
It is about augmenting how people think. It is about providing opportunities for everybody to contribute to their communities in a powerful way. We may not provide it but can we remove barriers that allow people to create. My goal is to remove the power differential. For example, people tell you what will endear them to you…  
4. The organization was worried about having this conversation about power, privilege, and admitting that the white people and an organization have power. Discuss how racism is impacting within our organization, and the impact of racism is impacting the community outside of the organization.  
We are looking through a caucus (crabgrass metaphor) for those who are interested to have open and honest discussion…consider how managers and board are white and the effects of that. 
Getting students to look at power and with how to understand and do something with that.  
2. You (the rec program) can have that conversation because there is limited racial diversity. There needs to be a conversation about how you attract that diversity. There is less diversity than there was in the USFS. We even had to divide our caucus within race but it is the only way to have open and honest dialogue.  
4. Some people of color said that they are holding onto anger, and the white people were wondering how people were still angry.  
2. The Seattle mayor says that race is the primary issue and unless you get to the fundamental root of that it is tough to get to the other things.  
I think in your program you don’t have the time to get to that…or the expertise. If this was a race and social justice curriculum maybe. As it is, you won’t be able to deal with that.  
Keith – we have to be wary that this is powerful stuff. Brit said she got queasy looking at this stuff. Get people to have the language and the ability to work with this.  
2. The fundamental question is why do people feel queasy? You have to get to the root of this. Can I cause you to feel comfortable…do we create people who can have this conversation. As we create students that are open to learning and growth. The goal is to create people who can have uncertainty. Diversity is nothing but an asset, and can you have students that embrace that.  
You are not going to end racism…your job is to create professionals.  
Jim – Discussed Pat Fabiano and power differential. Power and privilege.  
6. When we talk about social justice the operative word is social. I don’t have inherent power, but I get my power from the people I serve. How can I be serving these people if I don’t know what they want? How do I communicate with groups in an unbiased, cross-referenced, representative way? You have to figure that out…it can only be based on the values that your community has established and way to communicate that.  
2. Look at inclusionary civic engagement…there are ways to get to those populations. People only come to public meetings when they are angry or afraid. Poor people are worried about keeping something from...
being done to them. Having a way to have citizen engagement…if you are only talking to people who you are talking to all the time you are perpetuating the power differential.

Jill – One thing that that is striking me is that the students did have discomfort but you can’t end with that. You have to help them move past that so they can have a deeper level of commitment and understanding.

They get to have those conversations because of the phase system.

2. There is someone on this campus who knows how to do this…someone is hoping you will have that conversation.

Have the 4th phase orient the 1st phase about what they are going to go through.

11:15 – Return to discussion

Charlie – Commencement means to begin… We are here to do a good job to get them started and if we can do that I will be satisfied.

2. There is a fundamental basis of how your students process this. The question is of intentionality.

3. In my company we don’t have outright issues. Only barrier to participation is fitness. Our population is so homogeneous…male, white, middle class. More females? We offered women’s programs and they went no where. We’re doing 2 things. In the world in general there is a vacuum of leadership – if someone were to step up and do leading…people either don’t have those skills or are too shy to implement them. We are pricing it high enough so we can give scholarships. We are identifying who is needy…working with private schools. Since this is new to me maybe there should be some other criteria…African American, Latino, etc. Out of the classes there will be some natural leaders that can come out of these groups…

Working with the North Cascades Institute…working with preserving the natural environment. Bring out minority groups that never go out in a national park and they go back and bring their families…to get more users we have to surreptitiously bring their families out.

Keith – Lunch and then be intentional about KSA’s in a developmental way…how will some of these things hit the ground.

2. Working with black and Latino kids that work on the Bronx River and build canoes and kayaks and want to protect the river…then ranchers and tribes in SW Colorado. What do groups believe that can get them excited about America and our natural places? Speaking with the Secretary and trying to figure what we can do to have groups prideful about where they live and be concerned about the “others” spaces. All of those people are environmental stewards that are all concerned about their “habitat” because it is germane to their survival.

3. Humbling for people to understand their limited ability to impact nature, but if we can get people into different environments they will probably be inspired. People fall into lives of habituation... but they tend to be closed off. So if we can get them exposed we may be able to help change them.

2. Helping people find their cultural tribes. We get a group of artists together to talk about race and social justice and they talk about it in the context of art…recreation also provides that medium. Antonius (?) in Greek mythology: they killed him by disconnecting him from nature because that’s where he got his strength. So many of us are disconnected from nature. We also take the language of nature and ecosystems and discuss it regarding the organization. Who is old growth? We talk about predators and parasites...

LUNCH…

Keith – Wanted to look at very specific KSA’s in our curriculum. We want to do some brainstorming. Then look at the developmental piece…

2. Introductory thing…(Mickey displayed sheet with barriers that get in the way of innovation and creativity). How do we get to creativity, continuous learning that can overcome the things that are built to maintain status quo. People talk about it and have no inclination to change.

How do people get that way? To stick with the homeostasis? How do we get students to continuous learning and discovery…leadership is about contribution to change in an organization.

6. What we do is often founded in reality (stats). In order to spend scarce resource dollars we need to ground the discussion in empirical information.

5. I think a key is to understand yourself…it is about knowing your own true colors first.

2. Continuous understanding and analysis of self, because how we act influences how others. Most bureaucracies have task people and don’t like to be around creative and relationship people…how do you create people that work within those differences in a comfortable way?

Charlie – What are some concrete ally skills?
4. One thing that is related – getting out of the way and trusting that people (young people) have more to contribute. That creates an organization where the constituency is doing their own work. This has actually been financially efficient. There is no one taking money to deliver the programs, the clients are delivering the programs themselves.

2. Youthism is just as bad as racism. We can create the “ism” out of anything. I think that program is about what recreation is all about…getting out of the way…

Charlie – Most of our students think being a leader is about being out in front, but a good leader knows when to get out of the way. Believing in people and giving them the resources. So the words catalyst and facilitator become the words that drive what we do.

2. Have them create a definition of leadership and to use that as their framework through the phases.

2. How do you enter a culture that is different from yours? Give people an idea that there is something different that is about to happen to you and how do you deal with that.

4. What is the relationship between having power and our knowledge?

Keith – Hegemony…principles of understanding that is critical. How do you start taking those first steps.

Keith added conflict management and resolution.

Jill – How do you do this? Powerful things that came up for me today. Truth…modeling opportunities that we facilitate. Intimate exposure to other’s lives. Exploring their own “isms”.

5. Looking through the lens of someone personally, getting that exposure (Brit gave an example that she has deaf sister, so she grew up with that experience).

Jim – Ask them to choose an “ism” and explore and develop relationships. Explore/understand/ empathize, etc.

Jill – Student discussed weight of it. They came in with the joy and have felt it is too heavy.

2. But through that experience… it could free them from the weight (Camp Team discussed).

4. Everyone deserves access to recreation…not just those that have the privilege to choose to be Recreation majors. What about why and how people choose that recreational activity?

2. When we look at institutionalized racism we have to look at if we (as professionals and individuals) are creating barriers or if they (the differing diverse groups) are creating the barriers. We are doing something that constrains them and if we are looking only at their constraints we are missing them. We look at recruiting…it is not about recruiting it is about value and a way of life. If our programs are irrelevant to everyone (cited particular groups) our career is irrelevant to them. That woman took the whole issue and reduced it to personnel action (she talked about helping minorities with resumes and interviewing skills). When white people realize they are better off (not only for moral, legal, ethical reasons) with persons of color in the profession…

Keith – Understand institutionalized racism, access and use systems.

2. Gave example of civil war battlefield. Experts talking about the battle, but African American’s wanted to talk about the “why” and underlying reasons for the battle.

Jim – The important stuff is not just getting them to feel queasy, but it is what to get them to do with it. What do we do as a result…we want to create it and then we have to deal with it.

2. What are you talking about “it makes you feel uncomfortable”…we (minority groups) have been uncomfortable in dealing with this for years.

Keith’s discussion of tonsils…”I wanted to know everything about it”. You say at the beginning of it “we are going to go on a journey…at the start of the journey and you are going to have all of this happen to you but at the end expect what will happen”. Let them know what we are trying to get to.

3. Tout prestige of the program. It will be difficult…tell them if you feel stressed, challenged, and uncomfortable consider it as a good sign because this is going to help your growth and get you somewhere.

Charlie – How to help them deal with suffering when they may be students that have this inherent joy…a young person coming up in this. How to help them keep their eyes on the prize…

3. It important to remember that your students are young and naïve. It is special that you have the joy but it is important to know that it is with this beauty and joy because there are people out there working on it. To make it beautiful there is the work on the challenges…and it may be heavy but to make it good you have to work on the challenges.

2. Keeping your eye on the prize is relevant to identifying what the prize is. It is about building community through recreation, but it is also about educating yourself. My example is I wondered why god was doing this when I was working on race and social justice, but it has enabled me to do the work I am now doing.
Jill – Help them be active rather than passive on how to deal with this. Challenge is in 10 weeks we do so much. I don’t think there is enough “white space” to do this. If we are intentionally going to muddy the water we are also obligated to provide the support to get them through it. We have to be realistic that it is a disservice if we don’t help them resolve it.

2. What you are doing is opening them up to possibilities…they can be taking classes and interests on campus and the whole campus is their lab for social experimentation. If you develop the thirst for it they can seek it…some of your work is to identify your allies.

4. That’s what I did. Not everything I did for social justice was learned in the phase, but you gave me room for it. I was “sunny” and it was not easy work and my identity started changing I had more breadth and depth.

2. I had to encounter things that were not happy times. Most of the learning that is done is done through pain and struggle. Not everyone is cut out for this work because it is hard emotional work…but the thing I learned from my son…he can’t believe that my story of racism is true but then he saw it. Everyone believes racism based on their personal experience…and then they understand it through that experience. We have to give people “touch points”…we have a moral responsibility to give them those touch points.

6. Every student is going to have something at the table that they can empathize with. I don’t want to pigeon hole us into what we have been discussing. We should discuss homeless, liberal, poor, etc.

2. I think that once people understand the race issue, they can understand other issues.

4. The entry point can be many other points (gay, poor, etc), but at some point most fear is surrounding race so that discussion should happen early.

6. Their goal is getting a job and most people may not deal with the race issue, but they need these tools to deal with all of this.

2. How do we get students to understanding that lining up an ideology is expedient, but it does not them understand the complexities of these issues.

Jill – What is our goal? There has to be hands, head, and heart. We get “heady”…

2. U of O, we were a “how to” program…but we did not talk about why this is important.

4. Self awareness and personal directed study, reflective and goal-setting.

2. Park service brings in kids and their discomfort…the leaders take the most delight in seeing what is awkward or scary. Do you follow them back to their community? You can’t impose your value system. We believe we have something for you (the missionary perspective) but you have nothing for us. Change the mindset that this is a reciprocal relationship and I should spend as much time in your community as you spend in mine.

Jill – I want to know more about how you see this best happening…

4. The faculty get to say that we are creating this with the students…we are feeling the challenge and discomfort with you.

2. What are you, as the faculty, doing? You have opened yourself to it, but now you are obligated to continue your learning. You have the transcendent skills, but now you need to inform them. You are the only program that has decided to do this with your curriculum. We are 1-1/2 hour away from the only city that has chosen to do this…I think they need to be your ally…
June 1, 2010

PAC Member name and address here

Dear ,

We would like to formally thank you for your participation and contributions to the Professional Advisory Committee meeting on Friday May 28th. The meeting was very informative and helped us take a critical look at how a concept as diverse and complicated as social justice could be used as a foundation to deliver Recreation curriculum. As we continue to grow and challenge ourselves as faculty in this endeavor, your suggestions and support will be critical to our understanding of how social justice issues manifest themselves in tourism, community, therapeutic, and outdoor recreation.

In reflection, the information and discussion we shared clearly reflects the subjective and complex nature of social justice when considered in recreation contexts. It is more than simply considering issues of race, disability, sexual orientation, and socio-economic status, but involves a web of interrelated factors that affect how, when and why recreation services can be delivered in an equitable and fair manner to the public and our clientele. Our challenge is to introduce the concept to our students in a way that effectively allows for both personal and professional reflection. While doing so, we may ask them to struggle with their inherent privilege, understand issues of power and institutional racism, including a variety of other “isms,” and come to an understanding of how social justice relates to being of service to others. Your input to this process is invaluable. As Paul Leuthold reminded me in a follow-up email, the conversation in and of itself is important to their development as professionals.

As faculty, we will continue these conversations and further our own education on issues of social justice. We have planned a faculty de-briefing session and will continue to update you and seek your advice and consult. Thank you again for your participation on the PAC committee and we look forward to continued discussions. If you should have any questions, please feel free to contact Keith Russell at 360-650-3529 or Keith.Russell@wwu.edu. We hope you have a wonderful summer.

Recreation Faculty
<table>
<thead>
<tr>
<th>Practitioner Contacts</th>
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<tbody>
<tr>
<td>Sandy Braun</td>
</tr>
<tr>
<td>President, Adventure Associates</td>
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<tr>
<td>PO Box 16304</td>
</tr>
<tr>
<td>Seattle, WA 98116</td>
</tr>
<tr>
<td>206.932.8352</td>
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<tr>
<td>Bret Alumbaugh</td>
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<tr>
<td>Director, Activities Dept.</td>
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<tr>
<td>Sun Mountain Lodge</td>
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<td>1-509-996-2211</td>
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<td>1-800-572-0493</td>
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<tr>
<td>Chris Torrison Mackay</td>
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<td>Tammy Leland</td>
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<td>Seattle, WA 98124</td>
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<tr>
<td>(206) 372-4405</td>
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<tr>
<td>Mickey Fearn</td>
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<tr>
<td>Special Assistant to the Mayor of Seattle</td>
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<td>on Race and Social Justice</td>
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<td>206-684-8035</td>
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<tr>
<td>David Elmore</td>
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<td>Byron Taney</td>
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<tr>
<td>Recreation Therapists</td>
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<tr>
<td>Child Study and Treatment Center</td>
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<tr>
<td>Tacoma, WA</td>
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<tr>
<td>253-756-2504</td>
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<tr>
<td>Cole Caplan</td>
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<tr>
<td>Recreation Coordinator</td>
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<tr>
<td>Woodinville Parks and Recreation</td>
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<tr>
<td>425-398-9327</td>
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<tr>
<td>Robert Knowles</td>
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<tr>
<td>YMCA</td>
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<tr>
<td>Bellingham, WA</td>
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<td>733-8630</td>
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Recreation Coordinator Responsibilities

1. **Administration**: The Recreation Coordinator has the administrative responsibility for coordinating the teaching, research, and service activities of the Recreation faculty and students within the guidelines established by the Department, College, and the University.

   Specific duties in the administrative area include:

   * the coordination of functions within the Recreation Program and allied functions at department, college, and university levels
   * the review and response to correspondence concerning Recreation.
   * the review and coordination of Recreation Program functions in a manner intended to maximize services to students and the public.
   * the preparation of reports for use by faculty, staff, and administrative personnel.
   * the interpretation of the purpose, programs, and operation of the Recreation Program.
   * the coordination of requisitions and special budgetary requests from the Recreation Program
   * assisting the chairperson in the development and implementation of faculty and staff development opportunities.
   * the study, interpretation, and response to internal and external trends and conditions affecting the Recreation Program.
   * the preparation, interpretation, and implementation of long-range and short-term planning in accordance with procedures established at department, college, and university levels.
2. **Curriculum:** The Recreation Coordinator has the primary responsibility for coordinating curricular activities for the Recreation Program. This responsibility will include program area curriculum planning, coordination, revision, class calendar and scheduling.

Specific duties in the curriculum area include:

* supervision of the development, promotion, coordination, management and evaluation of the undergraduate curriculum in compliance with department, college, and university guidelines.

* supervision and coordination of annual curriculum review and revision.

* the development of registration information sheets for majors, including pre-major information, program admission requirements and procedures, and curricular sheets

* assisting the Secretary with the student registration process, including updating registration materials, declaration of major, advisor assignments

* coordinating and submitting curriculum changes to CASC (Fall)

* developing the summer session program (Fall)

* coordinating the catalog changes and assisting the Secretary with final catalog copy (Fall)

* coordinating the development of the class schedule and assisting the Administrative Assistant with the final class schedule copy (Winter)

* working with appropriate department, college and university bodies to institute and maintain effective academic policies and standards.
3. **Faculty Representation:** The Recreation Coordinator serves as a spokesperson for Recreation faculty, providing a between the program and the Chair. The Coordinator is the chief advocate for the interests of the faculty in the area they represent.

Specific duties in this area include:

* serving as Recreation Program representative on the PEHR department advisory committee
* assisting the chair in the annual program report
* assisting the chair with the departmental planning process
* serving as the Transfer Adviser for the Recreation Program

4. **Professional Activity:** The Coordinator represents Recreation at professional gatherings, meetings, and conferences. The Coordinator is the initial contact for interaction between the profession and the academic unit, involving the chair where it is appropriate and beneficial to do so.

Specific duties in this area include:

* representing the Recreation Program interests in the departmental planning process
* serving as the spokesperson for the Recreation Program
* chairing search committees for new Recreation faculty
* establishing and maintaining cooperative relationships with local, state, and national groups related to Recreation purposes and functions.

5. **Leadership:** The Coordinator provides leadership to the Recreation faculty as determined by the departmental and program planning process.

Specific duties in this area include:

* organizing and conducting Recreation Program meetings
* organizing and conducting Recreation Program retreats

6. **Personnel:** The Coordinator provides input and makes recommendations to the chair on issues involving faculty and staff assigned to the Recreation Program.
Specific duties in this area include:

* coordinating or making recommendations regarding selection, recruitment, and employment of faculty and staff in compliance with university standards, policies and guidelines.

* working with the chairperson to organize and coordinate faculty and staff work assignments

* assisting the chairperson in the implementation of on-going personnel policies with regard to program faculty and staff
Degree Requirements 2010 - 2011

- A minimum of 180 total credits
  Note: Western allows a maximum of 135 quarter (90 semester) credits to transfer from any combination of regionally accredited institutions, including no more than 105 quarter (70 semester) lower division credits. Additional coursework, which exceeds this amount, may be used to meet specific requirements, but additional credits will not be allowed to count toward the 180 credit requirement for graduation. Lower division includes CEEB and military credit.

- A minimum of 45 credits through WWU. Correspondence coursework (including Western’s Independent Learning Program), credit by examination, and advanced placement credit are not included in this total.

- A minimum of 60 quarter credits must be upper division (300/400-level).

- Complete a minimum of three writing proficiency (WP) points in approved upper division writing proficiency courses at WWU. Approved courses have an attribute of WP1, WP2, or WP3.

- General University Requirements (GURs) can be satisfied:
  1. on a course-by-course basis. A list of GURs is available online.
  2. by the completion of an approved direct-transfer AA degree from a Washington state community college earned prior to initial enrollment at WWU. If any student wishes to complete such a degree in order to have it satisfy the GUR after initial enrollment at Western, it must be earned by the time
    • the student has completed 45 credits at WWU, or
    • one calendar year has passed from initial enrollment at WWU, whichever comes later. All students must satisfy the GURs except those enrolled in Fairhaven College, where a separate core program is required.
  3. By submitting a letter of verification from a Washington state public baccalaureate institution that all general university requirements were complete at the sending institution.

All students must satisfy the GURs except those enrolled in Fairhaven College of Interdisciplinary Studies, where a separate core program is required.

- An approved academic major (at least 50% of the credits required for the major must be earned at WWU).

- A minor if required (at least 50% of the credits required for the minor must be earned at WWU).

- Professional Education sequence, if required (all grades C or better).

- A grade of C- or better in a student's major or minor, supporting courses for majors and minors, ENG 101, and courses taken to fulfill the upper division writing proficiency requirement.

- Cumulative GPA at Western of at least 2.00 unless a higher GPA is required by the major.
- Final quarter - Must be registered for at least one Western course in the quarter in which degree is to be awarded. Correspondence courses are allowed only by exception.
- Submit an application for graduation to the Registrar's Office no later than the last day of classes two quarters prior to the final quarter. (You should have your major/minor evaluation(s) completed by your academic department at least one month prior to the degree application deadline.)
Student Tables

1. Number of Students Enrolled and Graduates. Enter numbers for the current year and the prior two years (estimate graduates for the current year).

Because we are a cohort based program, we track the number of students who enter our program each year in the spring quarter, and then follow that number through until Phase IV (fall quarter), when they leave our program and have completed the major. Some will stay on for an additional quarter to complete additional requirements of graduation. We allow up to 60 students in each cohort, which begins in spring quarter of each year.

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**FACULTY TABLES**

1. **Number of Faculty by Rank**

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<td>Others (please explain)</td>
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2. **Number of Faculty by Age**

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

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<td>Hispanic / Latino / Mexican</td>
<td>.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please explain)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Number of Faculty by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Faculty (explain)</th>
<th>Full–Time</th>
<th>Part–Time</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Teaching Responsibilities of Faculty (insert percentages)*

<table>
<thead>
<tr>
<th>Work Function Faculty(explain)</th>
<th>Full–Time</th>
<th>Part–Time</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Professional Courses Taught by</td>
<td>74%</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Percent of Student Advising Done by</td>
<td>70%</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

*Faculty team teach and share two courses.

6. Institutions from Which Faculty Members Graduated
(Please list institutions and numbers for all degrees, baccalaureate and above)

<table>
<thead>
<tr>
<th>Institution Faculty (explain)</th>
<th>Full–Time</th>
<th>Part–Time</th>
<th>Others</th>
</tr>
</thead>
</table>
| Institution 1                 | Randy Burtz Washington State, BA, MA Colorado State, Ph.D.  
                               | Keith C Russell Lewis & Clark College, BA 
                               | University of Idaho, MS 
                               | University of Idaho, Ph.D.  
                               | Charles Sylvester University of Maryland, BA, MA 
|                               | Jill Heckathorn Michigan State, BS 
|                               | Michigan State, MA 
|                               | Lindsay Poynter Western Washington University, BA, Naropa University, MA 

Faculty Vitae

Burtz Curriculum Vitae

PERSONAL
Business Address  Department of Physical Education, Health, and Recreation
                   Old Carver 7
                   Bellingham, WA 98225
                   Phone: (360) 650-7572
                   Email: randy.burtz@wwu.edu

EDUCATION
Ph.D.; Colorado State University, Fort Collins, Colorado (2002):
       Recreation Resource Management

       Recreation Administration and Leisure Studies Program

B.A.; Washington State University, Pullman, Washington (1996):
       Recreation and Leisure Studies; Business Minor

WORK EXPERIENCE
Associate Professor (received tenured 2010)– Recreation Program,
       Western Washington University. (2005-Current). Responsibilities
       include teaching undergraduate courses, academic advising,
       research and publication.

Lecturer – Recreation Program, Western Washington University.
       (2003-2005). Responsibilities include teaching undergraduate
       courses and academic advising.

Assistant Professor – Dept. of Recreation, Park, and Tourism
       Sciences, Texas A&M University. (2002-2003). Responsibilities
       include teaching undergraduate courses, academic advising,
       research and publication.

Management
Campus Recreation Program Manager – Washington State
       University. Tasks included hiring, discipline, scheduling, and
       training of approximately 35 employees; presentation of budget to
       appropriations committee, and development of extensive risk
       management plan. Program Manager for over 4 years (1994-1998).
**Programmer**  
Summer Youth Recreation Program – Port Townsend, Washington.  

**SERVICE**

**Associate Editor**  
Scholé (selected as Associate Editor for term spanning 2010-2012).

**Article Reviewer**  

**Moderator**  
Session moderator at the International Society for Human Ecology (2008), NRPA Leisure Research Symposium (2003), and Human Dimensions in the Western United States (2002).

**Committee Work**  
Academic Grievance Board (Alternate Appointment: 2010-2013)

PEHR Departmental Scholarship Committee Chair (2009-Current).

Washington Recreation and Park Association Cultural Competency Committee (2009-Current).

Local Host Committee Member for the 16th Symposium of the Society of Human Ecology (2008). Bellingham, WA.

Faculty Affairs Council – College of Humanities and Social Sciences (2006-2008).

PEHR Departmental Scholarship Committee (2004-2008).


**Field Work**  
USDA Forest Service – Northern Georgia Brooke Trout stream habitat and fish shocking/measurement study (1999-2000).


CAMARADAS: Chicano/Latino Graduate Student Organization, Washington State University.

PRESENTATIONS
Presentations at Conferences (Refereed)


Presentations at Conferences
(non-refereed)


PUBLICATIONS
(Refereed)


**Non-Refereed**


**Abstracts and Papers**


Works in Progress

Writing is in progress with Dr. Joseph on Off Highway Vehicle Research. We are currently working on publication of the research I presented at the SHE conference (Multiple methods toward understanding: A triangulated approach to OHV Research).

I am currently working with WRPA’s Cultural Competency Committee performing focus group meetings with state districts to develop a survey to determine the cultural competency of State Park and Recreation Agencies has been completed and data has been collected via Survey Monkey. The results will be used to audit agencies and determine best practices.

Technical Reports


AWARDS AND RECOGNITION

Service Washington Recreation and Park Association – President’s Award. April, 2010.


Nominee: The President’s Award - Washington State University – 2005. An honor bestowed annually to students who exemplify exceptional leadership and service to the University and the community.


Academic Graduate Student Scholarship – Sardinia Italy, ISSRM (2001).

Presidents Honor Roll: 1995, 4.0 G.P.A. Washington State University

COMPUTER SKILLS

Web Development Created and managed web site for Human Dimensions of Natural Resources in the Western U.S. Conference URL: http://www.cnr.colostate.edu/NRRT/hd/

Recreation Program Web Site manager – Western Washington University

Software SPSS, WebCT, Blackboard, PhotoShop, Dreamworks Web Development Suite, PowerPoint

TEACHING
Instructor Overall teaching evaluations score on item 20 is approximately 4.35 (on a 5-point scale) at WWU.

Courses Taught

Community Development (WWU)
Management of Recreation Agencies (WWU, UGA, TAMU)
Community Recreation and Leisure Services (WWU)
Recreation Budgeting and Finance (WWU)
Recreation Program Evaluation (WWU)
Outdoor Program Development (WWU)
Dynamics of Outdoor Recreation (WWU, CSU)
Principles of Natural Resource Tourism (CSU)
Urban Parks Management (WSU)
Introduction to Recreation and Leisure Studies (WSU)
Social Psychology of Leisure (WSU)
Intern Supervisor Internship for Recreation and Leisure Studies
Heckathorn Curriculum Vitae

Jill Heckathorn
1244 Raymond Street, Bellingham, Washington 98229
360.650.7559 (office)  360.961.8131 (cell)
e-mail:  jill.heckathorn@wwu.edu

Education

Graduate Study  Spring 1988  Simon Fraser University, Gerontology
Non Matriculated  1985-1986  University of Washington, Hospital Administration
Michigan State University, Community Education
Master of Arts  August 1978  Michigan State University
Emphasis  Recreation Administration, Therapeutic Recreation
Bachelor of Science  March 1975  Michigan State University
Emphasis  Recreation Leadership, Therapeutic Recreation

Professional Experience

1996 – present  Lecturer, Western Washington University, Recreation Program,
Department of Health, Physical Education and Recreation (.7 – 1.0 FTE)
Summer 2010  Summerstart Faculty Advisor, Freshman Student Orientation,
Western Washington University
Summers, 2009  Transition’s Faculty Advisor, Transfer Student Orientation
Program, Western
1996-1999  Washington University
September 2000  Instructor, Faculty-led course/International Programs, Western
Washington University, Kathmandu, Nepal
1993 – 1995  Lecturer, Western Washington University, Recreation Program,
Department of Health, Physical Education and Recreation (.75 FTE)
1989 – 1996  Recreation Supervisor, City of Bellingham, Department of Parks
and Recreation (Leave of absence, September – June, 1993-1995)
1988 - 1991 Lecturer, Western Washington University, Recreation Program, Department of Health, Physical Education and Recreation (.25 FTE)


1984 – 1987 Director of Student Services, University of Washington, Department of Sociology

1986 – 1987 Instructor, University of Washington, Department of Education (one course)

1983 – 1987 Alaska Tour Director, Holland America Westours, Seattle, WA

1980 – 1983 Assistant Professor, Western Washington University, Recreation Program, Department of Physical Education, Health and Recreation

1979 – 1980 Recreation Coordinator, Lansing Community College, East Lansing, Michigan (Interim)

1976 – 1979 Therapeutic Recreation Specialist, Sparrow Rehabilitation Center, Lansing, Michigan

Professional Activity

Featured Faculty Innovative Teaching Showcase, Portfolio entitled Teaching Beyond Tolerance, Center for Instructional Innovation and Assessment, Western Washington University, 2011

Coordinating Committee Member and Interim Chair, Research and Technology Committee, Whatcom Taking Action for Children and Youth with Special Health Care Needs, 2009-2011


Presenter “Treading Lightly: Preparing Students to Limit Their Impact”, Center for International Studies Faculty Lecture Series, Spring 2009

Presenter Fairhaven College, Global Inquiry course, 2008-2011 Huxley College, Global Citizenship course, 2011 PEHR, Community Health course, 2011
Course Coordinator  ‘Tourism in Peru: Pitfalls and Potential’ (5 credits)
September 2003-2011: Worked with a not-for-profit travel organization, Crooked Trails, as the WWU faculty sponsor.

Board Member  Whatcom Park and Recreation Foundation, 2007- 2009

Faculty Advisor  Student Project in Thailand: Tourism and Elephant Conservation, Winter 2006

Thesis Committee Member  Graduate Student, Department of Anthropology, 2005-2006

Presenter  Washington Therapeutic Recreation Annual Conference
ADA: A Forgotten Friend of TR?, April 2005

Faculty Advisor  Honors Program: Worked with student in the development of a documentary video on ‘Women and Wilderness’, 2004

Conference Attendee  NRPA Recreation Inclusion Conference, Austin, Texas 2004

Committee Member  International Programs Advisory Committee, 2003-2005

Conference Attendee  National Resort and Commercial Recreation Association Conference, Sun River, Oregon 2003


Committee Chairperson  Camp Team: Interagency camp for persons with Disabilities, 2001-present.

Faculty Mentor  Scholars Academy, New Student Programs, Western Washington University, 2002-present

Committee Member  Search Committee, New Student Programs, Western Washington University, 2000 -2001

Program Chairperson  Washington Recreation and Park Association Annual Conference 1999

Board of Directors  Bellingham and Whatcom County Convention and Visitors Bureau 1997-2001
Coordinator, Student Presentations Athletic/Fitness Section Mid-year Conference, Washington Recreation and Park Association, 1998

Presentation “Leisure Aspects of Adult Development and Aging” Adding Life to Later Years Conference, St. Joseph Hospital and Western Washington University, 1997


Committee Member Alzheimer’s Society of Whatcom County, 1996 – 1997

Presentation “Risk Management in Therapeutic Recreation”, Adapted Adapted Recreation Expo Volunteer Training (CEU’s) 1997

Committee Member Special Education Parents Advisory Council, Bellingham School District, 1994 – 1996

Committee Member Training and Development Committee, City of Bellingham, 1995 - 1996

Board of Directors Whatcom County Office of Developmental Disabilities, 1995 - 1996

Presentation “Traveling with Children”, Bellingham Parks and Recreation, 1996

Committee Member Gerontology Certification Program, Western Washington University, 1994 – 1995


Professional Memberships

Washington Recreation and Park Association
International Ecotourism Society
National Recreation and Park Association
National Therapeutic Recreation Society
**Course Taught**

**Western Washington University**
- Introduction to Tourism
- Tourism Planning and Development
- Foundations of Ecotourism
- Ecotourism: Principles and Practices
- Ecotourism in Nepal
- Foundations of Recreation and Leisure
- Introduction to Therapeutic Recreation
- Therapeutic Recreation Programming
- Introduction to Community Recreation
- Leisure and Society
- Recreation Programming
- Leisure and Aging
- Adaptive Physical Education and Recreation: Physical Disabilities

**University of Washington**
- Recreation and Children with Disabilities

**Michigan State University**
- Recreation and Persons with Disabilities
Poynter Curriculum Vitae

Lindsay Ann Poynter
2712 Russell Street, Bellingham, WA 98225    360.410.6315    lindsaypoynter@gmail.com

Education
Western Washington University  Obtained BA in Therapeutic Recreation  6/99
Naropa University, Boulder, CO  Obtained MA in Counseling Psychology  5/05

Professional Skills
- Proven proficiency in facilitating therapeutic recreation activities in diverse settings.
- Demonstrated ability to use diverse communication and therapeutic techniques to achieve positive therapeutic outcomes.
- Safely manage group development and individual progress in challenging outdoor settings.
- Effectively develop and implement group and individual curriculum plans.
- Strong background teaching experientially.
- Solid understanding and diverse experiences working in the field of Outdoor and Therapeutic Recreation.

Courses Taught
- Recreation 380 Therapeutic Recreation Principles, Practices, and Techniques
- Recreation 376 Therapeutic Recreation Program Design
- Recreation 275 Professional Practicum Seminar
- Recreation 471 Internship
- PE 105 Challenge Facilitation

Work Experience
10/07-present  Private Practice  Bellingham, WA
Psychotherapist  Counsel youth and young adults and their families. Primarily work with girls and young women utilizing experiential, nature-based, and body-centered therapy techniques. Develop and facilitate therapy group for middle school girls.

8/07-8/10  Mt. Baker School District  Deming, WA
Family Resource Coordinator  Work as District social worker, primarily in the lowest income school, Kendall Elementary. Support low-income and homeless children and families address non-educational barriers to learning. Implement and facilitate programs for parents and youth, which increase connection to self, other, and to school. Teach social and emotional learning classes for youth and parents. Serve as District Homeless Liaison and Ready for Kindergarten Coordinator.

10/08-9/09  NW Educational Service District 189  Anacortes, WA
Mental Health Therapist  Facilitated therapy group for 1st grade boys that focused on social and emotional learning. Boys were primarily foster children or in child welfare system.

Summers (03-09) Women’s Wilderness Institute  Boulder, CO
Field Instructor and Therapist  Instructed courses for women survivors of trauma and wilderness courses for adolescent girls. Courses focus on wilderness living skills and allow women to practice new ways of being with one’s self, other, and unfamiliar situations often recovering the personal and interpersonal confidence lost in the aftermath of trauma.
6/05-6/07  Odyssey Wilderness Program  Bellingham, WA
Field Therapist Worked with at-risk adolescents and their families as field therapist for wilderness therapy program. Position took place both in an office and wilderness setting and included both training and supervising field staff. Served on the treatment team responsible for identifying significant therapeutic issues and creating goals aimed at shifting student behavior in their relationship with self, family, and community.

9/05 – 6/06  Northwest Indian College  Bellingham, WA
Personal and Career Counselor Under the federally funded Educational Talent Search (ETS) program worked as personal and career counselor with low-income and/or potential first generation college students around Whatcom County. Sixty percent of the students were Native American. Directed and coordinated the ETS Career Fair.

8/04 – 6/05  Rocky Mountain School of Expeditionary Learning  Denver, CO
School Therapist Intern Worked as primary therapist in public school “of choice” with students ages 5-18. Taught life skills classes and middle school girls group throughout year. Responsible for creating and implementing schools first counseling program and offering a therapeutic environment that supports emotional growth and well-being. School is affiliated with Outward Bound and utilizes its philosophy regarding the significance of forming community and connection with the natural world and its role in personal growth.

9/03-8/04  Passageways Institute  Boulder, CO
Assistant to Director Supported all aspects of the Institute’s mission to bring social and emotional learning practices and effective teaching and community building into schools. Responsibilities include: Outreach, office organization, and fundraising support. Worked directly with Rachael Kessler author of The Soul of Education.

Summer 03  The Turn – Around Project, Boulder Charter School  Boulder, CO
Group Teacher/Therapist In collaboration with Boulder Prep Public High School and The City Attorney’s office worked with high school students who were referred or required by the court to attend summer program that focused on the arts and wilderness.

9/01-9/02  Save The San Francisco Bay Association  Oakland, CA
Education Specialist Managed on-water activities for “Canoes In Sloughs” Watershed Education Program. Produced learning assessments of trips, established the risk management plan, created curriculum, and facilitated staff trainings. Educated 6th-12th graders about the San Francisco Bay, watershed, and tidal wetlands.

10/00-8/01  Big Brothers Big Sisters of the East Bay  Oakland, CA
Intake Coordinator Coordinated and executed intake process for South Alameda County and established a school based mentoring program at Marylyn Avenue Elementary. Interviewed volunteers, guardians, and youth and determined a match. Facilitated Child Assault Prevention training and ran Volunteer Informational Meeting.

Summer 00  Voyageur Outward Bound School  Ely, MN
Instructor and Intern Provided educational support to 13-17 year olds primarily in the Ascent program for “at-risk” youth. Responsibilities included: Group Facilitation and instruction, conflict management, and management of social and emotional safety of students. Instructed canoeing, rock climbing, and high/low ropes courses.

Summer 98  National Sports Center for the Disabled  Winter Park, CO
Therapeutic Recreation Internship Adapted equipment, teaching methods, and itineraries for people with disabilities. Instructed cycling, river rafting, and hiking trips and worked to find ways for all individuals to participate.
Certifications and Trainings:

- Wilderness First Responder, 1998 – Present
- Licensed Mental Health Counselor Associate in the State of Washington
- Regional Crisis Response Team Member since 2008
- 60 Hour Domestic Violence Prevention Training
Russell Curriculum Vitae

Keith C. Russell
Physical Education Health and Recreation
Old Carver 6 MS 9067
Western Washington University,
Bellingham, WA 98225-9067
voice: 360.650.3529  fax: 360.650.7447  Keith.Russell@wwu.edu

EDUCATION

Ph.D. 1999  University of Idaho
Resource Recreation and Tourism
Emphasis: Outdoor recreation, program evaluation, and youth
development
Dissertation: Theoretical Basis, Process, and Reported Outcomes of
Wilderness Therapy for Adolescents

M.S. 1996  University of Idaho
Resource Recreation and Tourism
Emphasis: Resource economics, wilderness management, youth
development
Thesis: Social Benefits of Wilderness Programs for Youth in the
Federal Job Corps

B.S. 1991  Lewis and Clark College
Environmental Economics

PROFESSIONAL EXPERIENCES

Academic Positions Since Final Degree

2008 – current  Associate Professor (tenured) and Coordinator, Western Washington
University, College of Humanities and Social Sciences, Department of
Physical Education, Health and Recreation, Recreation Program,
Bellingham, WA.

2005 - 2008  Associate Professor (Tenure Awarded May 2007) and Coordinator,
University of Minnesota, College of Education and Human
Development, School of Kinesiology, Recreation Parks and Leisure
Studies Program, Minneapolis, Minnesota.
HONORS AND AWARDS

Distinguished Researcher Award, November 2010, International Association for Experiential Education, Las Vegas NV, November 6, 2010.

Recipient, Civic and Community Engagement Award, January 2008, College of Education and Human Development, University of Minnesota.

Doctoral Dissertation Fellowship (Advisor), working with Ph.D. Student Drew Bailey, University of Minnesota Graduate School ($28,000 funding package).

Outstanding Teacher, December 2007, University of Minnesota, Center for Teaching and Learning for excellence in teaching program.

Awarded Summer Research Fellowship Award, June 2004, $5,000 for continuing research on youth and mental health, University of New Hampshire Graduate School.

Outstanding Undergraduate Research Project (Advisor), June 2004, School of Health and Human Services, University of New Hampshire.

Awarded Faculty Instructional Technology Summer Institute award, June 2003, $2,000 for participation in faculty technology instructional training program.

Finalist (one of two) for Annual Award for Teaching Excellence, January 2003, awarded to the outstanding faculty instructor at the University of Idaho.

Outstanding Teaching Award, 2002, awarded to the outstanding teacher, College of Natural Resources, University of Idaho.

Outstanding Teaching Award, 2001, awarded to the outstanding teacher, College of Natural Resources, University of Idaho.

Outstanding Teaching Award, 2003, awarded to the outstanding teacher in the Department of Environmental Sciences, University of Idaho.

Outstanding Teaching Award, 2001, awarded to the outstanding teacher in the Department of Environmental Sciences, University of Idaho.

Professor of the Year, University of Idaho, awarded by a (1) Fraternity and (1) Sorority, 2000, 2001, 2002.

Outstanding Graduate Student, 1999, awarded to outstanding graduate student in the College of Natural Resources, University of Idaho.
RESEARCH AND SCHOLARLY ACTIVITIES

Refereed Publications and Book Chapters

Published


**Publications Prior to 2008 Appointment to Western Washington University**


43. **Russell, K. C.**, **Hall, L.** & **Hendee, J.C.** (1997) A Wilderness Discovery program for economically disadvantaged urban youth at the Atlanta Job Corps Center. In J. Burde and M. Legg, (Eds.), *Wilderness and natural areas in eastern North
Abstracts Published from Scholarly Meetings


Refereed Presentations at Conferences and Scholarly Meetings


Psychotherapy Program (Division 49), American Psychological Association Convention, Washington DC, August 14-17, 2011.


Technical Reports and Monographs


**Invited Keynotes, Papers and Presentations at Scholarly Meetings**


Invited Distinguished Lecturer (2007). New directions in the field of adventure education and therapy. Invited distinguished lecturer in adventure education program, Indiana University, School of Health, Physical Education, and Recreation, Bloomington, IN.


Invited Keynote Speaker (2004). Preliminary results of a study on wilderness treatment effects on substance use and depression. National Association of Therapeutic Schools and Programs NE Regional Conference, Durham NH.


Invited Presenter (2003). Results from a two-year follow-up study of adolescents in wilderness treatment. Wilderness Therapy Symposium, Naropa University, Boulder CO.

Invited Presenter (2002). Wilderness program approaches for adjudicated youth. Colorado Juvenile Justice Conference, Breckenridge, CO.


Invited Keynote Speaker and Panel Member (2001). Measuring outcomes in wilderness programs A study of treatment effectiveness using the Youth Outcome Questionnaire. Montana Mental Health Association, Butte MT.

Invited Presenter (2001). Research approaches to evaluate the effectiveness of wilderness treatment programs. Rocky Mountain Association for Experiential Education, Logan, UT.


Invited Presenter and Panel Member (2000). Wilderness therapy outcomes and research. Association of Private Educators in Practice, Detroit, MI.

Invited Presenter (2000). Historical influences, practical applications, and advantages and disadvantages of outdoor behavioral healthcare. National Association of Therapeutic Schools and Programs, Tampa Bay, FL.

Non-refereed Presentations at Conferences and Meetings


Reviews of Books or Articles


Research Projects and Contracts

2011, $49,748, Enviros Wilderness School Association, Calgary, Alberta, Canada. For research and evaluation of outcomes for the Shunda Creek Substance Use Treatment Program. (PI-50% recognition with subcontract with Dr. Lee Gillis, Georgia College)

2009, $32,000, Outdoor Behavior Healthcare Industry Council. For research and evaluation of outcomes for the Outdoor Behavioral Healthcare Research Cooperative. (PI with 100% recognition)

2008, $26,254, Sajai Foundation, for implementation and evaluation of a nature-based afterschool program for urban youth. (PI with 100% recognition)

2008, $26,254, Sajai Foundation, for implementation and evaluation of a nature-based afterschool program for urban youth. (PI with 100% recognition)

2007, $40,000, Outdoor Behavior Healthcare Industry Council. For research and evaluation of outcomes for the Outdoor Behavioral Healthcare Research Cooperative. (PI with 100% recognition)

2007, $28,000, Minnesota Department of Corrections, for evaluation of Wilderness Endeavors youth corrections program. (PI with 100% recognition)

2006, $76,555, DAAN Foundation, for the evaluation of health and wellness and physical education curriculum implementation in recreation settings in St. Paul, MN. (PI with 70% recognition)

2006, $40,000, Outdoor Behavior Healthcare Industry Council. For research and evaluation of outcomes for the Outdoor Behavioral Healthcare Research Cooperative. (PI with 100% recognition)

2006, $34,500 (unfunded), Center for Urban and Regional Affairs, for evaluation of the MN Department of Corrections Program (Thistledew) that works with meth addicted youth in corrections program.

2005, $18,000, for design, assessment and evaluation of social emotional learning program for Lakeland School District, as part of Comprehensive School Reform Grant with Wisconsin Department of Instruction. (Consultant with 100% recognition)
2005, $40,000, Outdoor Behavior Healthcare Industry Council. For research and evaluation of outcomes for the Outdoor Behavioral Healthcare Research Cooperative. (PI with 100% recognition)

2004, $12,000, Center for School Success. For research and evaluation of outcomes from learning profile assessments and the schools attuned program. (PI with 100% recognition)

2004, $40,000, Outdoor Behavior Healthcare Industry Council. For research and evaluation of outcomes for the Outdoor Behavioral Healthcare Research Cooperative. (PI with 100% recognition)

2003, $40,000, Outdoor Behavior Healthcare Industry Council. For research and evaluation of outcomes for the Outdoor Behavioral Healthcare Research Cooperative. (PI with 100% recognition)

2002, $40,000, Outdoor Behavior Healthcare Industry Council. For research and evaluation of outcomes for the Outdoor Behavioral Healthcare Research Cooperative. (PI with 100% recognition)

2002, $16,000, Contract to study the effect of tourism spending on rural counties in Idaho, Idaho Department of Commerce. (Co-PI with 75% recognition)

2002, $350,000, received request for full proposal to the William T. Grant Foundation after initial proposal was submitted for a study of outdoor behavioral healthcare outcomes. (Unfunded)

2003, $535,000 (unfunded), National Institute on Drug Abuse for a comparative study of outdoor behavioral healthcare outcomes. Received written comments.

2001, $9,000, Wendigo Lake Expeditions, Ontario, Canada. Contract to conduct study on outcomes of DARE program with at-risk adolescents. (PI with 100% recognition)

2001, $7,600, OMNI Health Services, Chicago, IL. Contract to evaluate outcomes in mental health service delivery for community-based therapeutic program for at-risk adolescents. (PI with 100% recognition)

2001, $40,000, Outdoor Behavior Healthcare Industry Council. For research and evaluation of outcomes for the Outdoor Behavioral Healthcare Research Cooperative. (PI with 100% recognition)

2000, $48,000, Outdoor Behavior Healthcare Industry Council. For the establishment and initial program of research for the Outdoor Behavioral Healthcare Research Cooperative. (PI with 100% recognition)
1999, $40,000, Outdoor Behavior Healthcare Industry Council. For the establishment and initial program of research for the Outdoor Behavioral Healthcare Research Cooperative. (PI with 100% recognition)


1998, $2,000, University of Idaho Summer Programs, An Innovative Grant for Development of Live Learn and Teach, an experiential education program for in-service teachers.

1995, $30,000, Grant to operate and evaluate Wilderness Discovery at downtown Atlanta Job Corps Center, US Federal Job Corps. With John C. Hendee, principal investigator.

1994-1995, $24,000, US Forest Service Aldo Leopold research Institute, Meaning of Wilderness to Economically and Socially Disadvantaged Youth. With John C. Hendee, principal investigator.

Scholarly Work in Progress

Longitudinal outcomes in wilderness therapy: A seven year follow-up study. (Keith C. Russell)

Evaluation of a wilderness treatment program for young adults: The Shunda creek program (Keith C. Russell with Lee Gillis)

Cultivating Wisdom through a Voluntourism Experience. Tourism Management. (Andrew Bailey & Keith C. Russell)

Beyond Knowledge: A Path to Wisdom in Higher Education. Journal of Experiential Education. (Andrew Bailey & Keith C. Russell)

Initial Training of Field Instructors in Outdoor Behavioral Healthcare Programs. (Genevieve Marchand and Keith C Russell)

Connecting Resilience and Well-Being With Outdoor Adventure Experiences (Stephen Ritchie and Keith C Russell).

TEACHING

Teaching Subjects

Teaching subjects include outdoor recreation, human relations, research methods, senior capstone course and adventure programming. Average load of 30-31 credits per academic year. The below table presents a summary and overview of the courses taught and the subsequent evaluations on questions asking “Instructor’s effectiveness in teaching the subject matter was:” (Question 19) and “Instructor’s contribution overall to the course was:” (Question 20).
## Undergraduate Courses

<table>
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<tr>
<th>Title of Course</th>
<th>When Taught</th>
<th>Evaluations</th>
</tr>
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<tbody>
<tr>
<td><strong>RECR 272</strong> Introduction to Outdoor Recreation</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Spring 2009</td>
<td>Q 19: 4.80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q 20: 4.80</td>
</tr>
<tr>
<td></td>
<td>Spring 2010</td>
<td>Q 19: 4.78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q 20: 4.92</td>
</tr>
<tr>
<td></td>
<td>Spring 2011</td>
<td>Q 19:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q 20:</td>
</tr>
<tr>
<td><strong>RECR 275 (Team Taught)</strong> Practicum Seminar in Recreation</td>
<td></td>
<td>Q 19: 4.64</td>
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<tr>
<td></td>
<td></td>
<td>Q 20: 4.71</td>
</tr>
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<tr>
<td><strong>RECR 276</strong> Recreation Program Leadership</td>
<td>Spring 2008</td>
<td>Q 19: 4.89</td>
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<td>Q 20: 4.92</td>
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<tr>
<td><strong>RECR 373</strong> Recreation Programming</td>
<td>Winter 2009</td>
<td>Q 19: 4.51</td>
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<td></td>
<td>Q 20: 4.64</td>
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<tr>
<td><strong>RECR 378</strong> Human Relations: Skills and Concepts (a)</td>
<td>Winter 2009</td>
<td>Q 19: 4.72</td>
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<td></td>
<td></td>
<td>Q 20: 4.89</td>
</tr>
<tr>
<td></td>
<td>Winter 2010</td>
<td>Q 19: 4.68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q 20: 4.75</td>
</tr>
<tr>
<td></td>
<td>Winter 2011</td>
<td>Q 19: 4.93</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q 20: 4.96</td>
</tr>
<tr>
<td><strong>RECR 378</strong> Human Relations: Skills and Concepts (b)</td>
<td>Winter 2009</td>
<td>Q 19: 4.70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q 20: 4.75</td>
</tr>
<tr>
<td></td>
<td>Winter 2011</td>
<td>Q 19: 4.96</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q 20: 4.96</td>
</tr>
<tr>
<td><strong>RECR 450</strong> Adventure Programming</td>
<td>Fall 2010</td>
<td>Q 19: 4.34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q 20: 4.66</td>
</tr>
</tbody>
</table>
RECR 470  
Adventure Programming  
Average number of students: 23  
Fall 2009  
Q 19: 4.83  
Q 20: 5.00  
Fall 2010  
Q 19: 4.80  
Q 20: 4.85  
Fall 2011  
Q 19: 4.94  
Q 20: 5.00  
RECR 480  
Leisure in Society  
Average number of students: 15  
Fall 2008  
Q 19: 4.73  
Q 20: 4.91  
Fall 2009  
Q 19: 4.89  
Q 20: 4.78  
Fall 2010  
Q 19:  
Q 20:  
RECR 473  
Internship in Recreation  

Graduate Student Advisement

Though my appointment began at Western Washington University in September of 2008, I continued to advise my doctoral students at the University of Minnesota to completion of their degrees as their dissertation advisor under an agreement reached with the Dean of the College of Education and Human Development at the University of Minnesota and through an agreement of my hire at WWU. I continue to serve on doctoral committees when asked by students.

University of Minnesota

Adviser and Committee Chair:
Ph.D. Hyoungkil Kang– Flow in leisure settings. (Completed Fall 2009)
Ph.D. Tami Goetz– Experiential learning . (Completed Spring 2009)
Ph.D. Drew Bailey–Outcome assessment . (Completed Spring 2009)
Ph.D. T. Grant Lewis– Recreation and health in youth. (Completed Spring 2009)
Ph.D. M. Walsh—Adventure for correctional youth. (Completed Summer 2009)
Ph.D. Genvieve Marchand– Leadership . (Completed Spring 2009)
Ph.D. Nevin Harper –Family in wilderness therapy. (Completed Fall 2007)
M.A. Joe Popelka—Youth afterschool programs (Completed Fall 2010)
M.A. Sarah Cohn– Experiential ed. . (Completed Fall 2009)

Committees:
Ph.D. Stephen Ritchie—Laurentian University, Canada (2009 – current)
Ph.D. Will White—Antioch College (2009 – 2011)
Ph.D. Sonja Wilhelm–Forest Resources (Completed May 2008)
Ph.D. Seungbaum Lee–Kinesiology (Completed May 2008)
# PROFESSIONAL SERVICE AND INVOLVEMENT

## Western Washington University Service

*Department and Program*

<table>
<thead>
<tr>
<th>Role</th>
<th>Start Year – End Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator, Recreation Program</td>
<td>(2010 – current)</td>
</tr>
<tr>
<td>Chair, Ad Hoc Scholarship DEP Committee, PEHR</td>
<td>(2010 – current)</td>
</tr>
<tr>
<td>Faculty Advisor, Challenge Course Teaching Assistants, PEHR</td>
<td>(2010 – current)</td>
</tr>
<tr>
<td>Interim Coordinator, Recreation Program</td>
<td>(Spring 2008)</td>
</tr>
</tbody>
</table>

*University and College of Humanities and Social Sciences*

<table>
<thead>
<tr>
<th>Role</th>
<th>Start Year – End Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Committee, Morse Leadership Institute</td>
<td>(2010 – current)</td>
</tr>
<tr>
<td>Faculty Development Grants Committee</td>
<td>(2011 – current)</td>
</tr>
<tr>
<td>Advisory Committee, Wilderness Outdoor Orientation Program</td>
<td>(2011 – current)</td>
</tr>
<tr>
<td>Faculty Advisory Council, College of Health and Human Services</td>
<td>(2009 – 2010)</td>
</tr>
<tr>
<td>Professional Leave Committee, College of Health and Human Services</td>
<td>(2009 – 2011)</td>
</tr>
</tbody>
</table>

## Reviewer

<table>
<thead>
<tr>
<th>Role</th>
<th>Start Year – End Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Editor, Ecopsychology (Average one per year 2008-present)</td>
<td></td>
</tr>
<tr>
<td>Associate Editor, Child and Youth Care Forum (Average one per year 2007-present)</td>
<td></td>
</tr>
<tr>
<td>Associate Editor, International Journal of Wilderness (Average one every other year 2007-present)</td>
<td></td>
</tr>
<tr>
<td>Associate Editor, Journal of Therapeutic Schools and Programs</td>
<td></td>
</tr>
<tr>
<td>Reviewer-Journal of Experiential Education (average one per year 2005-present)</td>
<td></td>
</tr>
</tbody>
</table>

## Tenure and Promotion Reviews

External reviewer for Mary Wells for consideration of promotion to associate professor with tenure, Parks and Recreation Management Program, University of Utah. (2011)

External reviewer for Brent Bell for consideration of promotion to associate professor with tenure, School of Kinesiology-Outdoor Education, University of New Hampshire. (2010)

External reviewer for Jayson Seamen for consideration of promotion to associate professor with tenure, School of Kinesiology-Outdoor Education, University of New Hampshire. (2009)

External reviewer for Jim Sibthorp for consideration of promotion to associate professor with tenure, Parks and Recreation Management Program, University of Utah. (2008)
Program, State, and Association Service

Committee, Council on Research and Evaluation, Association of Experiential Education (2007-Present)
Member, Reviewer, Steering Committee, Coalition for Education in the Outdoors, (2008 – present)
Co-Chair, Symposium on Experiential Education Research, Association of Experiential Education (2005-2008)

Organization Memberships

- American Evaluation Association (AEA) (Not current)
- Association for Experiential Education (AEE) (1996 - current)
- Coalition for Education in the Outdoors (COE) (2005 – current)
- National Recreation and Park Association (NRPA) (2005 – current)
- International Adventure Therapy Committee (IATC) (2003 – current)
~CURRICULUM VITAE~

Charles Sylvester  
Department of Physical Education, Health, and Recreation  
College of Humanities and Social Sciences  
Western Washington University  
Bellingham, WA 98225  
(360)650-3541  
cdsyl@cc.wwu.edu

Education

Doctor of Philosophy  
Leisure Studies and Services  
University of Oregon, 1984

Master of Arts  
Recreation and Leisure Studies  
University of Maryland, 1981

Bachelor of Science  
Recreation and Leisure Studies  
University of Maryland, 1976

Professional Experience

2009-present  Chair and Professor  
Western Washington University

1984-2009  Professor  
Western Washington University  
Promoted to Associate Professor with tenure 1987  
Promoted to Full Professor 1992

1982-1984  Graduate Teaching Fellow  
University of Oregon

1978-1981  Director of Therapeutic Recreation  
Youth and Family Counseling Programs  
Montgomery County, Maryland, Health Department

1976-1978  Director of Therapeutic Recreation  
Providence Hospital
Washington, D.C.

**Honors and Awards**

Fellow, American Academy of Leisure, American Alliance of Health, Physical Education, Recreation, and Dance

Peter J. Elich Excellence in Teaching Award, College of Arts and Sciences, Western Washington University, 2003

Excellence in Teaching Award, Society of Park and Recreation Educators, 2001

Presidential Award, National Therapeutic Recreation Society, 1996

Presidential Award, National Therapeutic Recreation Society, 1994

Member of the Year Award, National Therapeutic Recreation Society, 1991

Graduate Student of the Year, Oregon Therapeutic Recreation Society, 1984

Lynn S. Rodney Research Award, Department of Leisure Studies and Services, University of Oregon, 1984

Summa Cum Laude, University of Maryland, 1976

~Scholarship~

**Peer-Reviewed Publications**


**Peer-Reviewed Abstracts**


Non Peer-Reviewed Publications

Books


Monographs


Book Chapters


Monograph Articles


Articles


Book Reviews


Peer-Reviewed Research Presentations

International


National


**Peer-Reviewed Paper Presentations**

**International**


**National**

ACT Right: Overcoming Ethical Barriers. National Recreation and Park Association Congress. October, 2010, Minneapolis, MN.


**Co-presenters: Dr. Ron Riggins and Dr. James Moore.**


**Non-Refereed Presentations**

**International**


**Regional**


Reflections on the Ethics of Therapeutic Recreation and Health Care Reform: A Call to


State

Character: The Key to Professionalism. Presented at the 2007 Washington Recreation and Park Association Conference, April 2007, Semiahmoo, WA.


Other Presentations


Maryland, College Park, MD.


Workshops and Inservice Trainings


~SERVICE~

Professional

- Co-Chair, Definition Committee, National Therapeutic Recreation Society (1999)
- Standards of Practice Committee, National Therapeutic Recreation Society (1999)
- Co-Chair, Education and Training Committee, National Therapeutic Recreation Society (1996-98)
- Chair, Ad Hoc Definition Committee, National Therapeutic Recreation Society (1994)
- Principal author of the National Therapeutic Recreation Society Definition
- Co-Chair, 1991 Leisure Research Symposium
- Co-Chair, 1990 Leisure Research Symposium
- Opening Session Chair, 1989 Leisure Research Symposium.
- Session Chair, Leisure Research and the Humanities Section, 1988 Leisure Research Symposium
- Ethical Practices Committee, National Therapeutic Recreation Society (1987 - 2010)


- Principal author of the National Therapeutic Recreation Code of Ethics.

- (Interpretive Guidelines authored by Dr. Miriam Lahey)


- Board of Reviewers, Leisure Information Quarterly (1990 - 1993)

- Chair, Philosophical Issues Committee, National Therapeutic Recreation Society (1986 -1987).


- American Association for Leisure and Recreation Commission on Professional Ethics (1985 - 1987)

- District II Representative, Therapeutic Recreation Branch, Washington Recreation and Park Association (1986-87)

- Student Advisor, Washington Recreation and Park Association, (1985-86)

- Co-Founder and Organizer, Therapeutic Recreation Rounds (sponsors monthly networking meetings and educational opportunities for therapeutic recreation professionals in Whatcom and Skagit Counties, WA. (1994 – 2005)
Manuscript Reviewer:

- *Journal of Leisure Sciences*
- *Journal of Leisure Research*
- *Schole: A Journal of Park, Recreation, and Leisure Education*
- *Journal of Recreation and Park Administration*
- *Therapeutic Recreation Journal*

Professional Memberships:

- National Recreation and Park Association
- National Therapeutic Recreation Society
- Society of Professional Recreation Educators
- American Therapeutic Recreation Association

Department and University Service

- Chair, Department of Physical Education Health and Recreation (2009-present)
- Faculty Senate (2010-2012)
- College of Humanities and Social Sciences Curriculum Council (2010-2011)
  - (substitute for faculty on professional leave)
- Ad hoc Waitlist Advisory Committee (2010-2011)
- Compass 2 Campus Organizing Committee (2009 – present)
- Faculty Affairs Council (Fall 2008 & Winter 2009)
- College of Humanities and Social Sciences Curriculum Council (2005-2008)
- Student Academic Grievance Board (2004-2010)
- Interim Chair, Department of Physical Education, Health, and Recreation (spring quarter 2004)
- PEHR Chair’s Advisory Committee (1988 - 1995 & 1998 - 2010)

• Disciplinary Appeals Board (alternate, 2004)
  • (Heard one case winter quarter, 2004)


• Faculty Senate (1996 -1998)

• Faculty Affairs Council (1994-95)

• University Planning Committee (Spring 1988)

• Diversity Fund Committee (1993 - 1997)

• Subcommittee for Western Student Experience/Strategic Planning Committee (1990-91)

• University Judicial Board (alternate/1990-91)

• University Judicial Board (Chair 1991-92)

• Disability Access Advisory Committee (1989 - 1993)

• General/Special Merit Committee (1991 - 1993/Chair 1992-93)

• Minority Achievement Program Mentor (1987- 1989)

**Community Service**

• Creator and organizer. Bellingham Therapeutic Recreation Rounds. A local networking consortium for therapeutic recreation professionals.

• Board of Directors, Max Higbee Community Recreation Center for Developmentally Disabled Citizens (1985-91/President 1986-91 and 2003-present)

• Advisory Committee for Persons with Special Needs, City of Bellingham Department of Parks and Recreation (1986-89/Chair 1986-89)

• Board of Directors, Sun Community Service (1986-88)

• Sponsor & Consultant, Washington Games for Physically Limited Citizens (1990-ongoing)
GRANTS

Summer Research Grant, Bureau for Faculty Research, 1995
Summer Research Grant, Bureau for Faculty Research, 1990
Summer Research Grant, Bureau for Faculty Research, 1986
Faculty Development Grant, 1990