

2/13/2021

REAL Curriculum Program Alignment Proposal

Program Details

Department or School: Enter dept/school name: Recreation, Parks, and Tourism Date: December 14, 2020

Degree type: BS BA BBA BSN BM BFA BSW Minor Certificate

Program: This proposal applies to the Recreation, Parks, and Tourism Core as it relates to the Tourism and Special Events and Outdoor Recreation and Leadership concentrations.

REAL Area Program Designation Sought (check all that apply): R E A L

Dept/School Contact: Susan Van Patten

The courses required for the Major regarding the REAL program are: RCPT 112(A), RCPT 210(A), RCPT 414(A), RCPT 470 (L/PPD), and RCPT 413 (WI). For a student to graduate with a major in Recreation, Parks, and Tourism, he/she must complete all RCPT Major Core Requirements and a minimum of one of three concentrations: Outdoor Recreation and Leadership, Recreation Therapy, or Tourism and Special Events.

BS/BA Requirements: BS requires a minimum of 6-8 credit hours outside of BOTH the University and College Core Curriculum AND the RCPT Curriculum

Course and Learning Goal and Outcomes Documentation Identification

- Any degree program that fulfills a REAL area must include at least 9 unique credit hours for each area covered. At least 3 of these 9 credit hours must be at the 300 level or above
- A single major degree program may fulfill no more than three REAL areas for any one student, unless all four REAL areas are fulfilled by accreditation or licensure requirements.
- A single minor or certificate degree program may fulfill no more than two REAL areas.
- Degree program may cover up to two REAL areas using a single prefix.
- All courses documenting the coverage of a REAL area must fulfill all learning outcomes and be designated in that area.
- All courses that document fulfillment of a REAL area within a degree program of study are NOT required to be taught by the department/school. However, departments/schools are expected to formally communicate with other departments about reliance on and inclusion of courses in their degree program plans of study. Indicate this through signature of chair or director of the partnering department or school in the areas below.
- Departments or schools that seek to fulfill REAL areas must acknowledge assessment requirements for those areas. Assessment of degree seeking students is required to be conducted yearly by the department or school offering the degree program.
- If departments or schools want to use a menu of courses to fulfill a particular area, please duplicate the sections below for each REAL area and include information for each course included in the menu of options.

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- Please save this file for submission as PROGRAM NAME_ProgramType.docx (Example: Criminal Justice_BS.docx)

By signing, the department/school acknowledges the above conditions and considerations:

Dept/School Signature	Date:
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Official Program Description:

Please paste the entire official program description from the Radford University catalog in the space within this box. Find those here: <https://catalog.radford.edu/>

Please note that every department/school will have to submit a catalog change proposal for program that asks the Registrar's Office to insert language about the program coverage of the REAL areas into the official Radford University catalog upon approval.

Recreation, Parks and Tourism Major (2019-20 Undergraduate Catalog)

All requirements for the Recreation, Parks, and Tourism are outlined below:

Students must take Core Curriculum, major requirements, course work for one of the three concentrations, and RCPT electives.

New or transfer students accepted for admission by RU must declare RCPT as a major prior to the first day of classes. All others follow the policy below.

Current Radford University students must have a GPA of 2.5 or higher at RU to declare the RCPT major. A minimum cumulative and major GPA of 2.5, or permission of the RCPT Chair, in consultation with the Faculty, is required to enroll in [RCPT 413 - Professional Issues in Recreation, Parks and Tourism](#) and [RCPT 470 - Internship](#).

The major GPA is calculated using all RCPT courses.

University and College Core Curriculum Requirements (43-45 credits)

(See [here](#).)

Students in the Outdoor Recreation and Leadership and/or Tourism and Special Events concentrations do not have specific requirements that can be fulfilled as part of the Core Curriculum. Students in either of these concentrations will complete Core Curriculum requirements based on the approved courses for each of the Core Curriculum areas.

University and College Core Curriculum RCPT Required Electives for the Recreation Therapy Concentration:

RCPT Major Core Requirements (34 credits)

[RCPT 112 - Activity Leadership and Analysis](#)

[RCPT 210 - Introduction to Recreation, Parks and Tourism](#)

[RCPT 365 - Legal Liability and Risk Management](#)

[RCPT 413 - Professional Issues in Recreation, Parks and Tourism](#)

[RCPT 414 - Recreation Workshop](#)

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[RCPT 423 - Recreation Administration](#)

[RCPT 432 - Research and Technology Applications in Recreation, Parks and Tourism](#)

[RCPT 469 - Pre-Internship Seminar](#)

[RCPT 470 - Internship](#)

Majors also must fulfill one of the following concentrations:

Outdoor Recreation and Leadership Concentration Course Requirements (21 credits)

[RCPT 317 - Adventure Programming](#)

[RCPT 325 - Natural and Cultural Interpretation](#)

[RCPT 331 - Outdoor Living Skills](#)

[RCPT 421 - Introduction to Aerial Adventure Environments](#)

[RCPT 260 - Introduction to Outdoor Recreation and Leadership](#)

[RCPT 460 - Wilderness First Responder](#)

[RCPT 441 - Advanced Facilitation Techniques](#)

Outdoor Recreation and Leadership Concentration Free Electives (20-25 credits)

In consultation with the assigned RCPT Academic Advisor, each student is required to take courses totaling a minimum of 20-25 credit hours of free electives necessary to achieve 120 credit hours for degree completion. Of these courses, a minimum of 6-8 credit hours must be outside of BOTH the University and College Core Curriculum AND the RCPT Curriculum.

Tourism and Special Events Concentration Course Requirements (21 credits)

Choose from the following two options:

Option 1

[RCPT 301 - Introduction to Tourism](#)

[RCPT 350 - Commercial Recreation](#)

[RCPT 363 - Special Events](#)

[RCPT 428 - Experiential Tourism and Events](#)

[RCPT 431 - Sustainable Tourism](#)

[RCPT 435 - Tourism and Event Marketing](#)

[RCPT 463 - Professional Advancement in Tourism](#)

Option 2

[RCPT 301 - Introduction to Tourism](#)

[RCPT 363 - Special Events](#)

[RCPT 428 - Experiential Tourism and Events](#)

[RCPT 463 - Professional Advancement in Tourism](#)

[RCPT 480 - Global Exchange in Recreation, Parks and Tourism](#)

[RCPT 481 - Tourism Institute](#)

Tourism and Special Events Concentration Free Electives (16-23 credits)

In consultation with the assigned RCPT Academic Advisor, each student is required to take courses totaling a minimum of 16-23 credit hours of free electives necessary to achieve 120 credit hours for degree completion. Of these courses, a minimum of 6-8 credit hours must be outside of BOTH the University and College Core Curriculum AND the RCPT Curriculum

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BS Requirement

Each concentration degree plan includes all requirements for graduation with the BS degree.

CULTURAL OR BEHAVIORAL ANALYSIS

<p>A Area: Course Prefix: RCPT Course Number: 112 Course Title: Activity Leadership and Analysis Credit Hours:3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Projected student enrollment per academic year: 75</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> X Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> X Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Area: Course Prefix: RCPT Course Number: 210 Course Title: Introduction to Recreation, Parks, and Tourism Credit Hours:3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Projected student enrollment per academic year: 75</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> X Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> X Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Area: Course Prefix: RCPT Course Number: 414 Course Title: Recreation Workshop Credit Hours:3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Projected student enrollment per academic year: 75</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> X Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> X Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be)</p> <p>RCPT 112 – Activity Leadership and Analysis RCPT 210 – Introduction to Recreation, Parks, and Tourism</p>	

A Area:
 Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s).

It is important for students to understand how leisure has shaped culture and its technical, economical, and political significance in modern civilization. According to Maria Popova: “Today, in our culture of productivity-fetishism, we have succumbed to the tyrannical notion of work/life balance and have come to see the very notion of leisure not as essential

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to the human spirit, but as self-indulgent luxury reserved for the privileged or deplorable idleness reserved for the lazy. And yet the most significant human achievements between Aristotle's time and our own — our greatest art, the most enduring ideas of philosophy, the spark for every technological breakthrough — originated in leisure, in moments of unburdened contemplation, of absolute presence with the universe within one's own mind and absolute attentiveness to life without, be it Galileo inventing modern timekeeping after watching a pendulum swing in a cathedral or Oliver Sacks illuminating music's incredible effects on the mind while hiking in a Norwegian fjord."

Learning Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments.

Description of learning outcome assessment plan:

Measure 1: Students will be assessed on their ability to describe behaviors, beliefs, cultures, social institutions, and/or environments by completing a quiz in RCPT 210 comprised of objective questions covering concepts of recreation and leisure; types of recreational pursuits; their social and psychological implications; both positive and negative outcomes of play; network of public and private organizations that provide recreational programming and related social services.

Measure 2: Students will be assessed on their ability to describe behaviors, beliefs, cultures, social institutions, and/or environments by completing a quiz in RCPT 210 comprised of objective questions covering development of leisure and recreation as professional practice including operational philosophies.

Target: The learning outcome will be considered met if 75% of students are assessed as highly competent or competent.

See associated assessment plan for additional information.

Learning Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.

Description of learning outcome assessment plan:

Measure 1: In RCPT 414, students will be asked to analyze the interactions of behaviors while planning, facilitating, and evaluating recreation programs and events in terms of group dynamics and conflict resolution. Assessment will be based on a *Midterm Performance Evaluation* conducted by their peers. Rubric criteria include quality of work, dependability, work habits, relationship with others, initiative, program performance, judgment and common sense, supervisory ability, and administrative ability.

Measure 2: Measure 1: In RCPT 414, students will be asked to analyze the interactions of behaviors while planning, facilitating, and evaluating recreation programs and events in terms of group dynamics and conflict resolution. Assessment will be based on a *Final Performance Evaluation* conducted by their peers. Rubric criteria include quality of work, dependability, work habits, relationship with others, initiative, program performance, judgment and common sense, supervisory ability, and administrative ability.

Target: The learning outcome will be considered met if 75% of students are assessed as highly competent or competent.

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	See associated assessment plan for additional information.
Additional information for REAL Council consideration:	

APPLIED LEARNING

<p>L Area: Course Prefix: RCPT Course Number: 470 Course Title: Internship in Recreation, Parks and Tourism Credit Hours:12 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Projected student enrollment per academic year: 75</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Area: Course Prefix: Course Number: Course Title: Credit Hours: New course: <input type="checkbox"/> Yes <input type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input type="checkbox"/> No Projected student enrollment per academic year:</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Area: Course Prefix: Course Number: Course Title: Credit Hours: New course: <input type="checkbox"/> Yes <input type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input type="checkbox"/> No Projected student enrollment per academic year:</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be)</p> <p>No Course Required</p>	

<p>L Area: Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection.</p> <p>All students majoring in Recreation, Parks and Tourism must complete a 14-week 560-hour internship as directed by the National Council on Accreditation for Park, Recreation, Tourism and Related Professions (COAPRT) and/or the National Council for Therapeutic Recreation Certification (NCTRC). Upon successfully completing this experience, the student</p>

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receives twelve (12) semester hours of credit based on a pass/fail basis. This experience is designed to prepare each intern for professional practice. It provides the student with the opportunity to make practical use of principles, methods, knowledge, skills, and materials which have been developed or acquired in the academic program of study. Critical reflection is achieved through regular internship updates, evaluations, and a written final report.

Learning Outcome 1: Students apply acquired knowledge and skills to develop professional identity or professional practice.

Description of learning outcome assessment plan:

Students are expected to achieve numerous objectives associated with the internship experience. Students are expected to apply, practice, and enhance the knowledge and skills acquired at Radford University as they:

- Function as outdoor recreation and leadership, recreation therapy, or tourism and special events professionals.
- Develop a professional philosophy and attitude.
- Engage in the process of program planning, implementation, and evaluation.
- Test, develop, and/or enhance leadership and basic administrative and supervisory skills.
- Engage in program development, staff trainings, and/or research projects.
- Plan, implement, and evaluate projects and/or programs that move the agency toward its goals in providing for their clients.

Measure 1: As part of RCPT 470 Internship, the agency supervisor will complete a *Midterm Internship Evaluation* of the student. Ten questions will be used to evaluate the student's professional practice. At least 75% of students must be evaluated as highly competent or competent for at least seven measures to consider the learning outcome met.

Top two categories= highly competent; Third category = competent, Fourth category = not competent

Please rate the student's oral communication skills

_____ Expresses self very well; communicates ideas very well; is adept in using voice effectively.

_____ Expresses self regularly; uses Standard English grammar; uses voice effectively

_____ Expresses self but not regularly; makes some errors; or does not consistently use voice effectively

_____ Makes frequent speaking errors; inarticulate, hesitates to express self; or does not use voice effectively

Please rate the student's written communication skills

_____ Writing is error-free and is very clear, organized and highly developed.

_____ Writing includes very few minor errors; clear, well organized, well developed.

_____ Writing includes some grammatical/mechanical errors; or is somewhat unclear, unorganized, or not fully developed.

_____ Writing frequently includes grammatical/mechanical errors; or is often unclear, unorganized, or not well developed.

Please rate the student's professional appearance

_____ Consistently dresses professionally

_____ Usually dresses professionally

_____ Sometimes dresses appropriately

_____ Consistently dresses inappropriately

	<p>Please rate the student's critical thinking skills</p> <p>_____ Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-minded; follows where evidence and reason lead.</p> <p>_____ Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his/her thinking; open-minded.</p> <p>_____ Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner</p> <p>_____ Makes no attempt to question, analyze, interpret, explain, evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded</p> <p>Please rate the student's collegiality</p> <p>_____ Strong contributor to group/team efforts</p> <p>_____ Responsibly engages in group/team efforts</p> <p>_____ Sometimes demonstrates collaborative skills</p> <p>_____ Often does not demonstrate collaborative skills (e.g., listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)</p> <p>Please rate the student's respect for others</p> <p>_____ Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations.</p> <p>_____ Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions</p> <p>_____ On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas ignores rules/common etiquette or acts out of self-interest; may lack self-control in interactions</p> <p>_____ Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions</p> <p>Please rate the student's attitude toward clients/learners/participants _____</p> <p>Effectively develops professional /personal connections with participants which contribute to participant development; acts on a strong belief that all participants can learn; uses many strategies that effectively motivate participants</p> <p>_____ Develops rapport with participants; demonstrates an attitude that all participants can learn; demonstrates knowledge and skills in motivating participants</p> <p>_____ Makes minimal efforts to establish rapport with participants; does not always demonstrate an attitude that all participants can learn; makes minimal effort to motivate participants</p> <p>_____ Lacks interest in, or is negative toward, participants; does not demonstrate an attitude that all participants can learn; does not view own responsibility in motivating participants; lacks knowledge and skills in establishing rapport and motivating participants</p> <p>Please rate the student's response to constructive feedback</p> <p>_____ Receptive; subsequent performances consistently show productive changes</p>
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	<p>_____Receptive; subsequent performances show some productive changes _____Defensive and/or non-responsive; subsequent performances or behaviors show some changes _____Defensive and/or non-responsive and does not make changes to subsequent performances or behaviors</p> <p>Please rate the student's ability to handle stress and to manage workload _____ Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with the profession very well _____Handles stress in productive manner; manages the demands/workload associated with the profession. _____ Sometimes handles stress in non-productive manner; sometimes unable to manage the demands/workload _____ Often handles stress in non-productive manner (e.g., by complaining, becoming angry, withdrawing); unable to manage the demands or workload associated with the profession.; often sick, tired, or lacks stamina</p> <p>Please rate the student's commitment to diversity and equity _____ Consistently demonstrates a commitment to understanding diversity; incorporates multiple perspectives in practice. _____Demonstrates emerging commitment to learning more about diversity and how to incorporate multiple perspectives in practice. _____ Demonstrates awareness of diversity issues and of multiple perspectives _____ Ethnocentric; considers only personal perspective</p> <p>Measure 2: As part of RCPT 470 Internship, the agency supervisor will complete a <i>Final Internship Evaluation</i> of the student. 10 questions will be used to evaluate the student's professional practice. At least 75% of students must be evaluated as highly competent or competent for at least seven measures to consider the learning outcome met.</p> <p>Top two categories= highly competent; Third category = competent, Fourth category = not competent</p> <p>Questions are the same as the Midterm Internship Evaluation.</p>
<p>Learning Outcome 2: Students critically reflect on their learning, abilities, experiences, or role within professional contexts.</p>	<p>Description of learning outcome assessment plan:</p> <p>Students are expected to achieve numerous objectives associated with the internship experience. Students are expected to critically reflect on their learning, abilities, experiences, or role within professional contexts as they:</p> <ul style="list-style-type: none"> • Receive a continuum of supervised experiences in which they can develop self-awareness, self-discipline, and learn to make effective use of supervision to enhance professional development. • Determine the appropriateness of outdoor recreation and leadership, recreation therapy, and tourism and special events as a career. • Achieve personal goals set prior to the internship and modified through the course of the internship. • Create a product of lasting value to the agency in the special project and writing a reflection paper on its value to assess what was learned. • Write a Final Report that tracks personal progress through the internship that is both reflective and evaluative on what was learned over the entire internship.

Measure 1: As part of RCPT 470 Internship, students will complete an *Internship Final Report*. Students will be evaluated using the following criteria on the evaluation rubric. At least 75% of students must be evaluated as highly competent or competent to consider the learning outcome met.

	Highly Competent	Competent	Below Competent
Achievement of Internship Goals	Clearly articulates how internship goals have been achieved by acquiring new skills and knowledge	Most internship goals are met by acquiring new skills and knowledge	Little to no emphasis on achievement of internship goals; unclear whether new skills and knowledge have been acquired
Risk Taking	Strong willingness to take risks to grow professionally	Some willingness to take risks to grow professionally	No evidence of risk taking

Measure 2: As part of RCPT 470 Internship, students will complete a *Special Project Report*. Students will be evaluated using the following criteria on the evaluation rubric. At least 75% of students must be evaluated as highly competent or competent to consider the learning outcome met.

	Highly Competent	Competent	Below Competent
Choice of Special Project	Project is appropriate, focused, innovative, relevant, and purposeful	Project is generally appropriate; evidence of some focus; moderate creativity; expresses some relevance; and adequate purpose shown	Project inappropriate, lacks focus, lacks innovation, lacks relevance, and purpose unclear
Planning Process	Project is well planned; clearly articulates how challenges were overcome	Adequate use of planning process; most challenges were handled appropriately	Project lacks planning; challenges were overwhelming resulting in failure of the project

Additional information for REAL Council consideration:

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Are existing material resources adequate to support this program alignment proposal?

Yes No If not, what additional material resources would be needed?

Are existing space resources adequate to support this program alignment proposal?

Yes No If not, what additional space resources would be needed?

Are existing human resources adequate to support this program alignment proposal?

Yes No If not, what additional human resources would be needed?

[Redacted]		
Department Curriculum Committee Recommendation:	Signature:	Date:
Chair/Dean on Behalf of Dept/School:	Signature:	Date:
College Curriculum Committee Approval:	Signature:	Date:
Dean/AVP Approval:	Signature:	Date:
REAL Council Recommendation:	Signature:	Date:
Faculty Senate Curriculum Committee Recommendation:	Signature:	Date:
Faculty Senate Approval:	Signature:	Date:
Provost Approval:	Signature:	Date:

REAL Curriculum Program Alignment Proposal

Program Details

Department or School: Enter dept/school name: Recreation, Parks, and Tourism Date: December 14, 2020

Degree type: BS BA BBA BSN BM BFA BSW Minor Certificate

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Dept/School Contact: Susan Van Patten

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Completion of a minimum of two semesters of one language in a foreign/sign language program. Students will be placed in the appropriate level of their chosen language depending on their previous foreign language experience and on the placement examination results as determined by the Foreign Language department. Courses used to meet Core Curriculum requirements

BS/BA Requirements: may not be used to satisfy the B.A. requirements.

Course and Learning Goal and Outcomes Documentation Identification

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Dept/School Signature	Date:
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University and College Core Curriculum Requirements (43-45 credits)

(See [here](#).)

Students in the Outdoor Recreation and Leadership and/or Tourism and Special Events concentrations do not have specific requirements that can be fulfilled as part of the Core Curriculum. Students in either of these concentrations will complete Core Curriculum requirements based on the approved courses for each of the Core Curriculum areas.

University and College Core Curriculum RCPT Required Electives for the Recreation Therapy Concentration:

RCPT Major Core Requirements (34 credits)

[RCPT 112 - Activity Leadership and Analysis](#)

[RCPT 210 - Introduction to Recreation, Parks and Tourism](#)

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[RCPT 365 - Legal Liability and Risk Management](#)

[RCPT 413 - Professional Issues in Recreation, Parks and Tourism](#)

[RCPT 414 - Recreation Workshop](#)

[RCPT 423 - Recreation Administration](#)

[RCPT 432 - Research and Technology Applications in Recreation, Parks and Tourism](#)

[RCPT 469 - Pre-Internship Seminar](#)

[RCPT 470 - Internship](#)

Majors also must fulfill one of the following concentrations:

Outdoor Recreation and Leadership Concentration Course Requirements (21 credits)

[RCPT 317 - Adventure Programming](#)

[RCPT 325 - Natural and Cultural Interpretation](#)

[RCPT 331 - Outdoor Living Skills](#)

[RCPT 421 - Introduction to Aerial Adventure Environments](#)

[RCPT 260 - Introduction to Outdoor Recreation and Leadership](#)

[RCPT 460 - Wilderness First Responder](#)

[RCPT 441 - Advanced Facilitation Techniques](#)

Outdoor Recreation and Leadership Concentration Free Electives (20-25 credits)

In consultation with the assigned RCPT Academic Advisor, each student is required to take courses totaling a minimum of 20-25 credit hours of free electives necessary to achieve 120 credit hours for degree completion. Of these courses, a minimum of 6-8 credit hours must be outside of BOTH the University and College Core Curriculum AND the RCPT Curriculum.

Tourism and Special Events Concentration Course Requirements (21 credits)

Choose from the following two options:

Option 1

[RCPT 301 - Introduction to Tourism](#)

[RCPT 350 - Commercial Recreation](#)

[RCPT 363 - Special Events](#)

[RCPT 428 - Experiential Tourism and Events](#)

[RCPT 431 - Sustainable Tourism](#)

[RCPT 435 - Tourism and Event Marketing](#)

[RCPT 463 - Professional Advancement in Tourism](#)

Option 2

[RCPT 301 - Introduction to Tourism](#)

[RCPT 363 - Special Events](#)

[RCPT 428 - Experiential Tourism and Events](#)

[RCPT 463 - Professional Advancement in Tourism](#)

[RCPT 480 - Global Exchange in Recreation, Parks and Tourism](#)

[RCPT 481 - Tourism Institute](#)

Tourism and Special Events Concentration Free Electives (16-23 credits)

In consultation with the assigned RCPT Academic Advisor, each student is required to take courses totaling a minimum of 16-23 credit hours of free electives necessary to achieve 120 credit hours for degree

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completion. Of these courses, a minimum of 6-8 credit hours must be outside of BOTH the University and College Core Curriculum AND the RCPT Curriculum

BS Requirement

Each concentration degree plan includes all requirements for graduation with the BS degree.

CULTURAL OR BEHAVIORAL ANALYSIS

<p>A Area: Course Prefix: RCPT Course Number: 112 Course Title: Activity Leadership and Analysis Credit Hours:3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Projected student enrollment per academic year: 75</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> X Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> X Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Area: Course Prefix: RCPT Course Number: 210 Course Title: Introduction to Recreation, Parks, and Tourism Credit Hours:3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Projected student enrollment per academic year: 75</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> X Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> X Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Area: Course Prefix: RCPT Course Number: 414 Course Title: Recreation Workshop Credit Hours:3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Projected student enrollment per academic year: 75</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> X Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> X Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be)</p> <p>RCPT 112 – Activity Leadership and Analysis RCPT 210 – Introduction to Recreation, Parks, and Tourism</p>	

A Area:
 Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s).

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It is important for students to understand how leisure has shaped culture and its technical, economical, and political significance in modern civilization. According to Maria Popova: "Today, in our culture of productivity-fetishism, we have succumbed to the tyrannical notion of work/life balance and have come to see the very notion of leisure not as essential to the human spirit but as self-indulgent luxury reserved for the privileged or deplorable idleness reserved for the lazy. And yet the most significant human achievements between Aristotle's time and our own — our greatest art, the most enduring ideas of philosophy, the spark for every technological breakthrough — originated in leisure, in moments of unburdened contemplation, of absolute presence with the universe within one's own mind and absolute attentiveness to life without, be it Galileo inventing modern timekeeping after watching a pendulum swing in a cathedral or Oliver Sacks illuminating music's incredible effects on the mind while hiking in a Norwegian fjord."

Learning Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments.

Description of learning outcome assessment plan:

Measure 1: Students will be assessed on their ability to describe behaviors, beliefs, cultures, social institutions, and/or environments by completing a quiz in RCPT 210 comprised of objective questions covering concepts of recreation and leisure; types of recreational pursuits; their social and psychological implications; both positive and negative outcomes of play; network of public and private organizations that provide recreational programming and related social services.

Measure 2: Students will be assessed on their ability to describe behaviors, beliefs, cultures, social institutions, and/or environments by completing a quiz in RCPT 210 comprised of objective questions covering development of leisure and recreation as professional practice including operational philosophies.

Target: The learning outcome will be considered met if 75% of students are assessed as highly competent or competent.

See associated assessment plan for additional information.

Learning Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.

Description of learning outcome assessment plan:

Measure 1: In RCPT 414, students will be asked to analyze the interactions of behaviors while planning, facilitating, and evaluating recreation programs and events in terms of group dynamics and conflict resolution. Assessment will be based on a *Midterm Performance Evaluation* conducted by their peers. Rubric criteria include quality of work, dependability, work habits, relationship with others, initiative, program performance, judgment and common sense, supervisory ability, and administrative ability.

Measure 2: Measure 1: In RCPT 414, students will be asked to analyze the interactions of behaviors while planning, facilitating, and evaluating recreation programs and events in terms of group dynamics and conflict resolution. Assessment will be based on a *Final Performance Evaluation* conducted by their peers. Rubric criteria include quality of work, dependability, work habits, relationship with others, initiative, program performance, judgment and common sense, supervisory ability, and administrative ability.

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	<p>Target: The learning outcome will be considered met if 75% of students are assessed as highly competent or competent.</p> <p>See associated assessment plan for additional information.</p>
<p>Additional information for REAL Council consideration:</p>	

APPLIED LEARNING

<p>L Area: Course Prefix: RCPT Course Number: 470 Course Title: Internship in Recreation, Parks and Tourism Credit Hours:12 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Projected student enrollment per academic year: 75</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Area: Course Prefix: Course Number: Course Title: Credit Hours: New course: <input type="checkbox"/> Yes <input type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input type="checkbox"/> No Projected student enrollment per academic year:</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Area: Course Prefix: Course Number: Course Title: Credit Hours: New course: <input type="checkbox"/> Yes <input type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input type="checkbox"/> No Projected student enrollment per academic year:</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be)</p> <p>No Course Required</p>	

<p>L Area: Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection.</p>
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All students majoring in Recreation, Parks and Tourism must complete a 14-week 560-hour internship as directed by the National Council on Accreditation for Park, Recreation, Tourism and Related Professions (COAPRT) and/or the National Council for Therapeutic Recreation Certification (NCTRC). Upon successfully completing this experience, the student receives twelve (12) semester hours of credit based a pass/fail basis. This experience is designed to prepare each intern for professional practice. It provides the student with the opportunity to make practical use of principles, methods, knowledge, skills, and materials which have been developed or acquired in the academic program of study. Critical reflection is achieved through regular internship updates, evaluations, and a written final report.

Learning Outcome 1: Students apply acquired knowledge and skills to develop professional identity or professional practice.

Description of learning outcome assessment plan:

Students are expected to achieve numerous objectives associated with the internship experience. Students are expected to apply, practice, and enhance the knowledge and skills acquired at Radford University as they:

- Function as outdoor recreation and leadership, recreation therapy, or tourism and special events professionals.
- Develop a professional philosophy and attitude.
- Engage in the process of program planning, implementation, and evaluation.
- Test, develop, and/or enhance leadership and basic administrative and supervisory skills.
- Engage in program development, staff trainings, and/or research projects.
- Plan, implement, and evaluate projects and/or programs that move the agency toward its goals in providing for their clients.

Measure 1: As part of RCPT 470 Internship, the agency supervisor will complete a *Midterm Internship Evaluation* of the student. Ten questions will be used to evaluate the student's professional practice. At least 75% of students must be evaluated as highly competent or competent for at least seven measures to consider the learning outcome met.

Top two categories= highly competent; Third category = competent, Fourth category = not competent

Please rate the student's oral communication skills

_____ Expresses self very well; communicates ideas very well; is adept in using voice effectively.

_____ Expresses self regularly; uses Standard English grammar; uses voice effectively

_____ Expresses self but not regularly; makes some errors; or does not consistently use voice effectively

_____ Makes frequent speaking errors; inarticulate, hesitates to express self; or does not use voice effectively

Please rate the student's written communication skills

_____ Writing is error-free and is very clear, organized and highly developed.

_____ Writing includes very few minor errors; clear, well organized, well developed.

_____ Writing includes some grammatical/mechanical errors; or is somewhat unclear, unorganized, or not fully developed.

_____ Writing frequently includes grammatical/mechanical errors; or is often unclear, unorganized, or not well developed.

Please rate the student's professional appearance

_____ Consistently dresses professionally

	<p> <input type="checkbox"/> Usually dresses professionally <input type="checkbox"/> Sometimes dresses appropriately <input type="checkbox"/> Consistently dresses inappropriately </p> <p>Please rate the student's critical thinking skills</p> <p> <input type="checkbox"/> Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-minded; follows where evidence and reason lead. <input type="checkbox"/> Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his/her thinking; open-minded. <input type="checkbox"/> Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner <input type="checkbox"/> Makes no attempt to question, analyze, interpret, explain, evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded </p> <p>Please rate the student's collegiality</p> <p> <input type="checkbox"/> Strong contributor to group/team efforts <input type="checkbox"/> Responsibly engages in group/team efforts <input type="checkbox"/> Sometimes demonstrates collaborative skills <input type="checkbox"/> Often does not demonstrate collaborative skills (e.g., listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals) </p> <p>Please rate the student's respect for others</p> <p> <input type="checkbox"/> Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations. <input type="checkbox"/> Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions <input type="checkbox"/> On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas ignores rules/common etiquette or acts out of self-interest; may lack self-control in interactions <input type="checkbox"/> Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions </p> <p>Please rate the student's attitude toward clients/learners/participants</p> <p> <input type="checkbox"/> Effectively develops professional /personal connections with participants which contribute to participant development; acts on a strong belief that all participants can learn; uses many strategies that effectively motivate participants <input type="checkbox"/> Develops rapport with participants; demonstrates an attitude that all participants can learn; demonstrates knowledge and skills in motivating participants <input type="checkbox"/> Makes minimal efforts to establish rapport with participants; does not always demonstrate an attitude that all participants can learn; makes minimal effort to motivate participants <input type="checkbox"/> Lacks interest in, or is negative toward, participants; does not demonstrate an attitude that all participants can learn; does not view own responsibility in motivating participants; lacks knowledge and skills in establishing rapport and motivating participants </p>
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	<p>Please rate the student's response to constructive feedback</p> <p>_____Receptive; subsequent performances consistently show productive changes</p> <p>_____Receptive; subsequent performances show some productive changes</p> <p>_____Defensive and/or non-responsive; subsequent performances or behaviors show some changes</p> <p>_____Defensive and/or non-responsive and does not make changes to subsequent performances or behaviors</p> <p>Please rate the student's ability to handle stress and to manage workload</p> <p>_____ Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with the profession very well</p> <p>_____Handles stress in productive manner; manages the demands/workload associated with the profession.</p> <p>_____ Sometimes handles stress in non-productive manner; sometimes unable to manage the demands/workload</p> <p>_____ Often handles stress in non-productive manner (e.g., by complaining, becoming angry, withdrawing); unable to manage the demands or workload associated with the profession.; often sick, tired, or lacks stamina</p> <p>Please rate the student's commitment to diversity and equity</p> <p>_____ Consistently demonstrates a commitment to understanding diversity; incorporates multiple perspectives in practice.</p> <p>_____Demonstrates emerging commitment to learning more about diversity and how to incorporate multiple perspectives in practice.</p> <p>_____Demonstrates awareness of diversity issues and of multiple perspectives</p> <p>_____ Ethnocentric; considers only personal perspective</p> <p>Measure 2: As part of RCPT 470 Internship, the agency supervisor will complete a <i>Final Internship Evaluation</i> of the student. 10 questions will be used to evaluate the student's professional practice. At least 75% of students must be evaluated as highly competent or competent for at least seven measures to consider the learning outcome met.</p> <p>Top two categories= highly competent; Third category = competent, Fourth category = not competent</p> <p>Questions are the same as the Midterm Internship Evaluation.</p>
<p>Learning Outcome 2: Students critically reflect on their learning, abilities, experiences, or role within professional contexts.</p>	<p>Description of learning outcome assessment plan:</p> <p>Students are expected to achieve numerous objectives associated with the internship experience. Students are expected critically reflect on their learning, abilities, experiences, or role within professional contexts as they:</p> <ul style="list-style-type: none"> • Receive a continuum of supervised experiences in which they can develop self-awareness, self-discipline, and learn to make effective use of supervision to enhance professional development. • Determine the appropriateness of outdoor recreation and leadership, recreation therapy, and tourism and special events as a career. • Achieve personal goals set prior to the internship and modified through the course of the internship. • Create a product of lasting value to the agency in the special project and writing a reflection paper on its value to assess what was learned.

- Write a Final Report that tracks personal progress through the internship that is both reflective and evaluative on what was learned over the entire internship.

Measure 1: As part of RCPT 470 Internship, students will complete an *Internship Final Report*. Students will be evaluated using the following criteria on the evaluation rubric. At least 75% of students must be evaluated as highly competent or competent to consider the learning outcome met.

	Highly Competent	Competent	Below Competent
Achievement of Internship Goals	Clearly articulates how internship goals have been achieved by acquiring new skills and knowledge	Most internship goals are met by acquiring new skills and knowledge	Little to no emphasis on achievement of internship goals; unclear whether new skills and knowledge have been acquired
Risk Taking	Strong willingness to take risks to grow professionally	Some willingness to take risks to grow professionally	No evidence of risk taking

Measure 2: As part of RCPT 470 Internship, students will complete a *Special Project Report*. Students will be evaluated using the following criteria on the evaluation rubric. At least 75% of students must be evaluated as highly competent or competent to consider the learning outcome met.

	Highly Competent	Competent	Below Competent
Choice of Special Project	Project is appropriate, focused, innovative, relevant, and purposeful	Project is generally appropriate; evidence of some focus; moderate creativity; expresses some relevance; and adequate purpose shown	Project inappropriate, lacks focus, lacks innovation, lacks relevance, and purpose unclear
Planning Process	Project is well planned; clearly articulates how challenges were overcome	Adequate use of planning process; most challenges were handled appropriately	Project lacks planning; challenges were overwhelming resulting in failure of the project

Additional information for REAL Council consideration:

Are existing material resources adequate to support this program alignment proposal?

Yes No If not, what additional material resources would be needed?

Are existing space resources adequate to support this program alignment proposal?

Yes No If not, what additional space resources would be needed?

Are existing human resources adequate to support this program alignment proposal?

Yes No If not, what additional human resources would be needed?

[Redacted]		
Department Curriculum Committee Recommendation:	Signature:	Date:
Chair/Dean on Behalf of Dept/School:	Signature:	Date:
College Curriculum Committee Approval:	Signature:	Date:
Dean/AVP Approval:	Signature:	Date:
REAL Council Recommendation:	Signature:	Date:
Faculty Senate Curriculum Committee Recommendation:	Signature:	Date:
Faculty Senate Approval:	Signature:	Date:
Provost Approval:	Signature:	Date: