

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 Recreation Therapy concentration.

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: Students are required to take PSYC 230 - Lifespan Developmental Psychology and PSYC 439 - Abnormal Psychology (6 credits) as part of their program of study. These requirements are in addition to those for the major and REAL.

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:

For students in the Recreation Therapy Concentration, the following courses are required electives to be taken within the University and College Core Curriculum Requirements.

[BIOL 105 - Biology for Health Sciences](#)

[PSYC 121 - Introduction to Psychology](#)

[BIOL 104 - Human Biology](#) (Recommended but not required)

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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](#)

[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:

Recreation Therapy Concentration Requirements (33-35 credits)

The recreation therapy concentration prepares students for a career in recreation therapy, an allied health care profession. The program is fully accredited by the Commission on Accreditation of the National Recreation and Parks Association (COA). Technical standards must be met for a student to enter recreation therapy concentration courses. Students should see the Recreation Therapy Concentration website at: (<http://www.radford.edu/content/cehd/home/rcpt/academics/concentrations/recreation-therapy.html>) for specific admittance and technical standards information.

Recreation Therapy Concentration Grade Point Average (GPA) Requirements

A 2.7 overall grade point average is required for entry into the following courses: [RCPT 340](#), [RCPT 342](#), [RCPT 344](#), [RCPT 400](#), [RCPT 401](#), and [RCPT 445](#). All recreation therapy courses: [RCPT 319](#), [RCPT 340](#), [RCPT 342](#), [RCPT 344](#), [RCPT 400](#), [RCPT 401](#), [RCPT 445](#), [BIOL 310](#), [BIOL 311](#), [PSYC 230](#), and [PSYC 439](#) must be completed with a minimum grade of "C" for graduation. All RCPT courses are used for the calculation of the major grade point average.

Recreation Therapy Concentration Course Requirements (21 credits)

[RCPT 319 - Introduction to Recreation Therapy](#)

[RCPT 340 - Processes in Recreation Therapy](#)

[RCPT 342 - Assessment in Recreation Therapy](#)

[RCPT 344 - Program Design and Evaluation in Recreation Therapy](#)

[RCPT 400 - Recreation Therapy Clinical Education Lab I](#)

[RCPT 401 - Recreation Therapy Clinical Education Lab II](#)

[RCPT 445 - Professional Advancement in Recreation Therapy](#)

Required Recreation Therapy Concentration Guided Electives (12-14 credits)

Using the new catalog template that Nicole shared with the ALT, those courses will be listed as required Recreation Therapy Concentration Electives. They are all listed on the degree audit as required courses. Below is the language that will be used:

The following courses are required as a part of the concentration and student eligibility for entry into the National Certification Examination through the National Council for Therapeutic Recreation Certification:

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The following courses are required as a part of student eligibility for entry into the National Certification Examination through the National Council for Therapeutic Recreation Certification:

[PSYC 230 - Lifespan Developmental Psychology](#)

[PSYC 439 - Abnormal Psychology](#)

[BIOL 310 - Human Structure and Function I](#) and

[BIOL 311 - Human Structure and Function II](#)

Or

This course is no longer offered through the Biology Department and is being removed with the catalog updates for REAL

BIOL 322 - Human Anatomy and Physiology for Pre-Nursing Majors

Required Recreation Therapy Concentration Free Electives (6-10 credits)

Each student is required to take courses totaling a minimum of 6-10 credits of free electives necessary to achieve 120 credit hours for degree completion.

BS Requirement

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

BA Requirement

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 may not be used to satisfy the B.A. requirements.

SCIENTIFIC AND QUANTITATIVE REASONING

<p>R Area: Course Prefix: BIOL Course Number: 105 Course Title: Biology for Health Sciences Credit Hours:4 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:</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) Intended Frequency: <input checked="" 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 Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school: See email below</p>
<p>R Area: Course Prefix:BIOL Course Number: 310 Course Title: Human Structure and Function I Credit Hours: 4 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) Intended Frequency: <input checked="" 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>

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Projected student enrollment per academic year:	Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school: See email below
R Area: Course Prefix: BIOL Course Number: 311 Course Title: Human Structure and Function II Credit Hours: 4 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:	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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) Intended Frequency: <input checked="" 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 Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school: See email below
R 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) BIOL 105	

R Area: Learning Goal: To apply scientific and quantitative reasoning to questions about the natural world, mathematics, or related areas.	
Learning Outcome 1: Students apply scientific and quantitative information to test problems and draw conclusions.	Description of learning outcome assessment plan: We will use the university-wide assessment measures for this area.
Learning Outcome 2: Students evaluate the quality of data, methods, or inferences used to generate scientific and quantitative knowledge.	Description of learning outcome assessment plan: We will use the university-wide assessment measures for this area.
Additional information for REAL Council consideration: These biology courses have been approved by the REAL Council for R designation. They are required as a part of student eligibility for entry into the National Certification Examination through the National Council for Therapeutic Recreation Certification. Approval from Biology Department From: Anderson, Justin Sent: Monday, December 14, 2020 1:33 PM To: Van Patten, Susan Cc: Newman, James Subject: RE: REAL Approval for Biology Courses Susan, Yes, I approve of this. Out of curiosity, do you have any idea just how many students would need BIOL105? And do you have a preferred term that they take that class? We have drastically scaled back the number of sections, due to changes in prerequisites for 310/311, but want to make sure we can meet your needs.	

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Thanks,
Justin

From: Van Patten, Susan
Sent: Monday, December 14, 2020 1:24 PM
To: Anderson, Justin <janderson152@RADFORD.EDU>
Cc: Newman, James <jnewman19@RADFORD.EDU>
Subject: REAL Approval for Biology Courses

Hi, Justin

I know we checked in with you at the beginning of the REAL process, but do we still have your approval to use BIOL 105, 310, & 311 for Recreation Therapy students? We are going to use them for R designation.

Thank you!
Susan

Dr. Susan R. Van Patten, Professor
Department of Recreation, Parks and Tourism
PO Box 6963, Radford VA 24142
Cook Hall 212, (540) 831-7644

CULTURAL OR BEHAVIORAL ANALYSIS

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	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. Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) 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 Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
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	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. Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) 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 Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
A Area: Course Prefix: RCPT Course Number: 414 Course Title: Recreation Workshop	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. Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)

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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	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 Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
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) RCPT 112 – Activity Leadership and Analysis RCPT 210 – Introduction to Recreation, Parks, and Tourism	

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 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:

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	<p>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 <i>Midterm Performance Evaluation</i> 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.</p> <p>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 <i>Final Performance Evaluation</i> 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.</p> <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:</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>

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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:	Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) 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 Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
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)	
No Course Required	

L Area: Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection. 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: <ul style="list-style-type: none"> • 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 <i>Midterm Internship Evaluation</i> 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.

	<p>_____ Expresses self regularly; uses Standard English grammar; uses voice effectively</p> <p>_____ Expresses self but not regularly; makes some errors; or does not consistently use voice effectively</p> <p>_____ Makes frequent speaking errors; inarticulate, hesitates to express self; or does not use voice effectively</p> <p>Please rate the student's written communication skills</p> <p>_____ Writing is error-free and is very clear, organized and highly developed.</p> <p>_____ Writing includes very few minor errors; clear, well organized, well developed.</p> <p>_____ Writing includes some grammatical/mechanical errors; or is somewhat unclear, unorganized, or not fully developed.</p> <p>_____ Writing frequently includes grammatical/mechanical errors; or is often unclear, unorganized, or not well developed.</p> <p>Please rate the student's professional appearance</p> <p>_____ Consistently dresses professionally</p> <p>_____ Usually dresses professionally</p> <p>_____ Sometimes dresses appropriately</p> <p>_____ Consistently dresses inappropriately</p> <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>
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	<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 ____ 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 ____ Develops rapport with participants; demonstrates an attitude that all participants can learn; demonstrates knowledge and skills in motivating participants ____ 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 ____ 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 ____ Receptive; subsequent performances consistently show productive changes ____ 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>
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	<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. <p>Measure 1: As part of RCPT 470 Internship, students will complete an <i>Internship Final Report</i>. 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.</p> <table border="1" data-bbox="566 1150 1446 1577"> <thead> <tr> <th></th> <th>Highly Competent</th> <th>Competent</th> <th>Below Competent</th> </tr> </thead> <tbody> <tr> <td>Achievement of Internship Goals</td> <td>Clearly articulates how internship goals have been achieved by acquiring new skills and knowledge</td> <td>Most internship goals are met by acquiring new skills and knowledge</td> <td>Little to no emphasis on achievement of internship goals; unclear whether new skills and knowledge have been acquired</td> </tr> <tr> <td>Risk Taking</td> <td>Strong willingness to take risks to grow professionally</td> <td>Some willingness to take risks to grow professionally</td> <td>No evidence of risk taking</td> </tr> </tbody> </table> <p>Measure 2: As part of RCPT 470 Internship, students will complete a <i>Special Project Report</i>. 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.</p> <table border="1" data-bbox="566 1845 1446 1877"> <thead> <tr> <th></th> <th>Highly Competent</th> <th>Competent</th> <th>Below Competent</th> </tr> </thead> </table>		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		Highly Competent	Competent	Below Competent
	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														
	Highly Competent	Competent	Below Competent														

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	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

Program: This proposal applies to the Recreation, Parks, and Tourism Core as it relates to the Recreation Therapy concentration.

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.

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

- 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.

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- 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.
- 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:

Using the new catalog template that Nicole shared with the ALT, those courses will be listed as required Recreation Therapy Concentration Electives. They are all listed on the degree audit as required courses. Below is the language that will be used:

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The following courses are required as a part of the concentration and student eligibility for entry into the National Certification Examination through the National Council for Therapeutic Recreation Certification:

For students in the Recreation Therapy Concentration, the following courses are required electives to be taken within the University and College Core Curriculum Requirements.

[BIOL 105 - Biology for Health Sciences](#)

[PSYC 121 - Introduction to Psychology](#)

[BIOL 104 - Human Biology](#) (Recommended but not required)

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](#)

[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:

Recreation Therapy Concentration Requirements (33-35 credits)

The recreation therapy concentration prepares students for a career in recreation therapy, an allied health care profession. The program is fully accredited by the Commission on Accreditation of the National Recreation and Parks Association (COA). Technical standards must be met for a student to enter recreation therapy concentration courses. Students should see the Recreation Therapy Concentration website at:

(<http://www.radford.edu/content/cehd/home/rcpt/academics/concentrations/recreation-therapy.html>)

for specific admittance and technical standards information.

Recreation Therapy Concentration Grade Point Average (GPA) Requirements

A 2.7 overall grade point average is required for entry into the following courses: [RCPT 340](#), [RCPT 342](#), [RCPT 344](#), [RCPT 400](#), [RCPT 401](#), and [RCPT 445](#). All recreation therapy courses: [RCPT 319](#), [RCPT 340](#), [RCPT 342](#), [RCPT 344](#), [RCPT 400](#), [RCPT 401](#), [RCPT 445](#), [BIOL 310](#), [BIOL 311](#), [PSYC 230](#), and [PSYC 439](#) must be completed with a minimum grade of "C" for graduation. All RCPT courses are used for the calculation of the major grade point average.

Recreation Therapy Concentration Course Requirements (21 credits)

[RCPT 319 - Introduction to Recreation Therapy](#)

[RCPT 340 - Processes in Recreation Therapy](#)

[RCPT 342 - Assessment in Recreation Therapy](#)

[RCPT 344 - Program Design and Evaluation in Recreation Therapy](#)

[RCPT 400 - Recreation Therapy Clinical Education Lab I](#)

[RCPT 401 - Recreation Therapy Clinical Education Lab II](#)

[RCPT 445 - Professional Advancement in Recreation Therapy](#)

Required Recreation Therapy Concentration Guided Electives (12-14 credits)

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The following courses are required as a part of student eligibility for entry into the National Certification Examination through the National Council for Therapeutic Recreation Certification:

[PSYC 230 - Lifespan Developmental Psychology](#)

[PSYC 439 - Abnormal Psychology](#)

[BIOL 310 - Human Structure and Function I](#) and

[BIOL 311 - Human Structure and Function II](#)

Or

This course is no longer offered through the Biology Department and is being removed with the catalog updates for REAL

BIOL 322 - Human Anatomy and Physiology for Pre-Nursing Majors

Required Recreation Therapy Concentration Free Electives (6-10 credits)

Each student is required to take courses totaling a minimum of 6-10 credits of free electives necessary to achieve 120 credit hours for degree completion.

BS Requirement

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

BA Requirement

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 may not be used to satisfy the B.A. requirements.

SCIENTIFIC AND QUANTITATIVE REASONING

<p>R Area: Course Prefix: BIOL Course Number: 105 Course Title: Biology for Health Sciences Credit Hours:4 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year:</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 type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" 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: See email below</p>
<p>R Area: Course Prefix:BIOL Course Number: 310 Course Title: Human Structure and Function I Credit Hours: 4 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" 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>

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Projected student enrollment per academic year:	Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school: See email below
R Area: Course Prefix: BIOL Course Number: 311 Course Title: Human Structure and Function II Credit Hours: 4 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:	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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) Intended Frequency: <input checked="" 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 Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school: See email below
R 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) BIOL 105	

R Area: Learning Goal: To apply scientific and quantitative reasoning to questions about the natural world, mathematics, or related areas.	
Learning Outcome 1: Students apply scientific and quantitative information to test problems and draw conclusions.	Description of learning outcome assessment plan: We will use the university-wide assessment measures for this area.
Learning Outcome 2: Students evaluate the quality of data, methods, or inferences used to generate scientific and quantitative knowledge.	Description of learning outcome assessment plan: We will use the university-wide assessment measures for this area.
Additional information for REAL Council consideration: These biology courses have been approved by the REAL Council for R designation. They are required as a part of student eligibility for entry into the National Certification Examination through the National Council for Therapeutic Recreation Certification. Approval from Biology Department From: Anderson, Justin Sent: Monday, December 14, 2020 1:33 PM To: Van Patten, Susan Cc: Newman, James Subject: RE: REAL Approval for Biology Courses Susan, Yes, I approve of this. Out of curiosity, do you have any idea just how many students would need BIOL105? And do you have a preferred term that they take that class? We have drastically scaled back the number of sections, due to changes in prerequisites for 310/311, but want to make sure we can meet your needs.	

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Thanks,
Justin

From: Van Patten, Susan
Sent: Monday, December 14, 2020 1:24 PM
To: Anderson, Justin <janderson152@RADFORD.EDU>
Cc: Newman, James <jnewman19@RADFORD.EDU>
Subject: REAL Approval for Biology Courses

Hi, Justin

I know we checked in with you at the beginning of the REAL process, but do we still have your approval to use BIOL 105, 310, & 311 for Recreation Therapy students? We are going to use them for R designation.

Thank you!
Susan

Dr. Susan R. Van Patten, Professor
Department of Recreation, Parks and Tourism
PO Box 6963, Radford VA 24142
Cook Hall 212, (540) 831-7644

CULTURAL OR BEHAVIORAL ANALYSIS

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	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. Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) 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 Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
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	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. Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) 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 Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
A Area: Course Prefix: RCPT Course Number: 414 Course Title: Recreation Workshop	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. Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)

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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	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 Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
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) RCPT 112 – Activity Leadership and Analysis RCPT 210 – Introduction to Recreation, Parks, and Tourism	

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 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:

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	<p>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 <i>Midterm Performance Evaluation</i> 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.</p> <p>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 <i>Final Performance Evaluation</i> 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.</p> <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:</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>

2/13/2021

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:	Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) 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 Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
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) No Course Required	

L Area: Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection. 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: <ul style="list-style-type: none"> • 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 <i>Midterm Internship Evaluation</i> 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.

	<p>_____ Expresses self regularly; uses Standard English grammar; uses voice effectively</p> <p>_____ Expresses self but not regularly; makes some errors; or does not consistently use voice effectively</p> <p>_____ Makes frequent speaking errors; inarticulate, hesitates to express self; or does not use voice effectively</p> <p>Please rate the student's written communication skills</p> <p>_____ Writing is error-free and is very clear, organized and highly developed.</p> <p>_____ Writing includes very few minor errors; clear, well organized, well developed.</p> <p>_____ Writing includes some grammatical/mechanical errors; or is somewhat unclear, unorganized, or not fully developed.</p> <p>_____ Writing frequently includes grammatical/mechanical errors; or is often unclear, unorganized, or not well developed.</p> <p>Please rate the student's professional appearance</p> <p>_____ Consistently dresses professionally</p> <p>_____ Usually dresses professionally</p> <p>_____ Sometimes dresses appropriately</p> <p>_____ Consistently dresses inappropriately</p> <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>
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	<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 ____ 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 ____ Develops rapport with participants; demonstrates an attitude that all participants can learn; demonstrates knowledge and skills in motivating participants ____ 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 ____ 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 ____ Receptive; subsequent performances consistently show productive changes ____ 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>
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	<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. <p>Measure 1: As part of RCPT 470 Internship, students will complete an <i>Internship Final Report</i>. 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.</p> <table border="1" data-bbox="566 1150 1443 1577"> <thead> <tr> <th></th> <th>Highly Competent</th> <th>Competent</th> <th>Below Competent</th> </tr> </thead> <tbody> <tr> <td>Achievement of Internship Goals</td> <td>Clearly articulates how internship goals have been achieved by acquiring new skills and knowledge</td> <td>Most internship goals are met by acquiring new skills and knowledge</td> <td>Little to no emphasis on achievement of internship goals; unclear whether new skills and knowledge have been acquired</td> </tr> <tr> <td>Risk Taking</td> <td>Strong willingness to take risks to grow professionally</td> <td>Some willingness to take risks to grow professionally</td> <td>No evidence of risk taking</td> </tr> </tbody> </table> <p>Measure 2: As part of RCPT 470 Internship, students will complete a <i>Special Project Report</i>. 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.</p> <table border="1" data-bbox="566 1845 1443 1877"> <thead> <tr> <th></th> <th>Highly Competent</th> <th>Competent</th> <th>Below Competent</th> </tr> </thead> </table>		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		Highly Competent	Competent	Below Competent
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	Highly Competent	Competent	Below Competent														

2/13/2021

	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:				

2/13/2021

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: