

**A Presentation and Proposal:  
Recreation Leadership Program at  
Marywood University  
June 13, 2011**



Todd Davis, MS., CPRP  
Recreation Leadership Coordinator & Instructor  
Delta State University

## **THE RECREATION AND PARK PROFESSION: WHO WE ARE**

*We are the individuals, that through our chosen profession, help create, administer and provide those recreation experiences that so many citizens “work for,” whether they realize that they labor for them or not. We are the recreation administrators in the cities, towns and counties that provide programs and facilities. We are the river guides, ski instructors and outfitters that offer excitement and adventure. We are the rangers and wildlife managers that help preserve the natural world while providing opportunities for the public to experience it. We’re those professionals who patiently oversee therapeutic activities for the benefit and quality of life for the physically, mentally and emotionally challenged. We run the private clubs and corporate facilities. We teach children new games, sports and skills, provide activities for the elderly and broaden the scope of experiences which are necessary to achieve and maintain a “balanced” life. We are the educators who prepare others to serve in the field of leisure. In reality, we live in the places people desire to visit, we are skilled at doing the things that people love to do, and we spend time with people who enjoy being with us..... we are the essence in the “art” of living. Our profession is simply “woven” into the fabric of people’s lives.*



**Mike Kinziger, PhD**  
*Professor, University of Idaho - Retired  
Friend, Mentor, and Active-Practitioner*

# **Bachelor of Science in Recreation Leadership**

## **NEW PROGRAM PROPOSAL FORM**

**Sponsoring Institution(s): Marywood University**

**Program Title:** Recreation Leadership

**Degree/Certificate:** Bachelor of Science

**Implementation Date:** June 2012

**Expected Date of First Graduation:** Spring 2014

## **PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS**

Program Developer: **Todd M. Davis, MS, CPRP**

Program College and Department: **College of Health and Human Performance HPE**

Program Name: **Recreation Leadership** (Major and Minor)

Date: **June 13, 2011**

### **Overview**

Marywood University enrolls over 3,000 students in an array of undergraduate and graduate programs. Committed to enriching human lives through ethical and religious values, and a tradition of service and motivated by a pioneering, progressive spirit, Marywood provides a framework for educational excellence that enables students to develop fully as persons and to master professional and leadership skills necessary for meeting human needs. The proposed Bachelor of Science in Recreation Leadership will be offered as part of Marywood University's traditionally formatted daytime and evening course schedules. It will serve students who want to pursue an undergraduate degree that will prepare them for occupation in the world of recreation services. The Bachelor of Science in Recreation Leadership is compatible and consistent the 2010-2015 Strategic Plan Goals and Objectives, and aligns with the mission of the University.

### **Needs Statement**

The vast majority of the public uses park and recreation services, and research suggests an even higher proportion would use them if they were more adequately funded. A growing body of research demonstrates that the cumulative amount of physical activity (exercise) obtained from park and recreation agencies is huge and provides a wide variety of health benefits. At the municipal level, an early national survey found that about four out of five Americans used local government park and recreation services. A recent five-city study of middle-age and older users of local parks found that 85% had visited a local park in the last 12 months. Almost four out of 10 used these services once a week or more, indicating that park and recreation use was part of their lifestyle.

At the federal level, the following percentages of the public participated in outdoor recreation at the following settings for at least once per year: Bureau of Land Management, 9%; Army Corps of Engineers, 14%; U.S. Fish and Wildlife Service, 22%; USDA Forest Service, 28%; and National Park Service, 32%. In terms of state parks, the National Association of State Park Directors reports that state parks received 735 million visitors in 2001, and 67.5 million of these visitors stayed overnight

In an era of economic downturn, surveys show that people are more dependent on public park and recreation services for physical activity. A study in 2009 suggests the economic downturn has spurred a sharp increase in public park and playground use among families with kids, especially those with children younger than 6. Among minority groups, park and recreation services have been identified as the most important outlet for physical activity, in spite of inequities of supply and access.

In the struggle to make communities more physically active, park and recreation services have a critical role to play. There are currently more than 9,000 local park and recreation departments and organizations that:

- manage more than 108,000 public park facilities and 65,000 indoor facilities;
- have access to populations most at risk of being physically inactive;
- have a wide range of programs led by skilled program leaders; and
- have a willingness to partner.

There is a need to ensure that park and recreation facilities can attract visitors by providing an array of interesting and active recreation opportunities. It is feasible that Marywood University can produce highly-qualified recreation leaders to enhance and contribute to the 21<sup>st</sup> century recreation needs through the proposed Bachelor of Science in Recreation Leadership curriculum and programming. In addition, developing an Outdoor Program at Marywood within the Recreation Leadership program will provide valuable opportunities for students, staff, and faculty at Marywood to learn and participate in a variety of outdoor recreational activities using pristine, nearby natural resources. Together, these programs will enhance life at Marywood University providing, 1) an additional, potentially accredited professional degree-granting program within HPE(R); 2) an active-based human-powered line of recreational courses available for all Marywood University students, staff, and faculty; and 3) a connection to the community through service learning and community recreation projects.

## Student Preparation

The Bachelor of Science in Recreation Leadership program will accept any student who has met the general admission requirements of Marywood University.

## Faculty Characteristics

All faculty for this program will possess a master's degree or higher from an accredited institution. They will also have job experience in the field of recreation services. Certified Park and Recreation Professionals will be preferred. Faculty should have extensive administrative work involving, university recreation curriculum, municipal recreational programs and facilities, and outdoor recreation/education programming. Work involves responsibility for providing organized recreation programs, including sports, special events, social and cultural activities and coordinating recreational facilities. Duties will include teaching and facilitating recreation theory, including facility and playground management, recreation budgeting and financing, and administration of recreation activities. Faculty will thorough knowledge, skill and ability in every phase of the recreation program administration for youth, senior citizens and the general public. The course work for the Bachelor of Science in Recreation Leadership will be delivered through a combination of full time faculty and adjunct instructors.

## Enrollment and Graduation Projections

Year	201/12	2012/13	2013/14	2014/15	2015/16
<b>Anticipated New Students</b>	10	10	18	28	35*
<b>Anticipated Graduates</b>	4	6	10	14	20

\* Consistent with current numbers in PA Program.

## Student and Program Outcomes

The Bachelor of Science degree will provide specific instruction, training and experience for students who want to pursue a career in the recreation field. Graduates will be prepared with the tools to plan, organize, and facilitate challenging and satisfying leisure service programs to meet the needs of an ever-changing population. Graduates may be involved in implementing adult and youth programs, conservation projects, therapeutic rehabilitation, facility and park design, outdoor recreation and education, and inclusive activities among other programs, events, and activities to improve the quality of life for those they serve. In addition to attaining high

marks in coursework, graduates will be required to complete a 15-week internship at an approved, accredited, and appropriate location in the recreation service industry.

It is estimated that there will be a high rate of employment opportunities for graduates of this program. There are over 30 municipal parks and recreation departments and over 200 private and commercial recreation agencies and natural resource organizations in the region. According to individual interviews with local, state, regional, and federal recreation professionals and meetings with several regional recreation task forces, there is a need for skilled professionals with a recreation degree to enter the professional field. These meetings also related the need for society to be involved in local activities. This is extremely important at this time of economic uncertainty when society is looking for inexpensive recreational outlets.

Students will be required to be CPR and First Aid certified upon graduation. Students will also be encouraged to pursue certification in their chosen emphasis in recreation i.e. Certified Parks and Recreation Professional (CPRP), Certified Therapeutic Recreation Specialist (CTRS), Aquatic Facility Operator (AFO) and so on. Students will also have the option of joining a variety of professional organizations. A person with a Bachelor of Arts degree in Recreation Leadership will be prepared to pursue a graduate program in recreation or a related field of study.

### **Program Accreditation**

The Recreation Leadership program will have the option to apply for accreditation after 3 years of successful operation. When the Recreation Leadership program meets the minimal requirements for application, the application for accreditation will be submitted. The agency that grants accreditation is the National Recreation and Parks Association (NRPA) with partnership with the American Association of Leisure and Recreation (AALR).

### **Alumni and Employer Survey**

Surveys will be mailed to graduates with degrees in recreation leadership six months after graduation. The surveys will gauge the satisfaction of the recreation leadership program in preparing them for the recreation field. We expect the satisfaction rates from alumni to be high.

All students will have an employee evaluation completed and submitted to the RLS Coordinator at the completion of the internship. Students enrolled in RLS internship will also have an evaluation completed by the agency supervisor they choose to work with during the

internship. These documents will help the RLS program gauge the satisfaction of employers. We expect the satisfaction rate from employers to be high.

**Requirements for thesis, internship or other capstone experience:**

Students must complete a 600 hour internship. Instructor must approve the agency where the intern will complete the internship. Student must have completed his/her junior year.

Prerequisite: REC 323, 431, 433, and 435.

**Unique features, such as interdepartmental cooperation:**

- Students will participate in numerous courses which are outside the department. These courses develop a holistic recreation leader with the depth and breadth of knowledge, skill set, and leadership ability to enhance and highly contribute to the betterment of social recreation services. Courses in business, environmental science, nutrition, philosophy, and physical education are taken to graduate.
- This program has potential to be one of seven nationally accredited academic programs in the State of Pennsylvania.
- Marywood University is populated by nearly 75% female. A recreation leadership and outdoor program will not only offer the female students more opportunity to broaden their recreational activity scope, it may also recruit and attract male students to the university.
- Housing a recreation leadership program and accrediting outdoor recreation education courses is a unique component to smaller universities. Having these on campus will create a visible community among students, staff, and faculty.
- Utilize evening time slots, and develop hybrid courses + online options for recreation students.
- Focus on service learning and community projects in Scranton.
- Create visual status for recruiting and attract male students - popular among other colleges and universities.
- Aligns with Marywood University Mission.
- Aligns with HPE Mission.
- Aligns with, and supports Strategic Plan Goals And Objectives 2010 – 2015
  - Goal 1 – Objective A, B, & C.
  - Goal 2 – Objective B.
  - Goal 4.
- Provides unique research opportunities, especially in faith-based recreation and physical activity – a realm lacking much research, one where Marywood could capitalize.
- The Outdoor Program will allow all students, staff, and faculty to participate in outdoor recreation courses as electives, audits, and participatory courses.
- May attract more male students.
- May become a popular and attractive minor.

## Program Structure

The **Bachelor of Science in Recreation Leadership** is offered in a **126** credit hour program.

**General education:** Total credits: 43-46 credit hours

**Major requirements:** Total credits: 56 semester hours

### Health, Physical Education, & Recreation

**Skills:** RLS must take at least 4 credits.

	Credit
PED 115 Aquatics	1
PED 140 Field Hockey	.5
PED 142 Basketball	.5
PED 223 Rhythms	1
PED 226 Bowl/Golf	1
PED 247 Soccer	.5
PED 245 Volleyball	.5
PED 340 Gymnastics	1
PED 348 Racquet Sports	1
	<b>4</b>

### Theory

	Credit
BIOL 121L Anat. & Phys. Lab	1
BIOL 122 Anat. & Phys	3
BIOL 122L Anat. & Phys Lab	1
PED 130 First Aid	1
PED 132 Personal Health	3
PED 160 Foundations	3
PED 210 Anatomical Concepts	1
PED 221 Kinesiology	3
PED 326 Tests & Measures	3
PED 344 Adapted PE	3
PED 424 Org & Admin.	3
	<b>24</b>

### Recreation Leadership

**Outdoor Recreation Activity Courses:**

**\*RLS must take at least 4 ORA credits:**

(F) Fall Only (S) Spring Only (F/S) Both

	Credit
REC 120 Kayak & Canoe (F)	1
REC 125 Rock Climbing (F)	1
REC 127 Mnt Biking (F)	1
REC 210 Advtr Sports (S)	1
REC 220 Winter Sports (S)	1
REC 221 Backpacking (S)	1
	<b>4</b>

### Core

	Credit
BUS 111 Prin.of Marketing	3
BUS 103 Com Tools Mgt	3

**Choose Either:**

BUS 113 Retail Management	3
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**OR**

BUS 121 Prin.of Mgmt	3
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BUS 213 Consmr Behavior	3
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**Choose Either:**

ENVS 215 Resource Con I	3
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ENVS 216 Resource Con II	3
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**OR**

ENVS 261 Earth Sci I	3
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ENVS 262 Earth Science II	3
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ND 330 Sports Nutrition	3
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**Choose Either:**

ENVS 340 Envirl Law or	3
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**OR**

PHIL 327 Envirl Ethics	3
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REC 323 Comm Rec Lead(F)	3
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REC 335 Comm Cntr/Play(F)	3
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REC 431 Adm Com Rec(S)	3
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REC 435 Rec Seminar(S)	3
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REC 445 Outdr Rec/Ed(F/S)	3
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REC 490 Internship (F/S)	9
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**48**



**Minor in Recreation Leadership**

21-23 credit Minor

Health, Physical Education, & Recreation  
HPER Theory

	<u>Credit</u>
PED 130 First Aid	<u>1</u>
PED 424 Org & Admin.	<u>3</u>
	<b>4</b>

Skills

RLS Minor must take at least 2 credits

PED 115 Aquatics	<u>1</u>
PED 140 Field Hockey	<u>.5</u>
PED 142 Basketball	<u>.5</u>
PED 223 Rhythms	<u>1</u>
PED 226 Bowl/Golf	<u>1</u>
PED 247 Soccer	<u>.5</u>
PED 245 Volleyball	<u>.5</u>
PED 340 Gymnastics	<u>1</u>
PED 348 Racquet Sports	<u>1</u>
	<b>2</b>

**Recreation Leadership**

Outdoor Recreation Activity Courses:

***RLS Minor must take at least 2 ORA courses:***

**(F)Fall (S)Spring (F/S) Fall & Spring**

REC 120 Kayak & Canoe (F)	<u>1</u>
REC 125 Rock Climbing (F)	<u>1</u>
REC 127 Mt Biking (F)	<u>1</u>
REC 210 Advtr Sports (S)	<u>1</u>
REC 220 Winter Sports (S)	<u>1</u>
REC 221 Backpacking (S)	<u>1</u>
	<b>2</b>

Recreation Leadership Core

REC 323 Comm Rec Lead(F)	<u>3</u>
REC 335 Comm Cntr/Play(F)	<u>3</u>
REC 431 Adm Com Rec(S)	<u>3</u>
REC 435 Rec Seminar(S)	<u>3</u>
REC 445 Outdr Rec/Ed(F/S)	<u>3</u>

**15**

<b>Total</b>	<b>21- 23</b>
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**Course Descriptions**

**REC 120 – Introduction to Kayak & Canoe (1cr) *Fall***

This course is designed to acquaint students with basic information and skills for canoeing and kayaking on Pennsylvania waters. This course will teach skills associated with paddling a canoe and a kayak, basic assists and rescues for in water reentry, and local, statewide, and national regulations associated with safe paddling. Pool use required. Field trip required.

**REC 125 – Introduction to Rock Climbing (1cr) *Fall***

A basic course aimed at those interested in the sport of rock climbing, this class explains the different types of climbing, discusses the essential equipment used in sport climbing, and utilizes an experiential learning approach to teach indoor/outdoor climbing. Indoor wall use required. Field trip required.

**REC 127 – Introduction to Mountain Biking (1cr) *Fall***

This course is designed as an introduction to the basics of mountain biking. Students will be introduced to the basic equipment, techniques, terminology, and safety of mountain biking. Students will be introduced to developed mountain biking trails in the Scranton area.

**REC 210 – Introduction to Adventure Sports** [ww raft, skydive, triathlon, etc.] (1cr) *Spring*

This course will introduce students to various types of adventure sports, and participate in some of the types of adventure sports. Students will learn about the fitness, wellness factors and training essential for adventure activity. Students will gain knowledge in various domains, including: safety procedures, stress calls and signals, map reading, outdoor first-aid, risk management, activity organization and planning, weather interpretation, and photography.

**REC 220 – Introduction to Winter Sports** [snowshoe, snowboard, dh & xc ski] (2cr) *Spring*

Students will learn the benefits of participating in multiple winter recreational activities as a lifelong physical activity, and as a contributing factor to increases in various components of health related fitness (i.e. cardiovascular endurance, flexibility, muscular endurance, and body composition). Students will participate and perform basic and advanced elements associated with teaching and learning multiple winter recreational activities, including snowshoeing, cross country skiing, downhill skiing, and snowboarding.

**REC 221 – Introduction to Backpacking** (1-2cr) *Spring*

This is a basic course aimed at those interested in the sport of backpacking. This class explains the different types of hiking, discusses the essential equipment used in backpacking, and utilizes an experiential learning approach to teach hiking and backpacking. Fitness center use required. Field trip required.

**REC 323 - Community Recreation Leadership** (3cr) *Fall*

Leadership techniques, programs, and management operations within community recreation.

**REC 335 - Community Centers And Playgrounds** (3cr) *Spring*

Leadership techniques, programs, and operations consistent with managing, developing, and assessing community recreation centers and playgrounds.

**REC 431 - Administration of Recreation in the Private Sector** (3cr) *Fall*

Designing, staffing, financing, marketing, leadership, and current trends involved with recreation and sport business within the private sector. Field trips required.

**REC 435 - Recreation Seminar** (3cr) *Spring*

Discussions and projects concerning current issues and problems in the recreation profession. Each student will be responsible for determining a problem trend, root cause, and an alternative solution. The student will then develop, facilitate, and execute the solution.

**REC 445 – Outdoor Recreation Education** (3cr) *Fall & Spring*

Philosophy of leisure, economic significance, recreation fields, and an introduction to basic outdoor skills including clothing, equipment, navigation, cooking and minimal impact camping. 4-5 day field trip required.

**REC 450 – Internship** (6-9cr) *Fall & Spring*

Internship, full-time continuing experience in one appropriate professional recreation organization/agency of at least 600 clock hours over an extended period of time, not less than 15 weeks. If an option is accredited, the internship must be directly related to such option.

### Example Instructor Load

<i>FALL</i>		<i>SPRING</i>		<i>SUMMER</i>	
<b>REC 120</b> Introduction to Kayak & Canoe	<b>1cr</b>	<b>REC 210</b> Introduction to Adventure Sports	<b>1cr</b>	<b>REC 445</b> Outdoor Recreation Education	<b>3cr</b>
<b>REC 125</b> Introduction to Rock Climbing	<b>1cr</b>	<b>REC 220</b> Introduction to Winter Sports	<b>1cr</b>	<b>REC 120</b> Introduction to Kayak & Canoe	<b>1cr</b>
<b>REC 127</b> Introduction to Mountain Biking	<b>1cr</b>	<b>REC 221</b> Introduction to Backpacking	<b>1cr</b>	<b>REC 210</b> Introduction to Adventure Sports	<b>1cr</b>
<b>REC 323</b> Community Recreation Leadership	<b>3cr</b>	<b>REC 335</b> Community Centers And Playgrounds	<b>3cr</b>		
<b>REC 431</b> Administration of Recreation in the Private Sector	<b>3cr</b>	<b>REC 435</b> Recreation Seminar	<b>3cr</b>		
<b>REC 445</b> Outdoor Recreation Education	<b>3cr</b>	<b>REC 445</b> Outdoor Recreation Education	<b>3cr</b>		
	<b>12cr</b>		<b>12cr</b>		

### Possible Course Time Slots

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 FH--MW 238	8:30-10:00 Therapeutic Exer - TBA - MW 201	8:00 FH-SW-MW 238	8:30-10:00 Therapeutic Exer - TBA - MW 201	8:00 Soccer-SW-MW 238 Volleyball-MJ-MW 238
9:00 Basic Aquatics - TBA - P 106 Coaching - TBA - MW 238/201 Elem. Methods - TBA - P104 Prev & Care	9:00 Intro to SM Wt. Lifting - TBA - MW 154	9:00 Basic Aquatics - TBA - 106 Coaching - TBA - MW 238/201 Elem. Methods - TBA - P 104 Prev & Care - Eval 2 Lab.	9:00 Intro to SM Wt. Lifting - TBA - MW 154	9:00 Elem Methods - TBA - P104 Prev & Care
10:00 Basic Aquatics Persl Comm Hlth (1)-JS - Kinestology (1)-SY - MW 232 10:00 - 1:00 Fund of Dance - MW230	10:00-11:30 Adapted PE - TBA - MW232 Eval II - SY - MW106	10:00 Basic Aquatics Persl Comm Hlth - JS - Kinestology - SY - MW 232 10:00 - 12:00 Tap - MW 230	10:00 - 11:30 Prev & Care - TBA - MW201 Ther of Exer Lab - TBA - MW106 Eval II - SY - MW 201	10:00 Persnl Comm Hlth - JS - Kinestology - SY - Ther Ex lab
11:00 Intro to AT - TBA - MW 232 Sports Nutrition	11:30 - 1:00 Adapted PE - TBA - MW232 12:00-1:00 Anat Concepts	11:00 Intro to AT - TBA - MW 232 Sports Nutrition	11:30-1:00 Adapted PE 12:00 - 1:00 Anat Concepts	11:00 Intro to AT - TBA - MW 232 Sports Nutrition
12:00 Racquet Sports - MJ - P107 Clinical Exp in AT 255A - SY - MW 201 Persl Comm Hlth (2) - -	12:30	12:00 Racquet Sports - MJ - P107 Clinical Exp in AT 455A - SY - MW 201 Persl Comm Hlth - -	12:30	12:00 Clinical Exp in AT 355A - SY - MW 201 Elem. Meth Lab - TBA - P107 Persl Comm Hlth -
1:00 Kinestology (2)	1-2:00 Anat Concepts - SY - MW232 1:00-3:00 Bowl/Golf -	1:00 Kinestology (2)	1-2:00 Anat. Concepts - SY - MW232 Rhythms MW 230 1:00-3:00 Bowl/Golf -	1:00 Kinestology (2) Elem Meth Lab - TBA - P107
2:00	2:30 - 3:30	2:00	3:00-6:00 Dance - MW 230	2:00
3:00 - 6:00 Dance Ensemble - MW 230	3:30	3:00	3:00	3:00
4:00	4:30	4:00	4:00	4:00
5:00	5:00	5:00	5:00	5:00
5:00-8:00 Ped 510 G - JS - 6:00-7:40	6:30	6:30 - 8:30 Karate - SW - MW 230	6:00	6:00

**Budget – Pro Forma:**

Recreation Leadership at Marywood University										
Pro Forma 2011										
	2011-12		2012-13		2013-14		2014-15		2015-16	
<b>REVENUES</b>										
<b>Tuition</b>										
new	10	264,075	10	277,279	18	524,057	28	855,960	40	1,283,939
continuing			8	221,823	10	291,143	15	458,550	20	641,970
Gross tuition		264,075		499,102		815,200		1,314,509		1,925,909
tuition discount (40%)		105,630		199,641		326,080		525,804		770,364
Net tuition		158,445		299,461		489,120		788,706		1,155,545
**Resident Room	6	41,334	11	77,005	17	123,978	26	197,058	36	284,589
<b>Fees (per/ft-time)</b>										
general fee - (UG \$20/yr)	10	9,200	18	16,560	28	25,760	43	39,560	60	55,200
registration (UG \$50/sem)	10	1,000	18	1,800	28	2,800	43	4,300	60	6,000
student activities Fee (UG \$200/yr)	10	2,000	18	3,600	28	5,600	43	8,600	60	12,000
Total		12,200		21,960		34,160		52,460		73,200
<b>Total Revenues</b>		\$211,979		\$398,426		\$647,257		\$1,038,224		\$1,513,334
<b>EXPENSES</b>										
<b>Salaries</b>										
FT Program Coord. Asst. Prof(9 mo Pos.)		60,000		62,100	-	64,274	-	66,523	-	68,851
Adjunct instructor(s)					2	5,000	4	10,000	6	15,000
Total salaries		\$ 60,000		\$ 62,100		69,274		76,523		83,851
<b>Benefits</b>										
full time		16,800		17,388	-	17,997		23,283		24,098
part time						443		885		1,328
Total salary and benefits		76,800		79,488		87,713		100,691		109,277
<b>Programmatic Expenses</b>										
advertising		5,000		3,000		2,500		2,500		2,500
equipment		75,000		25,000		25,000		15,000		15,000
student/Faculty Program Travel		10,000		20,000		30,000		35,000		40,000
Total		90,000	-	48,000	-	57,500	-	52,500	-	57,500
<b>Total Expenses</b>		\$166,800		\$127,488		\$145,213		\$ 153,191		\$ 166,777
<b>REVENUES</b>		\$ 45,179		\$270,938		\$502,045		\$ 885,033		\$1,346,557
<b>Tuition</b>		26,408		27,728		29,114		30,570		32,098
<b>Resident Student Room/year</b> (1.5% increase per year)		6,889		7,130		7,380		7,638		7,905
<b>Notes:</b>										
Assumes an annual tuition increase of 5%, no increase in general or registration fees.										
Salary increase 3.5%/yr. Benefits are 28% of FT salaries and 8.85% of PT salaries										
*N = Estimated number of students (FT)										
**Student resident=60% enrollment										

**Budget – Breakdown:**

<b>Programmatic Expenses</b>					
advertising	5,000	3,000	2,500	2,500	2,500
equipment	75,000	25,000	25,000	15,000	15,000
travel student/faculty	10,000	20,000	30,000	35,000	40,000
<b>Total</b>	<b>90,000</b>	<b>48,000</b>	<b>57,500</b>	<b>52,500</b>	<b>57,500</b>

**\$5000 Initial Advertising Budget:**

- fliers, brochures, posters to market courses.
- stickers, shirts, and recruiting items in attract new students.
- bulletin boards, banners, and event displays on campus and at local, regional, and national recruiting events.

<b>Programmatic Expenses</b>					
advertising	5,000	3,000	2,500	2,500	2,500
equipment	75,000	25,000	25,000	15,000	15,000
travel student/faculty	10,000	20,000	30,000	35,000	40,000
<b>Total</b>	<b>90,000</b>	<b>48,000</b>	<b>57,500</b>	<b>52,500</b>	<b>57,500</b>

**\$75,000 Initial Equipment Budget :**

- Equipment relevant to courses being taught – utilizing local natural resources.
- In long run, more efficient and cost effective to purchase own equipment, rather than rent.
- Correlates with student numbers desired in courses – 10-12.
- High first year budget – initial purchases – course fees will offset repairs and other needs.
- Having own gear creates attraction and gains student attention – visual status on campus and off.

<b>Programmatic Expenses</b>					
advertising	5,000	3,000	2,500	2,500	2,500
equipment	75,000	25,000	25,000	15,000	15,000
travel student/faculty	10,000	20,000	30,000	35,000	40,000
<b>Total</b>	<b>90,000</b>	<b>48,000</b>	<b>57,500</b>	<b>52,500</b>	<b>57,500</b>

**\$10,000 Travel Budget:**

- Recruiting fairs, conferences, and other presentations regarding program.
- Offset travel costs to outdoor program field experiences using MU Van.
- Increases due to more courses, exposures, and attaining recruiting estimations – adjunct, etc.
- Travel to professional association meetings, conferences, and outdoor specialized training certification workshops.

**Course Budgets – Equipment****Intro to Kayak & Canoe Course**

<i>Item</i>	<i>Quantity</i>	<i>Cost</i>
Kayak	15	\$11,500
Paddles	15	\$1,500
PFD (Lifejacket)	15	\$1,500
Safety Gear	15	\$1,500
Canoe	6	\$3,000
Canoe Paddles	16	\$1,600
Canoe Safety Gear	12	\$1,200
Canoe/Kayak Trailer	1	\$3,000
	<b>Total</b>	<b>\$24,800</b>

**Intro to Rock Climbing**

<i>Item</i>	<i>Quantity</i>	<i>Cost</i>
Ropes	6	\$600
Harness	12	\$1,200
Helmet	12	\$1,000
Student Safety Gear	12	\$3,000
Instructor Safety Gear		\$2,000
	<b>Rock Climb Total</b>	<b>\$7,800</b>
	<b>Carry Forward</b>	<b>\$32,600</b>

**Intro to Mountain Biking**

<i>Item</i>	<i>Quantity</i>	<i>Cost</i>
Mountain Bike	12	\$9,600
Helmet	12	\$1,200
Safety Kits	12	\$600
Group Repair Kit	1	\$250
Repair Station Equipment	1	\$1,000
Utility Transport Trailer	1	\$2,000
	<b>Mountain Bike Total</b>	<b>\$14,650</b>
	<b>Carry Forward</b>	<b>\$47,250</b>

**Intro to Backpacking & Hiking**

<i>Item</i>	<i>Quantity</i>	<i>Cost</i>
Backpacks	12	\$2,000
Walking Sticks	12	\$1,200
Tents	12	\$2,400
Sleeping Bags	12	\$2,400
Sleeping Pads	12	\$1,200
Head Lamps	12	\$600
Cooking Equipment	12	\$3,000
Hiking and Backpacking Total		\$12,800
<b>Carry Forward</b>		<b>\$60,050</b>

**Other Materials & Equipment**

<i>Item</i>	<i>Quantity</i>	<i>Cost</i>
Enclosed Utility Trailer; 14'	1	\$4,000
Recreation Technology		
HR/GPS Monitors	12	\$4,200
Computer/Laptop/Printer	1	\$2,250
Office Supplies		4,500
Other Total		\$14,950
<b>Budget Total</b>		<b>\$75,000</b>

## Assessment:

### Marywood University already has:

- Interest and Buzz! (community and university)
- Foundation for recreation at the community level.
- Excited faculty and staff. (42.2% response rate to survey)
- A supportive and knowledgeable HPE chair.
- An excellent location and reputation for quality programming.
- Desire for sustainability – proper recreation education helps sustain life.
- Curriculum in HPE which can be utilized for recreation alignment.
- Brilliant facilities:
  - ✓ Gymnasium – for recreation programming.
  - ✓ Aquatic Center - for Kayak/Canoe and other water recreation training.
  - ✓ Indoor Rock Wall – for introduction to rock climbing course, and other programs.
  - ✓ Field Space – for youth, student, and adult programming.
  - ✓ Classrooms – high-quality classrooms with ample technology.
  - ✓ Storage – ample storage under risers (bleachers) with easy access.
  - ✓ Transportation – 2 -10psg vans to accommodate student transport.
- Student base in Physical Activity program.
- A desire to attract male students.
- Interest in outdoor recreation opportunities from female population.
- Interest in a minor from students from several other colleges and programs.

## Survey:

### Introduction:

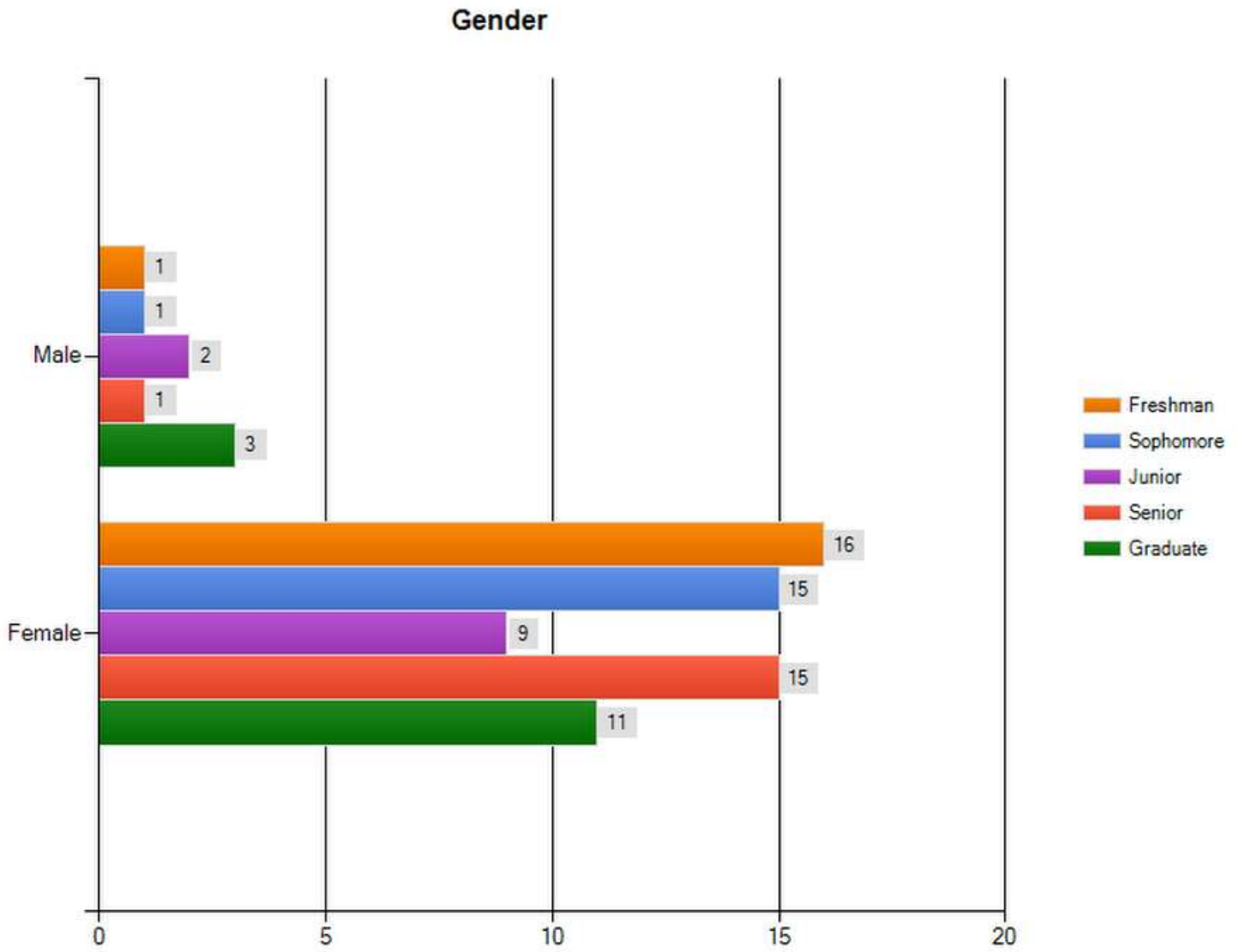
Marywood University and the College of Health and Human Services are exploring the possibility of developing a recreation leadership degree program within the Health and Physical Education (HPE) department. As a part of this degree, new recreation courses could be added to the academic catalog that may allow all students to take as electives. In an attempt to better develop these courses for the MU community, and utilize the abundant natural recreational resources surrounding Scranton, we are seeking your input. Please take a minute to answer the below questions. Whether you are associated with the HPE department or not, your answers will help provide important information in order to develop courses you may be interested in taking for credit.

<b>Survey Sent EMAIL to:</b>	<b>3500</b>
<b>Response Rate</b>	<b>3.6%</b>
<b>Total Started Survey:</b>	<b>129</b>
<b>Total Completed Survey:</b>	<b>127 (98.4%)</b>



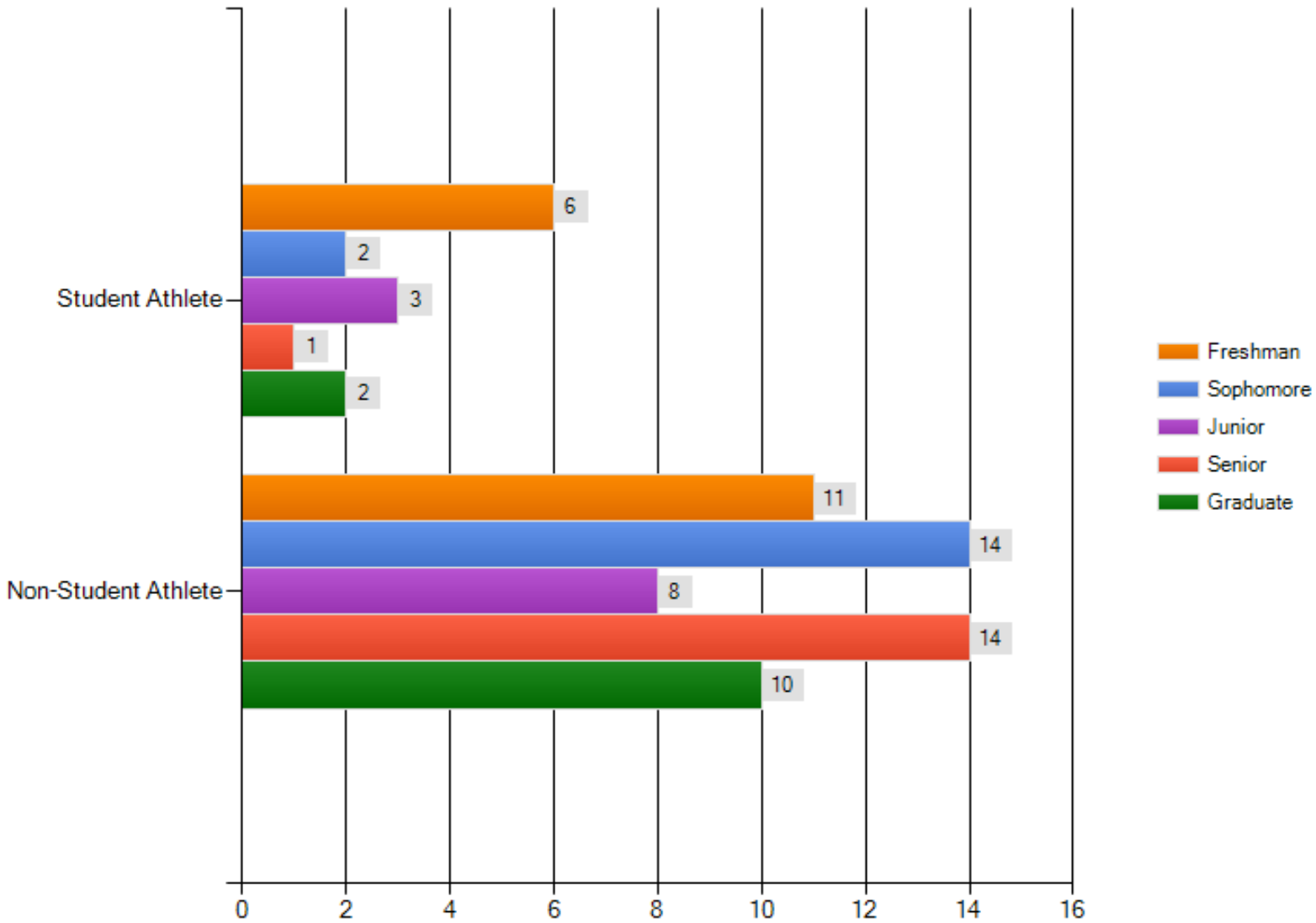
## Survey Results Recreation Leadership Program at Marywood University

Gender						
Association with Marywood University						
answered question	17	16	11	16	14	74
skipped question						0
	Freshman	Sophomore	Junior	Senior	Graduate	Response Totals
Male	5.9% (1)	6.3% (1)	18.2% (2)	6.3% (1)	21.4% (3)	10.8% (8)
Female	<b>94.1%</b> <b>(16)</b>	93.8% (15)	81.8% (9)	93.8% (15)	78.6% (11)	89.2% (66)



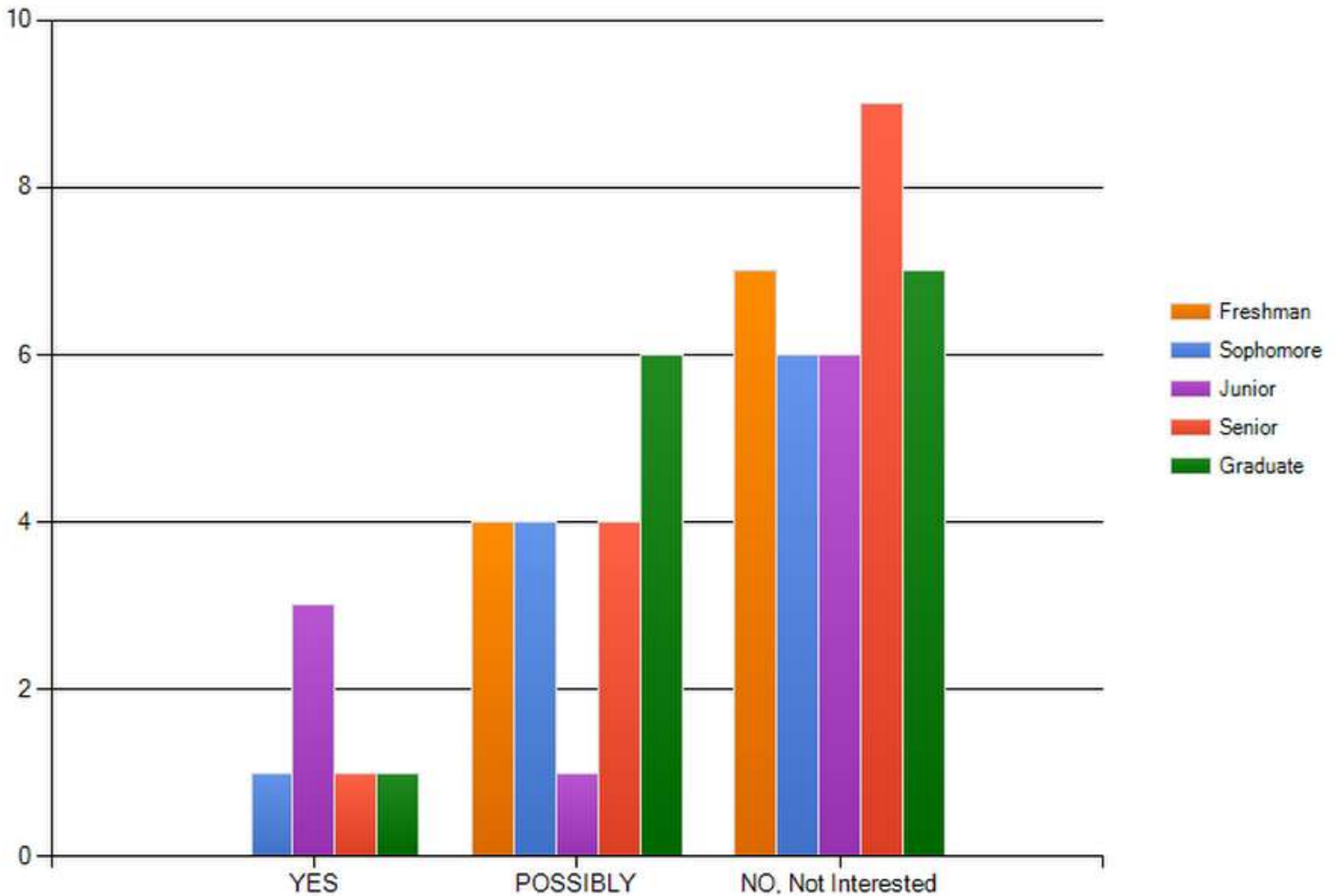
<b>Association with Athletics</b>						
answered question	<b>17</b>	<b>16</b>	<b>11</b>	<b>15</b>	<b>12</b>	<b>71</b>
skipped question						<b>3</b>
	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Graduate</b>	<b>Response Totals</b>
Student Athlete	35.3% (6)	12.5% (2)	27.3% (3)	6.7% (1)	16.7% (2)	19.7% (14)
Non-Student Athlete	64.7% (11)	<b>87.5% (14)</b>	72.7% (8)	<b>93.3% (14)</b>	83.3% (10)	<b>80.3% (57)</b>

**Association with Athletics**



<b>If you have not declared a major at Marywood, would you consider a Recreation Leadership major if you received more information about this professional degree program?</b>						
answered question	<b>11</b>	<b>11</b>	<b>10</b>	<b>14</b>	<b>14</b>	<b>60</b>
skipped question						<b>14</b>
	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Graduate</b>	<b>Response Totals</b>
YES	0.0% (0)	9.1% (1)	<b>30.0%</b> <b>(3)</b>	7.1% (1)	7.1% (1)	10.0% (6)
POSSIBLY	<b>36.4%</b> <b>(4)</b>	<b>36.4%</b> <b>(4)</b>	10.0% (1)	28.6% (4)	42.9% (6)	31.7% (19)
NO, Not Interested	63.6% (7)	54.5% (6)	60.0% (6)	64.3% (9)	50.0% (7)	58.3% (35)

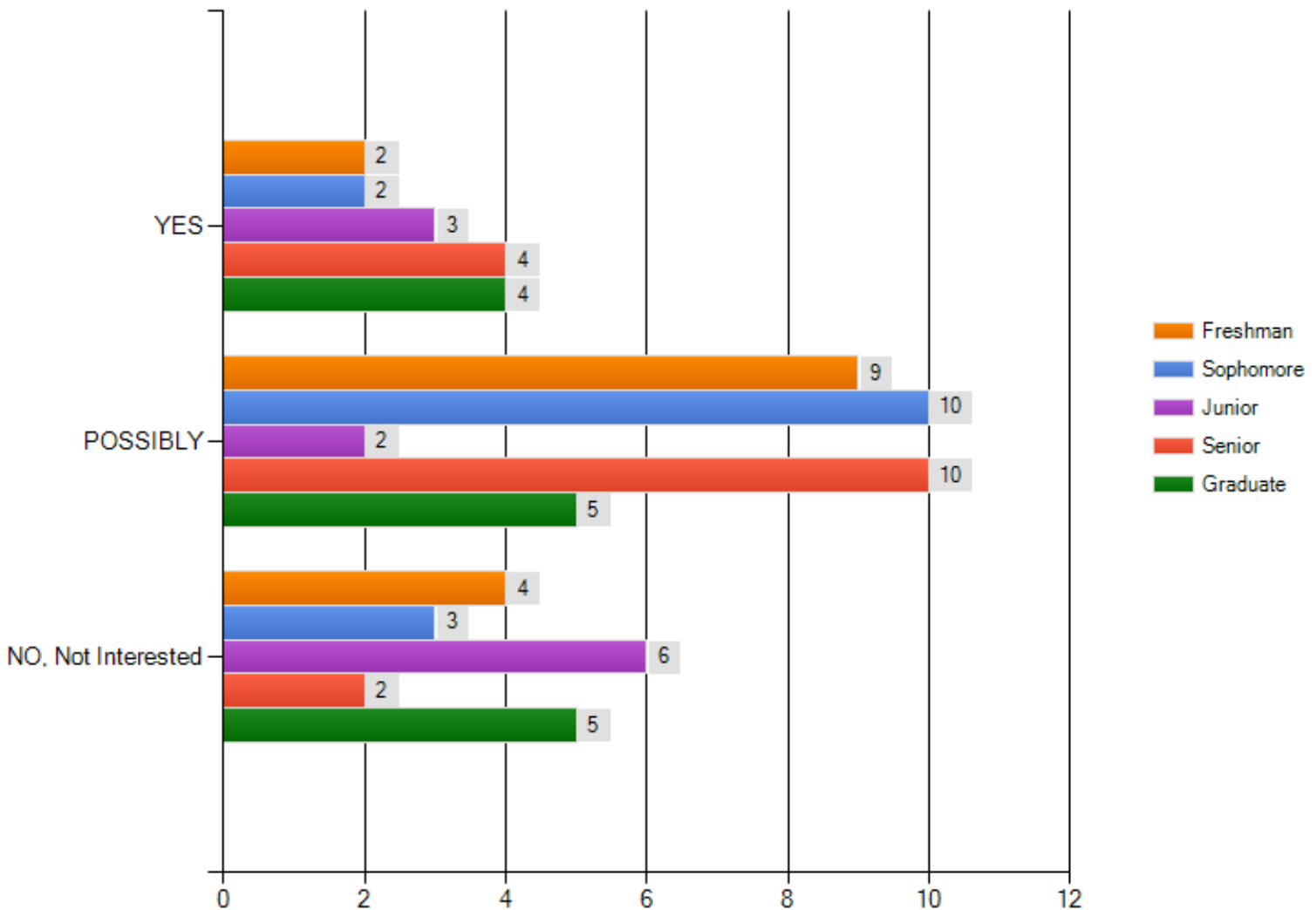
**If you have not declared a major at Marywood, would you consider a Recreation Leadership major if you received more information about this professional degree program?**



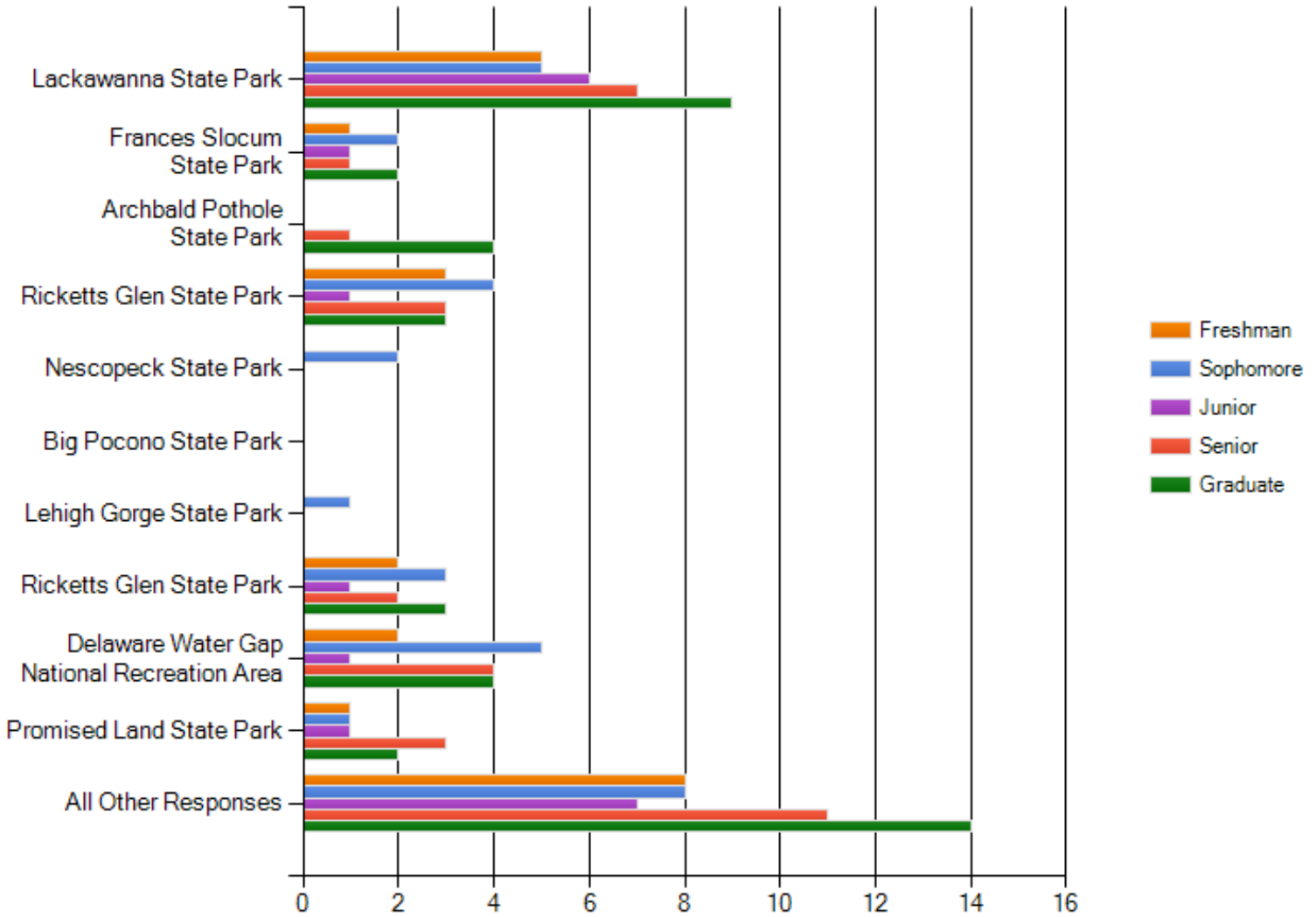
**If you do not have a minor selected, would you consider a Recreation Leadership minor if you received more about this professional degree program?**

answered question	<b>15</b>	<b>15</b>	<b>11</b>	<b>16</b>	<b>14</b>	<b>71</b>
skipped question						<b>3</b>
	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Graduate</b>	<b>Response Totals</b>
YES	13.3% (2)	13.3% (2)	<b>27.3% (3)</b>	<b>25.0% (4)</b>	<b>28.6% (4)</b>	21.1% (15)
POSSIBLY	<b>60.0% (9)</b>	<b>66.7% (10)</b>	18.2% (2)	62.5% (10)	35.7% (5)	50.7% (36)
NO, Not Interested	26.7% (4)	20.0% (3)	54.5% (6)	12.5% (2)	35.7% (5)	28.2% (20)

**If you do not have a minor selected, would you consider a Recreation Leadership minor if you received more about this professional degree program?**



**Of the below local parks and recreation areas, indicate those you have visited in the last year for recreation, fitness, or leisure time.**

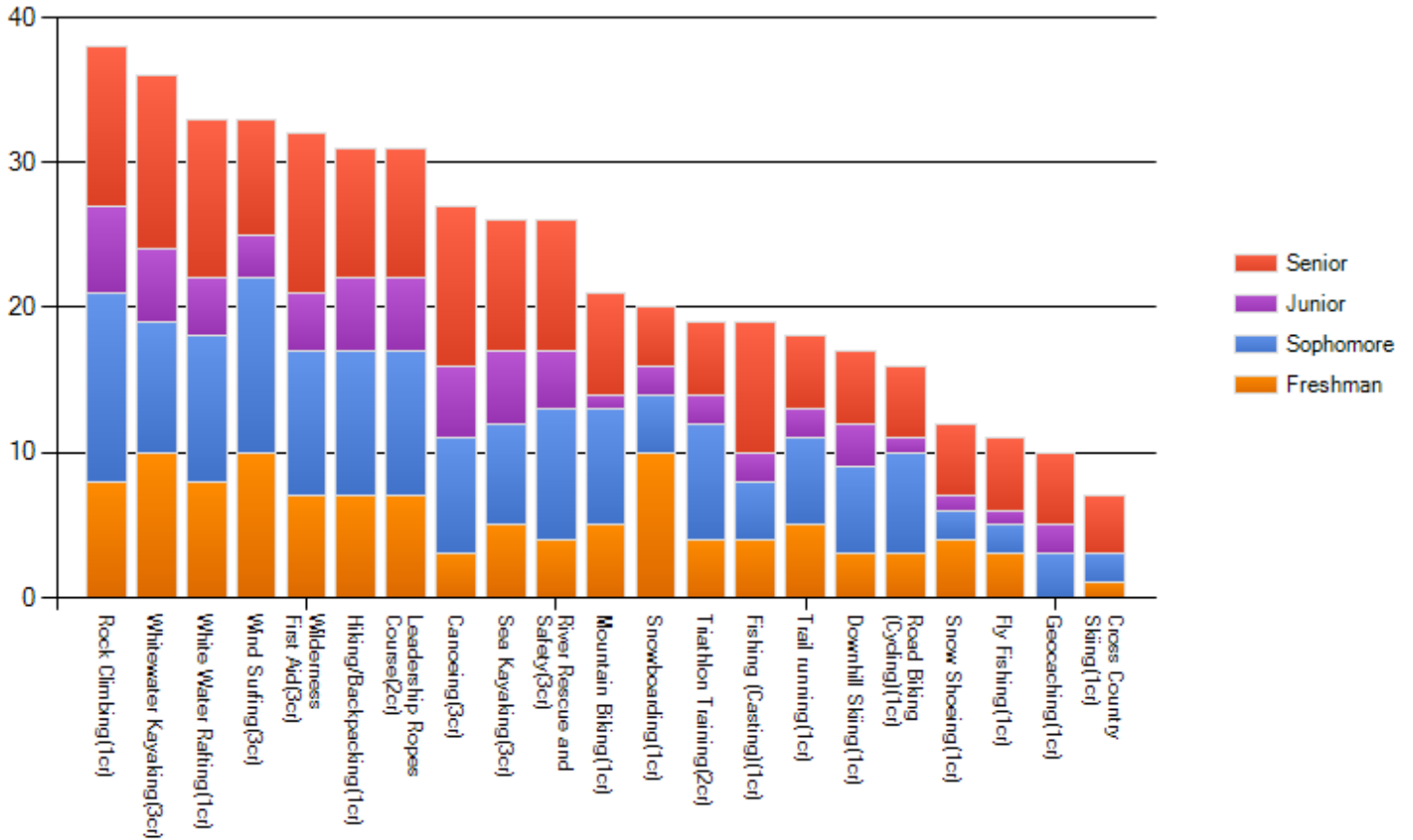


**Note:** Many of parks listed above have numerous recreation possibilities. It is evident from the responses that students do not visit these places often. Possible reasons may be that students are unaware or uneducated as to the possible recreational value these parks provide.

Below is a list of recreational activities that MAY be offered as clinics, workshops, or for-credit courses, through the College of Health and Human Service's HPE Department within the recreation leadership curriculum. Indicate all the activities you would be interested in taking if offered at Marywood University. Keep in mind, all of the courses below would be beginner or introduction to courses. \*Course credit attached may not be actual.

answered question	17	16	10	16	59
skipped question					1
	Freshman	Sophomore	Junior	Senior	Totals
Mountain Biking(1cr)	29.4% (5)	50.0% (8)	10.0% (1)	43.8% (7)	35.6% (21)
Road Biking (Cycling)(1cr)	17.6% (3)	43.8% (7)	10.0% (1)	31.3% (5)	27.1% (16)
Rock Climbing(1cr)	47.1% (8)	81.3% (13)	60.0% (6)	68.8% (11)	64.4% (38)
Downhill Skiing(1cr)	17.6% (3)	37.5% (6)	30.0% (3)	31.3% (5)	28.8% (17)
Snowboarding(1cr)	58.8% (10)	25.0% (4)	20.0% (2)	25.0% (4)	33.9% (20)
Cross Country Skiing(1cr)	5.9% (1)	12.5% (2)	0.0% (0)	25.0% (4)	11.9% (7)
Snow Shoeing(1cr)	23.5% (4)	12.5% (2)	10.0% (1)	31.3% (5)	20.3% (12)
Triathlon Training(2cr)	23.5% (4)	50.0% (8)	20.0% (2)	31.3% (5)	32.2% (19)
Whitewater Kayaking(3cr)	58.8% (10)	56.3% (9)	50.0% (5)	75.0% (12)	61.0% (36)
Sea Kayaking(3cr)	29.4% (5)	43.8% (7)	50.0% (5)	56.3% (9)	44.1% (26)
Canoeing(3cr)	17.6% (3)	50.0% (8)	50.0% (5)	68.8% (11)	45.8% (27)
White Water Rafting(1cr)	47.1% (8)	62.5% (10)	40.0% (4)	68.8% (11)	55.9% (33)
Fishing (Casting)(1cr)	23.5% (4)	25.0% (4)	20.0% (2)	56.3% (9)	32.2% (19)
Fly Fishing(1cr)	17.6% (3)	12.5% (2)	10.0% (1)	31.3% (5)	18.6% (11)
Wind Surfing(3cr)	58.8% (10)	75.0% (12)	30.0% (3)	50.0% (8)	55.9% (33)
Hiking/Backpacking(1cr)	41.2% (7)	62.5% (10)	50.0% (5)	56.3% (9)	52.5% (31)
Geocaching(1cr)	0.0% (0)	18.8% (3)	20.0% (2)	31.3% (5)	16.9% (10)
Trail running(1cr)	29.4% (5)	37.5% (6)	20.0% (2)	31.3% (5)	30.5% (18)
Leadership Ropes Course(2cr)	41.2% (7)	62.5% (10)	50.0% (5)	56.3% (9)	52.5% (31)
Wilderness First Aid(3cr)	41.2% (7)	62.5% (10)	40.0% (4)	68.8% (11)	54.2% (32)
River Rescue and Safety(3cr)	23.5% (4)	56.3% (9)	40.0% (4)	56.3% (9)	44.1% (26)

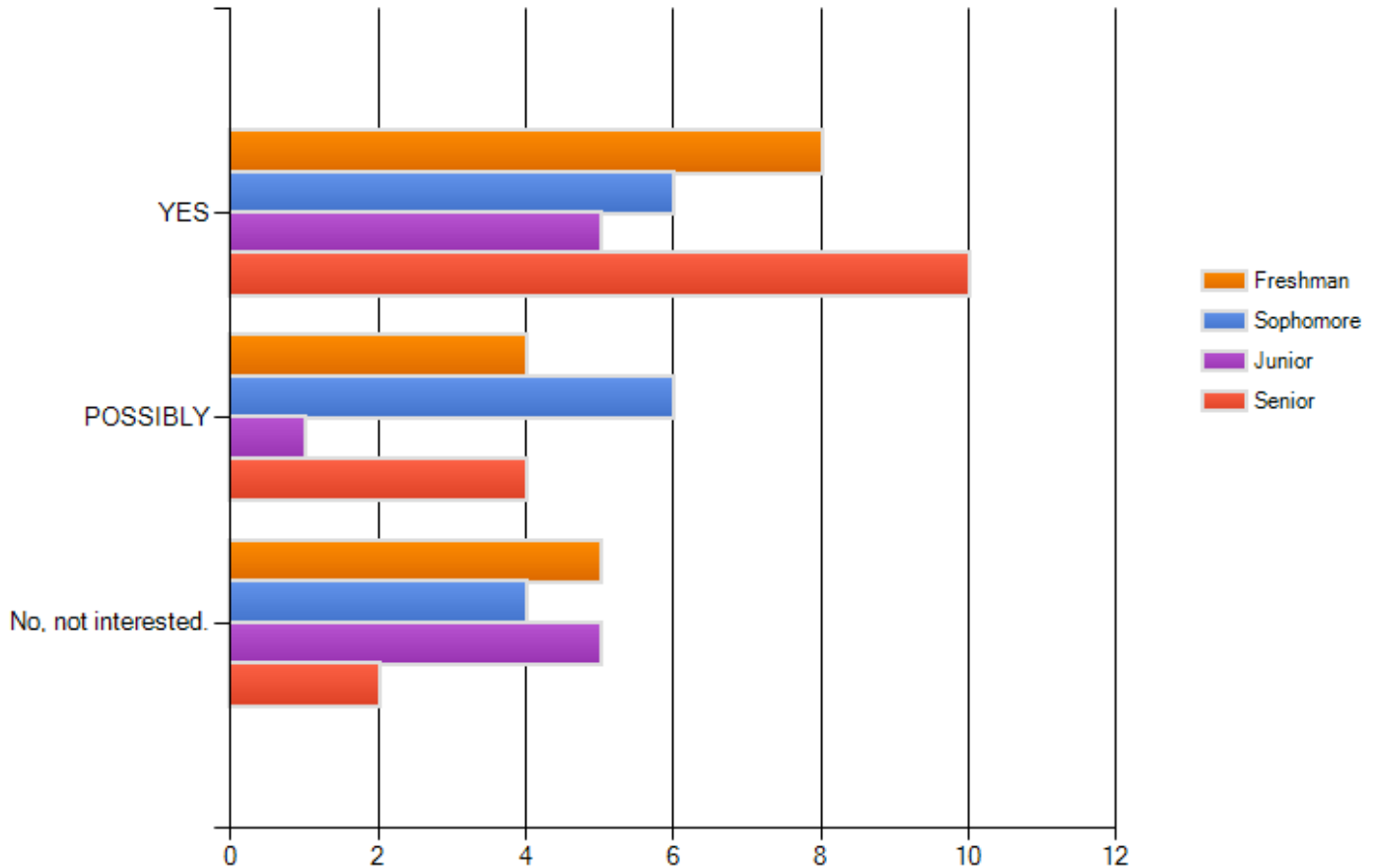
Below is a list of recreational activities that MAY be offered as clinics, workshops, or for -credit courses, through the College of Health and Human Service's HPE Department within the recreation leadership curriculum. Indicate all the activities you would be interested in taking if offered at Marywood University. Keep in mind, all of the courses below would be beginner or introduction to courses. \*Course credit attached may not be actual.



**If outdoor recreation/education courses were offered through the College of Health and Human Service’s HPE department during spring break, winter break, and/or summer intersession, would you be interested in taking courses these types of courses for electives or credit toward a recreation leadership major/minor that traveled to particular destination locations?**

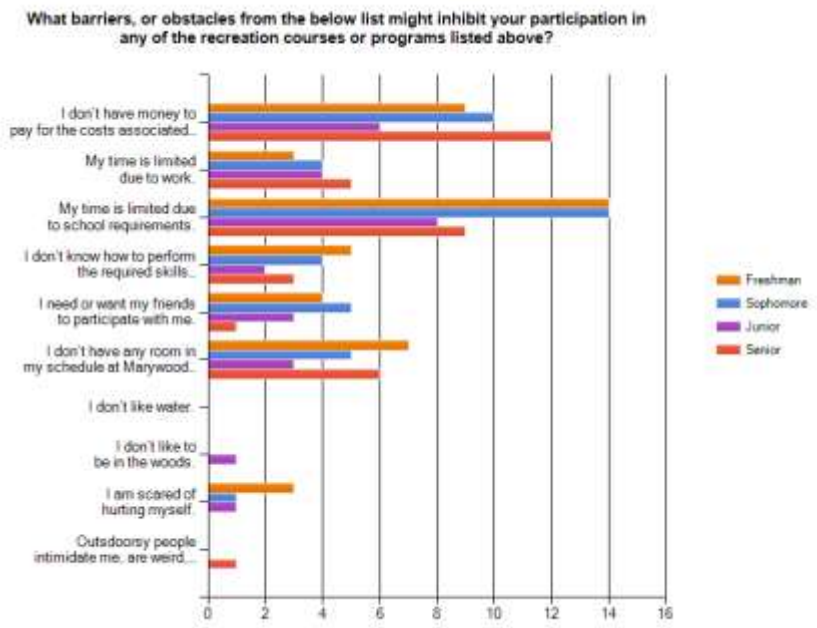
answered question	17	16	11	16	<b>60</b>
skipped question					<b>0</b>
	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Response Totals</b>
YES	47.1% (8)	37.5% (6)	45.5% (5)	62.5% (10)	<b>48.3% (29)</b>
POSSIBLY	23.5% (4)	37.5% (6)	9.1% (1)	25.0% (4)	<b>25.0% (15)</b>
No, not interested.	29.4% (5)	25.0% (4)	45.5% (5)	12.5% (2)	26.7% (16)

**If outdoor recreation/education courses were offered through the College of Health and Human Service’s HPE department during spring break, winter break, and/or summer intersession, would you be interested in taking courses these types of courses for electives or credit toward a recreation leadership major/minor that traveled to particular destination locations?**





<b>What barriers, or obstacles from the below list might inhibit your participation in any of the recreation courses or programs listed above?</b>					
answered question	16	16	9	16	<b>57</b>
skipped question					<b>3</b>
	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Response Totals</b>
I don't have money to pay for the costs associated with course fees.	56.3% (9)	62.5% (10)	66.7% (6)	75.0% (12)	<b>64.9% (37)</b>
My time is limited due to work.	18.8% (3)	25.0% (4)	44.4% (4)	31.3% (5)	28.1% (16)
My time is limited due to school requirements.	87.5% (14)	87.5% (14)	88.9% (8)	56.3% (9)	<b>78.9% (45)</b>
I don't know how to perform the required skills associated with the activity.	31.3% (5)	25.0% (4)	22.2% (2)	18.8% (3)	24.6% (14)
I need or want my friends to participate with me.	25.0% (4)	31.3% (5)	33.3% (3)	6.3% (1)	22.8% (13)
I don't have any room in my schedule at Marywood for any more courses.	43.8% (7)	31.3% (5)	33.3% (3)	37.5% (6)	<b>36.8% (21)</b>
I don't like water.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
I don't like to be in the woods.	0.0% (0)	0.0% (0)	11.1% (1)	0.0% (0)	1.8% (1)
I am scared of hurting myself.	18.8% (3)	6.3% (1)	11.1% (1)	0.0% (0)	8.8% (5)
Outdoorsy people intimidate me, are weird, or don't relate to me.	0.0% (0)	0.0% (0)	0.0% (0)	6.3% (1)	1.8% (1)
I feel as though I don't have the 'know-how' to participate in outdoor activity.	6.3% (1)	6.3% (1)	11.1% (1)	12.5% (2)	8.8% (5)



## **Discussion**

According to the University mission, Marywood is committed to ‘enriching human lives through ethical and religious values with a tradition of service motivated by a pioneering, progressive spirit.’ With a spectacular geographic location near the Pocono Mountains and paralleling with the above mission, Marywood University has great potential to offer an abundance of outdoor educational and recreational skill-based courses to students, staff, faculty, and community members. With the University as a coeducational, comprehensive, residential, and Catholic university serving men and women from a variety of backgrounds and religions, it seems reasonable for a program with this uniqueness to provide a service and degree option to over 3,400 students. Determining the need for an educationally-based program at Marywood University is a systematic process requiring accurate and thorough examination of facilities, location, and target audience for feasibility.

After careful examination of Marywood University, including the surrounding area, communication with faculty and staff, and analysis of a brief survey, it is my professional opinion that a recreation leadership program within the College of Health and Human Services Department of Health and Physical Education would flourish. Marywood University has extensive facilities to accommodate a multitude of recreational courses which would enhance the lives of students, staff, faculty, alumni, and community members. Using the regional natural resources will allow students to be properly educated and introduced to life-long recreational habits, as well as build a sustainable bond between humans and the environment.

This program aligns with Marywood University’s mission, strategic planning goals and objectives, and other programming opportunities. The curriculum needed to substantiate this degree is dependent on allocating funding for particular courses outlined in the proposal.

Without the outdoor recreation activity component, the only courses would be the theory and philosophy courses. However, in order to attract new students, and build a 21<sup>st</sup> century program, the outdoor courses are a must. These courses combined with the leadership, theory, history, and philosophy concerning recreation will create a unique, attractive new degree option at Marywood University. This new degree will allow a new active and marketable degree for already established students at Marywood, but more importantly create an attractive program for new students being recruited. In addition, the outdoor program courses must be allowed as elective courses. This will allow courses to fill at needed capacity, and create options for students in other degree programs the opportunity to take courses which will teach new lifetime recreational activities.

The timeline for implementing this proposed program is entirely dependent on allocating funding. Procuring equipment and materials for the program will take minimal time. Determining the curriculum with the department will not take long, nor will creating a matrix for classroom use. In my opinion, a recreation leadership degree could be developed as early as the Fall 2011 semester, if the required budget was funded. This would require hiring the required faculty member, marketing the program over the summer months, and aligning the curriculum for a Fall 2011 implementation. However, it would seem more reasonable to plan for a Fall 2012 implementation. This would require marketing the program during the Spring of 2012, hiring the required faculty member in May 2012, and having all courses, curriculum, and programming developed with the Spring and Summer months of 2012.

Marywood University has the capability to create a unique and recognized recreation program. The foundation is here. The support and natural setting is here. This program will need the right person to lead and guide it to the next level, but the main ingredients are present.

The program, if created and developed correctly, would make Marywood University a ‘Recreation Hub’. This would allow for many unique programming opportunities, like youth recreation camps, adult workshops, training clinics, and more. There is also the potential to create the Marywood University Recreation Leadership Institute – A full-scale recreation leadership training center with High & Low Ropes Elements Course. This would attract leadership personnel to contract with Marywood to hosts retreats, conferences, and workshops teaching, enhancing, and facilitating leadership principles using adventure theory.

Essentially, Marywood University is the right, and only choice to house this type of program in the area. After analyzing other colleges and universities in the vicinity, Marywood would be the only choice to offer and house this unique program. If implemented and funded, this program has the potential to alter recreation programming in the Northeast Pennsylvania area. It is my belief, that having a recreation leadership program and outdoor program will 1) attract more male students; 2) enhance student life at Marywood; and 3) provide the much needed education and facilitation of active-based lifelong recreation for students, staff, and faculty, which will build and foster a new community. Excellent recreation leaders are needed in order to improve the quality of life for society. Marywood University can produce these types of leaders. Marywood University, the time is right, and the time is now; LEAD ON!

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