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**The graduate program in Recreation and Park Administration
at Central Michigan University as perceived by its graduates,
1980 through 1989**

Pybus, Dean S., Ph.D.

Michigan State University, 1991

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THE GRADUATE PROGRAM IN RECREATION AND PARK ADMINISTRATION
AT CENTRAL MICHIGAN UNIVERSITY AS PERCEIVED BY
ITS GRADUATES, 1980 THROUGH 1989

By

Dean S. Pybus

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Educational Administration

1991

ABSTRACT

THE GRADUATE PROGRAM IN RECREATION AND PARK ADMINISTRATION AT CENTRAL MICHIGAN UNIVERSITY AS PERCEIVED BY ITS GRADUATES, 1980 THROUGH 1989

By

Dean S. Pybus

The researcher's purpose in conducting this study was to determine the quality of the graduate program in recreation and park administration at Central Michigan University, Mt. Pleasant, Michigan, as perceived by graduates of the program. Specifically, the study was undertaken to answer the following questions:

1. From the perception of students who have completed the graduate program in the Department of Recreation and Park Administration at Central Michigan University, to what extent have the goals of the program been achieved?

2. From the perception of students who have completed the graduate program in Recreation and Park Administration at Central Michigan University, to what extent has the coursework prepared them for professional advancement?

Questionnaires were mailed to all individuals who received their master's degree in the years 1980 through 1989. Graduates were asked to provide demographic information, respond to questions regarding their perceptions of the attainment of the goal statement

Dean S. Pybus

of the graduate program, respond to questions regarding their perceptions of the value of individual courses, and provide suggestions for course revision and new course development.

As a group, the respondents thought the graduate program goals were achieved adequately or very adequately and that the coursework was perceived as valuable to professional advancement. No significant differences (based on undergraduate degree or employment status) were evident in these perceptions.

ACKNOWLEDGMENTS

I gratefully recognize the contributions of others who were instrumental in producing this study. A debt of thanks is extended to:

My guidance committee, Drs. Louis Hekhuis, James Bristor, Marvin Grandstaff, and Samuel Moore II, who allowed me to conduct practical research that will aid the Department of Recreation and Park Administration at Central Michigan University.

Roger Coles, Chairman, Department of Recreation and Park Administration, Central Michigan University, for his support and encouragement.

Don, Bob, and Dr. "Z" for their constant harassment. It helped.

My best friend and wife, Renee, for her quiet support, encouragement, and understanding.

And my children, Meghan, age 8; Kyle, age 6; and Annie, age 6, for allowing me to use "their" computer and for all their assistance in organizing this dissertation.

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CHAPTER I

THE PROBLEM

Introduction

A variety of studies have been conducted addressing the adequacy of student preparation in specific graduate programs. These studies have included programs in education, public administration, nursing, engineering, business, social work, guidance and counseling, psychology, chemistry, and a variety of concerns at the community college level. In each study the adequacy of the program was based if not completely, then at least in part, on the perceptions of its graduates.

No studies were found regarding the adequacy of graduate programs in recreation and park administration. As the country shifts more toward a service economy, the need for properly trained professions in the leisure industry, both in the profit and nonprofit sectors, becomes apparent. It is important that faculty involved in the education of recreation and park professionals teach the necessary skills that administrators need to understand and use in order to provide services that help improve the quality of life.

Providing courses leading to a degree is not enough if the coursework does not prepare the students adequately. There should be an analysis of the degree program. With this in mind, the

researcher focused his attention on a specific graduate program in recreation and park administration.

The Department of Recreation and Park Administration at Central Michigan University offers graduate degrees in the following: (a) Master of Science in Administration, Recreation and Park Administration concentration; (b) Master of Arts in Recreation and Park Administration; (c) Master of Arts in Recreation for the Handicapped; and (d) Master of Science in Outdoor Recreation and Field Biology. The researcher was concerned with three of the above-mentioned degrees: the Master of Science in Administration, the Master of Arts in Recreation and Park Administration, and the Master of Science in Outdoor Recreation and Field Biology. The Master of Arts in Recreation for the Handicapped was not included in this study. National Therapeutic Recreation Society (NTRS) certification standards require specific coursework designed to meet stated NTRS competencies. Department faculty with expertise in therapeutic recreation are charged with providing the appropriate coursework to meet these standards.

As determined by the graduate faculty of the Department of Recreation and Park Administration at Central Michigan University, the three degrees under study are offered to serve the needs of three clientele groups, as summarized in Table 1.1.

Table 1.1.--Clientele served.

Degree Offered	Clientele
M.S., Administration	Recreation and park professionals Future recreation and park professionals Non-recreation and park professionals
M.A., Recreation and Park Administration	Recreation and park professionals Future recreation and park professionals Non-recreation and park professionals
M.S., Outdoor Recreation and Field Biology	Recreation and park professionals Future recreation and park professionals Non-recreation and park professionals

1. Recreation and park administration professionals. Individuals with an undergraduate degree in recreation and park administration currently working in the field, or individuals with no degree in recreation and park administration but with extensive full-time work experience, as defined by the Michigan Recreation and Park Association (MRPA) and the National Recreation and Park Association in the MRPA's Professional Certification Plan (see Appendix A).

2. Individuals seeking to enter the recreation and park administration profession full time. They may or may not have an undergraduate degree in recreation and park administration but have no full-time work experience in the profession.

3. Non-recreation and park administration professionals.

Individuals with no undergraduate degree in recreation and park administration and with no full-time work experience in the recreation and park profession.

The graduate faculty, as outlined in the goal statement of the graduate program, viewed the coursework as providing a means for students to expand on current knowledge, conceptualize their leisure philosophy, conceptualize their leadership style, further explore these areas through a research experience or management-level practicum, and exchange professional information (see Table 1.2).

Table 1.2.--Goal statement.

Clientele	Purpose of Coursework
Recreation and park professionals and future professionals	Expand on current knowledge Conceptualize leisure philosophy Conceptualize leadership style Research experience
Non-recreation and park professionals	Practical management-level experience Information exchange

In developing these goals, the graduate faculty of the Department of Recreation and Park Administration at Central Michigan University focused on desired outcomes of the graduate program (that is, the cumulative results of the coursework taken) and not on individual courses. It was thought that these goals were desired outcomes regardless of the clientele served (recreation and park

administration professionals, future recreation and park administration professionals, non-recreation and park administration professionals). A discussion of each goal follows.

Goal: To expand on current knowledge. The graduate faculty thought that, on completion of the graduate degree through the Department of Recreation and Park Administration at Central Michigan University, a student's knowledge base, as it relates to the administration of recreation and park agencies, should be greater than when the student started the program. This should be a "given," but when a portion of the clientele is composed of recreation and park professionals (who may be involved in local, state, and/or national conferences, workshops, and coursework for self-improvement and certification), expanding on current knowledge may be a difficult challenge.

Goal: To conceptualize a leisure philosophy. The graduate faculty thought it was important for each student to be able to conceptualize a leisure philosophy. When incorporated into the administration of a recreation and park agency, the leisure philosophy would contribute to the development and management of programs and services that help improve the participants' quality of life.

Goal: To conceptualize a leadership style. While an appropriate leisure philosophy would help improve the quality of life for participants of agency programs, the graduate faculty also recognized the need for graduate students to be educated in ways of improving the quality of life within the workplace. Another

graduate program goal, therefore, was to help each graduate student conceptualize a leadership style that he/she felt comfortable with and that fostered a positive work environment.

Goal: To provide for a research experience. While recreation and park professionals generally are not involved in exploratory research, they are often (or should be) involved in descriptive research through program evaluations, personnel evaluations, and market surveys. In addition, recreation and park professionals are (or should be) consumers of research. They should be able to read and interpret leisure-related research and understand its application to their agency. The graduate faculty thought that students in the graduate program should have an understanding of how to develop, conduct, and interpret descriptive research so that results are meaningful to those concerned with the process.

Goal: To provide for a practical management-level experience. The graduate faculty thought that practical application of the coursework was essential to its understanding. This could be achieved through role playing, case studies, and/or a practicum experience (supervised work experience).

Goal: To provide for an exchange of professional information. As discussed on pages 2 through 4, the graduate program in Recreation and Park Administration at Central Michigan University serves the needs of three clientele groups: recreation and park administration professionals, future recreation and park administration professionals, and non-recreation and park

administration professionals. The graduate faculty recognized that within and among these three groups there would be differences in the recreation and park administration knowledge base and differences of opinion regarding various facets of the recreation and park profession (e.g., agency organization, supervision, program development, evaluation, certification). Facilitating an exchange of professional information and encouraging discussion of topics related to the recreation and park profession would allow students to share and acquire knowledge.

Statement of the Problem

Members of the graduate faculty within the Department of Recreation and Park Administration at Central Michigan University have raised questions concerning the "value" or "adequacy" of the graduate program. Questions raised by the graduate faculty included: Is the program perceived by its graduates as meeting its goals (as summarized in Table 1.2)? Does the program, as perceived by its graduates, prepare graduate students for a career in recreation and parks? Advancement in the profession? These concerns may be analyzed from three different points of view: the faculty, the student, and the practitioner. This researcher believes that a student (whether a recreation and park professional, future recreation and park professional, or non-recreation and park professional), once having completed the program, is in a position to provide insights, perceptions, and information that will lead to a careful, in-depth analysis of the graduate program. Recreation

and Park Administration faculty members at Central Michigan University may be too close to the situation. There may be hidden agendas, special projects, or "pet" classes that hinder professional judgment. Professionals (who are not graduates of the program) will only be able to provide judgments based on superficial information (class titles and descriptions).

Purpose of the Study

The researcher's purpose in this study was to determine the quality of the graduate program in Recreation and Park Administration at Central Michigan University, as perceived by graduates of the program. The study was designed to answer the following questions:

1. From the perception of students who have completed the graduate program in the Department of Recreation and Park Administration at Central Michigan University, to what extent have the goals of the graduate program been achieved?

2. From the perception of students who have completed the graduate program in the Department of Recreation and Park Administration at Central Michigan University, to what extent has the coursework prepared them for a career in, or advancement in, the recreation and park profession?

Hypotheses

For the purposes of analysis, the research questions were hypothesized in the null form, as follows:

Hypothesis 1: There is no significant difference in the perceptions of the attainment of the graduate program goals between graduates pursuing a career in recreation and park administration (i.e., professionals and future professionals) and those not pursuing a career in recreation and park administration (i.e., non-recreation and park professionals).

Hypothesis 2: There is no significant difference in the value of the graduate coursework as an aid to professional advancement as perceived by graduates pursuing a career in recreation and park administration (i.e., professionals and future professionals) and those not pursuing a career in recreation and park administration (i.e., non-recreation and park professionals).

Value of the Study

The results of this study will serve a three-fold purpose. First, the results will allow for the development of information that will serve as the basis for graduate course revision and graduate course development within the Department of Recreation and Park Administration at Central Michigan University. Second, in the related-literature search, no perception studies regarding Recreation and Park Administration graduate programs were found. This study will serve as the initial reference point for further studies in this area. Third, in broader terms, this study will add to the existing studies regarding perceptions and value of graduate programs from the viewpoint of graduates of the program.

Limitations

Any conclusions that may be drawn from the study should be interpreted in light of the limitations that apply.

1. This study is limited by factors inherent in the use of any questionnaire. These include the difficulties in securing complete

cooperation of the sample, the bias and interest of the respondents, and the time involved in completing the survey.

2. Because many questions are of a historical nature, there may be a lack of total, factual recall on the part of the respondents.

3. The scope of this study was limited to those individuals who received a Master of Science in Administration, Recreation and Park Administration concentration degree, a Master of Arts in Recreation and Park Administration degree, or a Master of Science in Outdoor Recreation and Field Biology degree from the Department of Recreation and Park Administration at Central Michigan University in the years 1980 through 1989, inclusive. The Master of Arts in Recreation of the Handicapped was not included in this study. National Therapeutic Recreation Society certification standards require specific coursework designed to meet stated NTRS competencies. Department faculty with expertise in therapeutic recreation are charged with meeting these certification standards.

4. Names and addresses of the sample were initially obtained from the Alumni Office of Central Michigan University, which is dependent on graduates to keep the address file updated. This initial list was updated by the Graduate Coordinator in the Department of Recreation and Park Administration. Because the number of correct addresses is unknown, it was assumed that the more current graduates had correct information on file. For this reason, the sample studied was all students receiving the appropriate degrees in the years 1980 through 1989, inclusive.

Definition of Terms

Within the context of this study, the following terminology was used. See Appendix B for the appropriate pages from the graduate bulletin describing the various master's degrees.

Graduate student. An individual following a planned program of study leading to a master's degree offered by Central Michigan University. Specifically, as it pertains to this study, the term is used to indicate those students fulfilling the requirements for the Master of Science, Recreation and Park Administration concentration; the Master of Arts in Recreation and Park Administration; or the Master of Science in Outdoor Recreation and Field Biology.

Master of Arts in Recreation and Park Administration. This is a 30-credit-hour program that requires 20 to 30 credit hours of coursework from the Department of Recreation and Park Administration. This includes the choice of either a thesis project, independent study, or practicum. If the student chooses either the thesis or independent study, he/she must also select a Methods of Educational Research course from the Education Department. In addition, a student may select 3 to 10 credit hours of elective coursework outside the Department of Recreation and Park Administration.

Master of Science in Administration. This program provides the knowledge and skills required for administrators to function more effectively in all types of organizations, as well as the specialized managerial expertise needed for a particular

professional field. This program requires the student to select a 12- to 15-credit-hour core in administration, 15 to 18 credit hours in a concentration, and 6 credit hours of integrating experience (see definition of "practicum" below).

Master of Science in Outdoor Recreation and Field Biology.

This program requires the student to select 10 hours of coursework from the Department of Recreation and Park Administration, 10 hours of coursework from the Biology Department, and 10 hours of coursework in either a research option (research courses plus elective courses) or a practicum option (practicum plus elective courses).

Perception. The importance allocated to and the conscious opinion and knowledge that the respondent has regarding the graduate coursework.

Practicum. Supervised and practical experience in some facet of recreation and park administration or supervision (e.g., program director, facility manager, program supervisor).

Overview of the Dissertation

This dissertation was developed in a five-chapter format. Chapter I presented an overview of the study. In Chapter II the literature relevant to this study is reviewed. A report of the methodology used in developing the survey instrument and the procedures for analyzing the data are contained in Chapter III. The findings of the study are reported in Chapter IV, and the

conclusions, reflections, and implications for further study appear in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This study was an evaluation of the Recreation and Park Administration graduate curriculum at Central Michigan University as perceived by graduates of the program. It was a descriptive study using the survey technique. Borg and Gall (1979) suggested that there are three reasons for doing educational research:

1. The value system in most universities emphasizes research as one prerequisite for advancement in rank.

2. The closely related processes of educational research and educational development offer the best chance there is at this time for bringing about real improvements in education.

3. Reliance on authority and personal experience has been largely ineffective in bringing about permanent improvement.

Borg and Gall also stated that "the goal of the educational researcher is usually a better answer to an educational question, a better teaching or learning procedure or a better solution to a nagging problem" (p. 13).

In this study, the researcher addressed the statements made by Borg and Gall. The results, conclusions, and suggestions for further research presented in this study will be used as the

foundation for discussions by the graduate faculty within the Department of Recreation and Park Administration at Central Michigan University concerning the direction of the graduate program.

This researcher relied on input by graduates of the program to secure the data, rather than authority and personal experience. As stated earlier in the dissertation, the researcher believes that a student, once having completed the program, is in a position to provide information that could lead to a thorough analysis of the program.

In a descriptive study,

The research questions presuppose much prior knowledge of the problem to be investigated, as contrasted with the questions that form the basis for exploratory studies. The investigator must be able to define clearly what it is he wants to measure and must find adequate methods for measuring it. In addition, he must be able to specify who is to be included in the definition of "a given community" or "a given population." In collecting evidence for a study of this sort, what is needed is not so much flexibility as a clear formulation of what and who is to be measured, and techniques for valid and reliable measurements. (Selltiz, 1959, p. 66)

The purpose of the descriptive study is to "collect information that permits us to describe the characteristics of persons or an educational process or an institution" (Borg & Gall, 1979, p. 38). The survey method is used as a means of determining opinions, attitudes, preferences, and perceptions of persons of interest to the researcher (Borg & Gall, 1979).

Pelegirino (1979) identified the uses of descriptive studies as follows:

1. To secure evidence concerning an existing situation or current condition.

2. To identify standards or norms with which to compare present conditions in order to plan the next step.
3. To determine how to make the next step (having determined where one is and where one wishes to go). (p. 82)

The Evaluation Process

The evaluation of the data obtained is critical to the interpretation of the study and how the results are to be used. There are a number of different approaches to the process of evaluation. Howe (1980) identified five of these:

1. Evaluation as professional judgment, which is carried on through critical review by an individual or visiting panel, and which results in subjective judgment of an agency or program.
2. Evaluation as scientific, quantitative measurement, carried on through such methods as PPBS, MBO, cost-benefit analysis, or statistical treatment of data, resulting in feedback used in decision-making.
3. Evaluation measuring success in achieving objectives, carried on through criterion-referenced tests, which provide accurate measures of accountability and productivity.
4. Decision-oriented evaluation, which uses surveys, questionnaires, interviews, or document analysis to provide data leading to desirable decisions and a higher level of effectiveness.
5. Transaction-observation evaluation, which employs case-study interviews, and participant observation, and yields an overall picture of a process and the dynamics involved in it. (pp. 39-42)

Kraus and Curtis (1990) stated that the purpose of evaluation is:

. . . not simply to provide a score, with respect to the success or quality of any individual or program. Instead, it is to give a picture of strengths and weaknesses that can be used to bring about improvement. To the extent to which specific standards or objectives are not being met, it permits

an agency or supervisor to pinpoint steps that must be taken to upgrade professional performance. (p. 387)

Lundegren and Farrell (1985) defined evaluation in essentially the same way. They stated that evaluation is:

. . . a process of ascertaining value by comparing results with objectives and judging how well objectives have been met in both a qualitative and quantitative sense. The results of evaluation contribute to decision-making. (p. 1)

Kraus and Curtis (1990) further stated that the evaluation process needs to go beyond data collection. It needs to objectively measure what a program is trying to accomplish by determining progress toward stated goals. The findings should result in the preparation of conclusions and recommendations.

An evaluation of the graduate program in Recreation and Park Administration at Central Michigan University is illustrative of the evaluation discussion just presented. By surveying graduates of the program, a picture of their perceptions of the program goals and individual courses was achieved. The data, the conclusions drawn by the researcher, the suggestions for further research, and the researcher's own reflections may then be used as a basis for discussion and possible changes in the graduate program.

Accreditation of Recreation and Park Administration Programs

In 1975, the National Recreation and Park Association's Council on Accreditation established "Standards and Evaluative Criteria for Recreation, Leisure Services and Resources Curricula: Baccalaureate and Masters Degree Programs" (Appendix C). In the preface of this document it states,

The objective, in developing these materials, is seen as a means for ensuring educational standards, and secondarily, as a means of stimulating institutional self-improvement in the colleges and universities offering professional preparation programs in Recreation, Leisure Services and Resources. (p. 1)

It goes on to state that one of the specific purposes of the accreditation process is "to foster continual self-study and improvement of professional preparation programs" (p. 1). Succinctly, this captures the essence of the present dissertation.

At this time, the National Recreation and Park Association's Council on Accreditation is reviewing only undergraduate programs for accreditation. It is no longer in the business of reviewing graduate programs. However, the framework established for graduate program accreditation is germane to the researcher's topic and warrants a review.

The core competencies established for all graduate students, regardless of the specialization of the recreation master's degree, encompass research methods and procedures; the ability to use research skills related to a recreation and park problem; and "an understanding of the philosophical, psychological, physiological, and social bases for recreation's contribution to individual and societal welfare" (Accreditation Standards, 1975, p. 13). In addition, competencies are established for the areas of Recreation Programming, Administration of Recreation and Park Systems, Recreation Resource Administration, and Therapeutic Recreation.

The Department of Recreation and Park Administration's graduate goals appear to address the above-mentioned competencies, but only

in general terms. For a review of the Department's graduate goals, refer to pages 5 through 7 of this dissertation.

Central Michigan University: Philosophy and Purpose

A portion of the accreditation process requires the faculty of the department seeking accreditation to respond to a series of standards concerning the philosophy and purpose of the institution and how the department strives to meet the standards (Appendix D). The Board of Trustees of Central Michigan University (n.d.) established eight goals, among them to:

. . . provide graduate programs and other opportunities for advanced education, in those areas where its academic resources are of sufficient quality and quantity, which permit students to update, refine, redefine their knowledge in accordance with their developing needs. (Central Michigan University, n.d., p. 4; see Appendix D)

The faculty of the Department of Recreation and Park Administration addressed this goal by developing "a graduate program for professionals in Recreation and Park Administration and related disciplines with considerable breadth but without artificial barriers sometimes found in more traditional graduate programs" (Central Michigan University, n.d., p. 7; see Appendix D). This would suggest a rather broad-based program not limited to recreation and park professionals.

Related Studies

Five investigators in particular (Cedergren, 1985; Comstock & Feeley, 1988; Duvall, 1985; Rush, 1982, 1983; Stolworthy, 1984) addressed the same concerns as this researcher. In each study,

graduates were asked to evaluate the overall program against established program objectives; to evaluate individual courses within the program vis-a-vis its perceived usefulness; and to provide demographic data, including employment status. This researcher based the overall format of his survey instrument and gathered ideas for specific questions from these studies. Discussions with graduate faculty and graduate assistants helped finalize survey questions and format.

Duvall (1985) mailed opinionnaires to 242 graduates of the Division of Education program at Indiana University--South Bend. The opinionnaire was sent to both bachelor's and master's level graduates who received their degrees in the years 1970 through 1983. Graduates were asked to provide information regarding employment status, their opinions regarding courses relating to their degrees, and the adequacy of preparation in specific courses.

Comstock and Feeley (1988) surveyed 56 recent (1983 through 1987) graduates of the Master's in Education Reading Program at William Paterson College. The graduates were asked to provide employment information before and after completion of the program and to respond to three questions:

1. How do graduates evaluate the total program and its components?
2. How "professional" are the graduates?
3. How well do graduates do in the marketplace?

The total program received a "very valuable" rating, with specific components receiving individual ratings. Recommendations for improvement of the specific components were also given.

Rush (1982, 1983) conducted an annual survey to determine the appropriateness of courses and programs offered to teacher education graduates at the University of Southern Mississippi. The study was approached in three steps. In the first step, the first-year teacher was evaluated by a faculty member against objectives established by the faculty of the teacher education program. Second, the graduate completed a survey to determine the degree to which he/she found utility in the various courses taken at the university. Finally, teachers were evaluated by an immediate supervisor. The data obtained from the study have been used to alter courses and programs in the teacher education program.

Stolworthy (1986) addressed student perceptions of the graduate education program at Washburn University in Kansas. The study was designed to determine the adequacy of preparation provided by the program, as perceived by its graduates. Questionnaire items related to graduates' perceptions of (a) the adequacy of preparation relative to program objectives established by the Kansas Department of Education, (b) the overall quality of the graduate program, (c) the students' rationale for selecting particular graduate programs, and (d) problems experienced during the process of completing the graduate program.

Cedergren (1986) asked for 101 bachelor's degree graduates with majors in business administration, management, and accounting and

marketing to evaluate 12 core courses in the business administration curriculum. Each course was rated on course satisfaction, teaching effectiveness, and meaningfulness and relevance. Ratings were converted into high, moderate, and low categories of priority for change according to established criteria, and the results served as a basis for recommendations for course change. The value placed on each course by respondents was interpreted to be indicative of the need for change. By computing an average for the respondents in each major, it could be reported whether respondents indicated a need for change in one or more of the core courses for each major.

Other studies designed to evaluate various components of an educational program employed perceptions of its graduates as an evaluation technique. In some instances, students, faculty, and others involved in the educational and employment processes were involved in the evaluation. In the majority of studies, the perceptions of the graduates were the sole evaluation measure.

Perception Studies Involving Students, Faculty, and Others

Percy (1981) instituted a study to determine the effectiveness of a master's degree program in nursing of the rural aging. She looked at four major issues related to the effectiveness of the training programs: students' and faculty members' reactions to the program and to rural aging courses, students' perceptions of themselves as students and nurses, and their attitudes toward the

elderly and toward rural areas. Data-collection techniques included interviews and questionnaires that used rating scales.

In a 1984 study, Roach and Baker also used perceptions of students and faculty to measure program effectiveness. They evaluated the quality of departments offering master's degrees in speech communication. The investigators employed a subjective approach to measuring quality through the use of peer evaluations.

Tucker (1984) also was concerned with program effectiveness and used the perceptions of graduates and their supervisors as his unit of measure. Tucker evaluated the Air Force Institute of Technology's master's level graduate engineering management program. This program was designed to prepare military and civilian engineers for middle- and upper-level engineering management positions.

Perception Studies Involving Students Only

A 1983 study completed by Lozier at the New Hampshire Vocational Technical College sought to determine graduates' employment and educational status and degree of satisfaction with their curriculum and instruction. Questionnaires were sent to the 301 graduates from 1981 and 1982, with a 57% response rate achieved. Lozier concluded that 73% of the respondents perceived the basic skills training to be very good or excellent, and 72% perceived the general technical knowledge they received as very good or excellent.

Another perception study was conducted by Wilcoxon, Cecil, and Comas (1987). Three hundred thirty-eight graduate students in

counseling were surveyed regarding their perceptions of programs in counselor training. The findings led to the conclusion that the students enrolled in accredited programs were more positive in their attitudes toward accreditation than were students from nonaccredited programs.

Luckner and Sileo (1984) conducted a perception study involving graduate students in the Division of Educational Studies at the University of Northern Colorado. The purpose of the study was to compare and evaluate the graduate students' satisfaction with, and perceptions of, the effectiveness of the off-campus master of arts degree program in special education. Results indicated that there were no significant differences in the respondents' knowledge of program competencies and perceptions of the overall program. There were significant differences in responses to program service delivery and the importance of program competencies.

Firenze (1983) gathered information regarding the profile, perceptions, and preferences of 182 alumni of the External Degree Program at Northwood Institute in Michigan. A part of the study measured the graduates' perceptions of what the degree would provide in terms of credentialing, job mobility, and chances for further study.

Chizek and Miller (1984) surveyed 539 graduates of the Iowa State University Agricultural Education Department from 1964 through 1981. Among other things, the researchers asked for the graduates' perceptions of the value of the student teaching experience as

preparation for teaching and the skill areas that were relevant to educational training.

Daniel and Stewart (1983) conducted a project to study home economics curriculum needs. They surveyed former secondary home economics students to determine what tasks they learned in class and what instruction would have been helpful. The study was conducted to provide curriculum managers, developers of materials, administrators, and teachers with more guidance in meeting the needs of consumer and homemaking students. Participants rated each of 42 listed consumer and homemaking tasks as having been taught or not taught and as needed or not needed. It was suggested that a task ranking would be appropriate.

Denton and Ash (1978) surveyed former students from graduate programs in Educational Curriculum and Instruction and in Educational Psychology at Texas A & M University. They sought to determine graduates' employment patterns, professional profiles, and perceptions concerning the effectiveness of their programs. In part, the results of the survey indicated that, in some areas, the quality of the curriculum was limited, given the importance assigned to the skills taught.

Scriven (1987) conducted a study evaluating the Brisbane College of Advanced Education's external studies program. The survey was designed to collect information about the college's external students, their pattern of use of college services, and their general opinions of various aspects of these services. Respondents identified needs in the areas of quality control in the

production of course materials, staff training for the use of telephone tutorials, and teleconferences and wider advertisement of cross-accreditation arrangements.

Quereshi (1988) reported responses to an alumni survey designed to evaluate an undergraduate psychology program. The study focused on gender differences, alumni evaluation of curriculum and faculty, and the perceived benefits of graduate study. Quereshi concluded that educational programs could increase occupational versatility of baccalaureates and that faculty advising of female students should be reevaluated for effectiveness.

Aksamit and Alcorn (1988) conducted a study to investigate the perceptions of student teachers completing a preservice teacher education program. Results indicated that students perceived the curriculum and their own knowledge as less than adequate and contact with handicapped learners as less than anticipated.

Perception Studies of Doctoral Programs

Four studies were found that focused on perceptions of doctoral programs. A perception study by Freeman and Loadman (1985) was administered to doctoral graduates at Ohio State and Michigan State Universities. The survey considered alumni perceptions of guidance committee activities, coursework, comprehensive examinations, and dissertations.

Similarly, Harty, Kormanyhos, and Enochs (1893) at Indiana University, Bloomington, examined student perceptions, observations, and evaluations concerning formal and informal instruction, other

academic concerns, and related socialization dimensions of the program. Findings showed satisfaction with the overall program but indicated a need for improved library facilities.

Rehaim (1983) presented the results of a survey of 107 former and current field-based doctoral program students, highlighting students' characteristics, objectives, perceptions of the effect the program had on their educational and professional lives, and recommendations for change. The study was conducted at the Massachusetts University (Amherst) School of Education.

Mohrig (1988) surveyed former and present chemistry and biochemistry doctoral students regarding their perceptions of their graduate program. Questions were posed to determine what aspects of the program the subjects deemed important. The findings suggested that seminars and quality advisors were important factors.

Perception Studies Involving Community College Students

This researcher found four perception studies relevant to community college programs. Davis (1984) conducted a survey of recent graduates of Sinclair Community College to determine graduates' characteristics, perceptions of college services, and current activities. Among the findings reported, respondents indicated satisfaction with the instructional quality, and 86% of the graduates who had become employed considered their educational training to be good or very good.

Lee (1983) sought student perceptions of the programs and services offered by the Los Rios Community College District. A

survey was conducted to obtain information regarding the former students' educational and career goals, employment and educational status, and perceptions of the programs and services offered by the three district colleges.

Novak (1987) conducted a survey of graduates to assess their perceptions of their transfer and employment-preparation goals at Howard Community College. Similarly, a 1983 study of Maryland Community College graduates asked the graduates to assess the effectiveness of the community college programs, the programs' relationship to job demands, and perceptions of the adequacy of community college preparation for employment ("Career Development," 1983).

Summary

This chapter contained a review of literature encompassing discussions regarding descriptive studies, the evaluation process, the accreditation of recreation and park administration graduate programs, the philosophy and purpose of Central Michigan University's graduate program, and curricular studies involving the perceptions of the subjects. Through the literature review, the researcher established the framework for this study by identifying the parameters established by members of the professional accreditation body, the Board of Trustees of Central Michigan University, and the faculty of the Department of Recreation and Park Administration. The researchers cited legitimized descriptive studies and the evaluation thereof, and suggested that curricular

studies based on the subjects' perceptions are a viable means of program evaluation on all collegiate levels (community college, undergraduate, graduate, and doctoral).

In general, the researchers cited in this chapter addressed the purposes for descriptive studies attributed to Borg and Gall (1979), Selltitz (1959), and Pellegrino (1979) and the evaluation process presented by Howe (1980), Lundegren and Farrell (1985), and Kraus and Curtis (1990). The studies shared a point of view: There was a concern about the perceptions of undergraduate, graduate, and doctoral programs as viewed by students, faculty and/or supervisors and suggested that perception studies are a legitimate process for analyzing a curriculum.

CHAPTER III

PROCEDURE AND METHODOLOGY

Introduction

The researcher's purpose in conducting this study was to determine the attainment of the graduate program goals and the value of graduate coursework in the Department of Recreation and Park Administration at Central Michigan University as perceived by graduates with master's degrees in Administration (Recreation and Park Administration concentration), Recreation and Park Administration, and Outdoor Recreation and Field Biology. The researcher employed the survey technique to gather data.

The research was designed to answer the following questions:

1. From the perception of students who have completed the graduate program in the Department of Recreation and Park Administration at Central Michigan University, to what extent have the goals of the graduate program been achieved?

2. From the perception of students who have completed the graduate program in the Department of Recreation and Park Administration at Central Michigan University, to what extent has the coursework prepared them for a career in, or advancement in, the recreation and park profession?

Population

The population for this research consisted of the 177 graduates of three master's degree programs offered by the Department of Recreation and Park Administration at Central Michigan University who completed graduation requirements in the years 1980 through 1989, inclusive. From this population, 149 usable addresses were collected from the Central Michigan University Development Office and the records of the Graduate Coordinator in the Department of Recreation and Park Administration.

Survey Development and Organization

The procedure for selecting questions for the mail survey was based on the goals of the graduate program, a review of related studies, and discussions with faculty and graduate assistants in the Department of Recreation and Park Administration. These discussions focused on the type of information that needed to be generated, methods of obtaining the information, and (after deciding on a mail survey format) the organization of the survey instrument.

A draft version of the survey was pilot tested on four master's degree graduates in fall 1988. Interviews were conducted with the four graduates to examine each question on the survey; where necessary, changes were made. As a result of the pilot test and interviews, a final draft was prepared for mailing to the population.

Questions on the survey were of three types: checklist, Likert-type rating scale, and open ended. The questions were designed to gather three types of information:

1. Demographics. Respondents were asked to indicate their graduate degree, year the degree was attained, employment status while pursuing the graduate degree, current employment status, and undergraduate degree. A checklist was used in this section of the survey to facilitate responding and the coding of the OpSCAN computer forms for statistical analysis.

2. Perceptions. Using a Likert-type scale, respondents were asked to indicate their perceptions of how well the goals of the graduate program in Recreation and Park Administration at Central Michigan University were achieved. Also, by using a Likert-type scale, respondents were asked to rate the value of each Recreation and Park Administration class taken during their graduate studies at Central Michigan University. The scale was used to facilitate the students' response on the survey and the researcher's recording of the responses on the OpSCAN forms.

3. Course suggestions. Using open-ended questions, information was sought from the respondents regarding topics of value or no value in individual classes and suggestions for topics to be covered in more depth. Using a checklist, respondents were asked to indicate additional coursework to be offered at the graduate level in the Department of Recreation and Park Administration at Central Michigan University.

In January 1989, a cover letter and survey (see Appendix E) were mailed to each of the 149 graduates. There were 74 responses to the initial mailing (49.6%). A second mailing in February 1989 resulted in five additional responses, for a total of 79 responses (53.02%). It was determined that 12 of the returned surveys were not usable, leaving a net total of 67 usable surveys out of 149 possible (44.97%).

Analyzing the Data

The study was designed to answer two research questions:

1. From the perception of students who have completed the graduate program in the Department of Recreation and Park Administration at Central Michigan University, to what extent have the goals of the graduate program been achieved?

2. From the perception of students who have completed the graduate program in the Department of Recreation and Park Administration at Central Michigan University, to what extent has the coursework prepared them for a career in, or advancement in, the recreation and park profession?

To analyze the collected data, the research questions were developed into the following null hypotheses:

Hypothesis 1: There is no significant difference in the perceptions of the attainment of the graduate program goals between graduates pursuing a career in recreation and park administration and those not pursuing a career in recreation and park administration.

Hypothesis 2: There is no significant difference in the value of the graduate coursework as an aid to professional advancement as perceived by graduates pursuing a career in recreation and park administration and those not pursuing a career in recreation and park administration.

Student responses were transferred from the survey instrument to Opscan forms by the researcher. Data were analyzed by the Statistical Consulting Group at the Computer Services complex at Central Michigan University using the Statistical Package for the Social Sciences (SPSS-X).

The data collected on the survey by checklists, Likert-type scales, and open-ended questions allowed the researcher to compile nonparametric, nominal data (i.e., frequency counts, tabulations of occurrences) that were discrete (whole numbers, exact counts). Percentages, based on frequency counts and tabulations of occurrences, were obtained for descriptive purposes. Statistical analysis of the data was performed using chi-square.

Chi-square is an often-used statistical analysis that compares sets of frequency data to determine whether or not there is a significant relationship (Lundegren & Farrell, 1985). It does this by "comparing the observed distribution of each variable with what the expected distributions would be if no relationship existed" (Lundegren & Farrell, 1985). A minimum confidence level of .05 was used to determine the statistical significance in the interpretation of the data.

Summary

This research study consisted of mailing 149 surveys to graduates of three master's degree programs offered by the Department of Recreation and Park Administration at Central Michigan University who completed coursework in the years 1980 through 1989, inclusive. A 44.97% response was obtained.

Graduates were asked to provide demographic information, respond to questions regarding their perceptions of the attainment of the goal statement of the graduate program, respond to questions regarding their perceptions of the value of individual courses, and provide suggestions for course revision and new courses. Responses were analyzed using chi-square at the .05 confidence level.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The survey instrument (see Appendix E) mailed to the 149 graduates of three master's degree programs offered by the Department of Recreation and Park Administration at Central Michigan University was designed to gather information regarding the graduates' perceptions of the achievement of graduate department goals and the extent to which the coursework had prepared them for a career in, or advancement in, the recreation and park profession.

This chapter is presented in three parts. Part I includes a summary of the respondents' demographic data. This covers Questions 1 through 5 on the survey instrument.

Part II is an analysis of the data collected pertinent to the first hypothesis (There is no significant difference in the perceptions of the attainment of the graduate program goals between graduates pursuing a career in recreation and park administration and those not pursuing a career in recreation and park administration). This analysis covers Questions 3, 5, 6, 7, 8, 9, 10, and 11 on the survey instrument. These questions focus on the relationship between (a) the respondents' employment status while pursuing the graduate degree in recreation and park administration

at Central Michigan University and their perceptions of the attainment of the graduate program goals, and (b) the respondents' undergraduate degrees and their perceptions of the attainment of the graduate program goals. This will establish whether there is a perceptual difference regarding the attainment of the graduate program goals in the Department of Recreation and Park Administration at Central Michigan University based on employment status or undergraduate degree.

Part III addresses the second hypothesis (There is no significant difference in the value of the graduate coursework as an aid to professional advancement as perceived by graduates pursuing a career in recreation and park administration and those not pursuing a career in recreation and park administration). This analysis covers Questions 3, 5, and 12 through 19 on the survey instrument. These questions focus on the relationship between (a) the respondents' employment status while pursuing the graduate degree in recreation and park administration at Central Michigan University and their perceptions of individual classes relative to its value to the respondents' professional advancement, and (b) the respondents' undergraduate degree and their perception of individual classes relative to its value to the respondents' professional advancement. This will establish whether there is a perceptual difference regarding the value of individual classes in the graduate program in the Department of Recreation and Park Administration at Central Michigan University.

Respondent Demographics

Graduate degree data (summarized in Table 4.1) revealed that, of the 67 respondents to the questionnaire, 1 received a Master of Science degree in Administration, Recreation and Park Administration option (M.S. Admin., RPA); 55 received a Master of Arts in Recreation and Park Administration (M.A., RPA), practicum option; 1 received a Master of Arts in Recreation and Park Administration (M.A., RPA), thesis option; and 10 received a Master of Science in Outdoor Recreation and Field Biology (M.S., OR and Field Bio.).

Table 4.1.--Graduate degree choice of respondents.

Degree	Number	Percent
M.S. Admin., RPA concentration	1	1.5
M.A. RPA (practicum)	55	82.1
M.A. RPA (thesis)	1	1.5
M.S. OR and Field Bio.	10	14.9
Total	67	100.0

The most popular degree choice was the Master of Arts in Recreation and Park Administration (practicum option), with 82.1% of the respondents receiving this degree. Also noteworthy is that only one individual chose the thesis option and one other chose the RPA concentration option.

Further demographic data revealed that 9 of the respondents were unemployed while pursuing their graduate degree, 29 were employed either full or part time in the recreation and park

profession, and 29 were employed in a non-recreation and park position (see Appendix F for a listing of the non-recreation and park positions). Table 4.2 contains the data regarding respondents' employment status while pursuing the graduate degree.

Table 4.2.--Respondents' employment status while pursuing graduate degree in the Department of Recreation and Park Administration at Central Michigan University.

Employment Status	Number	Percent
Unemployed	9	13.4
Employed RPA	29	43.3
Employed non-RPA	29	43.3
Total	67	100.0

The majority of respondents (56.7%) were not affiliated with the recreation and park profession while pursuing their graduate degree. They were either unemployed (13.4%) or employed in a non-recreation and park position (43.3%). Of those employed, there was an even distribution between those employed in a recreation and park administration position and those employed in a non-recreation and park position (43.3% each).

Data concerning current employment status of the respondents (at the time the survey was administered) would seem to suggest little change in employment since receiving the graduate degree (see Table 4.3).

Table 4.3.--Current employment status of respondents.

Employment Status	Number	Percent
Unemployed	5	7.5
Employed RPA	31	46.3
Employed non-RPA	31	46.3
Total	67	100.0

A cursory comparison of Tables 4.2 and 4.3 indicates little change in employment status (employment status while pursuing the graduate degree versus current employment status). Such was not the case. Table 4.4 summarizes the comparison.

Table 4.4.--Change in employment status upon receiving the graduate degree from the Department of Recreation and Park Administration.

Employment Status Pursuing Degree	Current Employment Status			Row Total
	Unemployed	Employed Non-RPA	Employed RPA	
Unemployed (9)	0	5	4	67
Employed non-RPA (29)	3	21	5	29
Employed RPA (29)	2	5	22	29
Column total (Current employment)	5	31	31	67

All nine individuals who were unemployed while pursuing the graduate degree found employment either in recreation and park

administration positions (four respondents) or non-recreation and park administration positions (five individuals). This represents a 100% change from the initial employment status of the "unemployed" respondents.

Of the 29 respondents who were employed in a non-recreation and park administration position while pursuing the graduate degree, 21 (72.4%) remained employed in that capacity. Five respondents (17.2%) gained employment in a recreation and park administration position, and three (10.3%) moved into the unemployed category. This employment movement represents a 27.5% change from the initial employment status of the "employed non-RPA" respondents.

Movement in the employment status category "employed RPA" showed a 24% change. After receiving the graduate degree, 22 of the 29 respondents (76%) originally in this category remained employed in recreation and park administration. Five respondents (17.2%) became employed in a non-recreation and park administration position, and two (6.8%) became unemployed (one by retirement).

In summary, of the 67 survey respondents, 24 showed a change in employment status upon receiving the graduate degree from the Department of Recreation and Park Administration. This represents a 35.8% change in employment status. It should be noted that, with one exception, those respondents who moved to the unemployed category after receiving the graduate degree did not indicate the reason for the move. It cannot be assumed that unemployment resulted from job termination. Appendix G lists current (at the

time the survey was completed) non-recreation and park administration employment status.

Of the 67 respondents, 23 received an undergraduate degree in recreation and park administration from Central Michigan University, 13 received an undergraduate degree in recreation and park administration (or similar title) from another college or university, and 31 received a non-recreation and park administration degree (see Appendix H for a listing of these degrees). Table 4.5 summarizes the data.

Table 4.5.--Undergraduate degrees of respondents.

Degree Choice	Number	Percent
Recreation and park admin. (CMU)	23	34.4
Recreation and park admin. (other institution)	13	19.4
Other	31	46.3
Total	67	100.0

A majority of the respondents (53.8%) received recreation and park administration undergraduate degrees either from Central Michigan University or another institution. However, almost one-half of the respondents (46.3%) indicated that their degree was in an area other than recreation and park administration.

The data regarding the respondents' undergraduate degree and employment status while pursuing the graduate degree were compared to Questions 6 through 11 of the questionnaire to determine whether

the perceptions of these groups differed in regard to the ability of the Department to achieve the goals of the graduate program.

Perceptions of Attainment of Graduate Program Goals

Questions 6 through 11 of the questionnaire asked respondents to respond to the following (using a rating of 0 = inadequately, 1 = adequately, 2 = very adequately): "To what extent do you think your graduate coursework in recreation and park administration . . .

- . . . expanded on your current knowledge?
- . . . helped conceptualize your leisure philosophy?
- . . . helped conceptualize your leadership style?
- . . . provided research experience?
- . . . provided practical management level experience?
- . . . allowed for a beneficial exchange of information?

The respondents' perceptions of each goal were analyzed from two perspectives. First, the goal was analyzed based on the employment status (unemployed, employed in a recreation and park administration position, employed in a non-recreation and park administration position) at the time the graduate degree was pursued. The goal was then analyzed from the perspective of the respondents' undergraduate degree (recreation and park administration from Central Michigan University, recreation and park administration from another institution, other than recreation and park administration).

Tables 4.6 through 4.17 illustrate the responses to each survey question. The chi-square statistic was employed at the .05 level to determine significance.

Question 6: To what extent do you think your graduate coursework in Recreation and Park Administration expanded on your current knowledge?

Of the nine respondents who were unemployed while pursuing their degree, eight (88.87%) indicated that the coursework expanded on their current knowledge adequately or very adequately (see Table 4.6). Twenty-six of the 29 respondents (89.65%) employed in a recreation and park administration position thought the coursework expanded on their current knowledge adequately or very adequately. Similarly, all of those employed in a non-recreation and park administration position thought the coursework expanded on their current knowledge adequately or very adequately. Only 4 (5.97%) of the 67 total respondents thought the coursework inadequately expanded on their current knowledge. However, three of the four (75%) "inadequate" responses were submitted by individuals employed in a recreation and park administration position.

Table 4.6.--Employment status and perception of coursework to expand on current knowledge.

Employment Status	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
Unemployed	1	2	6	9
RPA	3	15	11	29
Non-RPA	0	11	18	29
Total	4	28	35	67

Chi-square p-value = .152.

Based on the chi-square significance level of .05, the chi-square p-value of .152 for the data in Table 4.6 indicates that there was no significant difference between a student's employment status while pursuing the graduate degree in the Department of Recreation and Park Administration and perceptions of coursework expanding on current knowledge. Respondents in all employment categories tended to view the Department's ability to achieve this goal through graduate coursework the same.

This goal was then analyzed based on the respondents' undergraduate degree status. Table 4.7 summarizes the information.

Table 4.7.--Undergraduate degree and perception of coursework to expand on current knowledge.

Undergrad. Degree	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
RPA (CMU)	3	12	8	23
RPA (other institution)	1	6	6	13
Other	0	10	21	31
Total	4	28	35	67

Chi-square p-value = .091.

Of those with an undergraduate degree in recreation and park administration from Central Michigan University, 86.95% (20 out of 23 respondents) indicated the coursework expanded on their current knowledge adequately or very adequately. Twelve out of the 13

respondents (92.3%) with an undergraduate degree in recreation and park administration from another institution also indicated the coursework expanded on their current knowledge adequately or very adequately, as did all 31 of the respondents with degrees other than in recreation and park administration. Three of the four "inadequate" responses (75%) were by individuals with a degree in recreation and park administration from Central Michigan University.

The chi-square p-value equaled .091. This statistic suggests that there was no significant difference regarding the undergraduate degree status of respondents and their perceptions of the recreation and park administration graduate coursework to expand on current knowledge.

Question 7: To what extent do you think your graduate coursework in Recreation and Park Administration helped conceptualize your leisure philosophy?

Table 4.8 illustrates the findings when this goal was analyzed vis-a-vis the respondents' employment status while pursuing the graduate degree.

Fifty-five of 67 respondents (82.09%) thought the coursework helped conceptualize their leisure philosophy adequately or very adequately. This total response included 7 of 9 (77.77%) unemployed individuals, 22 of 29 (75.86%) individuals employed in recreation and park administration positions, and 26 of 29 individuals (89.66%) employed in non-recreation and park administration positions. Seven of the 12 respondents (58.33%) who indicated that this goal was inadequately achieved were employed in recreation and park

administration positions while pursuing the graduate degree. These responses also reflected almost 25% of all responses by this employment group for this question.

Table 4.8.--Employment status and perception of coursework to help conceptualize leisure philosophy.

Employment Status	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
Unemployed	2	3	4	9
RPA	7	11	11	29
Non-RPA	3	8	18	29
Total	12	22	33	67

Chi-square p-value = .422.

The chi-square p-value equaled .422. At the .05 confidence level, there was no significant difference regarding employment status and perceptions of coursework to help conceptualize leisure philosophy.

Undergraduate degrees were then compared with the respondents' perceptions of the coursework to help conceptualize leisure philosophy. Table 4.9 summarizes the data.

Table 4.9.--Undergraduate degree and perception of coursework to help conceptualize leisure philosophy.

Undergrad. Degree	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
RPA (CMU)	5	8	10	23
RPA (other institution)	2	7	4	13
Other	5	7	19	31
Total	12	22	33	67

Chi-square p-value = .285.

Eighteen of 23 respondents (78.26%) with a degree in recreation and park administration from Central Michigan University indicated the coursework helped conceptualize their leisure philosophy adequately or very adequately. In comparison, 84.62% of the individuals with recreation and park administration degrees from other institutions indicated this goal was adequately or very adequately achieved. Of those with other degrees, 83.87% indicated the coursework helped conceptualize their leisure philosophy adequately or very adequately. Five of the 12 (41.67%) "inadequate" responses were recorded by individuals with an undergraduate degree in recreation and park administration from Central Michigan University. There were also five "inadequate" responses (41.67%) from those with other degrees and two "inadequate" responses (16.67%) from those with a recreation and park administration undergraduate degree from another institution.

For the data, the chi-square p-value equaled .285. At the .05 confidence level, the chi-square statistic suggests there was no significant difference in perceptions based on the respondents' undergraduate degree.

Question 8: To what extent do you think your graduate coursework in Recreation and Park Administration helped to conceptualize your leadership style?

When asked to respond to this question, seven of nine unemployed respondents (77.78%) indicated it was accomplished adequately or very adequately (see Table 4.10). Of those employed in a recreation and park administration position, 24 of the 29 respondents (82.76%) felt the same, as did 24 of the 29 respondents employed in non-recreation and park administration positions.

Table 4.10.--Employment status and perception of coursework to help conceptualize leadership style.

Employment Status	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
Unemployed	2	2	5	9
RPA	5	14	10	29
Non-RPA	5	11	13	29
Total	12	27	28	67

Chi-square p-value = .703.

Responses from those employed in a recreation and park administration position accounted for 41.67% (5 of 12 responses) of the "inadequate" responses to this question. The same data reflect the responses of those employed in a non-recreation and park administration position. Two individuals in the "unemployed" category (16.67%) thought this goal was inadequately achieved.

The chi-square p-value of .703 suggests that there was no significant difference regarding employment status while pursuing the degree and the respondents' perceptions of the coursework to help conceptualize leadership style.

When analyzing this goal based on the respondents' undergraduate degree, 20 of the 23 respondents (86.96%) with a degree in recreation and park administration from Central Michigan University indicated the coursework helped conceptualize their leadership style adequately or very adequately (see Table 4.11). Similarly, 11 of 13 respondents (84.61%) with a recreation and park administration degree from another institution indicated the same. Of those with an undergraduate degree other than recreation and park administration, 24 of the 31 respondents (77.42%) also thought the coursework helped conceptualize their leadership style adequately or very adequately.

Respondents with an undergraduate degree in recreation and park administration from Central Michigan University accounted for 25% (3 of 12) of the "inadequate" responses. Those individuals with an "other" degree accounted for 58.33% (7 of 12) of the "inadequate" responses. Respondents with an undergraduate degree in recreation

and park administration from another institution accounted for 16.67% (2 of 12) of the "inadequate" responses.

Table 4.11.--Undergraduate degree and perception of coursework to help conceptualize leadership style.

Undergrad. Degree	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
RPA (CMU)	3	10	10	23
RPA (other institution)	2	5	6	13
Other	7	12	12	31
Total	12	27	28	67

Chi-square p-value = .916.

At the .05 confidence level, the chi-square p-value of .916 would suggest that there was no significant difference regarding undergraduate degree status and the respondents' perceptions of the coursework to help conceptualize leadership style.

Question 9: To what extent do you think your graduate coursework in Recreation and Park Administration provided a research experience?

Forty-seven of 67 respondents (70.15%) perceived the coursework as providing a research experience either adequately or very adequately (see Table 4.12). Almost 30% of the respondents (20 of 67) perceived this goal as inadequately achieved. Of the 20 "inadequate" responses, 9 (45%) were by individuals employed in a

recreation and park administration position, 8 (40%) by individuals employed in a non-recreation and park administration position, and 3 (15%) by individuals in the unemployed category.

Table 4.12.--Employment status and perception of coursework to provide research experience.

Employment Status	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
Unemployed	3	2	4	9
RPA	9	9	11	29
Non-RPA	8	12	9	29
Total	20	23	24	67

Chi-square p-value = .843.

Six of nine (66.66%) unemployed graduate students thought this goal was achieved adequately or very adequately. Of those employed in a recreation and park administration position, 68.96% (20 out of 29 respondents) perceived the coursework as achieving the goal adequately or very adequately, as did 21 of 29 (72.41%) respondents who were employed in a non-recreation and park administration position while pursuing their degree.

The chi-square p-value for the data in Table 4.12 was .843. At the .05 confidence level, this indicates there was no significant difference regarding employment status while pursuing a graduate degree from the Department of Recreation and Park Administration and perceptions of the coursework to provide research experience.

Comparing undergraduate degrees and perceptions of the coursework to provide research experience revealed results similar to those just discussed. The data are summarized in Table 4.13.

Table 4.13.--Undergraduate degree and perception of coursework to provide research experience.

Undergrad. Degree	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
RPA (CMU)	7	9	7	23
RPA (other institution)	5	3	5	13
Other	8	11	12	31
Total	20	23	24	67

Chi-square p-value = .840.

Forty-seven of the 67 total respondents indicated the coursework provided a research experience either adequately or very adequately. This accounts for 70.15% of all respondents. Almost 30% of the respondents (20 of 67) perceived this goal to be inadequately achieved. Seven of the respondents who perceived this goal to be inadequately achieved had undergraduate degrees in recreation and park administration from Central Michigan University. This accounts for 35% of the "inadequate" responses and 30.43% (7 of 23) of the responses by this group.

Five of the "inadequate" responses to this goal were by individuals with undergraduate degrees in recreation and park

administration from another institution. These accounted for 25% of the "inadequate" responses. Forty percent of the "inadequate" responses were by those individuals with an undergraduate degree in an area other than recreation and park administration.

Of those who received an undergraduate degree in recreation and park administration from Central Michigan University, 16 of 23 (69.56%) indicated a research experience was provided adequately or very adequately. Sixty-one and one-half percent (8 of 13) of those with a recreation and park administration undergraduate degree from another institution indicated the same. And 23 of 31 (73.19%) respondents with "other" degrees thought research experience was provided either adequately or very adequately.

At the .05 confidence level, the chi-square p-value of .840 suggests there was no significant difference regarding undergraduate degree status and the respondents' perceptions of the coursework to provide a research experience. On a percentage basis, this goal had more "inadequate" responses (based on both employment status and undergraduate degree) than the other goals.

Question 10: To what extent do you think your graduate coursework in Recreation and Park Administration provided a practical management level experience?

Table 4.14 summarizes the responses to this question based on the respondents' employment status while pursuing the graduate degree from the Department of Recreation and Park Administration.

Table 4.14.--Employment status and perception of coursework to provide a management-level experience.

Employment Status	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
Unemployed	3	3	3	9
RPA	4	12	13	29
Non-RPA	7	8	14	29
Total	14	23	30	67

Chi-square p-value = .616.

Three of the unemployed respondents (33.33%) thought a management-level experience was inadequately provided for in the graduate coursework. Six of the nine unemployed respondents (66.67%) thought a management-level experience was provided for adequately or very adequately.

Of those employed in a recreation and park administration position while pursuing the graduate degree, 86.21% (25 of 29 respondents) perceived the coursework to adequately or very adequately provide a management-level experience. Four respondents (13.97% of this employment group) perceived this goal to be inadequately achieved. Respondents employed in a recreation and park administration position represented 28.57% of the "inadequate" responses.

Twenty-two of the 29 respondents (75.87%) employed in a non-recreation and park administration position perceived the coursework as providing a management-level experience adequately or very

adequately. Seven of the 29 respondents (24.14%) in this employment group thought the coursework inadequately provided a practical management-level experience. This represented 50% of the "inadequate" responses.

The chi-square p-value equaled .616. This suggests there was no significant difference, at the .05 confidence level, among respondents when comparing respondents' employment status while pursuing their graduate degree from the Department of Recreation and Park Administration and their perception of the graduate coursework to provide a practical management-level experience. Respondents in all employment categories tended to view the attainment of this goal the same.

When comparing undergraduate degree status to perceptions of management-level experience, 17 of 23 respondents (73.91%) with an undergraduate degree in recreation and park administration from Central Michigan University indicated the coursework provided a management-level experience either adequately or very adequately (see Table 4.15). Eleven of 13 respondents (84.62%) with a recreation and park administration degree from another institution perceived the coursework as providing a management-level experience adequately or very adequately, as did 25 of 31 respondents (80.64%) with an undergraduate degree in an area other than recreation and park administration.

Fourteen of the 67 total respondents (20.90%) perceived this goal to be inadequately achieved. Six of the 14 "inadequate"

responses were recorded by individuals with an undergraduate degree in recreation and park administration from Central Michigan University. Another six "inadequate" responses were recorded by individuals with an undergraduate degree other than recreation and park administration. Two "inadequate" responses (14.28%) were recorded by individuals with an undergraduate degree in recreation and park administration from another institution. See Table 4.15 for a summary of the data.

Table 4.15.--Undergraduate degree and perception of coursework to provide a management-level experience.

Undergrad. Degree	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
RPA (CMU)	6	7	10	23
RPA (other institution)	2	7	4	13
Other	6	9	16	31
Total	14	23	30	67

Chi-square p-value = .522.

At the .05 confidence level, the chi-square p-value of .522 suggests there was no significant difference in responses when comparing undergraduate degree status of the respondents and their perceptions of the coursework to provide a practical management-level experience.

Question 11: To what extent do you think your graduate coursework in Recreation and Park Administration allowed for a beneficial exchange of information?

When analyzing the last graduate coursework goal statement vis-a-vis the respondents' employment status while pursuing the graduate degree, an anomaly occurred. Table 4.16 summarizes the data to be discussed.

Table 4.16.--Employment status and perception of coursework to provide for a beneficial exchange of information.

Employment Status	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
Unemployed	2	3	4	9
RPA	0	3	26	29
Non-RPA	0	9	20	29
Total	2	15	50	67

Chi-square p-value = .001.

Only 2 of 67 respondents (2.99%) thought the coursework provided an inadequate exchange of information, whereas 65 respondents (97.01%) thought a beneficial exchange of information was provided adequately or very adequately.

Of the unemployed respondents, 7 of 9 (77.77%) thought a beneficial exchange of information occurred adequately or very adequately. All 29 of the RPA employed respondents thought the same, as did all 29 of the non-RPA employed respondents.

At the .05 confidence level, the chi-square p-value of .001 indicates there was a significant difference regarding employment status while pursuing the degree and perception of the graduate coursework to provide a beneficial exchange of information. However, the grouping of the data in Table 4.16 is similar to the grouping of data in all the other tables being analyzed (skewed to the "very adequate" rating) and suggests no significant difference was evident.

When analyzing this goal based on respondents' undergraduate degree status, only 2 of 67 respondents (2.99%) thought the coursework inadequately provided for a beneficial exchange of information (see Table 4.17). The remaining 65 (97.01%) perceived the coursework as providing for an information exchange adequately or very adequately.

Table 4.17.--Undergraduate degree and perception of coursework to provide for a beneficial exchange of information.

Undergrad. Degree	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
RPA (CMU)	1	5	17	23
RPA (other institution)	1	4	8	13
Other	0	6	25	31
Total	2	15	50	67

Chi-square p-value = .554.

Of those respondents with a recreation and park administration degree from Central Michigan University, 22 of 23 (95.65%) thought a beneficial information exchange was provided adequately or very adequately. Twelve of 13 respondents (92.31%) with a recreation and park administration degree from another institution indicated likewise, as did all 31 respondents with a degree in an area other than recreation and park administration. These data are summarized in Table 4.17.

At the .05 confidence level, the chi-square statistic of .554 indicates there was no significant difference when comparing respondents' undergraduate degree and their perception of the coursework to provide a beneficial exchange of information.

Summary

Tables 4.6 through 4.17 summarized demographic data and data collected that pertain to Hypothesis 1 (There is no significant difference in the perceptions of the attainment of the graduate program goals between graduates pursuing a career in recreation and park administration and those not pursuing a career in recreation and park administration). In all tables except one (Table 4.16), the chi-square p-value was greater than .05, suggesting that Hypothesis 1 not be rejected.

Table 4.18 provides a composite analysis of the perceptions of the graduate program goals in the Department of Recreation and Park Administration at Central Michigan University, cross-referenced by respondents' employment status. There were a total of 402 responses

to the questions pertaining to the respondents' perceptions of the coursework to attain the graduate program goals.

Table 4.18.--Composite rating of graduate program goals by respondents' employment status.

Employment Status	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
Unemployed	13	15	26	54
RPA	28	64	82	174
Non-RPA	23	59	92	174
Total	64	138	300	402

Chi-square p-value = .325.

At the .05 confidence level, the chi-square p-value of .325 for Table 4.18 supports the findings of the related individual tables in this section (Tables 4.6, 4.8, 4.10, 4.12, 4.14, and 4.16). There was no significant difference regarding employment status and perceptions of the graduate program to achieve its goals. Regardless of employment status while pursuing the graduate degree from the Department of Recreation and Park Administration at Central Michigan University, all respondents tended to view attainment of the graduate program goals the same.

When responses were analyzed as a percentage of employment status (see Table 4.19), 24.07% of the "unemployed" responses (13 of their 54 responses) indicated a particular goal was inadequately

achieved. As a percentage of responses based on employment status, this group was the most critical in its perception of the attainment of the graduate program goals.

Table 4.19.--Percentages of responses by employment status.

Employment Status	Percentage of Responses			Row Total
	Inadequate	Adequate	Very Adequate	
Unemployed	24.07	27.78	47.13	100.0
RPA	16.09	36.78	47.13	100.0
Non-RPA	13.22	33.91	52.87	100.0

As an employment group, the respondents employed in non-recreation and park administration positions were the most satisfied with and least critical of the attainment of the graduate program goals. As a percentage of its total responses, this group recorded a particular goal as being inadequately achieved on 23 occasions (13.22% of their responses) and very adequately achieved on 92 occasions (52.87% of their responses). Table 4.19 provides information regarding percentages of responses by employment status.

Table 4.20 provides a composite analysis of graduate program goals cross-referenced by respondents' undergraduate degree. There were 402 responses to the questions pertaining to the respondents' perceptions of the graduate coursework vis-a-vis the graduate program goals, based on the respondents' undergraduate degree.

Table 4.20.--Composite analysis of graduate program goals by respondents' undergraduate degree.

Undergrad. Degree	Number of Responses			Total
	Inadequate	Adequate	Very Adequate	
RPA (CMU)	25	51	62	138
RPA (other institution)	13	32	33	78
Other	26	55	105	186
Total	64	138	200	402

Chi-square p-value = .158.

On 64 occasions (15.92% of the total responses) a respondent indicated a particular goal was inadequately achieved. One hundred thirty-eight responses (34.33% of the total) were recorded in the "adequate" column. Two hundred responses (49.75%) indicated a goal was very adequately achieved. In total, 338 responses out of a possible 402 responses (84.08%) indicated the graduate program goals were achieved adequately or very adequately.

The chi-square p-value of .158 supports the findings in the related individual tables in this section (Tables 4.7, 4.9, 4.11, 4.13, 4.15, and 4.17). There was no significant difference regarding undergraduate degree obtained and the respondents' perceptions of the graduate program to achieve its goals. The undergraduate degree obtained had no bearing on the respondents' perceptions of the attainment of the graduate program goals.

Table 4.21 presents percentage information based on responses within each undergraduate degree group.

Table 4.21.--Percentages of responses by undergraduate degree.

Undergrad. Degree	Percentage of Responses			Row Total
	Inadequate	Adequate	Very Adequate	
RPA (CMU)	18.11	36.96	44.93	100.00
RPA (other institution)	16.67	41.03	42.31	100.01 ^a
Non-RPA	13.98	29.57	56.45	100.00

^aDoes not equal 100% due to rounding.

When analyzed from this perspective, the respondents with an undergraduate degree in recreation and park administration from Central Michigan University were the most critical of the attainment of the graduate program goals. Twenty-five of this group's 138 responses (18.11%) indicated a particular goal was inadequately achieved.

Respondents with an undergraduate degree in an area other than recreation and park administration were the least critical and most satisfied with graduate goal attainment. Within this group, an "inadequate" rating accounted for 13.98% of their responses, and a "very adequate" rating accounted for 56.45% of their responses.

Perceptions of Individual Classes

This section addresses the respondents' perceptions of the classes in which they were enrolled. It covers Questions 3, 5, and 12 through 19 on the survey.

The 67 respondents to the survey accounted for a total of 559 class registrations. Of these registrations, 74 (13.24%) were by unemployed graduate students, 251 (44.9%) by students employed in a recreation and park position, and 234 (41.86%) by students employed in a non-recreation and park position. Table 4.22 summarizes these demographic data.

Table 4.22.--Class registration by employment status.

Employment Status	Number	Percent
Unemployed	74	13.24
Employed in a recreation and park position	251	44.90
Employed in a nonrecreation and park position	234	41.86
Total	559	100.00

The majority of class registrations were by respondents who were unemployed or not employed in a recreation and park position (308 registrations, 55.10%). However, almost one-half of all registrations were by respondents employed in a recreation and park position (251 registrations, 44.90% of all registrations).

Respondents were asked to rate each class taken relative to its value to the respondents' professional advancement. There were a total of 559 class registrations. Appendix I lists individual class registrations and the perceived value rating (little/no value, some value, valuable) of each class. Table 4.23 presents the combined value ratings of classes based on the respondents' employment status while pursuing the graduate degree from the Department of Recreation and Park Administration at Central Michigan University.

Table 4.23.--Value of class by employment status.

Employment Status	Number of Responses			Total
	Little/ No Value	Some Value	Valuable	
Unemployed	6	19	49	74
Employed in a recreation and park position	21	74	156	251
Employed in a non- recreation and park position	15	53	166	234
Total	42	146	371	559

Chi-square p-value = .375.

There were 559 class registrations. On 42 occasions (7.51%) a class was thought to be of little or no value. On 146 occasions (26.12%) a class was thought to be of some value. On 371 occasions (66.37%) a class was deemed to be valuable. In 92.49% of all class

registrations the students accorded a class the "some value" or "valuable" status. At the .05 confidence level, the chi-square statistic of .375 would suggest that there was no significant difference between employment status while pursuing the graduate degree and the value assigned to classes taken. The perceptions of the value of the coursework were the same for all employment groups.

Of importance is the percentage of responses per value rating within each employment group. In Table 4.24 the frequency data presented in Table 4.23 are presented as a percentage of employment status.

Table 4.24.--Percentages of responses by employment status.

Employment Status	Percentage of Responses			Row Total
	Little/ No Value	Some Value	Valuable	
Unemployed	8.11	25.68	66.22	100.01 ^a
RPA	8.37	29.48	62.15	100.00
Non-RPA	6.41	22.65	70.94	100.00

^aDoes not equal 100% due to rounding.

As a group, those employed in a non-recreation and park administration position were the least critical and most pleased with their graduate coursework. "Little/no value" ratings accounted for 6.41% of this group's responses. "Valuable" ratings comprised 70.94% of this group's responses.

Those respondents employed in a recreation and park administration position were the most critical and least pleased with their graduate coursework. "Little/no value" ratings accounted for 8.37% of their responses. "Valuable" ratings accounted for 62.15%. Even though this employment group was the most critical of the graduate coursework, 91.63% of their responses indicated the individual graduate courses were of "some value" or "valuable."

When analyzing class value by undergraduate degree status, it was found that 214 of the class registrations were by respondents with undergraduate degrees in recreation and park administration from Central Michigan University, 109 registrations were by respondents with recreation and park administration degrees from other institutions, and 236 class registrations were by respondents with non-recreation and park administration degrees. Table 4.25 summarizes the data.

Table 4.25.--Class registrations by undergraduate degree.

Undergraduate Degree	Number	Percent
RPA from CMU	214	38.28
RPA from other institution	109	19.50
Other	236	42.22
Total	559	100.00

More than one-half of the class registrations (57.78%) were by respondents with degrees in recreation and park administration. The

remainder (42.22%) were by respondents with a degree in an area other than recreation and park administration.

In Table 4.26, data are presented that indicate the value of classes registered for, based on undergraduate degree status. These data represent the combined value rating of all classes for which respondents registered.

Table 4.26.--Value of class by undergraduate degree.

Undergrad. Degree	Number of Responses			Total
	Little/ No Value	Some Value	Valuable	
RPA (CMU)	19	59	136	214
RPA (other institution)	8	29	72	109
Other	15	58	163	236
Total	42	146	371	559

Chi-square p-value = .760.

There were a total of 559 class registrations. On 42 occasions (7.51%) a class was rated as having little or no value to the respondent. On 146 occasions (26.12%) a class was judged valuable, and on 371 occasions (66.37%) respondents judged the class to be very valuable. Of the 559 class registrations, classes were judged valuable or very valuable 517 (92.49%) times. The chi-square p-value of .760 indicates that there was no significant difference between undergraduate degree status and the respondents' rating of classes for which they registered.

These same data may be viewed as a percentage of responses within each undergraduate degree category. Table 4.27 presents the percentages of responses based on the frequency responses in Table 4.26.

Table 4.27.--Percentages of responses by undergraduate degree.

Undergrad. Degree	Percentage of Responses			Row Total
	Little/ No Value	Some Value	Valuable	
RPA (CMU)	8.88	27.57	63.55	100.00
RPA (other institution)	7.34	26.61	66.06	100.01 ^a
Other	6.36	24.58	69.07	100.01 ^a

^aDoes not equal 100% due to rounding.

The respondents with an undergraduate degree in an area other than recreation and park administration were the least critical and most pleased with their graduate coursework. Within this group, 6.36% of their responses rated particular classes as having "little/no value." Slightly more than 69% rated the classes as being "valuable."

Conversely, respondents with an undergraduate degree in recreation and park administration from Central Michigan University were the most critical and least pleased with their graduate coursework. Of this group's responses, 8.88% of them rated classes as having "little/no value." About 63.5% of this group's responses

indicated classes were "valuable." Even though this group was the most critical of the graduate coursework, it still rated the coursework as having "some value" or being "valuable" 91.12% of the time.

Summary

Tables 4.22 through 4.27 summarized data collected that pertained to Hypothesis 2 (There will be no significant difference in the value of graduate coursework as perceived by graduates pursuing a career in recreation and park administration and those not pursuing a career in recreation and park administration). This analysis covered Questions 3, 5, and 12 through 19 of the survey instrument. At the .05 confidence level, the chi-square p-values for the data in Tables 4.23 and 4.26 (.375 and .760, respectively) suggest that Hypothesis 2 not be rejected. Regardless of employment status while pursuing the graduate degree or undergraduate degree obtained, respondents judged the classes to be of some value or valuable.

Percentages of responses by employment status and undergraduate degree obtained provided additional information (Tables 4.24 and 4.27). Those respondents employed in recreation and park administration while pursuing the graduate degree were slightly more critical and slightly less pleased with the value of the coursework as an aid to their professional advancement than were the other respondents (Table 4.24). Respondents with an undergraduate degree in recreation and park administration from Central Michigan

University were slightly more critical and slightly less pleased than other respondents with the value of the coursework.

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

In this chapter the problem under study and the procedures of the study are summarized. Conclusions of the study are then presented and discussed. Implications for further research are presented, along with the researcher's reflections regarding the completed study and future considerations.

The Problem

The researcher's purpose in this study was to determine the quality of the graduate program in recreation and park administration at Central Michigan University as perceived by graduates of the program. Specifically, this study was undertaken to answer the following questions:

1. From the perception of students who have completed the graduate program in the Department of Recreation and Park Administration at Central Michigan University, to what extent have the elements of the goal statement been achieved?

2. From the perception of students who have completed the graduate program in the Department of Recreation and Park Administration at Central Michigan University, to what extent has the coursework prepared them for professional advancement?

For analysis purposes, the questions were hypothesized in the null form, as follows:

Hypothesis 1: There is no significant difference in the perceptions of the attainment of the graduate program goals between graduates pursuing a career in recreation and park administration and those not pursuing a career in recreation and park administration.

Hypothesis 2: There is no significant difference in the value of the graduate coursework as an aid to professional advancement as perceived by graduates pursuing a career in recreation and park administration and those not pursuing a career in recreation and park administration.

Procedures of the Study

The procedure for selection of questions for the mail survey was based on the goals of the graduate program, a review of related studies, and discussions with faculty and graduate assistants in the Department of Recreation and Park Administration at Central Michigan University.

A draft version of the survey was pilot tested on four master's degree graduates. Interviews were conducted with each individual to examine each question on the survey. Where necessary, changes were made. As a result of the pilot test and interviews, a final draft was prepared for mailing to the population.

Questions on the survey were of three types: checklist, Likert-type rating scale, and open ended. The questions were designed to gather three types of information:

1. Demographics. Using a checklist format, respondents were asked to provide information regarding degree, year of graduation, employment status while pursuing degree, current employment status,

and type and location of undergraduate degree (i.e., whether the undergraduate degree was in recreation and park administration or another area and whether the degree was from Central Michigan University or another institution).

2. Perceptions. Respondents' perceptions of the coursework as it relates to (a) the attainment of the Department's graduate program goals and (b) its value toward professional advancement were recorded using a Likert-type scale.

3. Course suggestions. Using open-ended questions, information was sought regarding topics of value or no value in individual classes and suggestions for topics to be covered in more depth. Using a checklist, respondents were asked to indicate additional coursework to be offered on the graduate level in the Department of Recreation and Park Administration at Central Michigan University.

A cover letter and survey were mailed to 149 graduates of the program who completed coursework in the years 1980 through 1989, inclusive. A total of 67 usable surveys were returned for a response rate of 44.97%. Survey responses were transferred to Opscan forms and analyzed by the Statistical Consulting Group at the Computer Services complex at Central Michigan University using the Statistical Package for the Social Sciences. The chi-square statistic, using a confidence level of .05, was used to determine relationships between the groups being studied. Frequencies and percentages were obtained for descriptive purposes.

Summary of Data Analysis

Demographic data generated through the survey revealed that 82.1% of the 67 respondents chose the Master of Arts in Recreation and Park Administration with the practicum option. The remaining 17.9% were divided among the Master of Science in Outdoor Recreation and Field Biology (14.9%), the Master of Science in Administration with a Recreation and Park Administration concentration (1.5%), and the Master of Arts in Recreation and Park Administration with the thesis option (1.5%). Slightly more than 43% of the respondents were employed in recreation and park administration positions while pursuing the graduate degree. Another 43% were employed in non-recreation and park administration positions, with slightly more than 50% of these being elementary or secondary school teachers. The majority of undergraduate degrees were in recreation and park administration (53.8%), with more than 60% of these being from Central Michigan University.

Hypothesis 1 stated that there is no significant difference in the perception of the attainment of the graduate program goals between graduates pursuing a career in recreation and park administration and those not pursuing a career in recreation and park administration. The findings presented in Chapter IV suggest that this hypothesis not be rejected.

The goals of the graduate program in recreation and park administration at Central Michigan University are designed to provide coursework and instruction that will allow the student to expand on current knowledge, conceptualize a leisure philosophy,

conceptualize a leadership style, gain a research experience, gain practical management-level work experience, and engage in a beneficial information exchange. Tables 4.6 through 4.17 (pages 44 to 59) summarized the data pertaining to the respondents' perceptions of the attainment of each graduate program goal. In each case the chi-square p-value exceeded .05, which suggests no significant differences in perceptions of goal attainment were present. The composite analysis of the goals (Tables 4.18 and 4.20, pages 61 and 63), which also showed a chi-square p-value exceeding .05, supports this finding. Two hundred of the 402 responses (49.75%) to the questions pertaining to the graduate program goals indicated a goal was achieved very adequately. Only 64 (15.92%) of the responses indicated a goal was inadequately achieved.

Based on percentages of responses, the respondents employed in non-recreation and park administration positions were the most satisfied and least critical in their perceptions of the attainment of the graduate program goals (see Table 4.19, page 62). Unemployed respondents were the most critical. Respondents with an undergraduate degree in an area other than recreation and park administration were the most satisfied and least critical in their perceptions of the attainment of the graduate program goals. Respondents with an undergraduate degree in recreation and park administration from Central Michigan University were the most critical (see Table 4.21, page 64).

Hypothesis 2 stated that there is no significant difference in the value of the graduate coursework as an aid to professional

advancement as perceived by graduates pursuing a career in recreation and park administration and those not pursuing a career in recreation and park administration. The findings presented in Chapter IV suggest that this hypothesis not be rejected.

Tables 4.22 through 4.27, pages 65 to 70, summarized the data collected pertaining to the perceived value of the individual graduate courses as an aid to professional advancement. In each analysis the chi-square p-value exceeded .05, indicating no significant difference in the respondents' perceptions of the value of the individual classes. Of the 559 classes registered for, a particular class was deemed valuable for professional advancement on 371 occasions (66.37%), of some value 146 times (26.12%), and of no value 42 times (7.51%).

Based on percentages of responses within each value rating, those employed in a non-recreation and park administration position (primarily elementary and secondary school teachers) were the least critical and most pleased with the various graduate courses in which they were enrolled. Those respondents employed in a recreation and park administration position were the most critical and least pleased. Respondents with an undergraduate degree in recreation and park administration from Central Michigan University were the most critical and least pleased with the graduate programs in which they were enrolled. Those with an undergraduate degree in an area other than recreation and park administration were the least critical and most pleased.

Conclusions

The data collected and analyzed suggest that, as a group, the respondents perceived that the graduate program goals were achieved adequately or very adequately, that the coursework was perceived as valuable to professional advancement, and that no significant differences (based on undergraduate degree or employment status) were evident in these perceptions. However, a closer look at various segments of the study is in order.

1. The graduate program in recreation and park administration at Central Michigan University appears to have two major constituencies: recreation and park professionals and elementary and secondary school teachers. Of the 67 respondents to the survey, 29 (43.3%) classified themselves as recreation and park professionals and 15 (22.4%) classified themselves as elementary or secondary school teachers. The remaining 23 (34.3%) held a variety of professional and nonprofessional positions.

The groups were homogeneous in the survey responses. How could coursework designed to aid in professional advancement be of value to the non-recreation and park professionals? The professional educators might simply have perceived the coursework (therefore the graduate program) as a vehicle for gaining the credentials required for permanent teacher certification. The other respondents might have thought that either specific courses were beneficial or that the coursework was generic enough to be beneficial to advancement in their profession.

2. As written, the graduate goals are broad statements of intent and subject to individual interpretation. Further, they are not made known, except in a very broad sense, to graduate students. This may account for some of the homogeneity in the survey responses. Developing more detailed goals and expressing them in the form of competencies to be achieved by the student might provide more direction to the graduate program. In addition, the competencies to be achieved should be made known to the students.

3. Of the 67 respondents to the survey, only 1 (1.5%) received a master's degree with the thesis option. The other 66 respondents (98.5%) opted for the practicum option. Appendix I, Individual Ratings of Graduate Classes Taken, illustrates that of the 62 enrollments in RPA 615, Practicum, 55 respondents (88.7%) indicated the course was valuable and 7 respondents (11.3%) indicated the course was of some value. No respondents indicated that the practicum experience was of little value.

Question 10 on the survey asked, "To what extent do you think your graduate coursework in Recreation and Park Administration provided a practical management level experience?" Twenty percent of the responses to this question (Tables 4.14 and 4.15, pages 55 and 57) indicated that this goal was inadequately achieved. Yet all respondents indicated that the course designed to provide this management-level experience (RPA 615, Practicum) was valuable or very valuable. This appears to be contradictory and should be addressed by the faculty in the Department of Recreation and Park Administration.

A variety of questions come to mind: Why the almost exclusive choice of the practicum option? In what ways was the practicum experience valuable to the graduate students? Not valuable? Do graduate students in the Recreation and Park Administration curriculum at Central Michigan University perceive a practical learning experience as a legitimate educational experience that allows them to put into practice theory and ideas presented in classes? Or do they perceive the practicum as a less educationally demanding experience? If the latter is the case, how can the practicum experience be restructured to be both a demanding practical and educational experience?

4. Respondents with an undergraduate degree in recreation and park administration from Central Michigan University were the most critical of the attainment of the graduate program goals (Table 4.21, page 64) and most critical of their graduate coursework (Table 4.27, page 70). This might reflect the graduate-level courses available to them.

At Central Michigan University, courses numbered 500-599 are available to juniors, seniors, and graduate students. Twenty-five of the 35 courses listed (71.4%) in the graduate bulletin are in the 500-599 range. The courses can be categorized as follows:

a. Five classes are specifically for individuals pursuing a graduate degree in therapeutic recreation and are not a concern of this study.

b. Five classes are specifically designed for individuals pursuing a graduate degree in outdoor recreation and field biology. Only three of these are offered on a continuing basis.

c. Fifteen classes are designed for individuals pursuing a graduate degree in recreation and park administration. Of these, nine are offered on a continuing basis. Of these nine, five are taken to fulfill undergraduate degree requirements of the community recreation and park administration program and six are taken to fulfill undergraduate requirements of the commercial recreation and facility management program.

With 34.4% of the graduate program comprised of students with undergraduate degrees in recreation and park administration from Central Michigan University (Table 4.5, page 42), the situation described in (b) and (c) above limits the course choices of one-third of the graduate program's constituency. It would be beneficial for the recreation and park administration faculty to review their course-numbering process and course offerings. Items to discuss should include appropriate courses to offer solely at the undergraduate or graduate level, converting appropriate 500-level courses to the 400 level (thereby making them available only to undergraduates), and developing additional 600-level courses (available to graduate students only).

5. Respondents employed in a recreation and park administration position were slightly more critical of the graduate coursework than were the other employment groups (Table 4.24, page 67). This is as it should be. Those involved in the profession

should bring more insights, viewpoints, questions, and arguments to a class and be more critical of the course content provided by the instructor.

6. Almost 30% of the respondents thought the goal pertaining to research experience was inadequately achieved (Tables 4.12 and 4.13, pages 52 and 53). During the years covered by this study (1980 through 1989), there were only 14 registrations for RPA 610, Leisure Research. Descriptive research, in the form of program and personnel evaluation, is an important aspect of a recreation and park administrator's position. Department faculty should reevaluate the current research course and consider developing a separate evaluation course.

Suggestions for Further Research

Based on the results of this research, the following suggestions for further research are made.

1. To alleviate some of the problems associated with the historical nature of the questions, it is recommended that this, or a similar type of study be done yearly. Such a study would perhaps reflect more accurately the perceptions of the graduates.

2. With such a large non-recreation and park professional constituency (38 of the 67 survey respondents, or 56.7%), it would be beneficial to know why this group selected the recreation and park administration graduate program at Central Michigan University. Research should be conducted to determine reasons for enrolling in the graduate program in recreation and park administration at

Central Michigan University. Faculty discussions and research results could then be used to restructure the graduate program if warranted.

3. The practicum experience should be explored. Slightly more than 98% of the respondents chose this option (as opposed to the thesis option). Issues concerning educational soundness, types of acceptable experiences, value to students, appropriate evaluation techniques, and the role of a practicum in a graduate program need to be addressed.

Reflections

Having designed the survey instrument, administered the survey, and analyzed the collected data, this researcher wishes to make the following reflections.

1. The study involved individuals who received graduate degrees in the years 1980 through 1989, inclusive. A portion of the survey instrument (Questions 15, 17, and 18) asked respondents to "list the (course) topics you found most valuable," "list two reasons you did not find it (the course) valuable," and "list topics you felt should have been covered (or covered in more detail)." Recalling this type of specific information proved to be a problem for the vast majority of respondents. Because of the lack of response to these questions, they were disregarded. As stated in Chapter I, the historical nature of the questions was a limitation. Administering this study as a longitudinal-trend study to each

graduating class might help alleviate this problem and provide for more up-to-date perceptions regarding class topics.

2. Question 19 in the survey was, "What other courses do you feel should be offered on the graduate level by the Department of Recreation and Park Administration?" The respondents were then given five choices (legal aspects, politics, grant writing/application, marketing of recreation and parks, and other) in a checklist. The forced choices might have biased the response as they reflected this researcher's views. Perhaps more latitude, in the form of a completely open-ended question, would have been more appropriate. The "other" choice revealed a variety of course ideas that should be discussed by the graduate faculty along with the forced choices provided. Appendix J lists the courses suggested, along with the number of times a particular course was suggested.

3. When evaluating the value of a specific class from the student's perception, it might be difficult to separate perceptions of the class content from perceptions of the individual delivering the content--the instructor. It is possible that the perceived value of the class might have been biased by the respondents' perceptions of the interpersonal dynamics between instructor and student.

4. The practicum experience needs to be strengthened and formalized. It should relate more directly to the student's career plans and be a culminating experience.

Currently, the practicum documentation consists of a written paper which is a digest of experiences and problems encountered by

the student, along with possible solutions to the problems. It is a handbook of the position held by the student. One copy remains with the cooperating agency, and another copy is submitted to the graduate faculty advisor for evaluation.

The student, along with the graduate advisor, should develop goals for the practicum that reflect the graduate coursework taken, the student's strengths and weaknesses, and career plans. The written documentation of the practicum should address the achievement of these goals, in addition to the digest of experiences already required.

5. The research component of the graduate program needs to be strengthened. This should be a practical course addressing the needs of the recreation and parks practitioner. The course should include two major components. One would be the interpretation of leisure research and how it may be applied within the recreation and parks agency. The second component would include the development and use of personnel-, program-, and facility-evaluation forms.

6. The recreation and park administration faculty should discuss and investigate the possibility of sponsoring special-topic workshops and seminars both on and off campus. These would be for recreation and park practitioners and could be offered for either academic credit or continuing education units.

APPENDICES

APPENDIX A

**NATIONAL RECREATION AND PARK ASSOCIATION/MICHIGAN
RECREATION AND PARK ASSOCIATION CERTIFICATION PLAN**

CERTIFICATION PROCEDURES

SECTION 1. Eligibility

Any individual who meets the qualification stated hereinafter shall be eligible for certification under this Plan without consideration of race, creed, sex, age, or handicapping condition, whether employed under public, quasi-public, or private auspices.

SECTION 2. Initial Application Procedures

Individuals will make a notarized application to the PCB on the proper form accompanied by the initial fee and an official transcript of academic credits taken through the highest degree (or diploma) claimed. All requests for information and questions on the application must be answered; additional professional information may be required by the PCB from appropriate sources.

SECTION 3. Requirements of Certification

The qualifications of each applicant shall be evaluated and acted upon within six months following receipt of the application. The standards for these classification levels shall be:

a. FOR THE PROFESSIONAL

1. A bachelors or higher degree from an NRPA/AALR accredited program¹ verified by official transcript and pass the CLP examination; OR

2. A bachelors or higher degree from a regionally accredited education institution (without NRPA/AALR accreditation) verified by official transcript, with a major in recreation, park resources and leisure services with current full-time employment and no less than two years full-time experience (following the degree) in a recreation, park resources and leisure service position and pass the CLP examination; OR

3. A bachelors or higher degree from a regionally accredited educational institution, verified by official transcript, with a major other than recreation, park resources and leisure services, and current full-time employment and no less than five years full-time experience (following the degree) in a recreation, park resources and leisure service position, and pass the CLP examination.

b. FOR THE PROVISIONAL PROFESSIONAL

A bachelors or higher degree from a regionally accredited educational institution verified by official transcript, with a major in recreation, park resources and leisure services.

c. FOR THE TECHNICIAN

1. An Associate (two-year) degree from a regionally accredited institution verified by official transcript with a major in recreation, park resources and leisure services, OR

2. An Associate degree from a regionally accredited educational institution verified by official transcript with a major other than recreation, park resources and leisure services, and current full-time employment and no less than two years full time experience (following the degree) in a recreation, park resources and leisure service position, OR

3. A high school diploma or equivalency certificate verified by official documentation and current full-time employment and no less than four years full-time experience (following the diploma or certificate) in a recreation, park resources and leisure service position.

¹ Program must be accredited at the time of graduation.

d. EXAMINATIONS

A national examination shall be required for the CLP.

SECTION 4. Special Certification Proceduresa) TRANSFERS

Transfer from one NCB approved certification program to another NCB approved certification program may occur automatically without examination if the following conditions are met:

- 1) Currently certified.
- 2) Payment of appropriate transfer fee.

b. CHANGE OF CLASSIFICATION

Certified personnel who are qualified and wish to change to a higher classification will make application to the PCB accompanied by transcript of credits beyond those already on file; they shall be acted on by the PCB within six months. A CLP examination must be passed where specified.

SECTION 5. Unusual Circumstances

Any person may petition the PCB for the purpose of attaining certification or renewal of certification in any classification level on the basis of circumstances not contained in this Plan. The PCB shall receive and act on any such petition at the next scheduled meeting and shall in all cases offer the petitioner opportunity to be heard personally, to have witnesses, and to submit substantiating material. The PCB shall act on each special petition individually. A negative decision may be appealed in the same manner as any finding of the PCB.

SECTION 6. Renewal of Certification

As evidence of continued professional development renewal of certification shall be required and shall be contingent upon completion of minimum of two (2) Continuing Education Units² or equivalent academic course work from an accredited college/university within each twenty-four month period from the date of initial certification or renewal of certification. Such CEU's or course work must be approved by the PCB.

Renewal notices will be sent at least 60 days prior to the renewal date, covering all those individuals eligible for renewal of certification. Renewal of certification application, fees, and documentation must be submitted within 90 days following the renewal date. Failure to do so will result in withdrawal of certification. (See ARTICLE II, SECTION 8).

SECTION 7. Recertification

Certification will be withdrawn if the applicant fails to meet the renewal requirements as set out in ARTICLE II, SECTION 6. If certification is withdrawn, eligibility for applying for recertification is contingent upon acquiring one (1) CEU or equivalent academic course work from an accredited college/university for every year or fraction thereof up to five (5) years since the lapse of certification. After five (5) years the applicant must meet the current standards.

Proof of educational requirements must be furnished at the time of application.

DEFINITIONS

A. Accreditation: The process by which an agency or organization evaluates and recognizes a program of study or institution as meeting certain predetermined qualifications or standards.

1. NRPA/AALR accredited: Recreation, park resources and leisure services baccalaureate degree programs accredited by the Council on Accreditation sponsored by the National Recreation and Park Association in cooperation with the American Association for Leisure and Recreation.
2. Regionally accredited educational institution: An institution of higher education accredited by a Council on Postsecondary Accreditation (COPA) regional accrediting agency.

B. Certification: The process by which a non-governmental agency or association grants recognition to an individual who has met certain predetermined qualifications specified by that agency or association. For purposes of this plan, certification encompasses the "Model Certification Plan for Recreation, Park Resources and Leisure Service Personnel" established by the NRPA National Certification Board.

C. CLP Examination: The national examination for Certified Leisure Professionals administered by the NRPA National Certification Board.

D. Full-time experience/employment shall be defined by the following characteristics:

1. 30 hours or more per week employment in a recreation, park resources and leisure service position; and
2. primary source of income; and
3. cumulative experience requirement met within twice the time (i.e., accumulated time for a two (2) year experience requirement must be met within a four (4) year period maximum); and
4. experience is counted only after receipt of the degree or diploma.

E. Recertification: The process of becoming certified again in the NRPA Model Certification Plan after previous certification has lapsed or been withdrawn.

F. Renewal of Certification: The process of maintaining certification.

SECTION 8. Denial or Withdrawal of Certification

a) Certification may be denied or withdrawn by the PCB when any applicant does not meet the qualifications, is found guilty of conduct deemed detrimental to the profession, or when there is misrepresentation of any facts in connection with the application. In all such cases, the PCB shall notify the individual in writing of denial or withdrawal of certification and the reasons therefore, and shall provide an opportunity for appeal.

b) Certification may be withdrawn by PCB upon receiving written notification by the governing body of the PCB or of a committee acting on behalf of that governing body of the PCB that the accused has been guilty of conduct deemed detrimental to the profession. In all such cases, the PCB shall notify the individual in writing of withdrawal of certification and the reasons therefore and shall provide opportunity for appeal.

SECTION 9. Appeals

An applicant may appeal in writing to the governing body responsible for the decision. The governing body shall thereupon appoint an appeals panel that shall be comparable in qualifications and numbers to the certification board, but shall not be composed of any members serving on the certification board. Decisions of the appeals panel shall be final.

SECTION 10. Certification

a) A certificate (or card) bearing the classification level for which the applicant has qualified shall be issued upon certification. Appropriate additional validation shall be issued upon satisfactory completion of renewal of certification requirements.

b) The National Certification Board recognizes three (3) designations:

- (1) Certified Leisure Professional (CLP)
- (2) Provisional Professional
- (3) Certified Leisure Technician (CLT)

Section 4. MRPA Certifications Only

NOTE: Certification in Section 4 is for Michigan only. Persons qualifying under this section do not receive National Certification nor reciprocity with other plans.

A. Requirements for Therapeutic Recreation

- (1) Must have a current certification with the National Council for Therapeutic Recreation Certification and twenty-four months of satisfactory, full-time therapeutic recreation experience.

(Note: National Certification must come through the National Council for Therapeutic Recreation Certification.)

B. Requirements for Community Education Service

- (1) A baccalaureate or higher degree with a major in Community Education and twenty-four months of satisfactory full-time career experience Community Education; or
- (2) A baccalaureate or higher degree with a major in a community education-related field and thirty-six months of satisfactory full-time career experience in community education; or
- (3) A baccalaureate or higher degree with sixty months of satisfactory full-time career experience in community education.

C. Requirements for Leisure Service Educator

- (1) A masters degree with a major in the park and/or recreation area of study (*) and twenty-four months of full-time experience at a recognized college or university with responsibilities in research, teaching or extension in park and/or recreation areas of study; or
- (2) A masters degree with a major in park and/or recreation-related areas of study (*) and thirty-six months of full-time experience at a recognized college or university with responsibilities in research, teaching, or extension in park and/or recreation areas of study; or
- (3) A masters degree (*) and sixty months of full-time experience at a recognized college or university with responsibilities in research, teaching, or extension in park and/or recreation areas of study.

*From a four year NRPA/AALA accredited university.

APPENDIX B

**GRADUATE BULLETIN COPY FOR THE MASTER'S DEGREE
PROGRAMS IN RECREATION AND PARK ADMINISTRATION
AT CENTRAL MICHIGAN UNIVERSITY**

Recreation and Park Administration (RPA)

Roger Coles, Chairperson, (Office: 102 Finch, Tel: 774-3858),
Ed.S., Therapeutic Recreation

Donald Lutz, M.A., Community Recreation
Dean Pybus, M.S., Recreation and Park Administration
Richard Kirchner, Ed.D., Outdoor Education
Agnes Rainwater, Ph.D., Therapeutic Recreation

Master of Arts

Admission Requirements

The student must present at least 15 semester hours of undergraduate and/or graduate work that would be applicable to the undergraduate major in recreation.

Option I: Recreation and Park Administration

Option II: Recreation for the Handicapped

Students taking Option I or II must complete at least five graduate credits from the Department of Recreation and Park Administration on campus. This is in addition to any practicum (e.g., RPA 615) or research course (e.g., RPA 791 or 798).

Degree Requirements: Option I

	Hours
I. Courses in Recreation	20-30
Plans A, B, and C:	
RPA 505-Administration of Recreation and Parks (3), OR RPA 620-Planning Park and Recreation Facilities (3)	
RPA 518-Philosophy of Recreation and Leisure (3) OR RPA 754-Seminar in Recreation (2)	
RPA 652-Outdoor Recreation (3), OR RPA 653-Camp Administration (2)	
Plan A: Thesis (6)	
Plan B: Independent Study (2)	
Plan C: Internship (6) RPA 610 (1)	
Plans A, B, and C: Electives from the department chosen in consultation with adviser (6-17)	
II. Cognate Courses	0-10
Plans A and B: SED OR ELE 660-Methods of Educational Research (3)	
Plans A, B, and C: Electives (3-10)	
Total	30

Degree Requirements: Option II

I. Courses in Recreation	10
RPA 518-Philosophy of Recreation and Leisure (3) OR RPA 754-Seminar in Recreation (2)	
RPA 580-Recreation for the Ill and Handicapped (3)	
RPA 581-Therapeutic Recreation for Special Groups (3)	
Electives, 1-2 hours	
II. Courses in Special Education	10
SPE 520-Teaching of the Trainable Mentally Handicapped (3), or SPE 667-Independent Study	
Electives, 5 hours	
III. Courses in Research or Internship Option	10
Research Option: RPA 791 or 798	
Internship Option: RPA 615 (6), RPA 610 (1), and electives (3)	
Total	30

Requirements of the Interdisciplinary Curriculum for the Master of Science in Administration and the Master of Science in Outdoor Recreation and Field Biology are stated in the section on Interdisciplinary Degrees.

Credit Limitation. Courses in the department that are subject to graduate credit limitation under the policy covering unspecified content or variable credit are the following: RPA 500, 503, 600, 603, 791.

Recreation and Park Administration (RPA)

RPA 500 Issues in Recreation 1-6(Spec) D

Concentrated study of current recreation and park administration problems. Workshops concerned with such areas as public relations in recreation facility development, and National Park System.

RPA 503 Independent Reading 1(Spec) F,Sp

Exploration in depth of one or more aspects of the field of recreation or park administration by individual study.

RPA 505 Administration of Recreation and Parks 3(3-0) F

The organization and administration of the recreation and parks program. Problems of surveys, finance, publicity, program planning, leadership, liability, and park facility planning and maintenance.

RPA 506 Seminar in Recreation and Park Administration 3(3-0) D

In depth study of the inner workings of various city administrative operations for recreation and parks.

RPA 507 Management Skills in Leisure Services 3(3-0) Sp

The development of conceptual and human relations skills necessary to the successful management of a leisure service agency.

RPA 508 Budgeting for Recreation and Parks 3(3-0) F,Sp

Basic budgetary principles and procedures of municipal parks and recreation departments.

RPA 509 Microcomputers in Recreation and Park Administration 3(3-0) F

Microcomputer applications for recreation, parks, and leisure. Prerequisites: EHS 200 or CPS 100 or ISA 100 or ISA 221 or permission of instructor.

RPA 510 Recreation for Senior Citizens 3(3-0) F

Proposing, organizing, administering, and conducting recreation activities for older adults.

RPA 515 Recreation in Community Organizations 3(3-0) D

Inter-agency relationships among various community agencies providing recreation services.

RPA 518 Philosophy of Recreation and Leisure 3(3-0) F,Sp

Contribution of purposeful recreation to the development of the complete person. History of the recreation movement.

RPA 520 Program Development for Camps 3(3-0) Sp

Program planning and implementation in various types of camps.

- RPA 521 Financial Assistance for Recreation and Parks** 2(2-0) F
Working with federal, state, and private funding sources for leisure services.
- RPA 525 School Recreation** 3(3-0) D
The school's responsibility in recreation. Organizing and administering an effective school recreation program.
- RPA 540 Community Recreation Programming** 3(3-0) F,Sp
Programming leisure services for various populations including elderly, young, social groups, and in a variety of settings.
- RPA 541 Recreation and Cable Television: Seminar** 1(1-0) Sp
Study of the use of cable television in recreation and park agencies as a public relations, management, programming, and communications tools for leisure services.
- RPA 552 Environmental Interpretation** 2(2-0) Sp
Techniques of leading nature hikes and developing environmental education and historical interpretation programs.
- RPA 553 Family Camping** 2(2-0) D
Types of experiences, necessary skills, problems encountered, necessary equipment, health factors, conservation for the camper, and other related matters.
- RPA 559 Outdoor Education - Philosophy and Programs** 3(3-0) Sp
Philosophy of outdoor education. How outdoor education can enrich and vitalize the learning process.
- RPA 560 Outdoor Education - School Camping** 3(3-0) D
Outdoor education programs as they are incorporated into school curricula with special emphasis on residential outdoor education programs (school camps).
- RPA 561 Seminar in Commercial Recreation** 3(3-0) F
New developments, concerns, trends, and opportunities in the commercial recreation field. Prerequisites: RPA 210, 461, or consent of instructor
- RPA 580 Recreation for the Ill and Handicapped** 3(3-0) F,Sp
Programming of recreation activities for the ill and handicapped. Prerequisite: 210.
- RPA 581 Therapeutic Recreation for Special Groups** 3(3-0) F,Sp
Recreation opportunities and programs for mentally retarded, emotionally disturbed, physically handicapped, and hearing and visually impaired. Prerequisite: 210.
- RPA 582 Competition for the Retarded** 3(3-0) D
Competitive recreation programs for the retarded and their place in total programming for the retarded. Includes Special Olympics. CR/NC only
- RPA 583 Seminar in Therapeutic Recreation** 3(3-0) Sp
Current issues and trends in the therapeutic recreation profession. Prerequisite: 210 and one of the following: 240, 241, or 242. Senior status or graduate status recommended.
- RPA 584 Community-Based Programming for the Handicapped** 2(2-0) F
Programming leisure services for all disabled populations. Emphasis on programming and administration in the community setting. Prerequisite: none.
- RPA 600 Advanced Issues in Recreation** 1-5(Spec) D
Advanced concentration study of a current recreation or park administration problem or issue.
- RPA 603 Advanced Independent Reading in Recreation** 1(Spec) F,Sp
Student develops a reading list in consultation with adviser and explores one or more aspects of the field of recreation or park administration problem by individual study.
- RPA 610 Leisure Research** 1(1-0) F
Introduction to research methodology. Intended primarily for students on the practicum option.
- RPA 615 Practicum in Recreation Supervision and Administration** 6(Spec) Su
Supervised and practical experience in some facet of recreation or park administration or supervision. Usually community recreation or camping and outdoor recreation programs.
- RPA 620 Planning for Parks and Recreation Facilities** 3(3-0) F
Principles and procedures in the planning, development, and maintenance of park and recreation areas and facilities.
- RPA 652 Outdoor Recreation** 3(3-0) Sp
Examination of local, state, and national agencies, areas, and problems involved in outdoor recreation. Particular attention to parks and forests. Related activities and skills.
- RPA 653 Camp Administration** 2(2-0) Sp
Organization and administration of camps, with emphasis on program planning, selection and training of staff, camp site selection and development, and health and safety.
- RPA 754 Seminar in Recreation** 2(2-0) Sp
Individual and group study of problems arising in the field of recreation of park administration. CR/NC only
- RPA 791 Independent Study** 2(Spec) F,Sp
A research project. Not open to students taking RPA 798.
- RPA 798 Thesis** 1-6(Spec) F,W
CR/NC only

Master of Science In Administration

(M.S.A.)

A. J. Pope, Ph.D., Director, (Office: IET 109, Tel: 774-6525)

This program is designed to provide the knowledge and skills required for managers, administrators and supervisors to function more effectively in all types of organizations. In addition, this program provides managerial training and administrative experience that is needed to be successful in professional organizations. This process is accomplished through the use of specialized instruction in the respective concentration and through administrative assignments on capstone projects within an organization(s).

Admission Requirements

To be admitted to the Master of Science in Administration program a candidate must meet the requirements for regular admission to the School of Graduate Studies. Applicants who possess an undergraduate GPA less than 2.5 may be conditionally admitted. International students must submit a score of 550 on the Test of English as a Foreign Language (TOEFL).

For additional information and application materials, contact the School of Graduate Studies.

Advising

Upon admission to the MSA program the student is required to meet with the MSA Director to determine prerequisite(s) and core area requirements. In addition, the student will be assigned an advisor from the respective department in which the concentration is housed. The student is required to meet with the advisor to select the courses to meet the concentration's requirements. A record of the program authorization will be placed in the student's file in the School of Graduate Studies. Any courses taken without the express written consent of the MSA Director or Concentration Advisor may not be approved for fulfillment of the degree requirements.

Degree Requirements

MSA 600, 630 and 640 are required to be included on all MSA program authorizations.

No student may count toward the MSA degree more than 15 semester hours from the following:

- a. courses carrying designators from the School of Business Administration
- b. MSA 630, and MSA 660; and 675
- c. experiential learning credits having titles with a business concentration, (IPCD only) and;
- d. transfer credit of courses with a business connotation from the other universities

	Hours
I. Core in Administration	15-18
MSA 600-Administrative Research and Report Methods	
MSA 610-Environments in Administration**	
MSA 620-Human Resources and Administrative Effectiveness**	
MSA 630-Financial Planning and Analysis**	
MSA 640-Quantitative Applications in Administrative Decision Making**	
MSA 650-Administration in Dynamic Organizations	
MSA 660-Marketing Administration**	
MSA 675-Strategic Policy Administration	
** Has prerequisites	
II. Area of Concentration	15-18
Upon admission, each M.S.A. candidate will have an adviser appointed by the M.S.A. Director in the student's area of emphasis. At this time, the specific courses needed to fulfill the area of concentration requirements will be designated.	
III. Integrating Experience	3-6
This requirement may be met by either MSA 690 or MSA 680 and MSA 685. These courses are designed to combine practical experience, integrate knowledge from the academic program, and demonstrate ability to design and execute a research project.	
Minimum Total	36

Core Courses

MSA 600 Administrative Research and Report Methods 3(3-0)

This course is designed to acquaint students with research processes and tools used in selecting and developing the problem, project or issue for analysis. Prerequisite: admission to the MSA program, and STA 282 or equivalent.

MSA 610 Environments in Administration 3(3-0) D

Studies the impact of the economic, legal, political, and social environments on administration. Presents the relevant concepts from these areas and analyzes their interrelationships. Prerequisite: ECO 600 or equivalent.

MSA 620 Human Resources and Administration Effectiveness 3(3-0) D

To develop an understanding of human problems and processes which help or hinder successful task completion. To improve interpersonal and diagnostic skills as well as theoretical knowledge.

MSA 630 Administrative Control and Analysis 3(3-0)

This course is designed to provide an introduction into the financial planning and control aspects of private and public organizations. Prerequisites: ACC 201 and ECO 600 or their equivalents.

MSA 640 Quantitative Applications in Decision Making 3(3-0) D

This course studies stochastic and quantitative analytical tools and concepts which can be used to make optimal decisions in the pursuit of such organizational goals as cost efficiency, service delivery, and profit. Concepts include probability theory, statistics, decision theory, inventory control, linear models, linear programming, network analysis, and simulation. Prerequisites: STA 282/382 or equivalent.

MSA 650 Administration in Dynamic Organizations 3(3-0) D

A systems approach to studying the common elements of the administrative process and their adaption to unique features in diverse organization settings. Topics include organizational design, managerial planning and control systems, decision making, communication networks, and conflict resolution.

MSA 660 Marketing Administration 3(3-0) D

This course is concerned with the application of appropriate marketing concepts and techniques to the private sector business and nonprofit organizations' marketing and communication activities. Prerequisite: ECO 600 or equivalent.

MSA 675 Strategic Policy Administration 3(3-0)

This course examines the conceptual dimensions and major tasks in policy analysis and implementation. It introduces the student to fundamental elements of strategic policy administration. The course applies principles of environmental and organizational analysis and operational programming to specific cases and problems from the private and public sector environments. Applications include decision-making models and processing. Prerequisites: minimum of 9 semester hours of MSA core courses, including MSA 630 and 640.

MSA 685 Integrative Analysis of Administration 3(3-0)

MSA 685 builds upon the information and skills learned in MSA 680, core and concentration course work, and the student's employment experiences. The course trains the student in application of administrative theory and research to practical issues and problems found in occupational situations. In these senses of joining theory, research and practice with the practical workday world, the course is truly integrative of the students knowledge, skills, and professional life. Prerequisites: completion of the MSA core, and a minimum of 21 credit hours in the graduate degree program or permission of the associate director of Academic Affairs. (IPCD only).

MSA 690 Internship 1-6 (Spec) D

A capstone course involving a supervised internship project. Applies curricular concepts and skills to managerial problems in an organization. Prerequisite: 21 hours of graduate credits, including MSA 600, 630 and 640. CR/NC only.

MSA 691 Independent Study 1-2 (Spec) D

Directed reading or research on an approved topic in administration. Prerequisites: consent of instructor and director of MSA program.

Area of Concentration - Sponsor

Arts Administration - Art, Music

Broadcast/Film Administration - Speech Communication and Dramatic Arts

General Administration - School of Graduate Studies

Health Services Administration - Health Education and Health Science

Human Resources Administration - School of Graduate Studies

Organizational Communications - Speech Communication and Dramatic Arts

Public Administration - Political Science

Recreation and Park Administration - Recreation and Park Administration

Software Engineering Administration - Computer Science

Sports Administration - Physical Education and Sport

General Administration Concentration*

CPS/HES 601 (3)	Computerized Health Care Systems
CPS 603 (3)	Computer Information Systems
ECO 515 (3)	Collective Bargaining and Labor Law
ECO 532 (3)	Economic Forecasting
ECO 603 (3)	Economic Effects of Urbanization and Technology
ECO 614 (3)	Seminar in Labor Economics
ECO 625 (3)	Market Structure and Government Policy
ECO 660 (3)	Public Finance and Fiscal Policy
EAD 663 (3)	Personnel Administration
EAD 731 (3)	Strategic Planning
IET 500 3	(Spec) Production Concepts
IET 501 (3)	Application of Industrial Management Principles
IET 524 (3)	Technology and Environment
IPC 560 (3)	Communication and Change
IPC 561 (3)	Communication in Conflict Management
IPC 664 (3)	Advanced Organizational Communication
IPC 665 (3)	Seminar in Communication and Negotiation in Employee Relations
JRN 551 (3)	Public Relations Cases and Processes
JRN 670 (3)	Public Relations Management
MGT 643 (3)	Personnel Management
MGT 646 (3)	Seminar in Labor Relations
MSA 660 (3)	Marketing Administration
PSC 514 (3)	American Public Policy Making
PSC 711 (3)	Public Personnel Administration Practice
PSC 713 (3)	Governmental Finance and Budgeting
PSC 714 (3)	Program Evaluation
PSY 536 (3)	Personnel Psychology

*The adviser may not deviate from this concentration more than six semester hours without prior approval from the MSA committee.

Arts Administration Concentration

Courses:

ART 597 (1-6)	Special Studies
ART 646 (3)	Research in Art Education
ART 697 (1-6)	Special Studies
ART 719 (3)	Art Criticism
ART 786 (3)	Readings in Contemporary Art
GFA 597 (1-6)	Special Studies
GFA 697 (1-6)	Special Studies
MUS 731 (2)	Problems in the Organization of School Music
MUS 732 (2)	The Rationale and Principles of Music Education
MUS 794 (2)	Evaluation of Musical Behavior
MUS 797 (1-6)	Special Studies

Broadcast and Film Administration Concentration

Courses:

BCA 505 (3)	Advanced Broadcast Writing
BCA 510 (3)	Broadcast Law

- BCA 511 (3) Broadcast Sales
- BCA 512 (3) Broadcast Promotion (2-2)
- BCA 516 (3) Broadcast Management
- BCA 519 (3) Broadcast Programming (2-2)
- BCA 529A (3) (Spec) Internship in Radio-TV-Film
- BCA 529B (6) (Spec) Internship in Radio-TV-Film
- BCA 611 (3) Telecommunications Media Policy
- BCA 612 (3) Broadcast/Cable Seminar
- BCA 729 A, B, C, D 1-4(Spec) Advanced Independent Study

Health Services Administration Concentration*

Students are required to take 18 hours from the following:

- * HES 520 (3) Health Services Administration
- HES 538 (3) Development of Proposals and Reports in Health Administration
- HES 544 (3) Biostatistics*
- HES 545 (3) Health Planning
- HES 570 (3) Financial Aspects of Health Services Organization
- HES 571 (3) Legal Aspects of Health Services Organization
- HES 601 (3) Computerized Health Care Systems
- HES 607 (3) Medical Care Organization**
- HES 617 (3) Community and Public Health
- HES 700 (3) Program Evaluation in the Health Fields

*The student is advised to take HES 544 prior to enrolling in MSA 640.

**Required with this concentration.

Human Resources Administration Concentration

Courses:

- ECO 515 (3) Collective Bargaining and Labor Law
- ECO 614 (3) Seminar in Labor Economics
- EAD 663 (3) Personnel Administration
- EAD 669 (3) Negotiations in Education
- IET 527 (3) Industrial Safety Management
- MGT 500 (3) Comparative Labor Relations Systems
- MGT 643 (3) Personnel Management
- MGT 645 (3) Compensation Administration
- MGT 646 (3) Seminar in Labor Relations
- MGT 647 (3) Personnel Selection and Evaluation
- PSC 511 (3) Personnel and Organization in Public Bureaucracies
- PSY 536 (3) Personnel Psychology
- PSY 736 3 (Spec) Strategies for Intervention of Social Systems

Organizational Communication Concentration

Required Courses:

- SDA 600 (1) Introduction to Research and Graduate Study in Speech and Dramatic Arts
- SDA 601 (3) Research Design in Speech Communication or
- IPC 750 (3) Rhetorical Criticism
- IPC 661 (3) Contemporary Communication Theory

Electives:

- IPC 555 3-9 (Spec) Special Topics in Interpersonal and Public Communication
- IPC 560 (3) Communication and Change: The Diffusion of Ideas and Information
- IPC 561 (3) Communication in Conflict Management
- IPC 660 3-9 (Spec) Seminar in Interpersonal Communication
- IPC 662 (3) Advanced Persuasion
- IPC 790 1-4 (Spec) Advanced Independent Study

Public Administration Concentration

- PSC 522 (3) Regulatory Processes and Administrative Law
- PSC 561 (3) American State Government and Administration
- PSC 565 (3) Managing Modern Local Government
- PSC 566 (3) Intergovernmental Relations in the United States
- PSC 710 (3) Seminar on Public Bureaucracies and Policy Formation
- PSC 712 (3) Developing and Implementing Public Programs
- PSC 714 (3) Program Evaluation
- PSC 773 (3) Public Administration and Public Interest

Recreation and Park Administration Concentration

Courses to fulfill the Recreation and Park Administration requirements for the MSA should be selected from the following with consent of the RPA adviser:

- RPA 500 1-6(Spec) Issues in Recreation
- RPA 503 1(Spec) Independent Reading
- RPA 505 (3) Administration of Recreation and Parks
- RPA 507 (3) Administrative Skills in Recreation and Parks
- RPA 508 (3) Budgeting for Recreation and Parks
- RPA 510 (3) Recreation for Senior Citizens
- RPA 518 (3) Philosophy of Recreation and Leisure
- RPA 521 (3) Financial Assistance for Recreation and Parks
- RPA 525 (3) School Recreation
- RPA 540 (3) Community Recreation Programming
- RPA 552 (2) Environmental Interpretation
- RPA 561 (3) Seminar in Commercial Recreation
- RPA 600 1-6(Spec) Advanced Issues in Recreation
- RPA 615 6(Spec) Practicum in Recreation Supervision and Administration
- RPA 620 (3) Planning for Parks and Recreation Facilities
- RPA 652 (3) Outdoor Recreation
- RPA 653 (2) Camp Administration
- RPA 754 (2) Seminar in Recreation
- RPA 791 2(Spec) Independent Study

Software Engineering Administration Concentration

To be admitted to this concentration, the student must have completed the equivalent of MTH 175, MTH 132 or 136, CPS 180, CPS 181, CPS 210 and CPS 340. In addition, the student must have completed one year of work in which his or her major assignment dealt with program design or development. Completion of a computer science major may be substituted for the one year experience.

- CPS 510 - Software Systems Engineering
- CPS 611 - Software Verification and Validation
- CPS 612 - Software Project Management
- CPS 613 - Specification of Software Systems
- CPS 614 - Principles and Applications of Software Design
- CPS 615 - Software Generation and Maintenance

Sports Administration Concentration

Required Courses:

- PEP 620 (3) Sport: An Interdisciplinary Study
- PEP 630 (3) Analysis of Sport Administration Literature
- PEP 640 (3) Sports and the Law
- PEP 650 (3) Sport Marketing
- PEP 665 (3) Computer Applications in Sports Administration

Master of Science in Outdoor Recreation and Field Biology

Roger Coles, Ed.S., Co-Director (Office: 102 Finch, Tel: 774-3858)

Lawrence Koehler, Ph.D., Co-Director (Office: 315 Brooks,
Tel: 774-3227)

Admission Requirements

In addition to meeting the university's general admission requirements, the student should have completed an undergraduate major or minor in biology or a coordinated block of courses in biology. The following courses are required: General Biology, General Botany, General Zoology, and Nature Study or Natural History of Vertebrates. Additionally, a course in ecology is strongly recommended. Students with deficiencies in preparation may be admitted conditionally with the understanding that courses taken to make up the deficiencies may not be counted toward the master's degree.

Degree Requirements

	Hours
I. Courses in Recreation	10
RPA 505 (3) Administration of Recreation and Parks OR	
RPA 620 (3) Planning Park and Recreation Facilities	
RPA 518 (3) Philosophy of Recreation and Leisure OR	
RPA 754 (2) Seminar in Recreation	
RPA 552 (2) Environmental Interpretation	
RPA 652 (3) Outdoor Recreation OR	
RPA 653 (2) Camp Administration	
II. Courses in Biology	10
To be selected in consultation with the adviser from the following:	
BIO 509, 510, 511, 513, 518, 519, 523, 525, 526, 527, 531, 541, 546, 547, 548, 549, 557, 558, 559, 560, 561, 565, 573, 587, 594, 610	
III. Courses in Research or Internship Option	10
Research Option	
RPA 791, 2 hours, or 798, 6 hours or	
BIO 790 or 798, 6 hours; and electives in BIO and/or RPA.	
Internship Option	
RAP 615-Practicum in Recreation Supervision and Administration, 6 hours; or	
BIO 620 Biology Practicum, and electives in RPA and/or BIO.	
Total	30

APPENDIX C

STANDARDS AND EVALUATIVE CRITERIA FOR RECREATION, LEISURE
SERVICES, AND RESOURCES CURRICULA: BACCALAUREATE
AND MASTER'S DEGREE PROGRAMS

STANDARDS AND EVALUATIVE CRITERIA
FOR
RECREATION, LEISURE SERVICES AND RESOURCES
CURRICULA
BACCALAUREATE AND MASTERS DEGREE PROGRAMS

Established By The
National Recreation and Park Association
COUNCIL ON ACCREDITATION

Published by the:

National Recreation and
Park Association
1601 North Kent Street
Arlington, Virginia 22209

APPROVED OCTOBER 20, 1975

March, 1977

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APPENDIX D

**CHAPTER 2 OF ACCREDITATION DOCUMENT, DEPARTMENT OF
RECREATION AND PARK ADMINISTRATION, CENTRAL
MICHIGAN UNIVERSITY**

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PHILOSOPHY AND PURPOSE

=====

2.01 THERE SHALL BE AN UP TO DATE WRITTEN STATEMENT OF THE PHILOSOPHY, PURPOSE AND GOALS OF THE ACADEMIC UNIT WHICH IS CONSISTENT WITH THE MISSION OF THE ACADEMIC INSTITUTION AND THE RECREATION, PARK RESOURECES AND LEISURE SERVICES PROFESSION.

CENTRAL MICHIGAN UNIVERSITY states its philosophy and purpose in the following manner:

HISTORY: Growth and change mark the history of Central Michigan University. From its beginning as a small Business and Normal school, the University assumed an important role in teacher preparation for the State of Michigan. Today the University is a complex educational institution preparing students for a variety of careers and professions.

The common base for all degree programs is liberal education. In the words of a founder, "education in its best and truest sense is a much larger thing than any, or even all, of the so-called practical uses that may be made of it. Accordingly...the school shall stand squarely and strongly for the larger idea, that education is a rightful heritage of the human soul...Breadth and liberality of scope will always prove the better investment in the long run."

GOVERNANCE: State supported since 1897, Central Michigan University is governed by an eight-member Board of Trustees appointed by the Governor of the State of Michigan with the consent of the Senate. Nine presidents have served the University since 1892.

PURPOSES: Central Michigan University, recognizing its responsibility for the advancement and transmission of knowledge and the preparation of leaders for all segments of society, stresses eight basic goals. The University will:

1. Encourage the development of an intellectual orientation on the part of its students, preparing them in methods of scholarly inquiry, scientific research, problem-solving and synthesizing knowledge from a variety of sources. Attention is given to promoting a lifelong commitment to learning and to increasing the desire and ability of students to undertake self-directed learning.

2. Encourage personal development enabling students to identify and achieve goals appropriate to them and to develop a sense of self-worth and confidence as well as the capacity to have an impact on society.
3. Provide opportunities for academic development to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences and a depth of knowledge in at least one academic discipline.
4. Encourage students to be concerned about the welfare of humanity and, as thoughtful citizens, to engage in public service to promote that welfare. Respect and understanding for people from diverse backgrounds and cultures are emphasized, and significant moral issues explored.
5. Assist students in developing those competencies which are important for success in their chosen vocations, as well as those skills necessary for continued self-directed learning and problem-solving.
6. Provide graduate programs and other opportunities for advanced education, in those areas where its academic resources are of sufficient quality and quantity, which permit students to update, refine, redefine their knowledge in accordance with their developing needs.
7. Endeavor to provide service for the public good where there is expertise within the institution.
8. Seek to contribute to the general advancement of knowledge by stimulating and supporting the research efforts of its faculty, staff and students.

In order to realize its goals, the University strives to create and nurture a sense of community which fosters mutual trust and respect among students, faculty and administration and which provides for the open and amicable expression of differences. It seeks to provide an environment that facilitates involvement in intellectual and cultural activities and fosters informal interaction among students, faculty and staff.

In order to implement these purposes, Central Michigan University encourages and seeks to attract and retain faculty committed to these goals, sensitive to the variety of ways

in which they can be realized, and competent in achieving them. It will seek to maintain and encourage an administrative cadre which sees its principal responsibility as the creating and fostering of a climate for the realization of these goals. The University strives to provide the necessary resources, both human and material, to enable the faculty, staff, and students to carry out their responsibilities. In all its activities, the University encourages the achievement of excellence by all members of its various constituencies.

A written statement of general goals and objectives has been a part of the Department's operational guidelines since 1965. These have been regularly revised as a part of the University's planning process. These earlier documents showing the evolution of our philosophy constitute over a thousand pages of planning documents.

GOALS AND OBJECTIVES OF THE DEPARTMENT OF RECREATION AND PARK ADMINISTRATION

RELATION TO UNIVERSITY GOALS: The Department contributes to all eight of the stated purposes of the University, but in varying degrees and with varying dedication. The primary purpose that the Department has undertaken is to help students in achieving goal number five -- competencies in their chosen vocation or profession. Although resources within the Department are utilized to achieve the other seven goals, it is safe to say that at least 60 percent of the human resources within the Department, and a larger portion of our other resources, are aimed at achieving Goal number 5 -- to develop sophisticated major and minor programs with the primary emphasis being at the undergraduate level.

In contributing to the other goals, the Department places emphasis on scholarly inquiry, problem-solving and synthesizing knowledge as a way of achieving Goal number 1 and also of contributing to the commitment by all students to undertake self-directed learning. In the true sense of self-directed learning, much of it will be found in the rubric of a leisure philosophy for this is the time when people truly participate in self-directed activity, be it creative, educational, or simple amusement. It is also approximately one third of our total life span. To ignore it would be incomprehensible.

The first goal of the University is to encourage the development of an intellectual orientation on the part of its students with attention being given to promoting a lifelong commitment to learning and to increasing the desire and ability of students to undertake self-directed learning.

The Department of Recreation and Park Administration is committed to providing students a framework through its course offerings; through the Center for Leisure Services; and through other faculty endeavors to achieve scholarly inquiry, problem solving and synthesizing of knowledge by our students. This is accomplished primarily through our courses and also through our many other contacts with students outside of the classroom and office. Students are strongly encouraged to become professionally active in workshops, conferences, seminars and to develop a life-long commitment to self-directed learning.

The second goal of the University is to encourage the personal development of students. Fundamental to the departmental major are requirements which encourage students to take the opportunity to achieve goals appropriate to themselves and to the development of a sense of self-worth and confidence. Specifically, required experiences in the fieldwork/internship settings provide a framework within which our students have the opportunity to identify and achieve individual goals. These experiences also carry the potential for students to encounter situations which provide opportunities to develop self-confidence and self-esteem.

The third goal of the University includes a basic introduction to humanities, social science, and natural sciences and a depth of knowledge in at least one academic discipline. The Department believes it has considerable contributions to make in all of these areas but at the present time has not been able to have any of its courses accepted in the humanities and/or social sciences area of the University Program in spite of probably the most comprehensive proposal ever sent forward to the University Curriculum Committee for the Social Science area.

Goal number 4 involves the public service function in the promotion of the welfare of humanity, the acceptance of diverse backgrounds and the involvement in moral issues of our day. The Department has been involved in a variety of ways, some through the Center for Leisure Services and others through direct applications within course offerings (most specifically through the various seminar classes) in these general University commitments.

Goal number 5 is accomplished by the Department through its assistance to students in providing a structured and systematic opportunity to develop professional competencies in the major programs at the undergraduate level through classroom work, advisement, on-site field experiences and an in-depth internship program. The Department feels this provides opportunities for continued self-directed learning and problem-solving.

Goal number 6 is the University's commitment to a graduate program permitting students to "update, define and

redefine their knowledge in accordance with their developing needs." The Department is committed to a graduate program permitting students to update, define and redefine knowledge in accordance with developing needs of the individual. The department has developed a graduate program for professionals in Recreation and Park Administration and related disciplines with considerable breadth but without artificial barriers sometimes found in more traditional graduate programs.

Goal number 7, relating to service, can best be exemplified through the development of the Center for Leisure Services. Previously located in the School of Continuing Education and Community Services, it has been brought into the administrative structure of the Department of Recreation and Park Administration in the School of Education, Health and Human Services. Although created primarily as an arm of the Department for supervising internships and fieldwork programs at both the undergraduate and graduate levels, the Center for Leisure Services has enabled the Department to be extensively involved in a wide variety of public service activities in the parks and recreation profession, throughout Michigan and the entire United States. Consulting services and direct care programs are also offered by the Department either through the Center, or as an outgrowth of work started through the Center. Presently, one faculty is intimately involved at the state level in the organization and development of a twentieth department of state government that will be a Department of Recreation and Tourism while another faculty member has become substantially involved with hunter safety programs. This year he will conduct a very large workshop on white-tail deer hunting.

Goal number 8 involves the research efforts of the University, and although it is listed as an equal goal in the University's description of itself, Central Michigan University is obviously not a research institution and the commitment of resources at the University level as well as at the School and Department levels has been relatively minimal. Most of the research that has been conducted has been in conjunction with graduate programs, and not infrequently has been directly related to the growth of the Department and its programs. The Department makes no pretense that it is a research-oriented department. In the list of priorities within the Department, research of necessity, ranks low as it does within the University.

In summary, the Department of Recreation and Park Administration attempts to contribute to all of the purposes and goals of the University but does so with a very definite prioritizing as to its commitments within the University. We

are essentially a professional teaching department and, as such, are primarily dedicated to our undergraduate major and minor programs, and to a lesser extent, to our graduate programs and a general education commitment.

Other statements of our philosophy will be found within our planning documents and the Department's Policy Handbook. These are more extensive. What has been previously identified here is our commitment to the University philosophy and is not meant to be all-inclusive.

☐ MET	☐ SUBSTANTIALLY EXCEEDED	☐ PARTIALLY MET
☐ NOT MET	☐ NOT APPLICABLE	

 2.02 THERE SHALL BE WRITTEN EVIDENCE OF THE
 ACADEMIC UNIT'S PROGRESS TOWARD ACCOMPLISHING ITS STATED
 GOALS.

The goals identified by the Department in relation to the University goals are documented in the following ways (it is to be remembered that these are not all the goals identified by the Department - others are to be found in our planning documents, etc. and they generally will prove to be more specific and can be easily documented through budget requests, personnel allocations to teaching areas, etc.):

Goal number one is related to the development of intellectual stimulation for students and the attitudes toward life-long learning. As was stated in the response to the previous standard, we believe that life-long learning can best be developed through an appreciation of the contributions of leisure to the learning process. We have tried to develop this concept with the University curriculum requirements but have been far more successful in working with our own students. You will find strong encouragement on the part of our faculty for students to participate in state and national conventions and begin a process that will lead to life-long learning at least in the professional areas of their lives. We believe that this will carry-over into their personal lives also. We had twenty students in Dallas at the NRPA Convention; seven at the Resort and Commercial Recreation Conference in Florida and have had very strong representation at state conventions for many years. This is probably the best "written" documentation that we can present related to the first goal of the University.

The second goal is closely related to the first in that it refers to the personal development of the student. Our majors are very active in professional service organizations in the Mt. Pleasant area as well as at the state and national level. Through their extensive internship and other practical experiences, they are able to build their self-confidence and identity and work toward achieving their

personal professional goals.

The Department also works to help students from other disciplines better understand leisure and how leisure can better help them achieve their personal goals - opportunities that can be so easily thwarted in the present non-leisure aspects of our society.

The third goal can be easily documented as all students in the University must take courses from Group III of the University Program which is essentially the humanities and social sciences. Also, many courses that would document this can be found in Groups I and IV of the University Program.

The fourth goal relates to the public service function that so many Universities and Departments recognize but only give lip service to. The Department of Recreation and Park Administration has given more than most in this area. Our Center for Leisure Services has been established primarily to supervise our students during their internships, field-work experiences and practica. However, the Center has broadened its portfolio into many other areas of service to communities and the State of Michigan. Our faculty work through the Center to provide service to handicapped programs; to work with local and state governments as consultants to help fulfill their needs; to provide employment information to our students and to agencies throughout the State of Michigan (and even to a lesser extent beyond state borders) through our Summer Employment Day, our work with various amusement parks - including Disney World, and our telephone "hot line"; to work with professional associations - both state and national and take leadership roles in them, etc. Were it not for the Center, and the flexibility it gives us financially, and many other ways including ability to develop free time for faculty and students, etc., we would have been very restricted in our ability to fulfill this commitment. We refer the reader to the faculty vitae that are available to the visitation team to verify the type and extent of our commitment to this responsibility of the University.

Goal number five relates to our development of a professional program for our majors and minors. Again, a complete set of course outlines and syllabi are available for the visitation team. This together with the outlines generated in response to standards in sections eight and nine will verify our commitment and accomplishments in this area. It should be pointed out that this is a continuing and dynamic process and new courses are continually added as others are phased out or temporarily set aside until they are again needed. Some of our efforts, since the last visitation team's time on campus, have been to develop the technologies that are appropriate to the profession and develop new and challenging courses to introduce students to their possibilities.

Goal number six relates to the development of our graduate program. Although accreditation is not being sought for our graduate programs, we did receive accreditation in two of our three graduate options as a result of our last visitation. We are working to up-grade the third option and should have it in place sometime in 1987-88 or 1988-89. This was a part of our planning document for 1986-87. Prior to that, some of the work had been accomplished that would make our "Recreation for the Handicapped" option a viable "Therapeutic Recreation" option at the Master's level.

Goal number seven again refers to the Service function of the University and we would refer back to our discussion related to Goal number four.

The final Goal, number eight, refers to the research efforts of the Department and the University. The Department is not, we reiterate, a research oriented Department. We have accomplished some research in the past couple of years related to our program and especially to our Curriculum in Leisure Services and Studies in defending it to the University Curriculum Committee. In addition, four faculty are involved in Doctoral work that will involve research commitments and some have already begun the process. The Department has instituted a basic "Introduction to Leisure Research" course at the Master's level with the emphasis on the consumption of research rather than on being producers of research. We anticipate a very gradual evolution on the part of our faculty and students (which will be reflected in our program offerings in the future) but certainly no revolutionary change in our direction or in our commitments or basic philosophy about where the Department of Recreation and Park Administration at Central Michigan University should be going. Our success in the State of Michigan continues to be our most dramatic justification for our Department.

☐ MET	☐ SUBSTANTIALLY EXCEEDED	☐ PARTIALLY MET
☐ NOT MET	☐ NOT APPLICABLE	

=====

SUMMARY, PHILOSOPHY AND PURPOSE

The Department of Recreation and Park Administration at Central Michigan University has a well-developed, though changing, philosophy. The goals resulting from this philosophy are consistent with it's philosophy and with the goals of the University. The documentation for this is extensive with over a thousand pages of documentation depicting the evolution of the Department within the structure of the University. Some has been remarkably consistent over an extended period of time while other parts of the philosophy have proven to be changing and dynamic.

=====

APPENDIX E

COVER LETTER, FOLLOW-UP LETTER, AND SURVEY INSTRUMENT



Dear Graduate:

A few minutes of your time is needed to help maintain and improve the Master's degree programs offered by the Department of Recreation and Park Administration of Central Michigan University. I feel that, as a former graduate student, you are the expert who can assist in a real evaluation of the program. Your voluntary participation, frankness and accuracy in completing this questionnaire will be greatly appreciated. You may indicate your willingness to voluntarily participate by completing and returning this survey.

This research is being done as partial fulfillment of the requirements for my Doctoral degree in Higher Education Administration from Michigan State University. The results of this research will be shared with interested faculty from Michigan State University, all faculty within the Department of Recreation and Park Administration of Central Michigan University and with all interested respondents to this questionnaire.

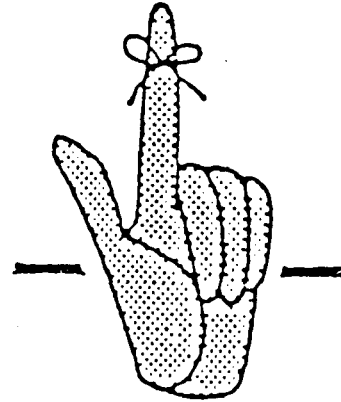
Personal information such as name, address, and telephone number should not be placed on the questionnaire. I will maintain a listing of this information to facilitate follow-up in the event a second or third mailing is needed. Be assured that your individual responses will remain known only to me.

Please complete and return this questionnaire by February 15 in the enclosed self-addressed, stamped envelope. Thank you for taking part in this research. Your comments are welcome.

Cordially,

Dean S. Pybus, Assistant Professor
Recreation and Park Administration
Central Michigan University

PS: This survey is intended for individuals who have received a degree from CMU in the years 1980--1988 in the following areas: MS, Administration (Recreation and Park concentration); MA, Recreation and Park Administration; and MS, Outdoor Recreation and Field Biology. If you have received this survey in error, please return it with an explanatory note. Thanks.



February 25, 1989

Dear Former Graduate Student:

About one month ago you received a questionnaire asking you to evaluate the graduate program in the Department of Recreation and Park Administration. This follow-up letter is a "string around your finger" asking that you please take a few minutes to now complete that questionnaire.

If you've misplaced the original questionnaire--don't worry--I'm including another copy with this reminder. By completing the questionnaire, you are indicating your willingness to participate in this study. Your individual responses will not be shared with anyone.

A target date of March 17 has been set to compile all data from the survey. So, if you would please mail your completed survey back by then, I would greatly appreciate it.

Thanks for taking the time to tell me your opinion of the RPA graduate program. It will help us make the program better for future graduate students.

Cordially,

Dean S. Pybus, Assistant Professor
Recreation and Park Administration
Central Michigan University
Finch 105

DIRECTIONS: Please respond to all questions. Your name, address and telephone number are not requested so that all information will remain completely confidential.

The term "recreation and park" refers to individuals or agencies in the public sector (such as community recreation and park, community education, county, state, federal agencies), quasi-public sector (such as YM/YWCA's, scouts, camps), private sector (such as membership clubs, home/apartment/condominium developments, employee services) and commercial sector (such as resorts, theme parks, hotels/motels).

Part I. Please check the appropriate items relative to your situation.

1. In what area was your graduate degree?
 - a. _____ Master of Science in Administration, Recreation and Park concentration.
 - b. _____ Master of Arts in Recreation and Park Administration (with practicum).
 - c. _____ Master of Arts in Recreation and Park Administration (with thesis)
 - d. _____ Master of Science in Outdoor Recreation and Field Biology

2. In what year did you receive your Master's degree?

a. _____ 1980	f. _____ 1985
b. _____ 1981	g. _____ 1986
c. _____ 1982	h. _____ 1987
d. _____ 1983	i. _____ 1988
e. _____ 1984	j. _____ 1989

3. What was your employment status while pursuing your graduate degree?
 - a. _____ unemployed
 - b. _____ employed, full-time recreation and park professional
 - c. _____ employed, part-time recreation and park professional
 - d. _____ employed in a non-recreation and park profession (please specify _____)
 - e. _____ other (please specify _____)

4. Are you currently
- a. _____ employed in a recreation and park position
(please specify title _____)
 - b. _____ employed in a non recreation and park position
(please specify title _____)
 - c. _____ unemployed
5. Was your undergraduate degree in
- a. _____ Recreation and Park Admin. from CMU
 - b. _____ Recreation and Park Admin. (or similar title)
from another college or university
 - c. _____ Other (please specify _____)

Part II. In this section you are asked to recall, in general, your perceptions of the graduate coursework within the department of Recreation and Park Administration of Central Michigan University. Please respond to each question using the following scale.

0--not at all
1--inadequately
2--adequately
3--very adequately
4--exceedingly adequate

In general, to what extent do you think your graduate coursework in recreation and park administration . . .
(circle your response)

- | | | | | | |
|--|---|---|---|---|---|
| 6. expanded on your current knowledge | 0 | 1 | 2 | 3 | 4 |
| 7. helped conceptualize your leisure philosophy | 0 | 1 | 2 | 3 | 4 |
| 8. helped conceptualize your leadership style | 0 | 1 | 2 | 3 | 4 |
| 9. provided research experience | 0 | 1 | 2 | 3 | 4 |
| 10. provided practical management level experience | 0 | 1 | 2 | 3 | 4 |
| 11. allowed for a beneficial exchange of information | 0 | 1 | 2 | 3 | 4 |

Part III. In this section you are asked to recall your perceptions of specific graduate coursework you took within the department of Recreation and Park Administration. Listed below are all the graduate level courses listed in the current graduate catalog. To refresh your memory, catalog descriptions of the courses are enclosed. For item number 13 please use the following rating scale:

- 0--no value
 1--little value
 2--some value
 3--valuable
 4--very valuable

Course	12. Place a check mark in this column next to each class taken as a graduate student.	13. Rate each class taken relative to its value to you in your professional advancement.
RPA 500 Issues in Recreation		
RPA 503 Independent Reading		
RPA 505 Admin. of Recreation and Parks		
RPA 506 Seminar in Recreation and Parks		
RPA 507 Mgmt. Skills in Leisure Svcs.		
RPA 508 Budgeting for Rec. and Parks		
RPA 509 Microcomputers in Rec. and Parks Admin.		
RPA 515 Rec. in Community Orgs.		
RPA 518 Philosophy of Rec. and Leisure		

Course	12. Place a check mark in this column next to each class taken as a graduate student.	13. Rate each class taken relative to its value to you in your professional advancement.
RPA 520 Prog. Dev. for Camps		
RPA 521 Financial Assistance		
RPA 525 School Rec.		
RPA 540 Community Rec. Programming		
RPA 541 Rec. and Cable TV		
RPA 552 Environ-mental Interp.		
RPA 553 Family Camping		
RPA 559 Outdoor Ed. Philosophy and Programs		
RPA 560 Outdoor Ed. School Camping		
RPA 561 Seminar in Commercial Rec.		
RPA 600 Advanced Issues in Rec.		
RPA 603 Advanced Independent Reading		
RPA 610 Leisure Research		
RPA 615 Practicum in Rec. Supervision and Admin.		

	12. Place a check mark in this column next to each class taken as a graduate student.	13. Rate each class taken relative to its value to you in your professional advancement.
RPA 620 Planning for Rec. and Park Facilities		
RPA 652 Outdoor Rec.		
RPA 653 Camp Admin.		
RPA 754 Seminar in Recreation		
RPA 791 Ind. Study		
RPA 798 Thesis		

14. Rank order the three courses you found the most valuable (based on course content) with number 1 being the most valuable.

1. _____
2. _____
3. _____

15. For each course listed in question number 14, list the topics you found most valuable (based on course content).

course #1 _____

course #2 _____

course #3 _____

16. Rank order the three courses you found the least valuable (based on course content) with number 1 being the least valuable.

1. _____
2. _____
3. _____

17. For each course listed in number 16, list two reasons you did not find it valuable (based on course content).

course #1 _____

course #2 _____

course #3 _____

18. For each course listed in number 15, list topics you felt should have been covered (or covered in more detail).

course #1 _____

course #2 _____

course #3 _____

19. What other courses do you feel should be offered on the graduate level by the Department of Recreation and Park Administration?

- a. _____ Legal aspects
- b. _____ Politics
- c. _____ Grant writing/application
- d. _____ Marketing of recreation and parks
- e. _____ other _____

THANKS FOR TAKING THE TIME AND EFFORT TO COMPLETE THIS SURVEY

Recreation and Park Administration (RPA)

- RPA 500 Issues In Recreation** 1-6(Spec) D
Concentrated study of current recreation and park administration problems. Workshops concerned with such areas as public relations in recreation facility development, and National Park System.
- RPA 503 Independent Reading** 1(Spec) F,W
Exploration in depth of one or more aspects of the field of recreation or park administration by individual study.
- RPA 505 Administration of Recreation and Parks** 3(3-0) F
The organization and administration of the recreation and parks program. Problems of surveys, finance, publicity, program planning, leadership, liability, and park facility planning and maintenance.
- RPA 508 Seminar In Recreation and Park Administration** 3(3-0) D
In-depth study of the inner workings of various city administrative operations for recreation and parks.
- RPA 507 Management Skills In Leisure Services** 3(3-0) W
The development of conceptual and human relations skills necessary to the successful management of a leisure service agency.
- RPA 508 Budgeting for Recreation and Parks** 3(3-0) F,W
Basic budgetary principles and procedures of municipal parks and recreation departments.
- RPA 509 Microcomputers in Recreation and Park Administration** 3(3-0) F
Microcomputer applications for recreation, parks, and leisure. Prerequisites: EHS 200 or CPS 100 or ISA 100 or ISA 221 or permission of instructor.
- RPA 510 Recreation for Senior Citizens** 3(3-0) F
Proposing, organizing, administering, and conducting recreation activities for older adults.
- RPA 515 Recreation In Community Organizations** 3(3-0) D
Inter-agency relationships among various community agencies providing recreation services.
- RPA 518 Philosophy of Recreation and Leisure** 3(3-0) F,W
Contribution of purposeful recreation to the development of the complete person. History of the recreation movement.
- RPA 520 Program Development for Camps** 3(3-0) W
Program planning and implementation in various types of camps.
- RPA 521 Financial Assistance for Recreation and Parks** 2(2-0) F
Working with federal, state, and private funding sources for leisure services.
- RPA 525 School Recreation** 3(3-0) D
The school's responsibility in recreation. Organizing and administering an effective school recreation program.
- RPA 540 Community Recreation Programming** 3(3-0) F,W
Programming leisure services for various populations including elderly, young, social groups, and in a variety of settings.
- RPA 541 Recreation and Cable Television: Seminar** 1(1-0) W
Study of the use of cable television in recreation and park agencies as a public relations, management, programming, and communications tools for leisure services.
- RPA 552 Environmental Interpretation** 2(2-0) W
Techniques of leading nature hikes and developing environmental education and historical interpretation programs.
- RPA 553 Family Camping** 2(2-0) D
Types of experiences, necessary skills, problems encountered, necessary equipment, health factors, conservation for the camper, and other related matters.
- RPA 559 Outdoor Education - Philosophy and Programs** 3(3-0) F
Philosophy of outdoor education. How outdoor education can enrich and vitalize the learning process.
- RPA 560 Outdoor Education - School Camping** 3(3-0) D
Outdoor education programs as they are incorporated into school curricula with special emphasis on residential outdoor education programs (school camps).
- RPA 561 Seminar in Commercial Recreation** 3(3-0) F
New developments, concerns, trends, and opportunities in the commercial recreation field. Prerequisites: RPA 210, 461, or consent of instructor.
- RPA 580 Recreation for the Ill and Handicapped** 3(3-0) F,W
Programming of recreation activities for the ill and handicapped. Prerequisite: 210.
- RPA 581 Therapeutic Recreation for Special Groups** 3(3-0) F,W
Recreation opportunities and programs for mentally retarded, emotionally disturbed, physically handicapped, and hearing and visually impaired. Prerequisite: 210.
- RPA 582 Competition for the Retarded** 3(3-0) D
Competitive recreation programs for the retarded and their place in total programming for the retarded. Includes Special Olympics. CR-NC only.
- RPA 583 Seminar in Therapeutic Recreation** 3(3-0) W
Current issues and trends in the therapeutic recreation profession. Prerequisite: 210 and one of the following: 240, 241, or 242. Senior status or graduate status recommended.
- RPA 584 Community-Based Programming for the Handicapped** 2(2-0) F
Programming leisure services for all disabled populations. Emphasis on programming and administration in the community setting. Prerequisite: none.
- RPA 600 Advanced Issues in Recreation** 1-6(Spec) D
Advanced concentration study of a current recreation or park administration problem or issue.
- RPA 603 Advanced Independent Reading in Recreation** 1(Spec) F,W
Student develops a reading list in consultation with adviser and explores one or more aspects of the field of recreation or park administration problem by individual study.
- RPA 610 Leisure Research** 1(1-0) F
Introduction to research methodology. Intended primarily for students on the practicum option.
- RPA 615 Practicum in Recreation Supervision and Administration** 6(Spec) S
Supervised and practical experience in some facet of recreation or park administration or supervision. Usually community recreation or camping and outdoor recreation programs.
- RPA 620 Planning for Parks and Recreation Facilities** 3(3-0) F
Principles and procedures in the planning, development, and maintenance of park and recreation areas and facilities.
- RPA 652 Outdoor Recreation** 3(3-0) W
Examination of local, state, and national agencies, areas, and problems involved in outdoor recreation. Particular attention to parks and forests. Related activities and skills.
- RPA 653 Camp Administration** 2(2-0) W
Organization and administration of camps, with emphasis on program planning, selection and training of staff, camp site selection and development, and health and safety.
- RPA 754 Seminar In Recreation** 2(2-0) W
Individual and group study of problems arising in the field of recreation or park administration. CR-NC only.
- RPA 791 Independent Study** 2(Spec) F,W
A research project. Not open to students taking RPA 798.
- RPA 798 Thesis** 1-6(Spec) F,W
CR/NC only.

APPENDIX F

NON-RECREATION AND PARK ADMINISTRATION EMPLOYMENT
STATUS WHILE PURSUING GRADUATE DEGREE

Table F.1.--Non-recreation and park administration employment status while pursuing graduate degree.

Title	Reported Frequency
Waitress	1
Teacher	15
Human services	1
Curator of exhibits	1
U.S. Army	1
Medical care facility aide	1
Teacher/tennis pro	1
Graduate assistant	6
Work-study	1
Various part-time	1
Total	29

APPENDIX G

CURRENT NON-RECREATION AND PARK ADMINISTRATION EMPLOYMENT STATUS

Table G.1.--Current non-recreation and park administration employment status.

Title	Reported Frequency
Vice-president, sales and marketing	1
College admissions	1
Actor/model	1
Teacher	14
Insurance	1
Boy Scouts of America	1
Museum curator	1
U.S. Army	2
Health specialist	1
American Cancer Society, executive director	1
Manager, veterinary medicine office	1
Client services manager, mental health	1
Training manager	1
Musician	1
Water resource specialist	1
Michigan Special Olympics	1
Community education director	1
Total	31

APPENDIX H

NON-RECREATION AND PARK ADMINISTRATION UNDERGRADUATE
DEGREES OF RESPONDENTS

Table H.1.--Non-recreation and park administration undergraduate degrees of respondents.

Degree	Reported Frequency
B.A. in Physical Education	5
B.S. in Education	8
Physical Education/Recreation	1
Biology/RPA/Physical Education	1
Biology	5
Physical Education/Biology	1
Special Education/Physical Education	1
Music Education	1
History	1
Liberal Arts	1
Arborculture/Urban Forestry	1
Industrial Education	1
Social Studies/Education	1
Geography/Earth Science	1
Psychology/Physical Education	1
No response	1

APPENDIX I

INDIVIDUAL RATINGS OF GRADUATE CLASSES TAKEN

Table I.1.--Individual ratings of graduate classes taken, in descending order of registration.

	Class	Little Value	Valuable	Very Valuable	Total
RPA 615	Practicum	0	7	55	62
RPA 620	Planning for Rec. and Park Facilities	1	12	37	50
RPA 653	Camp Administration	4	18	25	46
RPA 505	Admin. of R & P	2	7	35	44
RPA 518	Philosophy of R & P	11	16	17	43
RPA 508	Budgeting	0	3	26	29
RPA 515	Rec. in Comm. Orgs.	1	8	16	25
RPA 500	Issues (variable topics)	2	10	12	24
RPA 503	Ind. Reading	4	10	8	22
RPA 754	Seminar in Rec.	2	8	11	21
RPA 540	Rec. Programming	1	4	15	20
RPA 603	Adv. Ind. Reading	3	5	10	18
RPA 552	Envir. Interp.	0	2	15	17
RPA 600	Adv. Issues (variable topics)	2	4	11	17
RPA 610	Leisure Research	3	4	7	14
RPA 652	Outdoor Recreation	0	4	9	13
RPA 506	Seminar in R & P	0	6	6	12
RPA 791	Independent Study	0	3	8	11
RPA 525	School Recreation	1	2	8	11
RPA 553	Family Camping	3	3	4	10
RPA 507	Mgt. Skills in Leisure Services	0	1	7	8
RPA 509	Microcomputers	0	1	6	7
RPA 520	Prog. Dev. for Camps	1	1	5	7
RPA 541	Rec. and Cable TV	1	2	4	7
RPA 559	Phil. of Outdoor Ed.	0	0	6	6
RPA 521	Financial Asst.	0	1	4	5
RPA 560	Outdoor Ed. School Camping	0	2	2	4
RPA 561	Sem. in Comm. Rec.	0	2	2	4
RPA 798	Thesis	0	0	0	0
Total		42	146	371	559

Note: Sixty-seven respondents registered for 559 classes. Class registrations based on degree requirements and electives chosen by student in consultation with graduate advisor. A class was rated of little value 42 times (7.55%), valuable 146 times (26.25%), and very valuable 371 times (66.72%).

APPENDIX J

SUGGESTIONS FOR OTHER COURSES TO BE OFFERED IN THE GRADUATE
PROGRAM BY THE DEPARTMENT OF RECREATION AND PARK
ADMINISTRATION AT CENTRAL MICHIGAN UNIVERSITY

Table J.1.--Suggestions for other courses to be offered in the graduate program by the Department of Recreation and Park Administration at Central Michigan University.

Course Offering	Reported Frequency
Legal Aspects	42
Politics	28
Grant Writing/Application	49
Marketing of Recreation and Parks	43
Networking	1
Leisure in Society	2
Volunteer Management	2
National Park Service/State Parks/ Department of Natural Resources	2
Liability/Risk Management	1
Minorities/Women in Recreation and Parks	1
Sports League Administration	2
Public Relations	3
Food and Beverage	1
Aquatics Management	1
Landscaping and Grounds Maintenance	1
Thesis Writing	1
Fund Raising	1
Personnel Management	1
Leisure Research	1
Military Recreation	1
Parks Management	1
Programming	1
Tourism/Economic Development	1

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