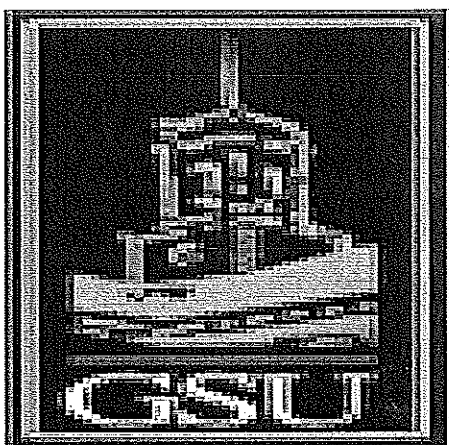


**THE LEISURE STUDIES PROGRAM
POLICY MANUAL
FOR
LEISURE STUDIES MAJORS**



**DEPARTMENT OF KINESIOLOGY, SPORT AND
LEISURE STUDIES
COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY**

Revised, August 2008

**A LETTER FROM THE DEPARTMENT HEAD
TO
LEISURE STUDIES STUDENTS**

Dear Students,

May I first say that it is indeed a privilege and a pleasure to have the opportunity to serve you as head of the Department of Kinesiology, Sport and Leisure Studies at Grambling State University. I want to take this time to pledge a commitment (to you) to have available the educational resources needed to become the best student that you can be. Moreover, the faculty and I have pledged ourselves to a quality education during your tenure as a major in Leisure Studies. This pledge is for you and your parents. We enjoy preparing tomorrow's leaders in Leisure Studies. Our goal is to graduate competent, skilled professionals who can meet (and exceed) performance expectations. Our focus is on employment in the discipline or graduate school enrollment.

The motto for Leisure Studies majors is: *LS majors are outstanding, achieving, succeeding and serving.* In all facets of departmental activities, the faculty accentuates *striving to be the best that one can be.* Not only do we want the University to be *where everybody is somebody,* we want our department to be the citadel of learning and your home away-from-home. We want our courses to be comprehensive and thoroughly reflect on issues and trends in the discipline. We want faculty to involve students with research, publishing, grant and contract writing, active membership in professional organizations, presenting at conferences, and providing service to the community and in the discipline. In short, we want our majors to master the challenge of scholarship.

Allow me to assure you that the Leisure Studies Program wherein you intent to enroll has been nationally accredited since 1986. It was the first Program to achieve this milestone at a historically black college or university.

On behalf of the faculty, staff and students, a special invitation is being extended (to you) to come by the office and visit with us. We are located in the new Assembly Center room 148 or give me a phone call at (318) 274-2294 or e-mail me at HYPERLINK "mailto:danielw@gram.edu" danielw@gram.edu

We want you to tell friends about **GS – GS – GS-U-U;** because we thought they knew!

INTRODUCTION

The Policy Manual of the Leisure Studies Program (LSP) was compiled by the Leisure Studies faculty. It is designed to provide majors with updated information on policies and procedures of governance. The Manual will be an easily assessable document containing information on academic advisement, recruitment, retention, dismissal of students and other pertinent information.

The Manual is available for LSP students to review. The Manual informs LSP students of university resources, welcomes them to the Program, encourages them to study and take the necessary steps to graduate on-time as highly competent and skilled future employees, encourages them to be active in professional organizations, encourages them to be lawful, exposes them to the value of pre-employment, work-related experiences and familiarizes them on how to negotiate the University community as a responsible student. LSP is an undergraduate program which has as its primary objective to professionally prepare young professionals to enter the marketplace or graduate school and meet performance expectations.

MISSION

The mission of LSP is to embrace the missions of the Department of Kinesiology, Sport and Leisure; College of Education and Grambling State University. Through its mission, LSP is committed to academic excellence, quality assurance and accreditation of its degree program, as well as preparation of competent, skilled young professionals in Leisure Studies, with concentrations in General Recreation and Therapeutic Recreation, capable of meeting performance expectations of employers in the subject-fields or meeting performance expectations of academic programs in graduate schools.

PURPOSE

The purpose of LSP is to prepare pre-professionals for the world-of-work in the discipline of Leisure Studies or graduate school enrollment. Leisure Studies majors will graduate as *certifiable*; they will be able to take national certification examinations immediately after graduation without compensatory course enrollment, as their program of matriculation is accredited. Examinations are administrated by the National Recreation and Park Association and the National Council for Therapeutic Recreation Certification. In the case of the former, passing the examination will credential the graduate as a *certified park and recreation professional*; in the case of the latter, passing the examination will credential the graduate as a *certified therapeutic recreation specialist*. Currently, both examinations are post-graduation.

PHILOSOPHY

The philosophy of LSP necessitates the faculty provide the type of academic environment that encourages and nurtures student learning. LSP faculty are committed to preparing instruction that challenges tomorrow's leaders today in Leisure Studies. LSP's philosophy of *striving to be the best that one can be* not only challenges the curriculum, but the faculty as well. The philosophical paradigm shift keeps majors focused and linked to the Curriculum Guide. Resources available to students are advisors, mentors, peer study groups and other retention strategies and support services (e.g., the Academic Skills Center, the English Writing Laboratory and the Mathematics Laboratory). Lastly, LSP faculty will serve as *loco prentis*, because we care about each student as an individual.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) forbids discrimination based on disability in the areas of employment, public accommodations, government services, transportation and communications. Qualified individuals are those with a disability who, with or without reasonable accommodations, can perform the essential functions of the employment position that such individuals hold or desire. Those protected by the ADA include, but are not limited to, persons with such conditions as hearing, speech and visual impairments, paraplegia and epilepsy, past alcoholism, past drug use and AIDS, if there is no direct threat to the health and safety of others. Grambling State University (GSU) will take affirmative action to ensure that the provisions of this Act will be implemented at all levels of administration. GSU provides equal opportunity and access for persons with disabilities. Students with disabilities participate in curricular and non-curricular activities. For additional information contact the director of the EEO Office.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), students enrolled at GSU are hereby informed of their right to access their official records as described in the Act. FERPA allows each institution the right to designate certain information concerning students as "directory information." This information can be released without the student's permission unless the student has informed the University in writing that such information should not be released. Directory information at GSU includes the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards/honors and dates received, classification, photographs, full or part-time status, e-mail address, and the most recent previous educational agency or institution attended by the student. A student may request at any time, in writing, to the Registrar that "directory information" be withheld. Parents may access a dependent child's records either by the student providing written permission to the Registrar's Office or parents can provide their current

1040 tax form (front and back) to show that the child is their dependent. For more detailed information concerning FERPA and the release of student educational records, please contact the Registrar's Office or go to www.gram.edu

SEXUAL HARASSMENT

GSU does not tolerate verbal nor nonverbal sexual harassment. Its policy is to provide an educational environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined by state and federal statutes. Sexual harassment may include, but may not be limited to, such actions as the following:

1. Sex-oriented verbal teasing or abuse,
2. Subtle pressure for sexual activity,
3. Physical contact such as patting/pinching or constantly brushing against another's body,
4. Outright demand for sexual favors, accompanied by implied or overt promise of preferential treatment or treats.

ASSURANCE STATEMENT

GSU adheres to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with the Counseling Center, specifically the Special Service Facilitator. This person will notify students' instructors of their academic support needs (e.g., a student may need more time to take examinations). Students should introduce themselves to their instructors before or after the first class to follow-up on their academic support needs.

THE FACULTY

LSP has a rather stellar, gender-balanced faculty. At present, the composition is 50% female and 50% male. Each faculty has a master's degree, with one giving consideration to pursuing the doctorate degree. Each faculty is African American with a history of history experience in the discipline.

Over the past five years, 2003-08, Dr. Willie Daniel has made significant contributions to LSP and the department. He is the national chair, Roundtable Associates, Inc.; is a member of the Ethnic Minority Awards and Human Resources Committees, SDAAPERD; was a CPPPPR proposal reviewer, U.S. Department of Education; is on retainer (mentor/trainer in grants/contracts) for the Monarch Center, University of Illinois at Chicago; attended the last two NRPA/COA accreditation standards workshops; sponsored students to LRPA and LAHPERD conferences; attended the last two

AAHPERD/NASPE accreditation standards workshops; secured three \$100,000 Endowed Professorships (two in physical education and recreation); planned and hosted three on-campus conferences, two regional and one national; made five presentations at state and national conferences; was a member of one dissertation committee, University of New Mexico; had grants funded in the amount of \$2.67 million; is a member of the University's Tenure and Promotion Committee, the Hall of Fame Committee (Athletic Category), SACS Reaffirmation Committee (Faculty Qualifications and Credentials & Compliance Certification) and the \$30 million Capital Campaign Fund Committee; is a member of the Athletics and Graduate Councils; is the director of the University's Faculty Development Program; volunteers for the Boys Scouts; is the chair of the College of Education Curriculum Committee; coordinated two reaffirmation Self-Study Reports (Leisure Studies since 1986 and Kinesiology, pedagogy since 1990); has had 22 years of consecutive external funding; and is a member of LAHPERD, LRPA, SDAAPERD, AAHPERD, SOPHE and RTA.

Aaron James is the Coordinator of Advisement; a member, the Hall of Fame Committee (Athletic Category) and the Bayou Classic Committee (a \$4 Million Event); is a Faculty Senator; is chair of the LSP Peer Review Committee and LSP Library Committee; has attended workshops on building courses on Blackboard, developing PowerPoint Presentation and using Microsoft 2007; presented two papers at state and one at national conferences; received the National Basketball Legends Commemorative Award; inducted into the NELA Pro-Athlete Sports Gallery; was an Honorary Educator at Walton L. Cohen High School; sponsored students to LRPA and LAHPERD conferences; and is a member of AAHPERD, LAHPERD and NRPA.

Yvonne Calvin co-planned one state and one regional conference; is Vice President (General Division) and Board Member, LAHPERD; received the 2008 Recreator of the Year Award; made three presentations at LRPA and LAHPERD conferences; elected chair, University/Student Division and Board Member, LRPA; is a Board Member of LATRA; attended the 2007 NRPA/COA accreditation workshop; assisted with the 2007 reaffirmation Self Study Report; supported student attendance to NRPA, LRPA, LAHPERD conferences and the TRSSW Symposium; served on a college and university committee; is an alternate University Faculty Senator; is a member of the Peer Review Committee; is a member of LRPA, LAHPERD, LATRA and NRPA.

Dr. Aaron Livingston has been employed in recreation as the coordinator of Sport and Recreation, Tunica County Recreation Commission; has volunteered services with the Boy Scouts; is a member of AAHPERD/NASPE; attended the 2008 AAHPERD/NASPE accreditation workshop; has taught recreation course for five years at another university; has had doctoral coursework leadership courses, facility planning and design and maintenance; serves as a consultant for Helena/West Helena Park and Recreation Services (AR); has served as interim chairman, Department of HPER; and has supported students to several local and state conferences.

Theresa Gray-Jacobs has worked as an LSP adjunct faculty and supervised LSP interns at various hospitals of employment; has made two presentations at state and local conferences; has been employ as a therapeutic recreation director since graduation; is a LRPA and LATRA Board member; is a Pinkie C. Wilkerson Life Development Center Board member; participated with the Pinkie C. Wilkerson Health Fair; has volunteered with American Diabetes Association, Northwest Chapter; is a certified American Red Cross/ CPR instructor; has received several service and community awards, including the Kellogg Foundation Health Initiative; and is a member of LRPA and LATRA.

The LSP faculty commitment is to *strive to be the best that they can be*.

ACCREDITATION

LSP maintains the distinction of being the first recreation degree program accredited at an historically black college or university by the Council on Accreditation. The milestone was achieved in October 1986, with October 2006 marking the 20th year of continuance.

STUDENT ACTIVITES

LSP actively involves its majors in a variety of activities, events and programs. As a part of their education, majors are encouraged to become a member of: KSLs Majors' Club (Undergraduate), Phi Epsilon Kappa (Undergraduate/Graduate), the Louisiana Recreation and Park Association (LRPA) and the National Recreation and Park Association (NRPA). They are encouraged to be active with other campus organizations (e.g., Student Government Association, Fraternities, Sororities, etc.). We encourage them to be on the President's List, Dean's List and Honor Roll. At the end of the year, efforts are made to prove certificates of excellence. For the past 8 years, LSP has had a major recognized by the Roundtable Associates, Inc. Several majors are sponsored each year through fundraisers to attend state, district or national conference. We have majors participate with faculty research projects, grants, presentations, publications and other scholarly endeavors. They plan for the annual "faculty vs students" volleyball game and assist with planning the Larry Wright/David Ponton Basketball Tournament, the Darlene Kluka/Kim Young Volleyball Tournament, Faculty Field Day, the KSLs Dance Kaleidoscope, car washes, can food drives, Juneteenth Celebration, game concessions, other. Our commitment is to challenge our majors *to be the best that they can be* in Leisure Studies.

STUDENT CONDUCT

LSP student conduct is governed and legislated through the GSU Code of Student Conduct Handbook, 2005-07, available through the Vice President of Student Affairs. All student misbehavior and misconduct are titled and described. As the official student conduct document of the University, LSP abides by the Handbook, as applicable.

PROGRAM ADMISSION AND RETENTION

LSP admission and retention requirements follow:

- a) Meet enrollment requirements of GSU
- b) Contact the Counseling Center, as applicable
- c) Declare Leisure Studies as a major
- d) Select the concentration (option) of matriculation
- e) Have an LSP academic advisor assigned
- f) Have a folder made and filed
- g) Keep in good standing with GSU, CoE and LSP
- h) Maintain a 2.5 or higher gpa
- i) A 2.5 gpa required of Fall 2006 LSP enrollees to graduate
- j) Be admitted to the College of Education
- k) Attend ED 201-Advisee Report
- l) Take and pass REC 211-Level Test I, REC 311-Level Test II and REC 417-Level Test III
- m) REC 417- Level Test III must be passed to graduate
- n) Attend Majors' Club meeting
- o) Pass Interview for Admittance to Degree Program
- p) Secure Advanced Standing
- q) Attend at least one state and national meeting
- r) "D" grades will be retaken
- s) Take courses in sequences

GOALS AND OBJECTIVES – STRATEGIC PLAN
LEISURE STUDIES PROGRAM*
FY 2008-2012

GRAMBLING STATE UNIVERSITY
FIVE-YEAR STRATEGIC PLAN **FIVE-YEAR MASTER PLAN**
FY 2008-12 – GSU-Five Year S/P** **FY 2007-12 – MP-Goal, Objective*****

LSP GOALS	OBJECTIVES	STRATEGIES	PERFORMANCE MEASURES
<p>1. To enhance opportunities for undergraduate majors in Leisure Studies to better perform on standardized tests.*</p> <p>GSU-Five Year S/P** – Objective 2.1., Strategy: 2.1.4. GSU-Five Year S/P** – Objective 2.1., Strategy: 2.1.7. GSU-Five Year S/P** – Objective 2.1., Strategy: 2.1.8. GSU-Five Year S/P** – Objective 2.2., Strategy: 2.2.2. GSU-Five Year S/P** – Objective 2.2., Strategy: 2.2.4.</p> <p>~~~~~</p> <p>M/P***—Goal 3, Objective 3.1.</p>	<p>1.1 Leisure Studies (LS), therapeutic recreation and general recreation majors will graduate <i>certifiable</i> in the discipline-of-study, meeting all requirements of GSU, COA, ULS (BoR) and SACS.</p>	<p>1.1.1. LS, therapeutic recreation and general recreation majors will attend planned department study sessions for test-taking skills development for passage of NCTRC and CPRP <i>post graduation</i> certification tests; will enroll in REC 498 to prepare for post graduation tests; will utilize the Academic Skills Center and tutorials; will be involved in professional development activities; will utilize the university advisement systems; will be in continual communication with the program advisor and supervisor of internship.</p>	<p>1.1.1.1. LS, therapeutic recreation and general recreation majors will maintain an accumulative grade point average of 2.5 or better; will pass departmental level tests at the 70 percentile or greater; will meet all requirements for the BS degree, graduating in LS, <i>certifiable</i> to take the <i>post graduation</i> NCTRC test to become a certified therapeutic recreation specialist (CTRS) or <i>post graduation</i> NRPA test to become a certified park and recreation professional (CPRP) to enter the workforce or graduate school.</p>
<p>2. To obtain external funding through scholarly endeavors such as: Grants, contracts and other revenue generating activities.*</p> <p>GSU-Five Year S/P** – Objective 3.1., Strategy: 3.1.4.</p>	<p>2.1 Secure at least one funded grant and/or contract.</p> <p>2.2 Generate intra-departmental revenue through planned programs.</p>	<p>2.1.1. Write two grants and/or contracts.</p> <p>2.2.1. Host the Annual Dance Kaleidoscope, Larry Wright-David Ponton Basketball Tournament, Young-Kluka Volleyball Tournament; host sponsored programs by the KSLs Majors' Club and Phi Epsilon Kappa.</p>	<p>2.1.1.1. Grants and/or contracts comply with funding agency criteria and meet other requisites.</p> <p>2.2.1.1. LS faculty, students and attendees come to programs, activities and events in numbers not less than 400.</p>
<p>3. To maintain the strength of academic programs through retention of accreditation, retention of competent faculty and increase the research and scholarly activities of faculty and students.*</p> <p>GSU-Five Year S/P** – Objective 1.2., Strategy: 1.2.4. GSU-Five Year S/P** – Objective 1.2., Strategy: 1.2.9. GSU-Five Year S/P** – Objective 2.1., Strategy: 2.1.8.</p> <p>~~~~~</p> <p>M/P***—Goal 6, Objective 6.3.</p>	<p>3.1 Secure university support to meet reaffirmation criteria set by the Council on Accreditation/NRPA</p> <p>3.2. Secure adequate resources for faculty scholarship in academics.</p>	<p>3.1.1. Have LS faculty attend workshops by COA; begin preparing the 5-year Reaffirmation Self-Study Report two years prior to visit and three years prior to the 10-year Reaffirmation Self-Study Report visit; collect applicable student/faculty performance data per semester for Self-Study Report.</p> <p>3.2.1. Have supplies, equipment and professional development funds; as well as faculty recognition of scholarship.</p>	<p>3.1.1.1. COA updates available to guide the Self-Study Report; Self-Study documents are compiled and filed; Self-Study Report is submitted to COA.</p> <p>3.2.1.1. Faculty pursue excellence through resources available and their initiative; provide LS goals and objectives as assessment indices.</p>

LSP GOALS	OBJECTIVES	STRATEGIES	PERFORMANCE MEASURES
	3.3. Have at least three products in any combination of faculty/student research/publishing and/or presentations.	3.3.1. Disseminate at the beginning of the school year LS goals and objectives in order for faculty to identify scholarly pursuits for the academic year; have faculty complete the Individual Faculty Member's Annual Report (IFMAR) in December and May, and the General Faculty Performance Evaluation Form (GFPE) in May.	3.3.1.1. Submit the completed (IFMAR) and (GFPE) Forms.
<p>4. To maintain an attitude of professionalism through active involvement in professional organizations at the local, state, district/regional, national and/or international.*</p> <p>GSU-Five Year S/P** – Objective 1.2., Strategy: 1.2.4.</p>	<p>4.1. Have LS faculty become a member of a professional organization in the discipline.</p> <p>4.2. Have LS faculty become actively involved in the organization by seeking leadership roles.</p> <p>4.3. Have LS faculty encourage student membership in our Majors' Clubs and one of our professional organizations.</p>	<p>4.1.1. Give faculty the point-value on the GFPE Form for membership.</p> <p>4.2.1. Give faculty the point-value on the GFPE Form for elected offices.</p> <p>4.3.1. Have in-place a process to assist LS majors with attending conferences/meetings/etc. in the discipline.</p>	<p>4.1.1.1. Provide valid membership card.</p> <p>4.2.1.1. Provide documents to the department head of offices elected.</p> <p>4.3.1.1. Provide valid membership cards.</p>
<p>5. To recruit students to one of the degree programs.*</p> <p>GSU-Five Year S/P** – Objective 1.1., Strategy: 1.1.4.</p> <p>GSU-Five Year S/P** – Objective 2.1., Strategy: 2.1.1.</p>	5.1 Student enrollment will increase by 3% for Fall 2009 over student enrollment for Fall 2008.	<p>5.1.1. Mail brochures and recruitment materials to high school principals and counselors in north Louisiana and selected high schools principals and counselors in south Louisiana.</p> <p>5.2.1. Make requests to attend high school recruitment programs, Career Fairs, College Day and other programs.</p> <p>5.3.1. Participate with the GSU High School Day Program.</p> <p>5.5.1. Have the annual KSLs faculty vs major volleyball game.</p>	<p>5.1.1.1. Recruitment information is received; prospective students return tear-off from brochures.</p> <p>5.2.1.1. Department head receives letter of invitation from high schools; letter filed.</p> <p>5.3.1.1. Department faculty participates with Program.</p> <p>5.5.1.1. LSP faculty and student participate; have GSU media coverage.</p>
<p>6. To increase terminal degree faculty in LSP.*</p> <p>~~~~~</p> <p>M/P***—Goal 1, Objective 1.1.</p>	<p>6.1. Have one faculty with terminal degree employed in the department by Fall 2009.</p> <p>6.2. Provide information encouraging LS faculty to consider pursuing the terminal degree.</p>	<p>6.1.1. Submit faculty recruitment announcement to media; place on web; take to state, district and national conferences; make calls, use AAHPERD job listing.</p> <p>6.2.1. Inquire about a sabbatical leave or other university support to defray some of the cost of pursuing the terminal degree.</p>	<p>6.1.1.1. Candidate provides credentials and accepts position.</p> <p>6.2.1.1. A sabbatical or other financial support is approved.</p>

TALKING POINT FOR RECRUITS LEISURE STUDIES PROGRAM

Consider these reasons why “you” should major in Leisure Studies at Grambling State University. The Program has two concentrations (options) from which to choose. They are: Therapeutic Recreation and General Recreation. If you enjoy working with people, being in the out-of-doors, participating in recreation and leisure activities and earning-a-living working in human services profession, then Leisure Studies is the major for you.

You will be enrolling in a Program that is “nationally accredited” by the Council on Accreditation. As a matter of fact, the Program was the *first to be accredited* at a historically black college and university and is the only leisure studies program accredited in the State of Louisiana.

You will be enrolling in a Program where you can earn an annually salary of \$25,000 to \$50,000, depending on the position-of-application, tenure-in-the-profession and State-of-employment.

You will be enrolling in a Program that “takes its majors” to meetings/conferences across the United States. You will have the opportunity to gain leadership experiences from active participation in professional organization, as well as with your Majors’ Club and Phi Epsilon Kappa Honors Fraternity (Gamma Zeta Chapter), as well as other campus organizations for students.

You will learn to plan, organize, implement, lead, manage and evaluate recreation and leisure service programs and activities for all age groups and ability levels.

You will graduate from a program where employment in *therapeutic recreation* may be in agencies such as: General, state or veterans hospitals; rehabilitation centers; senior citizens centers; park and recreation departments; school systems; etc. Employment in *general recreation* may be in agencies such as: Park and recreation departments; community centers; YM/YWCAs; Boys’/Girls’ Clubs; State/National Park Services; municipal, county and parish recreation programs; etc. Obtaining your master’s degree in the profession, will qualify you to teach in recreation/leisure studies programs in colleges and universities.

You, as a Leisure Studies major in *therapeutic recreation*, will need to be familiar with: Writing goals and behavioral objectives; assessment, treatment and referral procedures; medical terminology; documentation; treatment plan development; public and media relations; health issues; research and evaluation; liability issues; budget management; grant writing; and technology.

You, as a Leisure Studies major in *general recreation*, will need to be familiar with: Community-based program planning; leisure services and sport; public and media relations; technology; budget management; research and evaluation techniques; organizational partnerships; grant writing; program development; playground safety; liability issues; leisure and tourism; and arts and crafts.

You will be enrolling in a program that does not require taking/passing the subject-field standardized examination prior to graduation. **BUT**, after graduation, many employers will want you to become “certified” as a therapeutic recreation specialist or a leisure service professional. In this program, the faculty prepares you to pass the “Certified Therapeutic Recreation Specialist Examination” (NCTRC) and the “Certified Park and Recreation Professional” (NRPA).

You will graduate as a “competent” new professional in the discipline, ready for employment in any state in the United States. (**Remember** – many employers will want you to become certified through the appropriate credentialing agency. Faculty here at Grambling State University will work to have you become the BEST leisure studies/ recreation professional possible).

Need more information? Contact: Ms. Yvonne Calvin (TREC) at 318.274.3758 or
Mr. Aaron James (GREC) at 318.274.2514.

GENERAL INFORMATION WHAT LSP AIMS TO ACHIEVE?

1. LSP aims to produce graduates who:

- a. understand the historical development of recreation and leisure and their function in a democratic society.
- b. demonstrate understanding of how children, youth and adults grow, develop, learn, interact and function as mature individuals.
- c. demonstrate a defensible and practical philosophy of recreation and leisure service consistent with the society in which he/she lives.
- d. demonstrate understanding of the ethics, status, organization, and ideals of professionally trained individuals.
- e. demonstrate sensitivity to the factors that influence recreation and leisure services.
- f. demonstrate poise and confidence basic to good leadership, cooperation and a professional attitude in keeping with the chosen.
- g. demonstrate, through theory and performance, acceptance of one's professional responsibility toward the ethics of recreation and leisure services, as well as other related human services.
- h. demonstrate familiarity with sources of available materials for enriching various educational, personal, emotional and social experiences of individuals.
- i. demonstrate skills in effective evaluation of self and the performance of clients or participants in other human service areas.
- j. demonstrate a wholesome attitude toward continuous professional improvement.
- k. demonstrate skills in the use of new technology in recreation and leisure services.

2. The specialized recreation offerings aim to produce individuals who:

- a. demonstrate competence in a particular recreation and leisure service field or other area of human service.

- b. demonstrate sound scholarship and a continuing interest in the special field or fields of training-with an interest in self-improvement.
- c. demonstrate competence in: c.1.) terminology and concepts, and c.2.) communicative skills basic to effective recreation and leisure services and other areas of human service.

GENERAL REQUIREMENTS FOR GRADUATION

A candidate for the baccalaureate degree in Leisure Studies must fulfill the following requirements:

1. Complete one of the curricula as outlined in the University catalog for General Recreation or Therapeutic Recreation. The total number of hours required for both is 124.
2. Earn a passing score on the Rising Junior Examination (RJE), including components of the English Proficiency and Mathematics Proficiency. This requires enrollment in GET 300, a non-credit course, in the second semester of the sophomore year and having earned 45 semester hours exclusive of remedial courses.
3. Earn at least thirty semester hours in residence.
4. Complete the senior year in residence. Exception to this regulation may be made at the department head's discretion.
5. If the requirements of an outside agency, such as an accrediting agency, cause changes in curriculum requirements, those changes may be made without prior notice. Students may be required to comply with such changes when they become effective.
6. Clear all financial obligations to the University prior to graduation.
7. File an application in the dean's office. This should be done at the time of registration in the last semester or summer session in which the candidate completes degree requirements. Each candidate must be recommended for graduation by the academic dean.
8. Be present for commencement exercises unless written approval to be absent is given by the candidate's academic dean. If a candidate does not participate in commencement without the approval of academic deans, an absentee fee of \$10 will be assessed.

9. A student who does not follow and complete the above requirements and procedures will not be allowed to graduate.
10. The minimum GPA for graduation is 2.50 on a 4.00 scale. (The adjusted GPA may be used where necessary for graduation).

**LEISURE STUDIES
GENERAL RECREATION CONCENTRATION
(NON-TEACHING)**

FRESHMAN YEAR

FYE 101/102-Freshman Seminar I & II.....	2
ENG 101-Freshman Composition.....	3
HIST 101-History of Western Civilization.....	3
FREN 101-Elementary French or FREN 102-Elementary or	
SPAN 101-Elementary Spanish or SPAN 102-Elementary Spanish.....	6
SOC 101-Introduction to the Social Sciences	3
PE 101-Beginning Swimming or	
PE 102-Advanced Swimming.....	2
ENG 102-Freshman Composition.....	3
BIOL 103-Principles of Biology Lec and	
BIOL 105-Principles of Biology Lab.....	4
HIST 104-Modern World History.....	3
PHYS 109-Fundamentals of Physics I.....	3
MATH 147-Precalculus I	3
MATH 148-Precalculus II	3
ED 201-Advisee Report.....	0
ED 201-Advisee Report.....	0
Total.....	38

SOPHOMORE YEAR

GB 150-Fundamentals of Business.....	3
ENG 200-World Literature	3
ECON 201-Macroeconomics.....	3
SOC 201-Introduction to Sociology, SOC 203-Social Problems or	
SOC 305-Social Psychology.....	3
ED 201-Advisee Report.....	0
ED 201-Advisee Report.....	0
HP 201-Personal Health.....	3
TREC 204-Introduction to Therapeutic Recreation.....	3
ART 210-Introduction to the Fine and Performing Arts.....	3
REC 211-Level Test I.....	0
REC 218-History of Recreation, Leisure and Play.....	3
KNES 222-Recreation and Intramural Sports.....	3
Total.....	27

JUNIOR YEAR

PSY 202-Developmental Psychology or	
PSY 302-Theories of Personality.....	3
REC 204-Introduction to Recreation and Leisure Services.....	3
KNES 215-Techniques of Team/Lifetime Sport I.....	3
REC 225-Fieldbased Practicum.....	3
GET 300-Rising Junior Examination.....	0
REC 301-Program Planning in Recreation.....	3
ART 301-Craft Design or	
ART 309-Ceramics.....	3
BIOL 303-Essential Human Anatomy and Physiology.....	4
REC 305-Camp Counseling.....	3
REC 310-Urban Recreation.....	3
REC 311-Level Test II.....	0
REC 327-Design/Maintenance in Recreation/Sport Facilities.....	3
REC 350-Leadership/Group Dynamics in Recreation/Sport.....	3
Total.....	34

SENIOR YEAR

REC 380-Management of Leisure Services.....	3
REC 408-Research and Computer Use HP, LS and Spt.....	3
REC 410-Legal Liability in Recreation and Sport.....	3
REC 411-Level Test III*.....	0
REC 414-Organization and Administration of Recreation and Sport.....	3
REC 416-Internship.....	12
REC 498-Senior Comprehensive.....	0
Elective (See the Department Advisor).....	3

*(*Must pass to graduate).*

Total.....27

TOTAL **126**

THERAPEUTIC RECREATION CONCENTRATION (NON-TEACHING)

FRESHMAN YEAR

FYE 101/102-Freshman Seminar I & II.....	2
ENG 101-Freshman Composition.....	3
HIST 101-History of Western Civilization.....	3
FREN 101-Elementary French or FREN 102-Elementary or	
SPAN 101-Elementary Spanish or SPAN 102-Elementary Spanish.....	6
SOC 101-Introduction to the Social Sciences	3
PE 101-Beginning Swimming or	
PE 102-Advanced Swimming.....	2
ENG 102-Freshman Composition.....	3
BIOL 103-Principles of Biology Lec and	
BIOL 105-Principles of Biology Lab.....	4
HIST 104-Modern World History.....	3
PHYS 109-Fundamentals of Physics I.....	3
MATH 147-Precalculus I	3
MATH 148-Precalculus II	3
ED 201-Advisee Report.....	0
ED 201-Advisee Report.....	0
Total.....	38

SOPHOMORE YEAR

PSY 200-General Psychology.....	3
ENG 200-World Literature	3
ECON 201-Macroeconomics.....	3
SOC 201-Introduction to Sociology, SOC 203-Social Problems or	
SOC 305-Social Psychology.....	3
HP 201-Personal Health.....	3
ED 201-Advisee Report.....	0
ED 201-Advisee Report.....	0
TREC 204-Introduction to Therapeutic Recreation.....	3
ART 210-Introduction to the Fine and Performing Arts.....	3
REC 211-Level Test I.....	0
REC 218-History of Recreation, Leisure and Play.....	3
ED 220-Human Growth and Development.....	3
Total.....	27

JUNIOR YEAR

PSY 202-Developmental Psychology or

PSY 302-Theories of Personality.....	3
REC 225-Fieldbased Practicum.....	3
REC 301-Program Planning in Recreation.....	3
BIOL 303-Essential Human Anatomy and Physiology.....	4
PSY 304-Abnormal Psychology.....	3
REC 305-Camp Counseling.....	3
KNES 306-Kinesiology.....	3
REC 311-Level Test II.....	0
REC 327-Design/Maintenance in Recreation/Sport Facilities.....	3
REC 350-Leadership/Group Dynamics in Recreation/Sport.....	3
TREC 402-Operations and Procedures in TREC.....	3
TREC 403-Medical Aspects of TREC.....	3
Total.....	34

SENIOR YEAR

TREC 405-Inclusive Recreation.....	3
REC 408-Research and Computer Use HP, LS and Spt.....	3
REC 410-Legal Liability in Recreation and Sport.....	3
TREC 410-Intervention Strategies and Leisure Education.....	3
REC 417-Level Test III*.....	0
REC 414-Organization and Administration of Recreation and Sport.....	3
REC 416-Internship.....	12
REC 498-Senior Comprehensive.....	0

*(*Must pass to graduate).*

Total.....27

TOTAL

126

APPENDIX

DEPARTMENT OF KINESIOLOGY, SPORT AND LEISURE STUDIES

Obtaining the baccalaureate degree in Kinesiology (KNES), pedagogy concentration requires satisfactory completion of 38 core course hours with a minimum accumulative grade point average of 2.5 on a 4.0 grading scale. Hours required of the support course area (i.e., English, Mathematics, History, Foreign Languages, Natural Sciences, Social Sciences, Economics, Fine and Performing Arts/Humanities, English/Literature, Freshman Seminar and Professional Education) are 88. Total hours required are 126. For the undergraduate degree in KNES, sport management concentration, 53 core hours are required, with support hours totaling 72. Total hours required to complete the degree are 125. Total hours required to complete the degree in KNES, health promotion are 126, with 42 required in the core area and 84 required in the support area.

To obtain the baccalaureate degree in Leisure Studies, general recreation concentration requires a total of 126 credit hours, with 38 hours required in the core course area and 88 hours required in the support course area (i.e., English, Mathematics, History, Foreign Languages, Natural Sciences, Social Sciences, Economics, Fine and Performing Arts/Humanities, English/Literature, Freshman Seminar and Professional Education). A minimum accumulative grade point average of 2.5 on a 4.0 grading scale is also required. The Leisure Studies, therapeutic recreation concentration requires a total of 126 credit hours to earn the degree, with 35 core hours required and 91 support hours required.

Completing the degree reflects success in negotiating course rigor of nationally accredited and state approved degree programs. Graduates will have been prepared as highly skilled and competent professionals, ready to enter the discipline-of-practice and perform according to expectations. Careers paths include, but are not limited to, teachers, coaches, curriculum/content specialists, leisure service providers, consultants, administrators and directors of educational, sport, athletic, leisure, recreation and allied health programs.

The Department of Kinesiology, Sport and Leisure Studies serves as an information resource in higher education. The department has an obligation to recruitment and retention, active participation in professional organizations, conducting research and presenting scholarly papers, writing grants and contracts, publishing articles/books/other works, providing professional/community service, as well as assisting graduates with employment and/or entering graduate school. The department's general objectives are to: 1) graduate majors capable of assuming leadership roles in public/private/parochial schools, sport/athletic organizations, recreation and leisure-service agencies; 2) provide

for the acquisition of knowledge and skills relative to the dynamics of kinesiology, sport and leisure studies; 3) maintain an awareness of program development/implementation/evaluation techniques in the subject-field; 4) render services to the citizenry of Lincoln and surrounding parishes, and to national and international constituencies dedicated to raising standards of professionalism and the quality of education; 5) strengthen the undergraduate and graduate academic programs by incorporating and utilizing existing instructional technologies; 6) create and achieve excellence in academic programs through faculty and student research activities and other scholarly endeavors; 7) instill a sense of continual professional development through active participation in organizations at the local, state, district, national and international levels and 8) maintain excellence in academic programs by complying with standards prescribed by accreditation organizations.

For Office Use Only Leisure Studies Advisor _____ Admission Status: ___ Admit ___ Admit Do Unconditionally Conditionally Not Admit Comments _____ _____ _____

**ADMISSION REQUIREMENTS
 FOR
 LEISURE STUDIES MAJORS**

**LEISURE STUDIES PROGRAM
 DEPARTMENT OF KSLs
 COLLEGE OF EDUCATION
 GRAMBLING STATE UNIVERSITY**

NAME _____ SS# _____

- A. Admission to the College of Education
- a. Must have complete a minimum of 22 hours of "Basic Studies" courses.
 - i. ALL coursework must be passed with "C" or above.

- English (6 Credit Hours)

- Mathematics (6 Credit Hour)

- Science (4 Credit Hours)

- Social Sciences (3 Credit Hours)

- GSU Requirements (3 Credit Hours)
 First Aid (HED 101) _____

Freshman Seminar I (FYE 101) _____

Freshman Seminar II (FYE 102) _____

Transfer Students: Must complete appropriate application form from CoE, Must have minimum of 2.0 cumulative GPA and must have a total of 30 or more acceptable credit

hours as shown on official transcript. Transfer students are not required to take FYE 101 and FYE 102.

- B. Admission to Leisure Studies Degree Program
 - a. Must have officially been admitted into COE
 - b. Must have a minimum of 2.5 cumulative GPA

**GRAMBLING STATE UNIVERSITY
COLLEGE OF EDUCATION
LEISURE STUDIES PROGRAMS**

DEGREE ADMISSION INTERVIEW FORM

INTERVIEWEE'S NAME	SOCIAL SECURITY NUMBER
MAJOR	AREA

The following questions will guide the Departmental Screening Committee during its interview of the prospective students. The student's response to each question will be rated:

1 – POOR 2 – FAIR 3 – GOOD 4 – EXCELLENT 5 – OUTSTANDING

A. ORAL COMMUNICATION

- | | |
|--|-----------|
| 1. Tell us something about yourself | 1 2 3 4 5 |
| 2. What goals have you set for yourself?
How are you planning to achieve them? | 1 2 3 4 5 |
| 3. Tell us about how you perceive your
strengths. Your weaknesses | 1 2 3 4 5 |
| 4. In a particular leadership role you had,
what was the greatest challenge? | 1 2 3 4 5 |
| 5. How would you stimulate active participation in
an activity or intervention? | 1 2 3 4 5 |
| 6. What professional topics
most interest you? | 1 2 3 4 5 |

