

**Accreditation:**

Accreditation is a distinguished mark of excellence that affords external recognition of an organization's commitment to quality and improvement. Accreditation has two fundamental purposes; to assure quality and to assure improvement. The National Recreation and Park Association administratively sponsors two distinct accreditation programs. The Commission for Accreditation of Park and Recreation Agencies (CAPRA) provides quality assurance and quality improvement of accredited park and recreation agencies throughout the United States. Our partners in professional development, Durham Parks and Recreation, is one of only seven accredited Parks and Recreation departments in the state of North Carolina.

**Academic Accreditation:**

The **Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)** accredits baccalaureate programs in parks, recreation, tourism, sport management, event management, therapeutic recreation, and leisure studies, within the United States and its territories, Canada, and Mexico. COAPRT is the only accreditation of recreation, park resources and leisure services curricula recognized by the Council for Higher Education Accreditation.

COAPRT recognizes academic programs in colleges and universities that prepare new professionals to enter the parks, recreation, tourism and related professions. COAPRT Accreditation is a status granted to an academic program that meets or exceeds stated criteria of educational quality.

The **Recreation Administration Program at North Carolina Central University** is one of just 83 academic programs that are accredited by COAPRT.

<http://www.nrpa.org/Professional-Development/Accreditation/COAPRT/COAPRT-Accredited-Academic-Programs/> As an accredited program, all program goals, course goals, and student learning outcomes meet the rigorous standards established by COAPRT.

**North Carolina Central University**

*Recreation Administration Program*

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**First Accredited:** 10/01/1998

**Next Review:** Congress 2015

**Options:** None

**Status:** Accredited

**Program Description:** North Carolina Central University is the nation's first public Historically Black College/University (HBCU). The Department of Physical Education and Recreation's Bachelor of Science Program in Recreation Administration, established in 1949, offers a scientifically based, service learning enhanced curriculum for students who want to work with people, enjoy activity and gain satisfaction in enhancing the quality of life of others. The curricular emphasis is on the professional preparation of students for careers in a wide variety of recreational settings, such as: high schools and colleges, professional, athletic, and recreational sport agencies and arenas, hospitals, nursing homes, rehabilitation centers, city parks and recreation, state and national parks, commercial, nonprofit, campus, employee, and military agencies, health clubs and fitness centers, and clinical and nonclinical sites. All are among the many agencies which require highly trained personnel. Serving over 100 undergrad and over 30 grad, student majors can choose one of three concentration options in the Recreation Administration Program: Parks and Recreation Management, Recreational Sport Management (which includes a Business minor), and Recreation Therapy. Graduate students can earn an MS in Physical Education and Recreation with concentrations in either Recreation Management, Recreation Therapy, or Athletic Administration.

### **North Carolina Central University Recreation Administration Program's Mission Statement**

The mission of NCCU's Recreation Administration Program is to prepare students academically and professionally to become leaders dedicated to the advancement of the park, recreation and leisure profession, enhancing the quality of life for all people.

#### **Competencies**

The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) has established a series of standards designed to elicit evidence of student learning in the program's *foundational curriculum*. The foundational curricula in parks, recreation, tourism, and related professions include study in three areas:

- **Foundations** includes the background, nature, and scope of the profession, including its history, philosophy, and social and behavioral science underpinnings.
- **Provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups.** The provision of service and experience opportunities includes, but is not limited to recreation programming and leadership, heritage and environmental interpretation, site design and management, experience design, and related processes.
- **Management/Administration.** This dimension refers to both operations management/administration and strategic management/administration. Operations management/administration includes planning, organizing, staffing, directing, leading, controlling, reporting, finance, resource acquisition, marketing, and critical thinking. Strategic management/administration refers to processes that managers in parks, recreation, tourism and related professions use to optimize the success of the organization within the external systems in which their organization operates. Strategic management/administration involves creating, maintaining, and deploying plans of action that address changing circumstances in social, economic, environmental, or financial environments; new technology; and new competitors.

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COAPRT Standard 2.05:05 requires reporting of aggregated results of learning outcomes assessment. Results for the recent academic year (AY 2012-13) follow:

**Six-Year Graduation Rate: 68%**

#### **COAPRT Standard**

7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b)

techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

Results for the recent academic year (AY 2012-13):

**Outcome 1 from Standard 7.01:** Students will demonstrate entry-level knowledge of historical, scientific and philosophical foundations and the scope of the profession for recreation and park management.

**Outcome 1 Assessment Method:** Items from the exit survey of 2012-2013 graduating Recreation Administration majors was used to assess this standard. Our target was 80% of students indicating that they had a fundamental competence in their knowledge of historical leaders in the profession.

**Outcome 1 Measure Type:** Indirect

**Outcome 1 Result:** 87% of the Fall 2012/Spring 2013 graduating students (N=28) responded '*strongly agree*' or '*agree*' to the statement: "*knowledge of historical leaders in the profession*" when asked to assess their fundamental competencies in a graduating senior exit survey.

### **COAPRT Standard**

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Results for the recent academic year (AY 2012-13):

**Outcome 2 from Standard 7.02:** Students graduating from the Recreation Administration Program shall demonstrate the ability to facilitate recreation and related experiences for diverse clientele, settings, cultures, and contexts.

**Outcome 2 Assessment Method:** The Agency Supervisor Final Evaluation Survey of NCCU Recreation Administration Program Student Intern was the method used to assess this standard. Each agency supervisor evaluates the student intern on items covering professional development and preparation. The evaluation item related to programming ability was analyzed. Our target was that interns would receive a rating of 80% or better from site supervisor's evaluation of their programming ability.

**Outcome 2 Measure Type:** Direct

**Outcome 2 Result:** 83.3% of Summer 2013 Internship Site Supervisors (N=12) responded '*strongly agree*' or '*agree*' to the statement: "*programming ability*" when asked to assess the student intern's ability to perform fundamental competencies in an Agency Supervisor's Final Evaluation of the intern student.

### **COAPRT Standard**

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

Results for the recent academic year (AY 2012-13):

**Outcome 3 from Standard 7.03:** Students graduating from the Recreation Administration Program shall be able to apply entry-level concepts, principles and procedures of management and administration in leisure service agencies.

**Outcome 3 Assessment Method:** The Agency Supervisor Final Evaluation Survey of NCCU Recreation Administration Program Student Intern was the method used to assess this standard. Each agency supervisor evaluates the student intern on items covering professional development and preparation. The evaluation item related to understanding appropriate management and administration concepts was analyzed. Our target was that interns would receive a rating of 80% or better from site supervisor's evaluation of their management and administrative competence.

**Outcome 3 Measure Type:** Direct

**Outcome 3 Result:** 83.3% of Summer 2013 Internship Site Supervisors (N=12) responded '*strongly agree*' or '*agree*' to the statement: "*understanding of management and administration*" when asked to assess the student

intern's ability to perform fundamental competencies in an Agency Supervisor's Final Evaluation of the intern student.

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### **Important Information Regarding Degree Mills**

Please watch this important video (<http://youtu.be/a1voHNMQDrk>) regarding degree and accreditation mills. According to CHEA, "Degree mills and accreditation mills mislead and harm. In the United States, degrees and certificates from mills may not be acknowledged by other institutions when students seek to transfer or go to graduate school. Employers may not acknowledge degrees and certificates from degree mills when providing tuition assistance for continuing education. "Accreditation" from an accreditation mill can mislead students and the public about the quality of an institution. In the presence of degree mills and accreditation mills, students may spend a good deal of money and receive neither an education nor a useable credential."



Read more on CHEA's website (<http://www.chea.org/degremills/>).