University of North Carolina at Greensboro

DEPARTMENT OF COMMUNITY AND THERAPEUTIC RECREATION

GRADUATE STUDENT HANDBOOK
2018-2019

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WELCOME TO THE DEPARTMENT

Welcome to the **Department of Community and Therapeutic Recreation (CTR)**. We are confident that your graduate education at UNCG will be a rewarding and enjoyable one. We are dedicated to meeting your needs and will try to exceed your expectations during your studies here. Please feel free to call upon any of our faculty or staff when you wish to discuss any aspect of this *Handbook* or have questions regarding your graduate studies and career development.

This *Handbook* has been designed to inform you of policies, guidelines, and other useful information that will be helpful to you throughout your course of study. The intention is **not** to duplicate information provided in the *UNCG Graduate School Bulletin*. Please make certain that you read and understand relevant university and departmental policies contained in both documents.

While the ultimate responsibility to complete degree requirements in accordance with departmental and university policies is yours, we will do our utmost to assist you throughout your journey. On behalf of the faculty and staff of the Department of Community and Therapeutic Recreation, we would like to welcome you to UNCG and wish you the best of luck throughout your graduate studies.

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Professor and Department Chair  
Co-Director of Graduate Study

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Co-Director of Graduate Study
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The University of North Carolina at Greensboro  
Department of Community and Therapeutic Recreation  
Master of Science (M.S.) Degree in Parks and Recreation Management

DESCRIPTION OF THE PROGRAM

The graduate program is designed to prepare administrators, managers, planners, practitioners, and other recreation and park personnel for specialized or advanced responsibilities in public, quasi-public, private, and commercial agencies. Program emphases are offered in: (1) Community Recreation Management and (2) Therapeutic Recreation.

The general educational objectives of the M.S. degree in Parks and Recreation Management are as follows:

1. To analyze the historical and conceptual foundations of leisure and the physiological, sociological, and psychological factors influencing leisure behavior.

2. To develop management-level competencies necessary to plan, deliver, and evaluate recreation and park services designed to meet the needs of various user groups.

3. To understand the economic impact of leisure/recreation and the role of recreation and park services in economic development.

4. To understand various research methods, including the use of statistical analyses.

5. To plan, conduct, critique, and utilize research pertinent to the recreation and park services profession.

6. To assist public, quasi-public, private, and commercial agencies providing recreation and park services for the total population.

7. To understand the behaviors of individuals and groups within the workplace and determine strategies to facilitate effective and efficient organizational function.
GENERAL DEGREE REQUIREMENTS

1. The total number of hours required for the master's degree is 36.

2. Of the 36 hours, at least 18 hours, or one half (1/2) the work credited toward the degree, must be in 600-level courses or above. Only 500-level and above coursework will count toward these 36 credits.

3. For the completion of the program, an overall average of a “B” (3.0 GPA) is required. No more than 6 semester hours of credit evaluated as “C” may be applied toward the minimum hours required for the master’s degree.

4. The amount of credit accepted for transfer taken at other institutions will be in agreement with Graduate School policy. Among these policies are the following requirements (see the Graduate School Bulletin for a list of all regulations):
   
a. Transfer credit may not exceed one-third (12 credits) of the minimum number of hours required (36);

b. Transfer credits must be completed in the 5-year time limit;

c. A grade of a “B” (3.0 GPA) or better must be earned in all transfer courses;

d. Transfer courses must be approved by the Department of Community and Therapeutic Recreation and the Dean of the Graduate School. (See advisor for application form).

5. For courses taken at the University of North Carolina at Greensboro, students may count a maximum of nine (9) credits taken before matriculation. The 5-year time limit begins with the first graduate course taken. Prerequisite courses completed before taking coursework toward the M.S. degree do not count toward the time limit.

6. After discussing career goals with one’s advisor, students may choose either the thesis or non-thesis option. If the student selects the non-thesis option, the advisor and student will determine (based on amount of professional experience and licensure/certification requirements) whether the student should consider a project, internship, or both. For example, a student choosing the non-thesis option and having minimal professional experience in recreation and parks will be encouraged to complete an internship.

7. Students are required to take a minimum of two research courses. One course is a statistics course; the other is a research methods course.

Note: Petitions to appeal the above policies should be submitted in writing to the student’s Academic Advisor. The petition will then be reviewed by the Director of Graduate Study.
MINIMUM COURSE OF STUDY

A. **Core Courses** *(required of all CTR graduate students [9 hours]*)

CTR 611 - Foundations of Recreation and Parks (3)
CTR 613 - Recreation and Parks Management (3)

*Select one* of the following six courses:

PCS 605 - Skills and Techniques of Conflict Transformation (3)
PCS 606 - Organizational Conflict: Theories and Practice (3)
PCS 685 - Resolving Conflict in Health Care Systems (3)
PSC 540 - Nonprofit Management and Leadership (3)
PSC 600 - Public Administration and Management (3)
PSC 604 - Public Personnel Management (3)

B. **Concentration Courses** *(9 hours)*

*Community Recreation Management (9 hours)*

CTR 511 – Seminar: Recreation and Parks (3)
CTR 544 - Recreation, Parks, and Health (3)
CTR 646 – Community Development (3)

*Therapeutic Recreation (9 hours)*

CTR 633 - Professional Issues in Therapeutic Recreation (3)
CTR 634 - Advanced Procedures in Therapeutic Recreation (3)
CTR 637 - Advanced Facilitation Techniques in Therapeutic Recreation (3)

C. **Research Techniques Courses** *(required of all CTR graduate students [6 hours]*)

*Select one* of the following two “statistics” courses:

HEA 604 - Public Health Statistics (3)
KIN 723 - Statistical Methods for Kinesiology (3)

*and*

*Select one* of the following four “research methods” courses:

ERM 604 - Methods of Education Research (3)
HHS 625 - Research Methods in Health and Human Sciences (3)
KIN 601 – Applying Research to Professional Practice (3)
SOC 616 - Advanced Research Methods (3)
D. **Specialized Line of Study Courses** (6-9 hours)

After consultation and approval of his/her academic advisor, the student selects 6-9 hours of 500-700 level coursework that constitute a specialized knowledge base (line of study) relevant to the student’s academic and professional interests and goals.

E. **Capstone Experience** (6 credits) (check catalogue for prerequisites)

*Select one of the following:*

- CTR 697 -- Internship in Recreation and Parks 6
- CTR 698 -- Field Project in Recreation and Parks 6
- A Combination of CTR 697 (3) *and* CTR 698 (3) 6
- CTR 699 -- Thesis 6

**Departmental Elective Courses**

CTR 589 -- Experimental Course 3
CTR 695 -- Independent Study 3
CTR 696 -- Directed Readings 3
CTR 711 -- Experimental Course 3
CTR 801 -- Thesis Extension 1-3
CTR 803 -- Research Extension 1-3

*Note: A student may not exceed a total of 6 credits of CTR 695 and/or CTR 696.*
PLAN OF STUDY

A Plan of Study for the master’s degree must be outlined and signed by the student, the departmental advisor, and the Director of Graduate Study at the earliest practical time following the student’s admission to the Graduate School, but no later than 50% of the program’s completion. Typically, working with her/his advisor, a student will complete and submit a plan of study to the Graduate School during the student’s second semester of study.

The plan must indicate all courses the student is expected to complete as a minimum requirement, including courses required for the major, supporting courses, number of elective hours, and courses recommended for transfer. Courses required by the department but not counted toward the degree, including prerequisite courses, must also be listed in the plan.

No more than 6 semester hours of Independent Study and/or Directed Readings may be included in the Plan of Study (and no more than 3 semester hours of credit for Independent Study may be earned in any one semester). In addition, students must submit a Permission to Register for Independent Study and Directed Readings Form to the Graduate School. See sample in Appendix of this Handbook, Form 1 (p. 45).

The capstone experience (CTR 697, 698, a combination of 697 and 698; and/or 699) must also be indicated. See Form 2 in the Appendix for a blank Plan of Study form (pp. 47, 48) and sample completed Plans of Study for a TR and CRM graduate student (pp. 49-52).

Copies of the approved and signed Plan of Study must be filed in the student’s permanent folder in the Graduate School, in the department’s files, and with the student. It is the student’s responsibility to submit a final Plan of Study to the Graduate School with the application for graduation.

Note: The final deadline for these submissions is often within the first three weeks of class during the semester targeted for graduation and must accompany the Application to Graduate. For example, to be approved to graduate in December, all materials must be submitted to the Graduate School no later than the end of August. Similarly, the deadline for submitting a Plan of Study and Application to Graduate for the May graduation is in late-January. Students should check the university calendar for specific deadlines for each semester.
POLICY ON CONTINUOUS ENROLLMENT

According to the Graduate School, pursuit of a graduate degree should be continuous. Students pursuing a graduate degree should be enrolled each Fall and Spring semester, or one semester during the academic year in combination with Summer Session in coursework approved for their program of study. For example, one could be enrolled in Summer and Fall and not Spring, or Spring and Summer, but not Fall, etc.

The policy on continuous enrollment requires that a student be enrolled continuously, as defined above, from the time of entry into a graduate degree program through the completion of all required coursework, including the required hours of the capstone experiences (CTR 697, CTR 698, CTR 699). This policy also reinforces the requirement of students enrolling in a for-credit course during the semester in which they are going to graduate from the university.

Students who have already enrolled in the maximum number of hours for their capstone experience, but who have not yet completed the requirements of these experiences are required to enroll in additional coursework as described below:

- **CTR 801, Thesis Extension**
  Thesis students (CTR 699) must enroll in and pay tuition and fees for not less than one or more than three hours of continuing completion of thesis credit each semester, after consultation with, and approval by their faculty advisor. **These hours will not count toward the degree.** Students required to enroll in additional hours to complete their master’s thesis will enroll in CTR 801, Thesis Extension.

- **CTR 803, Research Extension**
  Students completing a Field Project (CTR 698) or Internship (CTR 697) or the combination capstone of CTR 697/698 must enroll in and pay tuition and fees for not less than one or more than three hours of continuing completion of capstone experience credit each semester. The number of hours for which a student will register must be determined with consultation and approval by the faculty advisor. **These hours will not count toward the degree.**
CAPSTONE OPTIONS

A thesis or project involves a process in which the student is primarily concerned with applying expert knowledge to solve a problem. An internship provides the student with an opportunity to gain additional knowledge through participation and observation in a field setting. It is important to recognize that theses and projects may be completed in field settings; the distinction is in the purpose of the process the student follows.

1. **Thesis** (CTR 699)
   A 6-credit thesis involves carrying out research guided by a recognized research paradigm and producing a scholarly report of the process and its results. The student’s work is guided by a committee of at least three faculty members. A final oral defense pertaining to the thesis is required.

   Prerequisites include CTR 611, CTR 613, the introductory course as well as other courses in the student’s concentration, research methods, and a statistics course.

2. **Project** (CTR 698)
   A 6-credit field project involves developing, implementing, and/or evaluating a focused initiative in a professional field setting. The student provides his/her knowledge as a resource to assist professionals in the field to design and/or evaluate these projects. A suitable project should have lasting value and make a contribution to the agency and/or field. The student’s work is guided by a committee of at least two faculty members. A final oral presentation pertaining to the focused plan of action is required. Examples of acceptable projects include, but are not limited to, media/curriculum development, annotated bibliography, and comprehensive program evaluation.

   Prerequisites include CTR 611, CTR 613, the introductory course as well as other courses in the student’s concentration, research methods, and a statistics course.

3. **Internship** (CTR 697)
   A 6-credit internship involves extensive, hands-on experience in a professional setting. The professionals in the field provide their understanding of the setting and their professional practices to assist the student in gaining practical experience. A written project is required within this experience (see CTR 697 Manual at www.uncg.edu/CTR/fieldwork). The student’s work is guided and evaluated by one faculty member, in consultation with the supervisory professional(s) in the field.

   Prerequisites include CTR 611, CTR 613, the introductory course as well as other courses in the student’s concentration, research methods, and a statistics course.
4. Project/Internship Combination (CTR 697/698)
A 3-credit field project in combination with a 3-credit internship involves developing, implementing, and/or evaluating a focused initiative in a professional field setting, as well as hands-on experience in a professional setting. The student’s work is guided by a committee of at least two faculty members. A final oral presentation pertaining to the focused plan of action is required. Examples of acceptable projects include, but are not limited to, media/curriculum development, annotated bibliography, and comprehensive program evaluation.

Prerequisites include CTR 611, CTR 613, a third core course, research and statistics courses, as well as all other courses in the student’s concentration.

A sampling of recent theses and projects is provided below. Additional titles can be found on the departmental website at [www.uncg.edu/ctr](http://www.uncg.edu/ctr)

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Project Title</th>
<th>Chair</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Eric Becker, M.S., 2018</td>
<td>Piney Lake Relaunch for Informal Recreation</td>
<td>Dr. Justin T. Harmon</td>
<td>Piney Lake Relaunch for Informal Recreation</td>
</tr>
<tr>
<td>2017</td>
<td>Kelsey Myers, M.S., 2017</td>
<td>Exploration of Curriculum Development Processes for STEM and Arts Education Youth Summer Programs</td>
<td>Dr. Benjamin D. Hickerson</td>
<td>Exploration of Curriculum Development Processes for STEM and Arts Education Youth Summer Programs</td>
</tr>
<tr>
<td>2016</td>
<td>Alexandra Stancz, M.S., 2016</td>
<td>Healthy Lifestyle Education: A Fitness and Wellness Program for Individuals Who Have Intellectual or Developmental Disabilities</td>
<td>Dr. Candice B. Horvath</td>
<td>Healthy Lifestyle Education: A Fitness and Wellness Program for Individuals Who Have Intellectual or Developmental Disabilities</td>
</tr>
<tr>
<td></td>
<td>Valerie Wolf, M.S., 2016</td>
<td>Marketing an Outdoor Recreation Space: University of North Carolina at Greensboro’s Piney Lake</td>
<td>Dr. Candice B. Horvath</td>
<td>Marketing an Outdoor Recreation Space: University of North Carolina at Greensboro’s Piney Lake</td>
</tr>
<tr>
<td>2014</td>
<td>Cynthia Castle, M.S., 2014</td>
<td>Evaluation of Programming at After Gateway Inc. from the Perceptions of Parents, Case Workers, and Professional Caregivers</td>
<td>Dr. Leandra A. Bedini &amp; Dr. Nancy J. Gladwell</td>
<td>Evaluation of Programming at After Gateway Inc. from the Perceptions of Parents, Case Workers, and Professional Caregivers</td>
</tr>
<tr>
<td></td>
<td>Peggy Harris, M.S., 2014</td>
<td>The Relationship of Complex Regional Pain Syndrome (CRPS) to Leisure Lifestyle</td>
<td>Dr. Leandra A. Bedini</td>
<td>The Relationship of Complex Regional Pain Syndrome (CRPS) to Leisure Lifestyle</td>
</tr>
<tr>
<td></td>
<td>Suzanne Huycke, M.S., 2014</td>
<td>The Effect of Magic as a Therapeutic Intervention on the Self-Esteem and Depression of Older Adults in Residential Facilities</td>
<td>Dr. Charlsena F. Stone</td>
<td>The Effect of Magic as a Therapeutic Intervention on the Self-Esteem and Depression of Older Adults in Residential Facilities</td>
</tr>
</tbody>
</table>
Lee Parfitt, M.S., 2014: Thesis Title: The Relationships Between Perceived Physical Competence, Social Anxiety, and Participation in Leisure Time Physical Activity Among College Students (Co-Chairs, Dr. Nancy J. Gladwell & Dr. Candice M. Bruton)

2013

Shaquail Monique Floyd, M.S., 2013: Project Title: An Investigation of the Use of Social Marketing in Nonprofit Organizations (Advisor, Dr. Charlsena F. Stone)

Jing Li, M.S., 2013: Project Title: A Cross-Culture Study of Courtesy in Customer Service: A Comparison Between U.S. and Chinese Students (Advisor, Dr. Stuart J. Schleien)

Frances Varker, M.S., 2013: Project Title: Examination of How Team Emotional Intelligence Climate and Organizational Conflict are Affected by Experiential Education Programming (Advisor, Dr. Stuart J. Schleien)

Linghan Zhu, M.S., 2013: Project Title: Chinese Perceptions of North Carolina as a Travel Destination (Advisor, Dr. Stuart J. Schleien)

2012

Aalana Berry, M.S., 2012: Project Title: An Assessment of Teen Programming in Municipal and County Parks and Recreation Departments in North Carolina (Advisor, Dr. Nancy J. Gladwell)

Lindsey Brake, M.S., 2012: Project Title: Advocating for Inclusion in the Community: Photovoice Method to Engage Adults with Intellectual Disabilities (Advisor, Dr. Stuart J. Schleien)

Brianna Bruce, M.S., 2012: Project Title: Marketing Analysis of North Carolina Public Parks and Recreation Agencies (Advisor, Dr. Leandra A. Bedini)

Jennifer Francioni, M.S., 2012: Project Title: Beer Tourism: A Visitor and Motivational Profile for North Carolina Craft Breweries (Advisor, Dr. Nancy J. Gladwell)

Latoya Price, M.S., 2012: Project Title: Serving Hispanic Youth at Sprague Street Community Center (Advisor, Dr. Stuart J. Schleien)

2011

Tori Cheek Hooker, M.S., 2011: Project Title: Development of a Part-time Employee Manual for Intramural Sports (Advisor, Dr. Stuart J. Schleien)

2010

Laura Harkins, M.S., 2010: Thesis Title: Administrative Perspectives of Recreational Therapy Services in North Carolina (Advisor, Dr. Leandra A. Bedini)
SELECTING AND APPOINTING STUDENT GRADUATE COMMITTEE

The following procedures are designed to assure that master’s theses/project committees consist of the most appropriate members of the graduate faculty. Additionally, the intention is to ensure that the proposal approval process and the final oral examination are open to maximize input from all faculty and graduate students.

1. Requests for appointment of faculty members to a master’s thesis/project committee must be made no later than the end of the 2nd semester. It is the student’s responsibility to formally invite each faculty member (preferably in writing) and submit these names to the Director of Graduate Study using Form 3 (Recommendation for Master’s Thesis/Project Committee Appointment) in Appendix (p. 53). This same procedure must be followed when replacing members or reconstituting committees.

For Thesis committees, two other committee members are required (3 total). In addition to the committee chair (advisor), the second member is from the CTR department. The third member can be from any department on campus. You will want to consider faculty with whom you feel comfortable and who have expertise in your thesis topic.

For Project committees, only one committee member in addition to the chair (advisor) is required (2 total). The same considerations for choosing this member apply as noted above for thesis committees.

Typically, the student’s academic advisor serves as the committee chair. Requests should be sent by the student to the Director of Graduate Study after consultation with potential committee members using Form 3. Final approval of committee members rests with the Director of Graduate Study.

2. All master’s graduate committee members must be formally appointed and give their approval to the proposal. It is encouraged to appoint one committee member from outside the Department of Community and Therapeutic Recreation.

3. Occasionally, a student wishes to include as a committee member a professional who is not on graduate faculty at UNCG. In these cases, the professional, if eligible, can be nominated for a 1 to 3-year appointment as Adjunct Faculty. To pursue this procedure, the student should consult with the Director of Graduate Study to determine eligibility of the individual as well as complete application materials for this appointment. Please note the process may take several months; therefore, plan accordingly.
THESIS PROSPECTUS AND ORAL DEFENSE

The Thesis (CTR 699) requires two major phases:

**Phase I** is the **Prospectus**, whereby the student presents a formal proposal of the thesis to his/her entire committee.

The **Prospectus** must be approved by the committee as a whole before the student may proceed. A written copy of the Thesis Prospectus (with proposed tasks-by-timeline) must be submitted to all three committee members at least two (2) weeks in advance of formal **Prospectus Proposal meeting**.

The content of the **Prospectus Proposal** should include, but is not limited to, the following items:

- a. Introduction
- b. Rationale/Background of Study
- c. Methodology
- d. Data Collection Instruments
- e. Data Analysis Plan
- f. Task-by-Timeline

The format of the **Prospectus Proposal meeting** is as follows:

- a. Using PowerPoint, candidates will give a brief oral overview of their Prospectus at the beginning of the meeting (approximately 20 minutes).
- b. Committee members may examine the candidate on any aspect of the Prospectus document.
- c. Finalization of the Prospectus Proposal will be agreed upon by the student and committee members. This will serve as a type of “contract” between the student and the committee whereby the committee cannot ask more of the student at a later date. Likewise, the student cannot decide to delete a component of the research “if the going gets tough.” Any changes to the thesis must be approved by all members of the committee and the student.
- d. Once the proposal is agreed upon, the candidate should confirm the detailed timeline with his/her academic advisor.

Note: For research studies, an IRB should be submitted as early as possible. Research may not begin without IRB approval. Please refer to [integrity.uncg.edu/institutional-review-board](http://integrity.uncg.edu/institutional-review-board) for forms and procedures.
Phase II is the **Oral Defense** of the Thesis. Final draft of completed thesis must be submitted to all committee members at least two (2) weeks before oral defense. Publication of time and place of the final oral defense will be made by the committee chair two weeks before the formal review. A 1-page summary (abstract) should accompany the announcement.

The content of the final oral defense meeting is as follows:

a. Candidates will give a brief overview of their thesis/project from beginning to end (approximately 20 minutes) at the beginning of the meeting. It is customary, however not required, to use PowerPoint for this presentation.

b. Committee members may examine the candidate on any aspect of the presentation, final document, or other aspect of their graduate training.

c. The committee chair may provide an opportunity for anyone in the gallery to question the candidate or offer commentary after the formal committee has completed its questions.

Final Oral defense of Thesis **must** occur no later than late-**November** (for December graduates) and by early-**April** (for May graduates). These deadlines are set by the Graduate School.

In addition, any revisions (written or oral) required of the thesis candidate after the oral defense that are not completed by early-**December** (for December graduates) and early-**May** (for May graduates) will result in an extension of the student’s work into the next semester, and students will not graduate until the semester after revisions have been successfully completed.

Keep in mind that the meeting location must be reserved in advance.
PROJECT PROSPECTUS AND ORAL DEFENSE

The Project (CTR 698) requires two major phases:

**Phase I** is the **Prospectus meeting**, whereby the student presents a proposal of the project to his/her entire committee. The Prospectus must be approved by all committee members before the student may proceed. A written copy of the Project Prospectus and a copy of a proposed timeline must be submitted to all committee members at least two (2) weeks in advance of formal Prospectus Proposal meeting.

The content of the Prospectus Proposal meeting is as follows:

a. Candidates will give a brief oral overview of their Prospectus and timeline at the beginning of the meeting (approximately 20 minutes).

b. Committee members may examine the candidate on any aspect of the Prospectus document.

c. Finalization of the Prospectus Proposal will be agreed upon by the student and committee members. This will serve as a type of “contract” between the student and the committee whereby the committee cannot ask more of the student at a later date. Likewise, the student cannot decide to delete a component of the research “if the going gets tough.”

d. Once the proposal and timeline is agreed upon, the candidate may proceed with his/her project.

**Phase II** is the **Defense** of the Project. Final draft of completed project must be submitted to all committee members at least two (2) weeks before oral defense. The content of the final oral defense meeting is as follows:

a. Candidates will give a brief overview of their project from beginning to end (approximately 20 minutes) at the beginning of the meeting. It is recommended, however not required, to use PowerPoint for this presentation.

b. Committee members may examine the candidate on any aspect of the presentation, final document, or other aspect of their graduate training.

Final oral defense of Project must occur no later than late-November (for December graduates) and by mid-April (for May graduates).

In addition, any revisions (written or oral) required of the project candidate after the oral defense that are not completed by early-December (for December graduates) and early-May (for May graduates) will result in an extension of the student’s work into the next semester, and students will not graduate until the semester after revisions have been successfully completed.

Keep in mind that the meeting location must be reserved in advance.
HELPFUL HINTS FOR SURVIVING YOUR CAPSTONE EXPERIENCE

1. Upon arriving in the graduate program, do plenty of listening, reading, and speaking with other students, faculty, and professionals to get ideas for your capstone experience.

2. Meet with your faculty advisor frequently and keep her/him up-to-date on your educational progress and career development and interests.

3. Become a member of UGRO (University Graduate Recreation Organization), the CTR department’s graduate student organization, and consider serving as an officer.

4. When enrolled in graduate coursework, work hard and use your courses wisely. The final products that you develop in these courses will help you establish the foundation for your internship, project, or thesis, and make your entire graduate program experience more relevant and successful.

5. Establish a reasonable timeline for your capstone experience. Work closely with your advisor to map out the tasks of your project or thesis from inception to the day after you complete your final edits. Do not expect to “knock off” a project or a thesis in a single semester. Remember that theses have more stringent deadlines than projects. Also, conducting any type of research typically takes more time than you will originally estimate. You will be working with real-world situations and others with busy schedules, and they will not be concerned about your timeline as much as you are. Allow for this and make your timeline “generous” for each task.

6. Think ahead for IRB approval. The Institutional Review Board (IRB) approves use of human subjects. This process requires approximately 4 weeks at a minimum. You are not allowed to collect any data or communicate with any subjects without this approval. If your research will require IRB approval (and most do), you should begin this process well in advance. In some cases, you can submit your IRB for approval before your proposal date and make amendments if needed after the IRB is approved. Consult with your advisor regarding your particular study. Please note: your IRB application must be complete and accurate or it will be returned for revision and resubmission. More information about IRB procedures, deadlines, and forms can be found on (pp. 21-23), as well as on the IRB website integrity.uncg.edu/institutional-review-board

7. When you have “down time” (e.g., waiting for survey returns, potential subjects to return calls) work on your literature review, methodology, formatting, etc. These are the tasks that get tedious later on and frustrating if you get into a time crunch. Work on them early, have your committee review your drafts, and get the bulk of it completed.

8. Use your resources. You will have your Faculty Advisor, committee members, classmates, and professionals from which to consult. In addition, use helpful references (see next page) for additional guidance.

9. Seek funding through CTR and HHS Scholarships. See pp. 29-30 of this Handbook and go to https://www.uncg.edu/hhs/scholarship/
REFERENCES FOR THESIS AND PROJECT WORK


INSTITUTIONAL REVIEW BOARD (IRB) USE OF HUMAN SUBJECTS

The Institutional Review Board (IRB) is in place to ensure that human subjects involved in research are adequately protected and that the institution acts in accordance with the federal regulations regarding research with human subjects. Prior to the initiation of any research efforts that involve human subjects, an IRB review is required. Any issues can be directed to Melissa Beck, mdbeck@uncg.edu (336) 256-0253.

Students proposing research for thesis or project must complete an IRB proposal for the use of human subjects. The Institutional Review Board reviews all plans for the use of human subjects in research prior to the beginning of the research project. Students, staff, and faculty may not proceed with research involving human beings without prior approval of this IRB. The University's Policy on the Protection of Human Participants in Research serves to protect the rights of human subjects involved in biomedical and behavioral research.

Students proposing research for thesis or project must have a faculty sponsor. The faculty sponsor is responsible for ensuring that the procedures for review and conduct of the study are followed appropriately. Faculty members who assign or supervise research conducted by students are responsible for the scientific integrity of the study, and for safeguarding the rights and welfare of subjects in the research.

The IRB must review and approve all plans for the use of human participants in research prior to the beginning of the research. The IRB must also review all revisions to research protocols before the changes are implemented. This process typically requires a minimum of 4 weeks, and sometimes longer; so plan accordingly.

Confidentiality Agreements

Confidentiality Agreements, research records, and signed consent forms from human research participants must be retained in a secure location for at least 3 years following completion of the study. Faculty sponsors should retain records from research conducted by students. The Confidentiality Agreements, records, and consent forms must be available for review by the IRB or the Office of Research for data safety and compliance monitoring.

Procedures for Obtaining IRB Approval for New Research Involving Human Participants

1. To begin the application process for a new study, go to https://integrity.uncg.edu/. Once on the page, scroll down and click IRBIS Login under “Resources” in the center of the page. The IRBIS online system will require you to login using your UNCG credentials. Once logged in, the new study application can be found under “Create New Submission.” Click “New Study” to begin the application process.
2. Both student and faculty investigators must complete the Human Subjects CITI Training web-based program which can be accessed on the Office of Research Integrity (ORI) web page (https://integrity.uncg.edu/citi-training/), and attach a copy of the certification of completion to application. Investigators must retain the original. The training offered by the Office of Research Integrity is also an acceptable option. This training is offered each Fall and Spring semester.

3. With the help of your advisor, Principal Investigators must submit the online application and evidence of education on protection of human subjects directly to the ORI at least 1 month prior to the date that data collection is planned. Principal Investigators are advised to keep a copy of the application for their records. NO DATA CAN BE COLLECTED OR PARTICIPANTS RECRUITED PRIOR TO RECEIVING AN APPROVAL FORM FROM THE IRB.

4. All research with human participants conducted by students, faculty, or staff at UNCG must be reviewed initially by a member of the University's Institutional Review Board, whether or not requests for outside funding are involved. An IRB Reviewer determines the category of review appropriate for the study and reviews the application for completeness and compliance with federal regulations, University policy, and IRB procedures. If “full committee review” is necessary, the University IRB considers the application at a regularly scheduled meeting. Criteria for expedited and full committee review are available at: www.hhs.gov/ohrp/policy/exprev.html

5. Researchers should use the appropriate forms to provide information about the application. The application is provided in online format, and researchers should insert their responses to the application prompts in the cells provided. Templates for other forms, including Consent Forms, are available on the Office of Research Integrity website.

6. The Office of Research Integrity will inform faculty members regarding the disposition of their applications. If it is a student-led project, students may serve as Principal Investigators and faculty may serve as Faculty Advisor. Notification of any minor stipulations will be sent via email to both the Student PI and the Faculty Advisor. Any changes in research protocol that affect human participants must be approved by the IRB prior to implementation. Any unanticipated problems involving risks to participants or others must be promptly reported to the Office of Research Integrity.

If the study qualifies for expedited or full board review, IRB approval is valid for no more than a 1-year time period. Before the end of 1 year, the Office of Research Integrity will send the PI (or faculty sponsor, for student research) a renewal courtesy reminder via email. Please note, that, although a courtesy reminder is sent, it is the principal investigator’s responsibility to be aware of the renewal date so that the study does not expire. The renewal application must be completed online and approved by the IRB before the expiration date for research activities to continue. The IRB will review applications for renewal in accordance with OHRP guidelines. If the research is completed, the PI (or faculty sponsor) must indicate this on the renewal application and return it to the Office of Research Integrity.
To begin the application process for a renewal, go to integrity.uncg.edu. Once on the page, click IRBIS Login under “Quick Links” on the right-hand side of the page. The IRBIS online system will require you to login using your UNCG credentials. Once logged in, the renewal application can be found under “Create New Submission.” Click “Renewal” to begin the application process.

**Recommendations for Facilitating IRB Approval:**

1. Attach all supplementary materials specified in the application. *Do NOT submit additional appendices (proposals, summaries, and abstracts) not specified in the application.*

2. Allow for sufficient time for the approval process.

3. To submit a study for IRB review, click the “submit” button once the application is complete. If you are a student, please do not hit the “submit” button until AFTER your faculty advisor has reviewed your study for accuracy, as hitting the submit button will lock the student out of the application. Once the application has been reviewed by your faculty advisor, hit the “submit” button. Your faculty advisor will receive an email notifying them that they have a study awaiting certification. The study will not be submitted to the IRB for review until the Faculty Advisor has certified the study.
GRADUATE INTERNSHIP - OVERVIEW

CTR 697, Internship in Recreation and Parks, is designed to provide students with an opportunity for practical application of theory in professional work. CTR 697 is typically offered only during the summer sessions; therefore, students should plan accordingly. Graduate students who have completed all of their coursework and only have an internship remaining, may register for CTR 697 in the spring semester.

The major objectives of the Internship may be summarized as follows:

- Provide the student with an orientation to the management level of the field of recreation and parks.
- Provide the student an opportunity to gain practical experience, under professional supervision, in realistic situations.
- Supplement the student's classroom experience and allow for adjustment or redirection of knowledge, skills, and abilities.
- Provide the student an opportunity to develop leadership and supervisory skills in a practical setting.
- Assist the student in understanding his/her own capabilities and select areas for specialization for future coursework or for possible employment.
- Assist the student regarding future employment by providing professional experience, job contacts, personal references, and other forms of assistance.

The student, University faculty supervisor, and agency supervisor should all share in the responsibilities of the internship experience. The student should acquire experience in program planning, development, and supervision, public relations, personnel and budget management, and other related supervisory techniques. Students should consult the CTR 697 Internship Manual for more information on a graduate internship.

UNCG provides this type of experience in cooperation with agencies/institutions providing recreation and park services in selected sections of the United States. A brief description of the internship follows.

1. Graduate Internship in Recreation and Parks, for which students receive 3 or 6 semester hour credits, is designed to provide students the opportunity to relate theory to practice through observation and experience. Students are assigned on an individualized basis to approved public, private, and commercial agencies. The 6-credit internship is a full-time placement requiring a minimum of 480 hours over a minimum of 12 weeks (a minimum of 560 hours over a minimum of 14 weeks for graduate students in Therapeutic Recreation). A 3-credit internship requires a minimum of 240 hours over the course of a minimum of 6 weeks and is paired with a 3-credit project (CTR 698).
Note: Therapeutic Recreation students should note that a minimum of 14 consecutive weeks and 560 hours are required for certification through NCTRC, as well as licensure with the North Carolina Board of Recreational Therapy Licensure (NCBRTL).

Some participating agencies/institutions may require more than 12 weeks and/or 480 hours. Students are expected to follow the rules, regulations, and policies of the agency as an employee. Students may be paid during their internship experience. Students should understand, however, that financial compensation is not guaranteed, nor is it a major consideration in determining internship locations. A “Satisfactory- Unsatisfactory” grade of “S” or “U” will be assigned for CTR 697.

2. The student and agency representative will formulate measurable goals and objectives for the internship to be submitted to the university faculty representative for final approval.

3. Regular contact will be maintained between student and University faculty supervisor by phone, fax, email, and/or site visits.

4. The agency will assign a staff member qualified by professional credentials, education, and/or experience to supervise the internship and be given a time allotment for these responsibilities. Additionally, the staff member will describe the type of internship experience the agency can provide the student, supervise the field project, and submit evaluation reports on the student’s performance at mid-term and during the final week or immediately following the end of the internship. Please note, the therapeutic recreation student’s agency and faculty supervisors must be Certified Therapeutic Recreation Specialists (CTRS), and have at least 1 year of experience in TR to be eligible for certification with the National Council for Therapeutic Recreation Certification (NCTRC). In addition, if completing an internship in the state of North Carolina, the student’s supervisor must also be licensed in the state as a Licensed Recreational Therapist (LRT) through the NCBRTL.

5. The student will participate in planning the internship, submit required reports to the agency and faculty supervisors, have periodic conferences with agency and faculty supervisors, complete a field project, and participate in mid-term and final evaluation conferences.

6. The agency and the University will jointly agree upon placement of a student in the agency after consultation with the student, and in consideration of the needs of the student in relation to what the agency could provide. Prior to selection of the agency for placement and acceptance of the student by the agency, a general plan for the student’s internship should be developed.
7. The student should gain experience in the following areas:

a. **Management.** The student should observe and have hands-on opportunities regarding the policies and practices of the agency. This would include legal and legislative foundations of the agency, board relations, financial budgeting and record-keeping procedures, personnel and supervisory practices, general staff relations, and techniques for dealing with the public and the agency constituency in a courteous and effective manner.

b. **Program.** The student should help plan and implement a broad program of activities and services characteristic of the agency involved. The student should prepare program/activity plans in a systematic manner and help to carry out various types of programs and appropriate documentation.

c. **Areas and Facilities.** The student may gain theoretical as well as practical experience in physical facility planning and operations. This may include experience in long-range planning as well as lay-out and operation of various types of areas and facilities. Involvement related to maintenance, equipment, and supplies are essential.

d. **Treatment/Clinical Experiences.** If the internship involves a therapeutic/clinical situation, the student should gain experience/exposure in developing recreation therapy protocols, individualized treatment plans, assessments, grand rounds, in-services, charting procedures, and other matters pertaining to the treatment/care of individuals undergoing therapy. Involvement in staff and patient meetings is strongly encouraged.

e. **Public Recreation Settings.** If the internship involves a public recreation and parks experience, the student should gain skills in public relations, attend board/commission and other community meetings, work with committees, visit individuals in the agency and community, and receive broad agency/community experiences. The internship should help the student understand the total concept of the agency through the discussion of actual problems and situations in the operation of the agency.

f. **Profit Organizations.** The general criteria for the internship apply equally to public and profit-oriented organizations. The student should gain experience in as many aspects of the business as possible. Because of the diversity of such businesses, it is difficult to detail the types of experiences which will best meet the needs of the student; however, the internship application should specifically outline the experiences which the student will receive (e.g., marketing, special event planning, group sales, concessions operations).

Note: The outline above should serve merely as a guide to assist students and supervisors in developing quality internship experiences. It is assumed that the material will be adapted to the characteristics of the agency or business. Supervisors should feel free to incorporate additional relevant and useful information.
GRADUATE INTERNSHIP POLICIES AND PROCEDURES

Eligibility Requirements

To be eligible for an internship, graduate students must have earned a minimum of 24 semester hour credits with a 3.0 or better cumulative GPA.

Liability Insurance

All student interns must have liability insurance during the internship experience. Students are billed the $15 premium along with regular tuition through the Cashier's Office, once they register for a CTR 697-Internship in CTR section.

Completion Requirements

Students must complete two written reports; that is, a mid-term and final report. Additionally, each student will be evaluated by the agency supervisor at the mid-term and final point of their experience. Please consult the CTR 697 “Graduate Internship Manual” on the CTR website for specifics.

MID-TERM REPORT

It is necessary that the student keep a log of her/his progress. The student is not required, but encouraged, to share these entries with their supervisor. The student should briefly outline the nature and scope of his/her activities during the designated period. Emphasis should be placed on an analysis of learning experiences, rather than a specific, detailed listing of activities.

PROJECT DEMONSTRATING WRITING COMPETENCY

As part of the requirements for completion of CTR 697, each student must complete a project that demonstrates competency in writing. Details and options should be discussed and agreed upon with one’s advisor prior to beginning the internship experience.

MID-TERM EVALUATION

The mid-term evaluation serves as a major communication link between the student, agency supervisor, and faculty supervisor. The student is responsible for providing a copy of the mid-term evaluation to the agency supervisor. The agency supervisor will complete the mid-term evaluation, review it with the student, and submit it to the University supervisor at the midpoint of the internship experience.
FINAL STUDENT REPORT

The student, upon completion of the internship experience, is required to submit a final report to the faculty supervisor. It should be emailed, faxed, or sent through the U.S. mail to the University within seven (7) days following the end of the internship experience. The student should make one copy of the report for his/her personal files.

FINAL AGENCY EVALUATION REPORT

The final agency evaluation report, in conjunction with faculty observations and student products, will be used to determine the student’s final grade for the internship experience. The agency supervisor will complete the final evaluation report, review it with the student, and return it to the University supervisor within seven (7) days following the end of the internship experience.
DEPARTMENT AND SCHOOL SCHOLARSHIPS
DEPARTMENT OF COMMUNITY AND THERAPEUTIC RECREATION (CTR)

The Silvio and Gale Bedini Professional Development Award
The purpose of this award is to recognize and support a graduate student who demonstrates a passion for learning and a lifelong commitment to making knowledge accessible to others.

Grace Blackmore Deely Scholarship
The Grace Blackmore Deely ’54 Scholarship in Community and Therapeutic Recreation was established in 2016 to support undergraduate and graduate students who are performing at a high level academically within the department and throughout his or her studies.

SCHOOL OF HEALTH AND HUMAN SCIENCES (HHS)

The following scholarships are through the School of HHS. To apply, please go to www.unCG.edu/hhs/scholarship/index.html for the School of HHS website to access many other available graduate student scholarships during any given semester. A “Scholarship Application Form” is also available at this website.

The Nell A. Stallings Graduate Fellowship

- Nell Stallings, Class of 1936, was a native of Franklin County, NC. She majored in Physical Education at Woman's College. The Nell A. Stallings Graduate Fellowship for students in the Departments of Community and Therapeutic Recreation, Communication Sciences and Disorders, Kinesiology, and Public Health Education, was established in 2002 through a bequest from her estate.

The Dean's Student Advisory Council Scholarship

- The Dean’s Student Advisory Council Scholarship was established by donations from the students of the School of HHS. The purpose of the scholarship is to recognize and support a fellow HHS student who has overcome challenging circumstances in order to attend UNCG.

The Dr. Ron G. Morrow Graduate Fellowship

- Entering or continuing graduate students studying in one of the departments of the School of Health and Human Sciences.
- Outstanding academic qualifications.
- Intention to conduct research in the area of diversity, specifically issues related to sexual orientation (i.e., homophobia, heterosexism, safe/hate-free environments, pedagogical strategies) and/or women's health and wellness.
- Preference to North Carolina residents (all things being equal in the final evaluation).
- Financial need may be considered.
- Renewable: Two years for master’s student; three years for doctoral student.
The Theodore & Loretta Williams Research Fund for Arts Health

- Graduate student from any department in the School of Health and Human Sciences who plans to conduct a research project focusing on some aspect of arts health.
- Undergraduate student, if a special case presents itself.

To apply for School of HHS or Department of CTR scholarships and awards, please visit the HHS Scholarship webpage for more information and an application.
GUIDELINES FOR ACHIEVING IN-STATE RESIDENCY

Please be aware that you can and should begin demonstrating your intent to make NC your permanent residence as soon as you arrive in Greensboro. In addition, because of the 12-month physical presence requirement, the earlier you move to Greensboro and sign a lease, the greater the possibility that you will obtain NC residency.

Residentiary acts which will strengthen your application for in-state residency include the following:

1. Registering your vehicle in NC
2. Obtaining a NC driver's license
3. Registering to vote (and voting!)
4. Community involvement/volunteer activities NOT related to school activities (i.e., activities other than practicum, internship, course-related volunteer activities)
5. Membership in a church/synagogue and involvement in its activities
6. Purchasing property (Note: You do not have to buy property to achieve residency)
7. Filing NC state tax forms

You need to begin completing the above residentiary acts immediately upon arriving in Greensboro. The application is detailed and requires that you document the dates of the residentiary acts. The Office of the Provost strongly suggests the acts be completed in a timely manner. Applications with residentiary acts dated late may be turned down. It is best if these residentiary acts be completed no later than the end of the first week of classes. An earlier date, however, is advantageous.

An important part of the application is demonstrating financial independence from your parents. Please note that you can “claim” all income, including any tuition waiver, graduate assistantship, and any loans or other financial aid. In regard to your vehicle registration, it is important that only your name appears on the registration. If it is co-owned or co-leased by a parent in another state, this may count against you.

Although not a “residentiary act” per se, it is important to move your assets (e.g., bank account, belongings) to North Carolina, as you will also have to declare this information.

Faculty advisors will work with you, as necessary, to complete an initial residency application in early spring. Your advisor could also review the application with you before it is submitted for a decision.

The "Residency for Tuition Purposes" brochure provides a more detailed account of the process. You can also find more information on the Student Residency Classification Office website at https://admissions.uncg.edu/apply-residency.php.

Note for International Students: International students are not automatically disqualified from attaining in-state residency; however, it depends heavily on your visa classification.
Guide to Vehicle Licensing and Registration in North Carolina for Incoming Out-Of-State Students Seeking Residency

Welcome to North Carolina! As one important step toward your NC residency application, you should plan on updating your driver’s license, vehicle license plates, and registration as soon as possible upon arriving in Greensboro. You may find the following information helpful.

Insurance:
The first step is to have your auto insurance updated in North Carolina.

Driver's License:
It is recommended that you obtain your driver’s license prior to obtaining license plates.

Office Locations:

2391 Coliseum Blvd., Greensboro, NC 27403
(336) 334-5438
Monday – Friday, 8:00 a.m. to 5:00 p.m.
Directions from campus: Go South on Aycock St (turning left off of Spring Garden if driving from campus). Turn right at the next stoplight, Lee St. Follow to Coliseum Blvd and turn left at the light. The driver’s license office will be on your left as you reach Freeman Mill Rd.

2527 E. Market Street, Greensboro, NC 27405
(336) 334-5745
Monday – Friday, 8:00 a.m. to 5:00 p.m.
Directions from campus: Go North on Aycock St. (turning right off of Spring Garden St. if driving from campus). Take the Market Street exit. Follow Market Street through and past downtown, the office will be marked on the left, not far past English St.

What you will need:

➢ Proof of liability insurance
➢ Proof of residency (apartment lease will suffice, or see DMV website for full list)
➢ Proof of full name, date of birth, and social security number
   ○ If you have a middle initial on your current driver’s license, you will need another form of ID to confirm your full name (e.g. passport or another photo ID with your full middle name(s))
   ○ See DMV website for full list of acceptable documents
What to expect:

➢ Vision test
➢ Written test – Driver’s Handbook (pdf file for download)
➢ They will keep your previous driver’s license

**Estimated cost = $20**

**Note:** Out-of-state checks and credit cards are not accepted.

License Plates:

Office Locations:

5551 W Market St.
Greensboro, NC 27409
(336) 856-1510
Monday – Friday, 8:00 a.m. to 5:00 p.m.
Directions from campus: Go North on Aycock St. (turning right off of Spring Garden if coming from campus). Take the Market Street exit. Follow West Market Street approximately 5 miles. You will pass Hollow Oak Lane on your left just before you reach North Carolina License Plate Agencies.

What you will need:

➢ Proof of liability insurance
➢ Picture ID with current address (or have proof of residency)
➢ Vehicle registration card from previous state
➢ Proof of ownership
  o Title document from previous state, or
  o If you have a loan, a current statement including name/address of lien holder

What to expect:

➢ You will be given an application for a North Carolina title, which you can mail in at a later date (for example, if you do not have your title with you, or need to obtain documentation from your lien holder)
➢ You will be required to take your vehicle in for a state inspection – most gas stations, garages, and dealerships offer these for a set price (approximately $30-$40)

**Estimated cost = $200**

**Note:** Notary fee must be paid in cash; $5 - $10
Helpful websites:

DMV Website – Newcomer’s Guide *(Note: Greensboro is in Guilford County)*
Get assistance with obtaining your license, registering your vehicle, etc…


Social Security Office:

6005 Landmark Center Blvd.
Greensboro, NC 27407
(800) 772-1213 or (336) 854-1809
Monday-Friday, 9:00 a.m. to 4:00 p.m.

Directions:
Landmark Center Blvd is in the West Wendover Avenue area just west of I-40. Turn at Stanley Rd. just west of the I-40 and Wendover Ave. intersection. Stanley Rd. will intersect with Landmark Center Blvd at the first intersection with a traffic signal.

Website:
[http://www.socialsecurity.gov/ssnumber/](http://www.socialsecurity.gov/ssnumber/)
Stuart J. Schleien, Ph.D., LRT/CTRS, CPRP, is a Professor, Chair, and Director of Graduate Study in the Department of Community and Therapeutic Recreation at the University of North Carolina at Greensboro since 1997. He also serves as an Executive Director for InFocus, an advocacy organization that works with self-advocates, families, and communities to enhance the image of people living with a disability. As a Licensed Recreational Therapist and Certified Therapeutic Recreation Specialist, he has pioneered innovative approaches that have helped parents and professionals design inclusive recreation, summer camp, and volunteer programs for children and adults with diverse skills and abilities. He has specific expertise as a systems change agent for inclusive service delivery, helping agencies manage successful organizational change and development. Dr. Schleien has published extensively on recreation, friendship, and advocacy skills development in support of the full inclusion of individuals with disabilities in valued community roles and settings. He has written seven books and over 125 journal articles and book chapters on these topics. He has presented his work throughout the U.S. and Canada, and in Australia, England, Germany, Israel, Spain, and Sweden. He received the 2017 Brant Taylor Barrier Free Success Award from the Mayor of Greensboro, the 2010 Marina Wilder Distinguished Service Award and the 2008 Victor Hall Leadership Award from The Arc of Greensboro for exemplary leadership in the field of developmental disabilities. He was also recognized as the "Researcher of the Year" by the Minnesota Recreation and Park Association, "Educator of the Year" by the Minnesota Arc, and was the recipient of the "Theodore and Franklin Roosevelt Award for Excellence in Recreation and Park Research," the most prestigious award bestowed upon a researcher by the National Recreation and Park Association.
Dr. Leandra Bedini is a Professor, Director of Undergraduate Studies, and Director of Therapeutic Recreation in the Department of Community and Therapeutic Recreation. She is NCTRC certified and licensed as an LRT with the NC Board of Recreation Therapy Licensure. She has worked as a recreation therapist with children and youth with physical, cognitive, and emotional disabilities in hospital, school, and community recreation settings. Her primary research interests include the relationship of leisure to the health of family caregivers and physical activity for girls/women with disabilities. She is the author of several book chapters in areas of research, caregiving, diversity, and magic as a therapeutic intervention. Her research has been published in the *Therapeutic Recreation Journal*, *Annual in Therapeutic Recreation*, *Leisure Sciences*, *Leisure Studies*, *Journal of Leisure Research*, *Schole*, *The International Journal of Stress Management*, *Topics in Geriatric Rehabilitation*, and *Journal of Parks and Recreation Administration*. She has been the recipient of the Scholarly Achievement Award from the American Therapeutic Recreation Association, received the Centennial Leader Award from East Carolina University, and is a Fellow of the Academy of Leisure Sciences, Fellow of the North Carolina Recreation and Park Association, and Distinguished Fellow of the American Therapeutic Recreation Association. Her own leisure includes hiking, biking, mysteries, and auctions.

Justin Harmon, Ph.D., is an Assistant Professor in the Department of Community and Therapeutic Recreation. Harmon holds a bachelor’s degree in Leisure Studies from the University of Illinois and a master’s degree in Sport Management from Northern Illinois University. He has worked extensively in the parks, forestry and recreation fields, and has a diverse background in practice that includes land and wildlife management, environmental and recreation education, event planning, and community relations and outreach. He has explored community as an area of research in numerous regions and contexts, as well as through numerous theoretical lenses and epistemologies. His primary research lines include a focus on health and aging, specifically in regards to the use of leisure for coping and identity maintenance for people with serious and terminal diseases, and the use of music for affecting quality of life and life course development. Dr. Harmon also explores concepts of community development, including how municipalities provide support and allocate resources to their diverse citizenry. His research can be found in the journals *Annals of Leisure Research*, *Leisure/Loisir*, *Leisure Sciences*, *Schole: A Journal of Leisure Studies & Recreation Education*, and *World Leisure Journal*, to name a few. When not in the classroom, he can be found in the backyard or forest with his dog, at a concert, embedded in a great book, or rabblerousing with his friends. A really good day sees the intersection of all of those!
Benjamin Hickerson, Ph.D.
Associate Professor
Co-Director of Graduate Study
North Carolina State University, 2009

Dr. Benjamin Hickerson is an Associate Professor in the Department of Community and Therapeutic Recreation. He has an undergraduate degree in Business Administration from Illinois State University, a master’s degree in Recreation and Park Administration from Illinois State University, and a doctorate of philosophy in Parks, Recreation and Tourism Management from North Carolina State University. Prior to becoming a faculty member, he worked in community recreation for the Alton, Illinois Park and Recreation Department as an Activities Specialist. Dr. Hickerson’s research program is on the design of leisure and recreation experiences that can be modified to encourage physical activity participation and the development of social capital. He has studied both physical (i.e., parks and summer camps) and digital (i.e., videogames) environments. His research has been published in the Journal of Autism and Developmental Disorders, Journal of Park and Recreation Administration, Journal of Physical Activity and Health, Journal of Youth Development, Society & Leisure, Therapeutic Recreation Journal, and World Leisure Journal. Dr. Hickerson currently serves as a board member for the National Recreation and Park Association Education Network, and Leisure Sciences. He has received teaching excellence awards at Illinois State University, North Carolina State University, and Pennsylvania State University.

Judy S. Kinney, Ph.D., LRT/CTRS, CCLS
Assistant Professor
Temple University, 1996

Dr. Judy Kinney is an Assistant Professor in the Department of Community and Therapeutic Recreation, as of August 2015. She is a Licensed and Certified Therapeutic Recreation Specialist, as well as a Certified Child Life Specialist. She has an undergraduate degree in Recreation with a Therapeutic Recreation emphasis from Virginia Commonwealth University, a master’s degree in Therapeutic Recreation from Southern Illinois University, and a doctorate of philosophy in Educational Psychology with a dual emphasis in psychometrics and child development from Temple University. She has over 15 years of teaching experience, first teaching as an adjunct faculty in the Therapeutic Recreation program at Temple University, as an associate professor in Therapeutic Recreation at Lincoln University in Pennsylvania, taught as a visiting associate professor in Child Life at the University of Southern Mississippi, and most currently was a lecturer and internship coordinator in Recreation Therapy at the University of North Carolina Wilmington. Judy has close to 20 years’ experience as a CTRS working in a variety of settings, including behavioral health inpatient and community based programs, inpatient pediatric rehabilitation, and a residential facility working with individuals with intellectual disabilities. Her research interests include pediatric pain management, the impact of disability and hospitalization on child development, complementary and alternative medicine interventions, use of technology in treatment interventions (virtual reality), curriculum standardization, violence prevention in schools, and assessing student learning. She currently serves as the Vice Chair/Treasurer on the licensure board in NC (NCBRTL).
Ms. Kimberly D. Miller is a graduate of the University of North Carolina at Greensboro with a master’s degree in Recreation and Park Management, and a concentration in Therapeutic Recreation. Prior to her current role, she served as Project Coordinator for Therapeutic Recreation And Inclusive Networks (TRAIN), a personnel preparation grant funded by the U.S. Department of Education, Office of Special Education Programs. Kim also spent 6 years coordinating a U.S. DOE funded community partnership fostering inclusive volunteering. Her research interests include inclusive post-secondary education, inclusive recreation, community inclusion, and participatory action research with individuals with intellectual disabilities (ID) (e.g., Photovoice). She enjoys empowering individuals with ID and their families to advocate for more inclusive and welcoming communities. Ms. Miller’s research has been reported in professional journals such as Therapeutic Recreation Journal, Journal of Parks and Recreation Administration, Annals of Leisure Research, Research and Practice for Persons with Severe Disabilities, and The International Journal of Volunteer Administration. She was the lead author of A Community for ALL Children: A Guide to Inclusion for Out-of-School Time, which introduces basic premises and practices of inclusive community recreation to parents, family members, careproviders, and practitioners.
Suzanne Fitzsimmons, MSN, ARNP, is an adjunct faculty in the Department of Community and Therapeutic Recreation at the University of North Carolina at Greensboro, (UNCG) and at University of Southern Maine, in the department of Gerontology. She is currently involved in training health care workers research in the use of non-pharmacological interventions for the prevention of psychoactive medication in older adults with physiological and behavioral symptoms of dementia. She is a geriatric nurse practitioner and is currently involved in educating health care professionals who work with older adults throughout the U.S. and Canada. She has authored and published many articles, books, and film productions on various topics in gerontological nursing, Ms. Fitzsimmons has been a speaker at national conferences presented by the National Alzheimer’s Association, Geriatric Society Association, American Therapeutic Recreation Association, and Pioneer Network Conference, and numerous others. She is a reviewer for the *Journal of Gerontological Nursing and Journal of Psychological Nursing*.

Phil Fleischmann is an adjunct faculty member in the Department of Community and Therapeutic Recreation. His professional experience includes involvement in management, programming and operations within public sector agencies. Currently, he serves as the Interim Director and Community Recreation Services Division Manager for the City of Greensboro Parks and Recreation Department. This role includes oversight of Greensboro’s recreation division, including programming and operations in a diverse array of areas including athletics, arts, recreation centers, outdoor adventure and environmental education, aquatics, senior services, the Adaptive & Inclusive Recreation, and special facilities. Prior to serving in his current role, he served as Special Programs Superintendent of Greensboro Parks and Recreation and as the general manager of the Greensboro Sportsplex; as Athletic Services Manager with Mecklenburg County Park and Recreation; and as an Aquatics Facility and Program Supervisor with Raleigh Parks and Recreation. He holds a Bachelor of Arts degree from UNC-Chapel Hill (2001) and a Master of Science in Parks and Recreation Management from UNC-Greensboro (2005). He has presented at several NCRPA state conferences and three NRPA national congresses.
Lindsey Oakes has been the Student Support Coordinator at Beyond Academics since August 2012. In this position, she supported college students with varying abilities through the four year Integrative Community Students certificate program at the University of North Carolina at Greensboro. Lindsey will be leaving Beyond Academics before the Fall 2016 semester to begin a doctoral program in the Department of Public Health Education at the University of North Carolina at Greensboro. She currently services as the Coordinator of InFocus, an advocacy organization that empowers individuals of varying abilities who are marginalized by society to create more welcoming, accessible, and accommodating communities. Lindsey received her Bachelor's of Science from the University of Florida in recreation programming (2010), and went on to receive her Master's from the University of North Carolina at Greensboro in therapeutic recreation (2012). Lindsey has worked with the InFocus team and colleagues to complete multiple publications and professional publications. Her passion for person-centered services, advocacy, and inclusion for all is reflected through her day-to-day work.

In addition to being an Adjunct faculty member, Pam has been employed at Wake Forest Baptist Health since 1978 as the Clinical Director of the Department of Recreation Therapy. She oversees recreational therapy service delivery to areas such as Behavioral Health, Rehabilitation, Hematology/Oncology, Burn, Plastic Surgery, Renal, Geriatrics, and Trauma. In addition she has management responsibility for Aquatic Therapy, Massage Therapy, Assistive Technology, Cognitive Rehabilitation, Vocational Rehabilitation, and the Hospital School Program. She received her B.A. and M.S. degrees in Recreation Administration - Therapeutic Recreation emphasis from the University of North Carolina at Chapel Hill and is licensed as a recreational therapist by the State of North Carolina. Pam has been active in several professional organizations and has served at the state level as Chair of the North Carolina Recreational Therapy Licensure Board, as President of the North Carolina Recreational Therapy Association and as Chair of the North Carolina Therapeutic Recreation Division. At a regional level she has served as Treasurer of the Southeast Therapeutic Recreation Symposium. Her service at the national level has included terms as Treasurer and President of the American Therapeutic Recreation Association; as Treasurer of the Commission on Accreditation of Recreation Therapy Education and as a founding member of the National Recreation Therapy Academy. She has been the recipient of several awards including Distinguished Alumni Award from the Curriculum in Leisure Studies and Recreation Administration from the University of North Carolina at Chapel Hill; Distinguished Fellow Award, Advocacy Award and Member of the Year Award from the American Therapeutic Recreation Association; Ann James Award of Excellence from the Southeast Therapeutic Recreation Symposium Board; Presidential Legislative Advocacy Award and the Distinguished Member Award, from the North Carolina Recreation Therapy Association; and the Distinguished Individual Service Award from the North Carolina Recreation and Park Society - Therapeutic Recreation Division.
DEPARTMENT OF COMMUNITY AND THERAPEUTIC RECREATION
M.S. COMPLETION FLOW CHART

STEP 1: ADMISSION TO M.S. PROGRAM  Date Accepted: _________

STEP 2: INITIAL ADVISEMENT AND COURSEWORK

_____ a. Selection of curriculum option (check one)
   1. Thesis _______
   2. Project _______
   3. Internship _______
   4. Project/Internship Combination _______

_____ b. Selection of coursework to be completed and enrollment in courses.

STEP 3:

Form 2  _____ Submit Plan of Study (POS) for first time during 2nd semester of study,
and no later than when 50% of course of study is completed. Varies
depending upon option from 2(a) above:

STEP 4:

A. Thesis/Project Option

_____ In consultation with advisor, select additional faculty members to serve
   on thesis (3 total)/project committee (2 total)/internship (1 total).

Form 3  _____ File Form 3 - “Recommendation for Master's Thesis/Project Committee
   Appointment” with Advisor and Director of Graduate Study.

_____ Register for thesis credits (thesis option only).

_____ Develop thesis/project proposal in consultation with advisor and
   committee members; write and rewrite as necessary. (See "Guide for
   Preparation of Thesis & Dissertation." Secure a copy through the
   Graduate School).

_____ Complete IRB training.

_____ Complete IRB application with advisor (allow at least 4 weeks prior to
data collection).

_____ Schedule thesis/project proposal approval meeting with committee.

_____ Give proposal to committee 2 weeks prior to meeting.
File copy of proposal in the Department 2 weeks prior to committee meeting.

File notice of meeting time/place and proposal abstract in the Department 2 weeks prior to committee meeting.

Hold proposal approval meeting. Date:___________

If necessary, make needed proposal revisions and resubmit to committee.

Informally meet with committee members for guidance as you conduct thesis/project.

Distribute final draft of thesis/project to committee at least 3-4 weeks before defense.

File final thesis/project draft in the Department 2 weeks prior to committee meeting.

File notice of meeting time/place and thesis/project abstract in Department 2 weeks prior to committee meeting.

Check with the Graduate School to determine if your file is up-to-date.

Final oral examination of thesis/project. Date: _____________

Make needed revisions.

Thesis Students only: Have title page of thesis signed by committee.

Thesis/Project Students: File Form 4 "Completion of Thesis/Project/Oral Defense" in the Department.

Thesis Students only: The Graduate School must approve final thesis for current formatting (remember, they may approve your copy, yet miss some details which they will ask you to revise later). Plan to spend 2 weeks on this process. Be prepared to spend a good deal of money finalizing your thesis -- copies needed: Graduate School (2); Committee (3); and the number you would like -- these should be bound.

Thesis Students only: Pay library binding fees in the Graduate School.

B. Internship or Internship/Project Combination Option

In consultation with your advisor, determine what type of internship experience would be most appropriate.
Determine several potential internship sites. The files in the CTR Department can guide you in your search.

In consultation with your advisor, contact appropriate personnel at prospective sites. Schedule interviews as necessary.

Select an appropriate internship site.
- Letter mailed to internship site
- Contractual agreement signed with agency
- Review content of CTR 697 Internship Manual (available online)

If selected site is not on the CTR Department’s Fieldwork website, submit an Agency Profile application to the CTR Fieldwork Coordinator (upon completion of the form by the agency).

Register for internship credits (3 or 6 credits).

Complete all liability paperwork prior to beginning internship.

Pay for Liability Insurance (see department Administrative Assistant).

File reports:
- Mid-term Report (student)
- Mid-term Supervisor Evaluation
- Final Report, with written competency project
- Final Supervisor Evaluation

STEP 5: APPLY FOR GRADUATION

Obtain “Application for Graduation” form in the Graduate School, or online at uncg.edu/grs and file it with the Graduate School. This must be completed by the published date (early in the semester you plan to graduate).

Form 2 Complete final Plan of Study with advisor, submit to DGS for review and signature, and submit to Graduate School.

STEP 6: PAY GRADUATION FEES of $60

STEP 7: GRADUATE

Sign up for Department and University Commencement ceremonies.

CONGRATULATIONS, M.S. PARKS AND RECREATION GRADUATES!
Form 1
Independent Study Form
Click here for the link to online Form

THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO

PERMISSION TO REGISTER
FOR INDEPENDENT STUDY

University Registrar’s Office

Today’s Date: ____________________ Full Legal Name: ____________________________________________

First Middle Last

Student ID #: ____________________ E-Spartan E-mail Address: ________________________________

Course: Term CRN Dept. Abbreviation Course Number Section Instructor Sem. Hrs. Credit

Research Topic: ____________________________________________________________

Form will not be accepted without topic.

All signatures are required:

Instructor ____________________ Date ____________________ Dean/Department Head ____________________ Date ____________________

______________________________ Date ____________________

Graduate Dean (Graduate Students Only)

White—University Registrar’s Office Yellow—Department Pink—Instructor

UNIVERSITY REGISTRAR’S OFFICE • 180 MOSSMAN BUILDING, UNCG • PO BOX 26170, GREENSBORO, NC 27402-6170 • 336/334-5946 • (FAX) 336/334-3649
Form 2  
Plan of Study  
Click here for a link to the page with the online form

Student’s Name: __________________________ ID #: __________________________
Degree: __________________________ Major: __________________________
Concentration: __________________________ E-mail: __________________________

MASTER’S (M.S.) PLAN OF STUDY

Summary of Hours Required for Degree: UNCG: ______ Transfer: _______ Total _______

**MAJOR AREA OF STUDY:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/ Hours</th>
<th>Year Taken</th>
</tr>
</thead>
</table>

**RESEARCH:**

<table>
<thead>
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<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/ Hours</th>
<th>Year Taken</th>
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</table>

**SUPPORTING COURSES:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/ Hours</th>
<th>Year Taken</th>
</tr>
</thead>
</table>

**COURSES REQUIRED BUT NOT COUNTED TOWARD DEGREE (include perquisites):**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/ Hours</th>
<th>Year Taken</th>
</tr>
</thead>
</table>
### COURSES RECOMMENDED FOR TRANSFER FROM:

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/Hours</th>
<th>Year Taken</th>
</tr>
</thead>
</table>

*(Name of institution. Attach final, official transcript.)*

### CAPSTONE EXPERIENCE TO CONSIST OF:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/Hours</th>
<th>Year Taken</th>
</tr>
</thead>
</table>

### ADDITIONAL REQUIREMENTS:

#### Student’s Signature:

_________________________ Date: ______________

#### Approved by Committee:

- **Major Advisor:** _______________________________ Date: ______________
- **Committee Member:** ___________________________ Date: ______________
- **Committee Member:** ___________________________ Date: ______________

#### **Director of Graduate Study:** ___________________________ Date: ______________
# Plan of Study

**MASTER’S (M.S.) PLAN OF STUDY**

Summary of Hours Required for Degree:  

<table>
<thead>
<tr>
<th>UNCG</th>
<th>Transfer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
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<td>36</td>
</tr>
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## MAJOR AREA OF STUDY:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTR 611</td>
<td>Foundations of Recreation and Parks</td>
<td>3</td>
<td>Fall 16</td>
</tr>
<tr>
<td>CTR 633</td>
<td>Trends and Issues in Therapeutic Recreation</td>
<td>3</td>
<td>Fall 16</td>
</tr>
<tr>
<td>CTR 613</td>
<td>Recreation and Parks Management</td>
<td>3</td>
<td>Spring 17</td>
</tr>
<tr>
<td>CTR 637</td>
<td>Facilitation Techniques in Therapeutic Recreation</td>
<td>3</td>
<td>Fall 17</td>
</tr>
<tr>
<td>CTR 634</td>
<td>Advanced Procedures in Therapeutic Recreation</td>
<td>3</td>
<td>Spring 18</td>
</tr>
<tr>
<td>PCS 605</td>
<td>Skills and Techniques of Conflict Transformation</td>
<td>3</td>
<td>Spring 18</td>
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</table>

## RESEARCH:

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<thead>
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<th>Course Title</th>
<th>Credit</th>
<th>Semester/Year Taken</th>
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</thead>
<tbody>
<tr>
<td>HEA 604</td>
<td>Public Health Statistics</td>
<td>3</td>
<td>Fall 17</td>
</tr>
<tr>
<td>HHS 625</td>
<td>Research Methods in HHS</td>
<td>3</td>
<td>Fall 17</td>
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</table>

## SUPPORTING COURSES:

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<thead>
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<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/Year Taken</th>
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</thead>
<tbody>
<tr>
<td>CTR 695</td>
<td>Independent Study</td>
<td>3</td>
<td>Spring 17</td>
</tr>
<tr>
<td>SOC 653</td>
<td>Deviance and Social Control</td>
<td>3</td>
<td>Spring 18</td>
</tr>
</tbody>
</table>

## COURSES REQUIRED BUT NOT COUNTED TOWARD DEGREE:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTR 231</td>
<td>Introduction to Therapeutic Recreation</td>
<td>3</td>
<td>Fall 16</td>
</tr>
<tr>
<td>CTR 332</td>
<td>Evidence-based Programming and Practice in Therapeutic Recreation</td>
<td>3</td>
<td>Spring 17</td>
</tr>
<tr>
<td>HDF 211</td>
<td>Human Development Across the Lifespan</td>
<td>3</td>
<td>Summer 17</td>
</tr>
<tr>
<td>PSY 341</td>
<td>Abnormal Psychology</td>
<td>3</td>
<td>Summer 17</td>
</tr>
</tbody>
</table>

Click here for a link to the page with the online sample
### COURSES RECOMMENDED FOR TRANSFER FROM:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### CAPSTONE EXPERIENCE TO CONSIST OF:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTR 697</td>
<td>Internship in Recreation and Parks</td>
<td>3</td>
<td>Summer 18</td>
</tr>
<tr>
<td>CTR 698</td>
<td>Field Project in Recreation and Parks</td>
<td>3</td>
<td>Summer 18</td>
</tr>
</tbody>
</table>

### ADDITIONAL REQUIREMENTS:

- Student’s Signature: **Towana Davis**
  - Date: 6/1/2018

- **Approved by Committee:**
  - **Major Advisor:**
    - **Date:** 6/2/2018
  - **Committee Member:** **Judy Kinney**
    - **Date:** 6/1/2018
  - **Director of Graduate Study**
    - **Date:** 6/3/2018
### MASTER’S (M.S.) PLAN OF STUDY

**Summary of Hours Required for Degree:**

<table>
<thead>
<tr>
<th>Source</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNCG</td>
<td>36</td>
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<tr>
<td>Transfer</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

#### MAJOR AREA OF STUDY:

<table>
<thead>
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<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTR 611</td>
<td>Foundations of Recreation and Parks</td>
<td>3</td>
<td>Fall 17</td>
</tr>
<tr>
<td>CTR 511</td>
<td>Financing and Budgeting in Recreation and Parks</td>
<td>3</td>
<td>Fall 17</td>
</tr>
<tr>
<td>CTR 613</td>
<td>Recreation and Parks Management</td>
<td>3</td>
<td>Spring 18</td>
</tr>
<tr>
<td>CTR 646</td>
<td>Community Development</td>
<td>3</td>
<td>Spring 18</td>
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<tr>
<td>CTR 544</td>
<td>Recreation, Parks, and Health</td>
<td>3</td>
<td>Spring 18</td>
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<tr>
<td>PSC 540</td>
<td>Nonprofit Management and Leadership</td>
<td>3</td>
<td>Fall 18</td>
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</table>

#### RESEARCH:

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<tbody>
<tr>
<td>HEA 604</td>
<td>Public Health Statistics</td>
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<td>Fall 18</td>
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<td>HHS 625</td>
<td>Research Methods in HHS</td>
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<td>Fall 17</td>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTR 695</td>
<td>Independent Study</td>
<td>3</td>
<td>Spring 19</td>
</tr>
<tr>
<td>HEA 608</td>
<td>Environmental Health</td>
<td>3</td>
<td>Fall 18</td>
</tr>
</tbody>
</table>

#### COURSES REQUIRED BUT NOT COUNTED TOWARD DEGREE

*Include pre-requisites:*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
</table>

#### COURSES RECOMMENDED FOR TRANSFER FROM:

*Name of institution. Attach final, official transcript.*
**CAPSTONE EXPERIENCE TO CONSIST OF:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
<th>Hours</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTR 698</td>
<td>Field Project in Recreation and Parks</td>
<td></td>
<td>6</td>
<td>Spring 19</td>
</tr>
</tbody>
</table>

**ADDITIONAL REQUIREMENTS:**

Student’s Signature: ___________________________  Date: 3/15/2018

*Approved by Committee:*

Major Advisor: ___________________________  Date: 3/15/2018

Committee Member: ___________________________  Date: 3/15/2018

Director of Graduate Study: ___________________________  Date: 3/16/2018
Form 3
Department of Community and Therapeutic Recreation
The University of North Carolina at Greensboro

RECOMMENDATION FOR MASTER'S THESIS/PROJECT COMMITTEE APPOINTMENT

Submit this form to the Director of Graduate Study by the end of second semester.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tentative title of thesis/project (circle one):

The following graduate faculty members are requested as master’s thesis/project committee members for the above-named student and each one has agreed to assume this responsibility:

Graduate Faculty Status
(Member, Assoc., Adjunct)

Chair:

Member:

Member:

Director of Graduate Study: ____________________________ Date: ________________

**Director of Graduate Study:** Return a copy of this form, with your signature, to the student. File a copy in student's departmental file.
Form 4

Department of Community and Therapeutic Recreation
The University of North Carolina at Greensboro

COMPLETION OF THESIS/PROJECT/ORAL DEFENSE

Date: __________________

TO: Department of Community and Therapeutic Recreation

FROM: ________________________________________

Name of Student

_______ Oral exam in defense of thesis/project/dissertation satisfactorily completed

Title:

________________________________________________________

________________________________________________________

________________________________________________________

Signed: ________________________________________

Advisor

Members of the Committee:

________________________________________________________, Chair

________________________________________________________

________________________________________________________

________________________________________________________
<table>
<thead>
<tr>
<th><strong>Department Requirements</strong> – 9 Hours</th>
<th><strong>Research Requirements</strong> – 6 Hours</th>
<th><strong>Program Track</strong> – 9 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTR 611 ____________________________</td>
<td>Research Methods: --------</td>
<td>Choose one of these: --------</td>
</tr>
<tr>
<td>CTR 613 ____________________________</td>
<td>ERM 604 _________________</td>
<td>TR ____ CRM ____</td>
</tr>
<tr>
<td>Additional Course __________________</td>
<td>or HHS 625 _________________</td>
<td>CTR 5/6__ _________________</td>
</tr>
<tr>
<td>(Select one of the following six courses)</td>
<td>or KIN 601 _________________</td>
<td>CTR 5/6__ _________________</td>
</tr>
<tr>
<td>PCS 605___________________________</td>
<td>or SOC 616_________________</td>
<td>CTR 6__ _________________</td>
</tr>
<tr>
<td>or PCS 606_______________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or PCS 685_______________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or PSC 600_______________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or PSC 604_______________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Department Electives</strong> (no minimum)</td>
<td><strong>Statistics:</strong> --------</td>
<td><strong>Capstone</strong> – 6 Hours</td>
</tr>
<tr>
<td>CTR 589 Experimental Course</td>
<td>HEA 604 _________________</td>
<td>Select one from:</td>
</tr>
<tr>
<td>________________________________</td>
<td>or KIN 723 _________________</td>
<td>CTR 697 Internship (6)</td>
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<tr>
<td>CTR 695 Independent Study</td>
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<td>or CTR 698, Project (6)</td>
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<tr>
<td>________________________________</td>
<td></td>
<td>or A combination of CTR 697 (3) and</td>
</tr>
<tr>
<td>CTR 696 Directed Readings</td>
<td></td>
<td>CTR 698 (3)</td>
</tr>
<tr>
<td>________________________________</td>
<td></td>
<td>or CTR 699 Thesis (6)</td>
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</tbody>
</table>

**Prerequisites (circle appropriate courses):**

**TR**: CTR 231 or 338, and CTR 332  
**CRM**: CTR 241

(over)
Final Defense (Thesis/Project)  Passed/Date:  __________________

Graduate Committee Members (3 for thesis; 2 for project; 1 for internship):

CTR Chair:   _______________________
CTR Member:  ______________________
CTR Member:  ______________________

  OR

Other Member:  ______________________

Notes:

1. Number hours required = 36.
2. Minimum of 18 hours (½ of work credited toward degree) in 600-level or above.
3. Overall “B” average (3.0 GPA) required for graduation.
4. Transfer credit may not exceed 12 hours (1/3 of work), and “B” grade or better.
5. May count only 9 hours before matriculation at UNCG.
6. 5-year time limitation beginning with first graduate course taken.

Revised 8/14/2018