



UNC  
**GREENSBORO**

Department of  
*Community and*  
Therapeutic Recreation

# **GRADUATE STUDENT HANDBOOK**

## **2020-2021**

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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 UNC Greensboro 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 one of the Graduate Program Directors (Schleien/Hickerson) or 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 aspirations.

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 graduate study. The intention is not to duplicate information provided by the Graduate School. Please make certain that you read and understand relevant university *and* departmental policies contained in this document and Graduate School material.

While the ultimate responsibility is yours to complete degree requirements in accordance with departmental and university policies, 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. We wish you the best of luck throughout your graduate studies and as you prepare for an exciting career in the field.

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Professor & Department Chair  
**Graduate Program Director - Therapeutic Recreation**

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& Accelerated Master's Program**



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**The University of North Carolina 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 (CRM)** and (2) **Therapeutic Recreation (TR)**.

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 entire 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 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 their 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 field project, internship, or both. For example, a student choosing the non-thesis option and having minimal professional experience in the field will be encouraged to complete an internship.
7. Students are required to take a minimum of two research courses. One course is a data analysis 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 a Graduate Program Director.*

## 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 courses:

- CTR 646 - Community Development – *TR students only* (3)  
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)  
PSC 615 - Human Resource Development and Performance Management (3)

- B. Concentration Courses**

*Community Recreation Management (9 hours)*

- CTR 615 - Financing and Budgeting in Recreation & Parks (3)  
CTR 644 - Recreation, Parks, and Health (3)  
CTR 646 - Community Development (3)

*Therapeutic Recreation (9 - 15 hours)*

- CTR 633 - Professional Issues in Therapeutic Recreation (3)  
CTR 634 - Advanced Procedures in Therapeutic Recreation (3)  
CTR 637 - Advanced Interventions and Facilitation Techniques in Therapeutic Recreation (3)  
CTR 638 - Advanced Client Assessment in Therapeutic Recreation (3)  
CTR 639 - Advanced Clinical Procedures in Therapeutic Recreation (3)

*Note: TR students who are currently certified as a CTRS choose three of five courses. Students without professional certification take all five courses.*

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

*Select one* of the following four “analysis” courses:

- ERM 680 - Intermediate Statistical Methods in Education (3)  
HEA 604 - Public Health Statistics (3)  
HHS 601 - Qualitative Research for Producers (3)  
KIN 723 - Statistical Methods for Kinesiology (3)

**and**

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

ERM 604 - Methods of Education Research (3)

HHS 600 - Qualitative Research for Consumers (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 (0-9 hours)**

After consultation and approval of his/her academic advisor, a student in CRM or TR with CTRS certification 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. Those in TR, who are not currently certified as a CTRS, will not have a "Specialized Line of Study.”

**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 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. CTR 695 or 696 may not be taken in a student’s first semester, and not concurrently unless approved by an advisor and Graduate Program Director.*

## PLAN OF STUDY

A **Plan of Study (POS)** for the master's degree must be outlined and signed by the student, the student's advisor, and the and a Graduate Program Director 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 their advisor, a student will complete and submit a POS 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. Any substitutions must include a note from the advisor with an explanation for the substitution.

**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- Independent Study form \(p. 48\)](#).

The capstone experience (CTR 697, 698, a combination of 697 & 698; and/or 699) must also be indicated. See Appendix for a blank [Form 2 - Plan of Study form](#) (pp. 49, 50) and completed **Sample Plans of Study for [TR](#) and [CRM](#)** graduate students (pp. 51 - 54).

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 during the last semester of studies** to the Graduate School with the **application for graduation**.

Note: The final deadline for these submissions is within the first three weeks of class during the semester targeted for graduation and must accompany the Application for Graduation. For example, to be approved as a December graduate, 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 for Graduation for the May graduation is in late-**January**. Students should check the official 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 (i.e., CTR 697, 698, 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 and a Graduate Program Director. **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 and a Graduate Program Director. **These hours will not count toward the degree.**

## CAPSTONE OPTIONS

A thesis or field 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 **3 faculty members**. A final oral defense pertaining to the thesis is required.

Prerequisites: CTR 611, CTR 613, the introductory course and other courses in the student's concentration (CRM or TR), along with 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 their 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 profession. The student's work is guided by a committee of at least **2 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: CTR 611, CTR 613, the introductory course and other courses in the student's concentration (CRM or TR), along with research methods and a statistics course.

### 3. *Internship (CTR 697)*

A **6-credit** graduate 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 Internship Manual at <https://hhs.uncg.edu/ctr/practicum-internship/graduate-internship-697/>). The student's work is guided and evaluated by **1 faculty member**, in consultation with the supervisory professional(s) in the field.

Prerequisites: CTR 611, CTR 613, the introductory course and other courses in the student's concentration (CRM or TR), along with 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 **2 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: 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.

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#### **2020**

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Jennifer Ball, M.S., 2020: Project Title: *Protocol for Planning the CTR Summer Sendoff* (Chair, Dr. Justin T. Harmon)

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Kasey Donna, M.S., 2020: Project Title: *Barriers to the Provision of Inclusive Recreation Services: A Perspective of Recreation Professionals* (Chair, Dr. Leandra A. Bedini)

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Hannah Lanzillotta, M.S., 2020: Project Title: *Impacts of Weightlifting Preferences on Affect Post-Exercise* (Chair, Dr. Justin T. Harmon)

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Timpani Lopp, M.S., 2020: Project Title: *The Development of an Adaptive and Inclusive Operations Manual for Greensboro Parks and Recreation AIR program* (Chair, Dr. Leandra A. Bedini)

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Kaitlyn Powalie, M.S., 2020: Thesis Title: *Recreation Therapists' Status and Perceptions of Incorporating Spirituality in Therapeutic Recreation* (Chair, Dr. Leandra A. Bedini)

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#### **2019**

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Jacob Barrera, M.S., 2019: Project Title: *Bridging the Gap between Greensboro Parks & Recreation and Communities in Schools of Greater Greensboro* (Chair, Dr. Benjamin D. Hickerson)

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Ian Dunbar, M.S., 2019: Project Title: *Five Year Growth Plan of Video Game Programming for the Competitive Sports Program of the Department of Recreation and Wellness* (Chair, Dr. Benjamin D. Hickerson)

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**2018**

Eric Becker, M.S., 2018: Project Title: *Piney Lake Relaunch for Informal Recreation* (Chair, Dr. Justin T. Harmon)

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**2017**

Kelsey Myers, M.S., 2017: Project Title: *Exploration of Curriculum Development Processes for STEM and Arts Education Youth Summer Programs* (Chair, Dr. Benjamin D. Hickerson)

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**2016**

Alexandra Stanczak, M.S., 2016: Project Title: *Healthy Lifestyle Education: A Fitness and Wellness Program for Individuals Who Have Intellectual or Developmental Disabilities* (Chair, Dr. Candice B. Horvath)

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Valerie Wolf, M.S., 2016: Project Title: *Marketing an Outdoor Recreation Space: University of North Carolina at Greensboro's Piney Lake* (Chair, Dr. Candice B. Horvath)

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**2014**

Cynthia Castle, M.S., 2014: Project Title: *Evaluation of Programming at After Gateway Inc. from the Perceptions of Parents, Case Workers, and Professional Caregivers* (Co-Chairs, Dr. Leandra A. Bedini & Dr. Nancy J. Gladwell)

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Peggy Harris, M.S., 2014: Project Title: *The Relationship of Complex Regional Pain Syndrome (CRPS) to Leisure Lifestyle* (Advisor, Dr. Leandra A. Bedini)

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Suzanne Huycke, M.S., 2014: Thesis Title: *The Effect of Magic as a Therapeutic Intervention on the Self-Esteem and Depression of Older Adults in Residential Facilities* (Advisor, Dr. Charlsena F. Stone)

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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)

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**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)

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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)

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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)

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

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## SELECTING AND APPOINTING STUDENT'S 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 2<sup>nd</sup> semester. It is the student's responsibility to formally invite each faculty member (preferably in writing) and submit these names to a Graduate Program Director (GPD) using [Form 3 - Recommendation for Master's Thesis/Project Committee Appointment \(p. 55\)](#). This same procedure must be followed when replacing members or reconstituting committees.

For **Thesis committees**, three total committee members are required. 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, including from CTR. You will want to consider faculty with whom you feel comfortable and who have expertise in your thesis topic.

For **Field 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 a Graduate Program Director (GPD) *after* consultation with potential committee members using **Form 3**. Final committee member approval rests with the GPD.

2. All 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, but this is not required.
3. Occasionally, a student wishes to include a professional who is not on graduate faculty at UNCG as a committee member. In these cases, the professional, if eligible, can be nominated for an appointment as Adjunct Faculty. To pursue this procedure, the student should consult with a GPD 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 their 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 the 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 their 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.**

The final draft of the 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 completed successfully.

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 their 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 the formal Prospectus Proposal meeting.

#### The content of the Prospectus Proposal meeting is as follows:

- a. Candidates will provide 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 their 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 them 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 sometime within the 2-3 years of your enrollment.
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, field 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 field project or thesis from inception to the day after you complete your final edits. Do not expect to do this in a single semester. Remember that theses have more stringent deadlines than field projects. Also, conducting any type of research typically takes more time than originally estimated. You will be working with real-world situations and professionals with busy schedules, and they will be less concerned with your timeline. 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 pages 21-23, as well as on the IRB website [integrity.uncg.edu/institutional-review-board](https://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://hhs.uncg.edu/ctr/scholarships/>

## REFERENCES FOR THESIS AND PROJECT WORK

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## 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](mailto:mdbeck@uncg.edu) (336) 256-0253.

Students proposing research for a thesis or field project must complete an IRB proposal for the use of human subjects. The IRB 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 a thesis or field 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 research subjects.

The IRB must review and approve all plans for the use of human participants *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 5 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 IRB, 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](http://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 one-year time period. Before the end of one 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 PI'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](http://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 click the “submit” button until AFTER your faculty advisor has reviewed your study for accuracy, as clicking the submit button will lock the student out of the application. Once the application has been reviewed by your faculty advisor, click 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 completed during the summer session; 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 fall or 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 their own capabilities and select areas for specialization for future coursework and 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 syllabus and 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 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 **560 hours across 14 consecutive weeks** are required for certification through NCTRC and licensure through 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, 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 receive 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 and practical experience in physical facility planning and operations. This may include experience in long-range planning as well as operation of various types of areas and facilities. Involvement with maintenance and equipment/supplies are essential.
  - d. Treatment/Clinical Experiences. If the internship involves a therapeutic/clinical situation, the student should gain experience 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-care meetings is strongly encouraged.
  - e. Public Recreation Settings. If the internship involves a public recreation and park 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 receive broad agency/community experiences. The internship should help the student understand the agency's mission 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 bi-weekly time logs, bi-weekly journals, three social media assignments, an agency description report and a 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.

## SPECIAL PROJECT DEMONSTRATING PROFESSIONAL COMPETENCY

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

## BI-WEEKLY TIME LOGS

Every two weeks, the student will submit their Time Log Sheet using the outline provided to students in the canvas assignments. These Time Log sheets will help the course instructor and the Clinical Fieldwork Supervisor keep up with the student's total internship hours accrual rate. Interns are to make sure they consistently record their internship times. For example: if you work one week and take out for lunch breaks, you must do so through the entire internship time log document. Please make sure to double-check your math as you add up your internship hours and have your internship agency site supervisor initial each week in the appropriate box. All time logs will be submitted to Canvas for review.

## BI-WEEKLY JOURNALS

Every two weeks, the student will submit a bi-weekly journal report using the outline provided to students in the canvas assignments. These bi-weekly reports will help the course instructor and the Clinical Fieldwork Supervisor have a better understanding of what an intern is doing weekly. Detailed reports will help a student organize the entire internship experience when they need to reflect and write the final course report. The student will use the University Supervisor's feedback on their bi-weekly journals to reflect and improve the quality and content in their final report. All bi-weekly journals will be submitted to Canvas for review.

## SOCIAL MEDIA ASSIGNMENTS

Students will be required to submit three social media assignments during their internship. Students will create 1) a social media post about their internship site that will be shared with the CTR Department's Marketing Committee. 2) A student will interview an Internship Agency Site Supervisor to learn more about the field/population, and 3) a student will create a short video or informational video about their internship site aimed for future CTR students. More information on these three assignments will be posted on canvas

## AGENCY DESCRIPTION REPORT

Each student will submit a agency description report to their University Supervisor. The report must address the following criteria: agency description and professional experiences. Additional guidelines on writing the report can be found in the CTR 697 Internship Manual and on Canvas under the assignment and grading rubric. The report must be written using professional language, be neatly typed, double spaced, and well-edited for spelling, grammar, punctuation, and word usage. Students must demonstrate the ability to write using the technical language of the recreation and parks profession. The University Supervisor will provide feedback to the student for revision of content, organization, clarity of thought, the effectiveness of expression, and writing style as needed.

## 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

Each student will submit a final report to their University Supervisor. The final report is required to address the following criteria: professional experiences; an overall summary of each of the student learning outcomes; special projects assigned by the internship agency; professional development opportunities; self-analysis of the internship experience; recommendations relative to the university, agency, and agency supervisor; and student assessment of the agency.

Additional guidelines on writing the final report can be found in the CTR 697 Internship Manual and on Canvas under the final report assignment and grading rubric. The student will use the University Supervisor's feedback on their agency description report and bi-weekly journals to reflect and improve the quality and content in their final report. The final report must be written using professional language, be neatly typed, double spaced, and well-edited for spelling, grammar, punctuation, and word usage. Students must demonstrate the ability to write using the technical language of the recreation and parks profession. University Supervisor feedback will be provided to the student for content, organization, clarity of thought, the effectiveness of expression, and writing style.

## 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 AND AWARDS

### **The Silvio and Gale Bedini Professional Development Award**

#### [Download the Silvio and Gale Bedini Award Application](#)

The Silvio and Gale Bedini Professional Development Award is available to current graduate students in the Department of Community and Therapeutic Recreation on a competitive basis. 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. Examples of fundable activities could include research expenses, presenting at or attending local, state or national conferences, or supporting other graduate program related endeavors.

**To apply** for this award, submit a completed application packet to [ctr@uncg.edu](mailto:ctr@uncg.edu) at any time during the academic year in which the money will be used.

Accelerated Masters Program students become eligible for these funds upon official admission into the graduate program.

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### **The Graduate Program Development Award**

#### [Download the Graduate Program Development Award Application](#)

The CTR Graduate Program Development Award is available to current graduate students in the Department of Community and Therapeutic Recreation on a competitive basis. Application for these funds can be at any amount (up to \$400 maximum) to be used toward activities that support your graduate education and professional development during any time throughout the academic year. Examples of fundable activities could include research expenses, presenting at or attending local, state or national conferences, or supporting other graduate program related endeavors.

**To apply** for this award, submit a completed application packet to Amy Chandler at [ctr@uncg.edu](mailto:ctr@uncg.edu). Students can apply for this award any time during the academic year in which the money will be used.

Accelerated Masters Program students become eligible for these funds upon official admission into the graduate program.

## **Grace Blackmore Deely, '54 Scholarship in Community and Therapeutic Recreation**

This award was established in 2015 with a gift from Ellen Herron in honor of Grace B. Deely, a physical therapist for Ellen's granddaughter, Sydney Herron. Sydney is an alumni of the Community and Therapeutic Recreation at UNCG. Graduate students with excellent academic performance are eligible. **Apply** through the [S3](#) system.

### SCHOOL OF HEALTH AND HUMAN SCIENCES (HHS)

The following scholarships are available through the School of Health and Human Sciences. To apply, visit <https://hhs.uncg.edu/ctr/scholarships/> for application requirements and deadlines.

Students in the Accelerated Master's Program (AMP) become eligible for these funds upon official admission into the graduate program.

### **The Nell A. Stallings Graduate Fellowship**

- The Nell A. Stallings Graduate Fellowship is available to students in the Departments of Community and Therapeutic Recreation, Communication Sciences and Disorders, Kinesiology, and Public Health Education. **Apply** through the [S3](#) system.

### **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. **Apply** through the [S3](#) system.

### **The Dr. Ron G. Morrow Graduate Fellowship**

- 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).
- **Apply** through the [S3](#) system.

### **The Theodore & Loretta Williams Research Fund for Arts Health**

- Graduate student from any dept in the HHS who plans to conduct research on arts health.
- Undergraduate student, if a special case presents itself.
- **Apply** through the [S3](#) system.

## **GUIDELINES FOR ACHIEVING IN-STATE RESIDENCY**

Please be aware that you can and should begin demonstrating your intent to make North Carolina 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 residency.

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

1. Registering your vehicle in the state of 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/mosque 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 residency acts dated late may be turned down. It is best if these residency 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 “residency 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.

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 obtaining 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 Josephine Boyd 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 Josephine Boyd 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 Street.

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)
  - <https://www.ncdot.gov/dmv/license-id/driver-licenses/new-drivers/Pages/handbooks.aspx>
- 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 Josephine Boyd 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
  - Title document from previous state, or
  - 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...

<http://www.ncdot.org/dmv/>

### **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/>

# CTR Faculty Bios

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**Stuart J. Schleien, Ph.D., LRT/CTRS, CPRP**  
**Professor & Department Chair**  
**Graduate Program Director - Therapeutic Recreation**

Stuart J. Schleien, Ph.D., LRT/CTRS, CPRP, is a Professor, Chair, and Graduate Program Director in the Department of Community and Therapeutic Recreation at the University of North Carolina Greensboro since 1997. He also serves as the Executive Director for InFocus Advocacy, a non-profit organization that works with self-advocates, families, and communities to enhance the image of people living with a disability. As a Licensed Recreational Therapist (LRT) and Certified Therapeutic Recreation Specialist (CTRS), he has pioneered innovative approaches for parents and professionals to design inclusive recreation, summer camp, and sports 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 intellectual and developmental disabilities in valued community roles and settings. He has written 7 books and 125 journal articles and book chapters on these topics. He is currently under contract to write a book on the inclusive camp industry. He has presented his work throughout the U.S. & Canada, and in Australia, England, Germany, Israel, Spain, and Sweden. He received the Brant Taylor Barrier Free Success Award from the Mayor of Greensboro, the Marina Wilder Distinguished Service Award and the 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.

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**Justin T. Harmon, Ph.D.**  
**Assistant Professor**

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*, *Schol : 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 rabble rousing with his friends. A really good day sees the intersection of all of those.

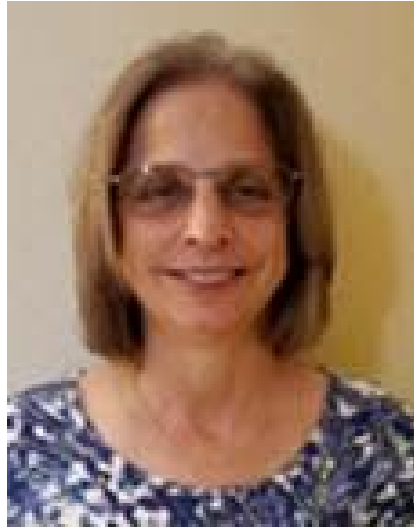
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**Benjamin Hickerson, Ph.D.**  
**Associate Professor**  
**Graduate Program Director - Community Recreation Management**  
**and Accelerated Master's Program (5th-year Program)**

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 Ph.D. 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 (parks and summer camps) and digital (video games) environments. His research has been published in the *J of Autism and Developmental Disorders*, *J of Park and Recreation Administration*, *J of Physical Activity and Health*, *J 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.

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**Judy S. Kinney, Ph.D., LRT/CTRS, CCLS**  
**Assistant Professor**

Dr. Judy Kinney is an Assistant Professor in the Department of Community and Therapeutic Recreation, since 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).

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**Kimberly D. Miller, M.S., CPRP**  
**AP Associate Professor**

Ms. Kimberly D. Miller is a graduate of the University of North Carolina 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 (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*, *J of Park 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.

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**Joan L. Sutton, M.S., CPRP**  
**AP Assistant Professor**

Ms. Joan L. Sutton is an Assistant Professor in the Department of Community and Therapeutic Recreation. She has an undergraduate degree from the University of South Carolina and a Master's degree in Recreational Therapy Administration from East Carolina University. She is a Certified Therapeutic Recreation Specialist, Licensed Recreational Therapist with the North Carolina Board of Recreational Therapy Licensure and a Certified Dementia Practitioner from the National Council of Certified Dementia Practitioners. She currently serves as the Board Chair on the licensure board in North Carolina (NCBRTL) and on the NCRTA Research Committee. Prior to her employment with UNCG, she worked as a Recreational Therapy Supervisor in a Continuing Care Retirement Community (CCRC). There she was responsible for creating and managing recreational therapy and general recreation programming to enhance person-centered care in older adults. Ms. Sutton supervised recreational therapists; music therapy, activities professionals; fitness and entertainment contractors. She developed a large (100+) group of community volunteers forming new initiatives with UNC Charlotte, Therapy Dogs International, and the Center for Civic Engagement at Davidson College. Additionally, Ms. Sutton established her facility as an internship site partnering with many colleges and universities. Ms. Sutton is an active member of the International Council of Active Aging (ICAA) and has obtained her Leadership in Wellness Management Certificate. She is interested in trends, culture change, leadership, management, and ethical issues within the industry.



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**Brent Wolfe, Ph.D., CTRS, FDRT**  
**Associate Professor**

Brent D. Wolfe, PhD, CTRS, FDRT is an Associate Professor in the Department of Community and Therapeutic Recreation at the University of North Carolina, Greensboro and has more than 20 years of experience in the RT profession as a practitioner and educator. Dr. Wolfe graduated with his undergraduate degree from Houghton College in New York and earned his Masters and PhD from the University of Georgia. As a practitioner, Dr. Wolfe's background is adolescent psych and he worked in a locked, residential treatment center for two years. He served as President of the National Therapeutic Recreation Society (NTRS) from 2009-2010 and more recently served on the Board of Directors for the American Therapeutic Recreation Association (ATRA) as the Treasurer (2016-2019). In addition to his work at UNCG, Dr. Wolfe currently serves as the Executive Director for ATRA. His work has been published in the Therapeutic Recreation Journal, Journal of Higher Education Outreach and Engagement, and the Journal of Experiential Education. Dr. Wolfe has also written book chapters for numerous Recreational Therapy and Leadership textbooks. His research interests have included team building, volunteering, and adults with developmental disabilities. Dr. Wolfe is currently engaging in research focused on the lived experiences of adults with developmental disabilities and giving them a voice to share their perspectives of the world around them. He has presented on a variety of topics related to leadership, disability, and recreational therapy at local, state, regional, national, and international conferences. Dr. Wolfe believes that the two most important keys to being a successful leader, student, therapist, and person are listening and empathy. He spends his free time with his wife Becky, their two daughters, Austyn Grace and Taylor Faith, their dog Bella, cats Leyla and Blue, and any other critters his daughters catch.

## **Emeritus Faculty**

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**Leandra A. Bedini, Ph.D., CTRS, LRT  
Professor Emerita**

Dr. Leandra Bedini is a Professor Emerita 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, J of Leisure Research, Schole, The International Journal of Stress Management, Topics in Geriatric Rehabilitation, and J of Park 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.

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**Nancy J. Gladwell, Re.D., CPRP  
Indiana University, 1984**

Dr. Gladwell retired from UNCG in August 2016 as Emeritus Associate Professor. While on faculty, she was the Director of Undergraduate Studies in the Department of Community and Therapeutic Recreation. Prior to entering academia, she worked in municipal recreation, commercial recreation, and corporate recreation. She brought her experience as a professional practitioner into the classroom to demonstrate the linkage between theory and practice. Her teaching foci were management, commercial recreation, and travel and tourism. Her research interests focused on financing local parks and recreation agencies; the impact of leisure and travel on family caregivers and their care-recipients; and consumer attitudes, perceptions, and satisfaction of park and recreation agencies.

## ADJUNCT FACULTY

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### **Suzanne Fitzsimmons M.S.N.**

Suzanne Fitzsimmons, MSN, ARNP, is an adjunct faculty in the Department of Community and Therapeutic Recreation at the University of North Carolina Greensboro 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 *J of Gerontological Nursing* and *J of Psychological Nursing*.

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### **Phillip Fleischmann, M.S.**

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. In June 2019, Mr. Fleischmann was appointed Director of Parks and Recreation for the Town of Chapel Hill. In this role, Mr. Fleischmann leads a staff of over 50 full-time and 200 part-time professionals in alignment with the department's vision to Inspire-Create-Preserve. Areas of responsibility include oversight of recreation programming and facility management, park and landscape maintenance for public facilities and right-of-way town wide, capital planning and project development, and administrative services. Prior to serving in his current role in Chapel Hill, he served as Deputy Director, Community Recreation Services Division Manager and 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). Mr. Fleischmann holds the designation of Certified Park and Recreation Executive (CPRE) and has presented at several state and national conferences. Additionally, he served as local host chair of the 2017 Carolinas Joint Conference held in Greensboro.

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### **Lindsey Oakes, Ph.D., LRT/CTRS**

Lindsey Oakes is currently a tenure-track, Assistant Professor of Therapeutic Recreation in the Department of Health and Human Performance at Texas State University. In May 2020, she completed a doctoral program in the Department of Public Health Education at the University of North Carolina Greensboro. 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 Greensboro in therapeutic recreation (2012). Lindsey's research has

explored the health and wellness experiences, as well as the recreation and sports experiences, of college students with IDD by engaging with various stakeholders at universities and colleges with inclusive postsecondary education (IPSE) programs across the country. Lindsey's current research is also focused on the generation of best practices for therapeutic recreation service delivery with college students with IDD in IPSE programs, with the long-term goal of establishing the college setting as a new worksite for certified therapeutic recreation specialists (CTRS). With her background in public health, Lindsey is interested in the potential impacts CTRS can make at various levels of the socio-ecological model. Lindsey served as the Student Support Coordinator at Beyond Academics from August 2012 to August 2016. In this position, she supported college students with intellectual and/or developmental disabilities (IDD) through the four year Integrative Community Studies certificate program at the University of North Carolina Greensboro. She has served as the Program Coordinator of InFocus Advocacy®, an advocacy organization that works with self-advocates, families, and community partners to enhance the image of people living with a disability, since the organization's inception. Self-advocates with disabilities help InFocus Advocacy® prepare businesses and organizations on how to serve and accommodate people of all abilities, creating inclusive communities where everyone is welcome and valued. Lindsey has worked with her research colleagues and the InFocus Advocacy® team to complete multiple publications and professional publications. Her passion for social inclusion for all is reflected through her day-to-day work and research endeavors.

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**Pamela A. Wilson, M.S., LRT/CTRS, FDRT**

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. 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; 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 2<sup>nd</sup> 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 Graduate Program Director

\_\_\_\_\_        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.

Form 4

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.
- \_\_\_\_\_ 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 on-line)
- \_\_\_\_\_ 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](http://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 Graduate Program Director 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**



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

\_\_\_\_\_  
Graduate Dean (Graduate Students Only) Date

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

UROCC 01/2006



Form 2

Plan of Study Form

[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	
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**MAJOR AREA OF STUDY:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
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**RESEARCH:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
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**SUPPORTING COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
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**COURSES REQUIRED BUT NOT COUNTED TOWARD DEGREE** (include prerequisites):

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
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**COURSES RECOMMENDED FOR TRANSFER FROM:** \_\_\_\_\_

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

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/ Year Taken</u>
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**CAPSTONE EXPERIENCE TO CONSIST OF:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/ Year Taken</u>
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**ADDITIONAL REQUIREMENTS:**


**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approved by Committee:**

Major Advisor: \_\_\_\_\_ **Date:** \_\_\_\_\_

Committee Member: \_\_\_\_\_ **Date:** \_\_\_\_\_

Committee Member: \_\_\_\_\_ **Date:** \_\_\_\_\_

**Graduate Program Director:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Plan of Study- TR**  
**SAMPLE FOR THERAPEUTIC RECREATION GRADUATE STUDENT**  
[Click here for a link to the page with the online sample](#)

Student's Name:	<u>Patricia Rodriguez</u>	Univ ID#:	<u>888888888</u>
Degree:	<u>M.S.</u>	Major:	<u>Parks and Recreation Mgmt.</u>
Concentration:	<u>Therapeutic Recreation</u>		

**MASTER'S (M.S.) PLAN OF STUDY**

Summary of Hours Required for Degree:	UNCG:	36	Transfer:	0	Total	36
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**MAJOR AREA OF STUDY:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
CTR 611	Foundations of Recreation and Parks	3	Fall 18
CTR 637	Advanced Interventions & Facilitation Techniques in TR	3	Fall 18
CTR 613	Recreation and Parks Management	3	Spring 19
CTR 638	Advanced Client Assessment in TR	3	Spring 19
CTR 633	Trends and Issues in Therapeutic Recreation	3	Fall 19
CTR 639	Advanced Clinical Procedures in TR	3	Fall 19
CTR 634	Advanced Procedures in Therapeutic Recreation Seminar	3	Spring 20

**RESEARCH:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
HEA 604	Public Health Statistics	3	Fall 19
HHS 625	Research Methods in HHS	3	Spring 20

**SUPPORTING COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
CTR 646	Community Development	3	Spring 20

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

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
CTR 231	Introduction to Therapeutic Recreation	3	Fall 18
HDF 211	Human Development Across the Lifespan	3	Summer 19
PSY 341	Abnormal Psychology	3	Summer 19

**COURSES RECOMMENDED FOR TRANSFER FROM:** \_\_\_\_\_

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

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>

**CAPSTONE EXPERIENCE TO CONSIST OF:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
CTR 697	Internship in Recreation and Parks	3	Summer 20
CTR 698	Field Project in Recreation and Parks	3	Summer 20

**ADDITIONAL REQUIREMENTS:**

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Student's Signature:	<i>Patricia Rodriguez</i>	Date:	6/1/2020
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**Approved by Committee:**

Major Advisor:	<i>Leandra A. Sedini</i>	Date:	6/2/2020
Committee Member:	Judy Kinney	Date:	6/3/2020
Graduate Program Director	<i>Arthur J. Schliebs</i>	Date:	6/5/2020

**Plan of Study - CRM**  
**SAMPLE FOR COMMUNITY RECREATION MGMT GRADUATE STUDENT**  
[Click here for a link to the page with the online sample](#)

Student's Name:	<u>Darrius Jones</u>	Univ ID#:	<u>899999999</u>
Degree:	<u>M.S.</u>	Major:	<u>Parks and Recreation Mgmt.</u>
Concentration:	<u>Community Recreation Management</u>		

**MASTER'S (M.S.) PLAN OF STUDY**

Summary of Hours Required for Degree:	UNCG:	36	Transfer:	0	Total	36
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**MAJOR AREA OF STUDY:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
CTR 611	Foundations of Recreation and Parks	3	Fall 18
CTR 615	Financing and Budgeting in Recreation and Parks	3	Fall 18
CTR 613	Recreation and Parks Management	3	Spring 19
CTR 646	Community Development	3	Spring 19
PSC 540	Nonprofit Management and Leadership	3	Fall 19
CTR 644	Recreation, Parks, and Health	3	Spring 20

**RESEARCH:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
HEA 604	Public Health Statistics	3	Fall 18
HHS 625	Research Methods in HHS	3	Fall 19

**SUPPORTING COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
CTR 695	Independent Study	3	Spring 19
HEA 608	Environmental Health	3	Fall 19

**COURSES REQUIRED BUT NOT COUNTED TOWARD DEGREE** include pre-requisites:

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
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**COURSES RECOMMENDED FOR TRANSFER FROM:** \_\_\_\_\_

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

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
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**CAPSTONE EXPERIENCE TO CONSIST OF:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester/Year Taken</u>
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CTR 698	Field Project in Recreation and Parks	6	Spring 20

**ADDITIONAL REQUIREMENTS:**

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Student's Signature:	<i>Darrius Jones</i>	Date:	1/21/2020
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**Approved by Committee:**

Major Advisor:	<i>Benji Ditt</i>	Date:	1/21/2020
Committee Member:	<i>Justus Harmon</i>	Date:	1/21/2020
Graduate Program Director:	<i>Benji Ditt</i>	Date:	1/21/2020

**Form 3**

Department of Community and Therapeutic Recreation  
University of North Carolina Greensboro

**FORM 3 - RECOMMENDATION FOR MASTER'S THESIS/PROJECT COMMITTEE  
APPOINTMENT**

Submit this form to the Graduate Program Director in your concentration by the end of second semester.

Name

Degree

Concentration

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Tentative title of thesis/project (circle one):

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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: \_\_\_\_\_

Graduate Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

**Graduate Program Director:** *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  
University of North Carolina Greensboro

**FORM 4: 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

\_\_\_\_\_  
\_\_\_\_\_