RECREATION MANAGEMENT AND POLICY: THERAPEUTIC RECREATION ADMINISTRATION (M.S.)

https://chhs.unh.edu/recruitment-management-policy/program/ms/recruitment-management-policy-therapeutic-recreation-administration

Description

The Therapeutic Recreation Administration option prepares advanced personnel for administrative responsibilities in clinical-based practice & administrative leadership in community-based recreation services that meet the needs of individuals with disabilities. Graduate education serves Therapeutic Recreation Specialists who wish to move into administrative positions such as supervisor/manager/director, senior therapist, treatment coordinator, assisted-living manager, and senior center supervisor. A specialization in community-based TR is also available through our partnership with Northeast Passage (http://www.nepassage.org), including coursework and practice experiences related to in-home/community health promotion programming, TR service delivery in the school system, and adaptive sports.

Students without an academic or clinical background in therapeutic recreation may use the M.S. program to satisfy the academic requirements for the national credentialing examination used by the National Council on Therapeutic Recreation Certification (NCTRC) and for New Hampshire state licensure. While the graduate program does not require prerequisite courses to qualify for admission, the credentialing examination (http://www.nctrc.org) does require coursework outside the M.S. curriculum requirements and the department may require leveling coursework upon acceptance to the M.S. program.

Requirements

Degree Requirements

The 30 credit Therapeutic Recreation Administration option consists of required and elective coursework. In consultation with a faculty adviser, students will select either a thesis or non-thesis track. Full-time students with a TR undergraduate degree typically take two years to progress through the degree requirements; full-time students without a TR undergraduate degree need more than two years. Part-time students typically complete the program in 3 years.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RMP 800</td>
<td>Independent Study (counts as elective course for non-thesis track; can take twice)</td>
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<tr>
<td>RMP 995</td>
<td>Colloquium Seminar</td>
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Elective Courses in RMP Dept (Thesis track takes 4 electives; Non-thesis track takes 5 electives. Both tracks may also take electives outside Dept)

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<th>Code</th>
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<tr>
<td>RMP 806</td>
<td>Recreation Administration and Organizational Behavior</td>
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<td>RMP 811</td>
<td>Recreation Resource Management</td>
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<tr>
<td>RMP 820</td>
<td>Adaptive Sports and Recreation Facilitation</td>
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<tr>
<td>RMP 840</td>
<td>Therapeutic Recreation Service Delivery in Community Settings</td>
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<tr>
<td>RMP 850</td>
<td>Program Administration in Recreational Sport</td>
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<tr>
<td>RMP 872</td>
<td>Law and Public Policy in Leisure Services</td>
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<tr>
<td>RMP 875</td>
<td>Entrepreneurial and Commercial Recreation</td>
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<tr>
<td>RMP 912</td>
<td>Non-Profit Administration and Leadership</td>
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<td>RMP 924</td>
<td>Fund Development and Grantwriting</td>
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<tr>
<td>RMP 964</td>
<td>Graduate Internship</td>
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<td>RMP 970</td>
<td>Teaching Practicum</td>
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<tr>
<td>RMP 980</td>
<td>Independent Study</td>
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Total Credits: 30

Elective Options Outside of RMP Department (not an all-inclusive list):

- HDFS 843: Families, Schools, and Community
- HDFS 846: Human Sexuality
- HDFS 857: Race, Class, Gender, and Families
- HDFS 876: Children, Adolescents and the Law
- HDFS 894: Families and the Law
- HDFS 992: Theoretical Approaches to Human Development and Family Studies
- KIN 802: Health Content and Youth Risk Behaviors
- KIN 881: Inclusion in Physical Education
- KIN 882: Therapeutic Applications of Adventure Programming
- KIN 883: Psych Factors of Adventure Ed
- KIN 884: Historical Foundations of Outdoor Experiential Education
- NUTR 873: Clinical Nutrition
- NUTR 880: Critical Issues in Nutrition
- OT #822: Introduction to Assistive Technology
- OT #824: Assistive Technology and Physical Disabilities
- OT #826: Assistive Technology and Sensory Communicative, and Cognitive Disabilities
- OT 830: Assistive Technology for Enhancing Occupational Performance
- OT 830L: Assistive Technology for Enhancing Occupational Performance Lab
- OT 889: Using iPads to Support Children with Disabilities
- PHP 900: Public Health Care Systems
- PHP 904: Social and Behavioral Health
- PHP 905: Public Health Administration
- PHP 907: Public Health Policy
- PHP 908: Public Health Ethics
- PHP 912: Public Health Law
- PHP 922: Public Health Economics
- PHP 924: Policy and Practice of Community Health Assessment
- RAM 867: Social Impact Assessment
- SOC #880: Social Conflict
- SW 805: Child and Adolescent Risks and Resiliency Program, Policy and Practice
- SW 814: Introduction to Addiction: Assessment and Intervention
- SW 820: Social Welfare Policy I
- SW 840: Implications of Race, Culture, and Oppression for Social Work Practice
- SW 850: Human Behavior and the Social Environment I
- SW 865: Adventure Therapy Facilitation and Processing of the Experience
- SW 897: Special Topics in Social Work and Social Welfare

Student Learning Outcomes

- Students will know the roles and interrelationships of diverse leisure service delivery systems, as well as professionalism in the discipline.
- Students will know and apply the psychological, sociological, and social psychological theories and philosophies associated with leisure and recreation behavior.
• Students will develop the ability to translate and apply relevant theory to park and recreation programs and services.
• Students will know the historical and cultural perspectives associated with the park and recreation field, and will apply issues of diversity, equity, and inclusion to park and recreation management.
• Students will apply financial, budgetary, planning, marketing, program evaluation, and human resource knowledge and skills to meet present and future organizational needs and challenges.
• Students will implement leadership skills that advance the park and recreation profession and broader society.
• Students will design and conduct research, analyze and interpret data, and apply research findings to the park and recreation profession.
• Students will explore the interrelationships of allied professions with the park and recreation profession.
• Students will know how to promote the benefits of recreation and leisure to enhance individual, social, economic, and environmental well-being and quality of life.
• Students will demonstrate effective conceptual and technical communication skills, both in oral and written form.