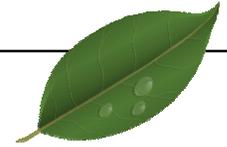


Leisure Notes



We are green!

This issue of the Alumni Newsletter will not be sent as a print version. We have strived to create a format that is dynamic, accessible, and usable for all our readers while reducing our environmental impact. If you do need a print copy, please contact the RPLS Office (rpls@cortland.edu) to request one.

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Goodbye from the Chair

By Dr. Lynn Anderson

Something Old, Something New

This is my last alumni newsletter as chair of the Recreation, Parks and Leisure Studies Department. On August 1, 2010, Dr. Sharon Todd will take on leadership of the department.

I have served as chair for 12 years — 4 terms in all. Though that sounds like a very long time, it honestly flew by! During that time, I watched my children go from middle school to college, weddings, and careers. I watched my husband retire (and build an airplane in our garage!). I have learned much along the way. Because I know, from empirical research and centuries of anecdotal evidence, that the expression of gratitude is one of the keys to wellbeing and flourishing, just for my own satisfaction, I would like to take some space in this issue of the Alumni Newsletter to end my tenure as chair with an “attitude of gratitude!”

First, I want to thank President Erik Bitterbaum, Provost Mark Prus, and Interim Dean John Cotton. Your unwavering support and pride in our department is important to our success. That you consider our department one of the peaks of excellence at SUNY Cortland brings a sense of achievement to all of us in the department.

Next I want to thank the stellar RPLS faculty. When you hired me 12 years ago as your chairperson, I had never held a chair position. You all took a risk on an unseasoned academic leader and put great trust in me. That trust motivated me through all these years to do the very best I could for the department. Thank you—it has been a great gift.

Thank you to all you students, our reason for being here. Some of you were entering first grade the year I took on this position! I have had the opportunity to grow along with you. This past spring, with our national accreditation visitors here, you made us all so proud. The visitors were highly impressed with you, your academic work, your civic engagement, your spirit and your passion. Your hopefulness and energy inspire us all—thank you!

I also want to express my deepest appreciation to the alumni of SUNY Cortland. Your loyalty, caring, involvement, and support of this department—it is truly unique. The work you do in the field is how we know as a department that we are doing well —you are the true assessment of



outcomes for our department. We have great pride in the professional contributions you make at all levels.

Two more thank yous. I want to thank Darleen Lieber, department secretary. Through the years, we have developed a marvelous working relationship (and we have helped each other raise our children!). I won't be your boss anymore, but I will always be your good friend. My last and most special thank you is to my best friend, partner, and soul mate, Dale Anderson, who has always been my biggest cheerleader and supporter!

I have learned and grown as chair of this department. Thank you so much for the privilege. The words of Gold Metcalf, "Stay consistently in the presence of the best in the sphere in which you seek attainment and make an honest response," ring true for my tenure as chair. I wish our next chair, Dr. Sharon Todd, the same wonderful experience and marvelous gift of growth. I leave the leadership of the department in good hands.

Something Old, Something New.... The Students' View!

Since it is my last Alumni Newsletter, I wanted to try something new and very different. Typically, I ask the faculty members to write articles for the newsletter, giving updates on what is happening in the department. In this issue, I instead asked students to write for you. This issue of the newsletter will give you a very unique and fun look at what is happening in the RPLS Department through the eyes of the students. I think you will enjoy it!

I do want to give you just a brief list of all that happened this past academic year in the department that the students don't write about. It has been an exciting year.

✦ **COAPRT Accreditation**—Our self-study is available at this link, if you want to read it: <http://www.cortland.edu/rec/essentials/Cortland-accreditation-page.htm> We served as a pilot school for the new COAPRT accreditation standards. Our visit was May 2-5, 2010, with Drs. Michael Blazey of Cal State-Long Beach and Jeff Witman of York University serving as our visitors. The visitors found several strengths with our program, and just one partially met standard in the Management of Recreation and Leisure Services area, which we promptly addressed. The visitation report and our response are also posted at the link above. Our accreditation hearing is October 24, 2010, at the NRPA Annual Congress in Minneapolis, MN. We will also participate in the COAPRT training at the Congress, sharing our experiences as a pilot school. Thank you to all the alumni who assisted in the accreditation process. Many of you were on campus to meet with visitors or on call by telephone. Alumni were cited as one of the strengths of our department!



✦ **Certified Faculty**—We now have six of our eight full-time faculty certified as Parks and Recreation Professionals (CPRP) and two *also* certified as Therapeutic Recreation Specialists (CTRS). Congratulations to all!



✦ **New "School of Professional Studies Building"** and new home for the RPLS Department is on track to be occupied December 2010.

✦ For more detailed departmental information on these and other areas, see our **RPLS Annual Report** (<http://www.cortland.edu/rec/essentials/annual-report-page.htm>).



Mission

Through learning, teaching, scholarship, and service, we promote the value of play, leisure, recreation, and parks for individuals, society, and the environment, enabling and inspiring students to become engaged citizens and effective professionals.



Values

- FREEDOM and self-determination, striving for balance and quality of life
- POSITIVE HUMANISM, celebrating diversity and equity for all people
- RESPECT for the field of recreation, parks and leisure studies
- GROWTH, quality and excellence in our work; this is a calling
- Love of and appreciation for LEARNING
- GLOBAL perspective
- CARING for each other and the environment; social and environmental responsibility
- INTEGRITY and authenticity
- We are, and we educate students to be, AGENTS OF CHANGE

Vision

We make a difference in the world. Our alumni continue to be outstanding leaders in the field of parks, recreation and leisure services. We have bright, passionate, and diverse students who think critically and are motivated to join our alumni ranks and contribute to the field and to their communities. We are a model at the national, state, and local level for excellence in teaching, research, and service in the recreation, parks and leisure studies field, and we are leaders in effecting positive social change and sustainable living. We are essential to the future of the profession and the mission of the college.



The 60th Annual Cortland Recreation Conference —Yes, the 6-0!!!

By Wendy Richards, Senior, B.S. in Recreation with a concentration in Leisure/Recreation Program Delivery

Guess what time it is???!?

Yes, the time is near again for the Annual Cortland Recreation Conference! Our 60th year is shaping up to be one of our best conferences yet with speakers from all over the state and representing many different areas of the field. Our goal is to give tribute to the past SUNY Cortland Recreation Conferences, while promoting the innovative advances made in the past that have led recreation professionals to the present. While exploring what has been accomplished and what the future holds, be our guests on November 4th and 5th, 2010, as we collaborate and educate on the vastness of the recreation field and how it beneficially impacts people every day.

Some of the highlights we have for this year are the Inclusion U and Project Wet pre-conference workshops, and back by popular demand is the Wellbeing Laughter Club post-conference workshop. A new addition to our social this year is the entertainment by Gina Holsopple. Growing up on the Kansas prairie, Gina has won audiences all over the United States with her “clear vocals and down-home sound.”



We are pleased to announce that our Metcalf Endowed Keynote speaker this year is Dr. Benjamin K. Hunnicutt, who is currently a Professor in the Department of Leisure Studies at The University of Iowa, Iowa City, where he has taught for over 34 years. As the author of many works, including *Kellogg's Six-Hour Day* and *Work Without End: Abandoning Shorter Hours for the Right to Work*, Dr. Hunnicutt has continued to research the answer to the question of why Americans have stopped reducing their work load and decreased the importance of leisure. In addition to receiving his M.A. and Ph.D. in American History from the University of North Carolina-Chapel Hill, Dr. Hunnicutt is also a member of the Academy of Leisure Sciences and the National Recreation and Park Association (NRPA). Through his knowledge and experience, we are honored to be enlightened by his innovative ideas at this year's conference.

Continuing with last year's sustainability theme, our conference committee has worked with our advisor, Eddie Hill, to develop a functional website, www.cortland.edu/reconf, where the brochure, schedules and printable registration forms and other important information can be accessed. Come join us in this great occasion for networking and professional development.

60th Cortland Recreation Conference
 “So Much Recreation, So Little Time”
 November 4 and 5, 2010

Phone: (607) 753-4904

Website Link: www.cortland.edu/reconf

Email: reconf@cortland.edu



The Second Annual Research Symposium at the Cortland Recreation Conference



By Timothy A. Bennett '07 Graduate Student, M.S. with a concentration in Management of Leisure Services

Abstracts on current research in the field of parks and recreation are now being solicited for the 2nd Annual Research Symposium at the Cortland Recreation Conference. The 60th Annual Cortland Recreation Conference will be held on November 4th and 5th, 2010, on the SUNY Cortland campus. The student-organized conference is rich with tradition and gathers 300-400 students and professionals in recreation for the purpose of exchanging up-to-date information in the field.

The Symposium is a component of the Annual Cortland Recreation Conference and features formal, peer-reviewed research presentations, followed by questions and comments from the audience. There will be three 1-hour sessions. Each speaker is allotted approximately 15 minutes for the presentation and five minutes for questions and comments. All submitted abstracts will be blind reviewed and evaluated according to the following criteria: (a) applicability to the recreation and parks field and/or conference theme, (b) quality of the research, (c) appropriateness of data handling procedures, and (d) connection between the data and conclusions. Graduate student research is strongly encouraged. Presenters are expected to register for the conference.

To have your abstract reviewed, please send an email asking for the application to: TimothyABennett@yahoo.com or rec-conf@cortland.edu. Forms are also available on the conference's official website under the "Forms" section. The conference's website is www.cortland.edu/recconf.

I personally look forward to seeing each and every one of you at the conference. I feel that you should present your research, and receive the praise that you deserve for your hard work. As said I said earlier, send an email if you have any questions. I'll see you in November!

Doing Research in REC 601/602

By Patrick Langendorfer, Graduate Student, M.S. with a concentration in Management of Leisure Services

I attended my first class in Recreation Research and Evaluation I (REC 601) in fall semester 2009 with what could be called an attitude lacking in enthusiasm. I was not particularly fond of the idea of conducting research or spending a whole semester talking about it. To be honest, I didn't know what to expect but I had a hunch it wasn't going to be any fun at all. It seemed my classmates and I thought we'd never really use any of this stuff, and we might just have to deal with it for a semester.

Slowly but surely, things began to turn my perspective around. I still didn't call it my favorite class, but Dr. Todd had such enthusiasm for doing research! How could it be all that bad if someone gets this excited about it? We all enjoyed a good chuckle when she did her hop, skip and jump of excitement when reflecting upon a particularly fun part of her master's work or past research. This helped us keep a positive, if slightly skeptical, attitude as we progressed through the planning stages of our research project: a recreation needs assessment for Tompkins Cortland Community College (TC3).

We began our research project in earnest in the beginning of the spring semester of REC 602: Recreation Research and Evaluation II. Deadlines began to approach quickly and all the committees were inundated with the work. As committees, we collaborated with TC3 staff to get IRB approval at both Cortland and TC3, to perfect the survey instrument after countless revisions and set up focus groups for TC3 students. I think I had about two emails per day from classmates all semester long. It was amazing seeing all the groups working in conjunction and striving to achieve our goals.

(continued on next page)



(Doing Research cont.)

After IRB approval, we all worked to get permission to administer surveys in TC3 classes from instructors, which proved to be quite a task in some instances. I personally worked on the focus group committee, requiring even more logistical conversations with group members and TC3 staff. I can only imagine all the work the other groups were doing behind the scenes. The project began to feel more like it was ours than something we were required to do. All the members of the class could give each other knowing looks or a heavy sigh in class while coding survey items in SPSS or entering survey data and know exactly what the other student felt: satisfied exhaustion. We began to come together as a larger work group instead of our smaller committees.

My perspective of 601/602 and research in general really changed over the course of this past year. Some of the larger changes occurred during the focus group administration, some while presenting the class project on Scholars' Day in April, and even more during class while working with my classmates. Throughout the process, we really learned that the "Times 8 Rule" really does mean that everything has a tendency to take 8 times longer to complete than you expected, and that research can be a challenging, messy thing. We learned that there is no such thing as an early night during the late stages of conducting research. But no matter how challenging the process may have been, it was a great feeling knowing that the work we had done was so important to a group of professionals who are doing everything they can to provide better facilities and programs to a college campus. All the professional staff at TC3 were incredibly invested in the process and seemed to value our work and the information they received about their programs.

While I still might not call REC 601 or 602 my favorite class of the last year, I do have to begrudgingly admit that my view regarding the value of research has changed for the better. I feel that I can have a true appreciation for the benefits and the applications in the future of my career and in the field at large.

What I Love About SUNY Cortland and the RPLS Department

By Ashley Sherlock,

Senior, B.S. in Outdoor Recreation with a concentration in Camp Management



What do I love about the RPLS department? When I was given the opportunity to write an article about all the joys of this department, I didn't know where to start. I began my college career at a different school, but transferred to SUNY Cortland specifically because I wanted to be a part of the RPLS experience. What initially drew me to the program was the tight knit community that often evolves out of a small department. After spending a year and a half as an Outdoor Recreation major, I know I have made the right choice.

In my opinion, the best thing about our department is the class requirement for Outdoor Education Practicum. The two weeks spent in the Adirondacks at Raquette Lake are unforgettable. This unique program that teaches outdoor living, backpacking, hiking, canoeing, and other recreation skills is an asset to the RPLS department. It is the experience of a lifetime, and an experience I am lucky enough to accomplish twice.

This has had such an impact on me because it led me to my career goal of being a back country trip leader. This will be my second summer participating in OEP, but my first as a member of the student staff. So although I cannot offer insight on the student staff experience, I sure can attest to how amazing my time was as a student in this course. I'm excited to gain more leadership experience in the outdoor setting, and I know that this is the place to do it.



Besides the Raquette Lake adventure, there are many other aspects of the department that I love. First and foremost, the devoted faculty members who are brilliant and always willing to help. Their doors are always open for students and they go above and beyond what is in their job descriptions. Each professor has their own unique experiences and stories that influence their teaching styles. I have learned so much from each of them and they have helped guide my school career.

I have found that RPLS is also an inclusive, accepting department. The students and faculty each bring their own hobbies, interests and personality into the mix. It is a place where you can find people with similar interests, or branch out to learn new things. Most of those involved in this department are in this profession because it is what they love. They want to spend their life doing what they love, being active and being a positive influence on the environment. I know that I personally want to spend my life working outdoors. It is not about the money or recognition; it is about being happy with my life and having no regrets. That is why I love the Recreation, Parks and Leisure Studies Department and I feel that I have found my calling.

Our Partnership with B

What are your after-school plans?

Build character with us at
LEAGUE 56 ACADEMY



Promoting Resiliency in
the 5th and 6th Graders at
Barry Elementary School

Barry Elementary School
Lydia Rosero '80, Principal

supervisor in a Teaching Assistant position. As part of the TA position, I helped develop the League 56 Academy Manual. Seeing the program from all different angles was great to experience. Being a supervisor is much different — it comes with more responsibility which I enjoyed greatly. SUNY Cortland's Recreation, Parks and Leisure Studies Department has just received a grant to buy more bags full of games so we can now expand to other elementary schools in the Cortland area. We have selected three new TA's for next semester who we feel will do a great job. I am proud to see League 56 Academy continue to grow as it has helped me grow.

An Undergraduate Student View

By Nate Smith, Senior, B.S. in Recreation

I have been involved with Barry Elementary School all three years I spent at SUNY Cortland. I first started in a program through my Play Across Cultures class which required me to get 20 hours professional experience working and playing games from around the world with the kids. From there I built relationships with the children and the staff at the school.

League 56 is an after school program run through REC 380: Leadership and REC 280: Programming classes to promote to the children seven traits of resiliency which will help them be the best people they can be. These traits also help prevent bullying and promote leadership. Before the after school program begins, we have study time with the kids that need a little help to improve their GPA.

My first semester in Leadership and League 56 Academy was a great experience and helped me realize how much I love working with kids. What helped me realize this was interacting with them through games and activities. Many of these kids just need someone to turn to as a friend. Or they might need someone to just hang out with and that is why they look forward to every Tuesday and Thursday with the Cortland RPLS students. The Cortland students plan out every week on weekly activity sheets which are used by all the groups. Each group makes their own plan involving games and activities that promote their resiliency trait for the week. Our resources for playing these games and activities come from three very large bags that are full of things to play hundreds of different games.

Through League 56 Academy, I got noticed by some of the staff at a different after school program that ran at Barry Elementary school and I was offered a job as a summer camp counselor. I also started to work at that after school program when I did not have League 56 Academy. It was a great experience for me and showed me how great working with kids really is.

The League 56 Academy is becoming more successful every year. My last semester at SUNY Cortland, I was asked to be field



Barry Elementary School

A Graduate Student View

By Timothy A. Bennett '07, Graduate Student, M.S. with a concentration in Management of Leisure Services

League 56 is a program where SUNY Cortland students teach seven resiliency traits (independence, initiative, creativity, values orientation, relationships, humor, and insight) to 5th and 6th graders at Barry Elementary School through various games and activities. Not only do the Cortland students teach the seven traits, they also assist the League 56 participants with their homework.

I fell in love with the program after hearing about it during the Cortland Recreation Conference in November 2009. Lindsey Brown, another RPLS graduate student, gave a tour that provided the audience of her presentation a close-up look at the program. After speaking with Dr. Eddie Hill and Lindsey, I decided that I wanted to contribute to the program and become actively involved in it on a regular basis.

My first chance at becoming familiar with the League 56 program at Barry Elementary came this past spring. My job title in the program was "Classroom Supervisor," and my main task was to make sure that the program ran smoothly. At the same time, another task that I had (due to being the Classroom Supervisor) was serving as a Teaching Assistant in REC 380: Leadership in Parks, Recreation and Leisure Services.

Looking back at the semester, I would have to say that I made a lot of connections with the undergraduate students that are in the Recreation, Parks, and Leisure Department. I already knew the graduate students in our department from taking classes together, but it was great to meet the undergraduate students as well and network with them.

I feel that the future of League 56 is very bright. The staff size will increase this fall with each member having specific tasks to perform catered to his/her position, new recruitment techniques have been implemented to expand the program's ability to reach the 4th and 5th graders (they will be the following year's 5th and 6th graders), and the program is transitioning into operating as a fully "student-run" program with hopes to expand to other elementary schools.

After being involved in the program for one semester, I decided that I wanted to pursue doing my final project to earn my Master's degree on "The Expansion of the Barry Program." Anyone that would like to find out more about the program, get involved, or contribute to it in any shape or form, feel free to contact me at TimothyABennett@yahoo.com.



Wish List

Recreation, Parks and Leisure Studies Department



The RPLS Department continues to be in dire need of a passenger van to meet the needs of our outdoor recreation courses. We have too much going on all the time!!! If you or a group of alumni would like to work to procure a large van for the department, we would be grateful!

Also, we are in need of the following items. If you would like to make a donation to the department, please contact Dr. Sharon Todd, new Department Chair, to make arrangements. Your generosity would be greatly appreciated and would make an immediate impact on the students and their learning.

- Passenger van (2007 or newer)
- GPS units
- Kayaks or canoes in good condition
- Adaptive recreation equipment and sport wheelchairs
- Items from countries around the world related to play, recreation, leisure, or culture (toys, games, visuals, etc.)
- Cross-country skis in good condition
- Bicycles for the Community Bike Project
- Outdoor education supplies like binoculars, spotting scopes, telescopes, etc.

Rho Phi Lambda

By Lindsey Brown '10, Graduate Student, M.S. with a concentration in Management of Leisure Services



In the spring of 2009 I, along with nine other SUNY Cortland students, was inducted into the Alpha Eta Chapter of Rho Phi Lambda academic honor society for Recreation, Parks and Leisure students. The standards to apply for Rho Phi Lambda are extremely high and the process is rigorous; as students must maintain a high grade point average, as well as prove their civic commitment in the field. It was an honor to be chosen to apply and even more-so to be chosen to join the ranks of professionals who are in the society.

In March, the board of Rho Phi Lambda announced four scholarship opportunities: Chapter Incentive Award, Outstanding Undergraduate Student, Outstanding Graduate Student, and the Leadership and Service Award. In order to apply for the student awards, applicants had to be a Rho Phi Lambda member in good standing, demonstrate outstanding scholarship in higher education, and be currently enrolled as a full-time, matriculated student in the Parks, Recreation and Leisure Program. The recipients are invited to receive their awards at the National Recreation and Parks Association's Annual Congress. I was fortunate enough to be chosen as this year's recipient of the Outstanding Graduate Student Award for Scholarly Activity, and will gladly be going to Minneapolis, Minnesota, this October to publically receive my award.

As a recent inductee to Rho Phi Lambda, I was asked to assist with the induction of the newest group of students to join the society. Over 65 students, faculty, staff and friends gathered at Greek Peak's new Hope Lake Lodge to join our celebration of this year's award recipients and Rho Phi Lambda inductees. The ceremony was wonderful, as were the speeches, food and company! This is a wonderful tradition to recognize all of the hard work that students do, inside the classroom and out.

Editor's note: Read the full story of Lindsey's award at this link: <http://www2.cortland.edu/news/detail.dot?id=241520>.

Award and Scholarship Winners in the RPLS Department for 2009-2010

And the winners are.....

The Marcia Carlson Award. This award, in honor of professor emeritus Dr. Marcia Carlson, longtime faculty member at SUNY Cortland, recognizes a student who has made a significant contribution to the areas of outdoor education. This year's recipient is Annelise Tasker from East Aurora, NY.

The Robert Ditton Award, established this year in honor of Distinguished Alumnus Dr. Bob Ditton, is given to a student with high academic achievement and promise in the field to help offset costs of attending OEP at Raquette Lake. This year's recipient is Cameron Johnson, from Bemus Point, NY.

The Ralph S. Mauro Award. This award honors Ralph Mauro, who was a student in the RPLS Department in the 1970s. Ralph demonstrated a high degree of enthusiasm and dedication to helping others with disabilities and was an individual with a physical disability himself. Ralph was actively involved in several community organizations that support individuals with disabilities when he died in 1978. This year's recipient is David Burnette from Tonawanda, NY.

The Harlan "Gold" Metcalf Award. This award honors the founder of the RPLS Department, Harlan "Gold" Metcalf, and recognizes a student who exemplifies Dr. Metcalf's qualities of good scholarship, interest in many activities, high moral and



ethical character, and dedication to serving people. This year's recipient is Shaileen Swan from Syracuse, NY.

The John A. MacPhee Award. This award is given each year to a recreation major who shows academic achievement and is a scholar/athlete. This year's recipient is Kyle Peterson from Montrose, NY.

The John A. MacPhee Scholarship. This award is given each year to a recreation major who shows academic achievement, professional

promise, and clear educational goals. It honors John A. MacPhee, one of the founding faculty members of the RPLS Department. This year's recipients were Kyle Peterson and Annelise Tasker.

The Jay '66 and Bettie Lee Yerka Scholarship. The Jay '66 and Bettie Lee Yerka Award for Excellence in Recreation and Leisure Studies recognizes a student who is majoring in recreation, demonstrates outstanding academic achievement and leadership, and has high moral and ethical character. In addition, the award is preferably given to a non-traditional student in therapeutic recreation. This year's recipient is Sarah Wryk from East Aurora, NY.

The Phyllis Doe Scholarship. The Phyllis Doe Scholarship is awarded to a student in

therapeutic recreation for high academic achievement and leadership. This year's recipient is Meghan Derick from Bath, NY.

Continuing scholarship recipients include Maria Hart from Binghamton, NY, recipient of the **Joyce A. Gaus '60 Scholarship**, Nick Olson from Dansville, NY, who continues as the **Thomas Goodale '61 Scholarship** recipient, and Adam Prue from Peru, NY, recipient of the **John B. Knox Memorial Scholarship**.

Outstanding Senior, selected by her peers, was Annelise Tasker.

NATIONAL AWARD WINNERS

Lindsey Brown, graduate student in Management of Leisure Services, and from Mahopac, NY, received the prestigious **Rho Phi Lambda Graduate Student of the Year Award**. See story by Lindsey on the previous page.

Amanda Perl, graduate student in Therapeutic Recreation from Ithaca, NY, and Caleb Vansickle, undergraduate student in Therapeutic Recreation from Canandaigua, NY, received a national award from the **American Association of Physical Activity and Recreation** for the video they produced on Adapted Hunting.



Rho Phi Lambda Inducts New Members



become a member as an undergraduate, students must have an overall GPA of 3.20

and substantial evidence of outstanding leadership and service. Graduate students must have a GPA of 3.50 and the same criteria for leadership and service. The following students were inducted:

and substantial evidence of outstanding leadership and service. Graduate students must have a GPA of 3.50 and the same criteria for leadership and service. The following students were inducted:

Emily Balles, Lauren Blackburn, David Burnette, Greg Kroohs, Sarah Wryk, Hobit Lafay, Amanda Lengauer, Amanda Perl, and Lisa Spadafore.

STATE AWARD WINNERS

Central New York Recreation and Parks Society "Fran Tokar" Scholarships

Lindsey Brown, graduate student in Management of Leisure Services, and Emily Cosnett, graduate student in Outdoor and Environmental Education, received the "Fran Tokar" scholarship, awarded by the Central New York State Recreation and Park Society. This is a region-wide competition given to a student at any college majoring in recreation.



The New York State Inclusive Recreation Resource Center Continues to Make a Difference across New York State

Funded by the New York State Developmental Disabilities Planning Council, the New York State Inclusive Recreation Resource Center (NYS IRRC) has become a leading training and resource center for people with disabilities and recreation professionals across the state.

The NYS IRRC has developed an Inclusivity Assessment Tool that collects accurate and detailed information about physical and social inclusion about all types of recreation sites, facilities, and programs. Information collected through the assessment process is reviewed and entered into an on-line database so that people with disabilities, their families, and providers can find descriptive information in order to better plan their recreation. Here is the link to the database:

www.nysirrc.org

click on “Find Recreation” or “Resource Center” button



Inclusion U has been embedded in the recreation degree programs of nine different colleges and universities across the state, including SUNY Cortland. Every student who graduates from SUNY Cortland has a core foundation of inclusive recreation and a deeper understanding of what they can do to create recreation programs and services that are welcoming to people of all abilities. Here is one SUNY Cortland student's experience being a Certified Inclusivity Assessor.

To learn more about the work of the NYS IRRC:

www.nysirrc.org

InclusiveRec@cortland.edu

NYS IRRC Team in 2009-2010

Dr. Lynn Anderson, CTRS, CPRP, Project Director

Brandi Crowe '10, CTRS, Graduate Assistant

Laurie Penney McGee '99, CTRS, Project Coordinator

Dr. Vicki Wilkins, CPRP, Project Faculty



My Life as a “CIA”

*By Cameron Johnson
Senior, B.S. in Outdoor Recreation
with a concentration in
Natural Resource Recreation Management*

My experience being a Certified Inclusivity Assessor (CIA) was life changing. I don't imagine anyone who has gone through Inclusion U training will ever look at a building or a “handicapped” sign the same way again.

I decided to choose my local State Park in my hometown of Bemus Point, Long Point State Park on Chautauqua Lake. After spending the numerous hours getting every measurement needed, I soon after found out that New York State was going to close a number of State Parks, and Long Point was on the list. A few months later, the “Road Closed” signs were put in place and the park was closed, for the time being at least. Now I can only hope that New York State decides to re-open all of the parks and restore them to their previous conditions. However, the knowledge that I took in from this experience will continue to benefit me throughout my lifetime.





SUNY Cortland Community Bike Project

By Lindsey Brown '10

Graduate Assistant, M.S. with a concentration in Management of Leisure Services

The SUNY Cortland Community Bike Project has become an integral part of the Cortland campus in the five short years it has been in existence. We have begun to take steps to not only make the project well-liked, but also become well-established. Over the last five years, the community bike program has grown and transformed into one of the longest running campus bike projects in the United States. Many other colleges and universities near and far have contacted us to gather information about the sustainability of such a system. Through our marketing efforts and by holding special programs, the program has attracted a core group of supporters and volunteers who help to provide alternate forms of transportation and improve the overall health of our campus community. When we refurbish used bikes, it reduces the number of bicycles that go into landfills each year, additionally helping to alleviate some parking issues on campus.



This fall, we switched to a new and improved check-out system. We have shifted our need for volunteers from our original “rangers,” “maintenance,” and “locker/unlockers,” to a check-in/out logger and maintenance personnel. Because each student who utilizes our program becomes a responsible party to the bike, we have virtually eliminated the need for rangers, whose primary responsibility was to ride around (or off) campus and pick up broken down or abandoned bicycles. Also, because the bikes are checked out from and returned to the Community Bike Shop at the bottom of campus, we do not need volunteers to travel to the 14 bicycle racks each morning and evening to lock and unlock the bikes. Each yellow bike is loaned to a student, like a library book, for a 3-day duration and is returned with the lock and key. Additionally, we are also able to offer each rider a helmet, whereas with the old system we were unable to do so. The volunteers mostly come from the *REC 445: Administration of Recreation* class and *REC 470: Senior Seminar*

who choose to complete volunteer work with the Bike Project. Because of the vast volunteer opportunities, the CPB helps students to learn a new skill (bicycle maintenance) that they may otherwise never have sought out to learn. Moreover, students have the opportunity to practice their managerial and marketing techniques, giving them an experiential yet friendly forum in which they can learn.

We have recently introduced a “Red Bike” and a “Green Bike” program to offer students, departments, or clubs the opportunity to have their own bikes. The Red Bikes are multi-speed mountain or road bikes that are available to students as a rental for an entire semester. This program has been popular with international students here for the year. The Green Bikes are 3-wheeled haulers available for purchase by departments, clubs or organizations. The Green Bikes have many perks, including a large basket for transporting goods, a helmet, lock and key, and winter storage.

At the moment, we currently have two fundraising initiatives: a T-shirt, sweatshirt and water bottle sale; and the fender-blender smoothies. The CPB items are available at special events like the annual critical mass ride, bike races and SCRA events (they can also be purchased via e-mail). The smoothies are made using a person-powered blender that sits on a bicycle, exciting for the smoothie maker and curious on-lookers!

As the graduate assistant, it was a great pleasure working with the Community Bike Project and making the program more sustainable! I wish Jen Miller, the new Graduate Assistant with the project, the best of luck and continued success!



For more information, e-mail the Community Bike Project: communitybikeproject@cortland.edu or call: (607) 753-4904!

Surveying Alumni— Undergraduate Research

By Zac Cederstrom, Senior, B.S. in Outdoor Recreation with a concentration in Outdoor Leadership; and Roger Ennis, Senior, B.S. in Outdoor Recreation with a concentration in Camp Management

During the 2010 spring semester we conducted a research study for the Recreation, Parks and Leisure Studies Department at SUNY Cortland. The purpose of our study was to learn what alumni thought about their education and experience at SUNY Cortland. We specifically asked questions about how graduating with a degree from the RPLS Department was helpful in preparing alumni for work in their respective professional fields. We focused on a recent group of alumni from the RPLS Department. We sent out about 150 electronic surveys to alumni from the years 2004-2009. The survey was distributed via email, and it consisted of both open- and close-ended questions that addressed the curricula of the RPLS Department, internships, employment status, demographics, and other similar areas.

The response rate that we received was not as high as expected; however, the information that was provided to us was very useful. The 2004-2009 alumni seemed to feel that their education from SUNY Cortland was very useful in securing a full-time position in the professional field. We also found that the respondents did not have any negative experiences with the RPLS Department. As many of you may remember, and expect, the most memorable experience for the majority of the respondents was the Outdoor Education Practicum that is held at Raquette Lake.

Although our sample size was limited, the information provided by the respondents may help the RPLS Department when considering adjustments for the department. A general consensus for the respondents was to “keep up the good work!” which is what both students and faculty liked to hear. We also feel that this study has provided current RPLS students with a boost of confidence knowing that they will be adequately prepared to enter the professional recreation field after leaving SUNY Cortland. Thanks to all of the alumni that participated in the study and in helping provide insight for the RPLS Department.

Open-Ended Comments to the Question: What Was the Highlight of Your Studies at SUNY Cortland?

- Working with children with disabilities
- Interactions with the professors and the genuine impression that they cared; Raquette Lake exposure—such a wonderful place; overall sense of pride of the faculty in the department.
- OEP, volunteering at Lone Birch Stables
- OEP is an obvious one. Best class and lots of friends in the field I still network with. Each recreation conference, again because of networking. I still share services and information with those people I met as presenters.
- OEP!! And all the rec professors and Darleen being so extremely helpful at all times
- Dr. Wilkin's class-diversity and inclusion-opened my eyes to new ways of looking at things -very enriching; my internship experience was great; the rec conference is great
- OEP; Swilson, Vicki, Sharon, Lynn; Conference
- Any time spent at Raquette Lake, working with Dr. Todd and Dr. Anderson on my thesis, working with Dr. Yaple at Lime Hollow and on Taproot.
- Internship, Site and Facilities Planning Course, Diversity and Inclusion Course
- I loved the Raquette Lake camping trip. I never camped before and it was the best experience of my life. I camp frequently now and love to canoe and hike all thanks to Dale and the other staff. I also enjoyed the volunteer work that is required. I was able to get some hands-on experience even before I started my internship which made me less nervous.
- Winter studies course. TR courses
- OEP, obviously, I think I learned a lot those two weeks up at Raquette Lake and in the surrounding area about myself and camping that I wouldn't have been able to learn elsewhere. Also it is good to see professors out of the classroom atmosphere to really see what kind of people they are when not trying to jam knowledge into our brains within a short period of time.
- Raquette Lake!! Loved the new outdoor skills I learned and the team building with classmates
- Participating in course activities such as Raquette Lake trips and other excursions that allowed for hands-on learning
- My Outdoor Education Practicum was really the best part of Cortland. I feel that it really made the whole college experience.
- Internship at Huntington. Kayak class with Dale just because it was a lot of fun. Classes with Vicki Wilkins b/c she made me take myself seriously.
- Senior Seminar. OEP. Outdoor Activities
- I loved Field Biology and could have spent my entire Masters Degree doing field work
- OEP, WFR, Adirondack Winter Studies, Camp Huntington
- COOP, Raquette Lake (each time)
- OEP, Wilderness and the American Mind, Connections with Profs.
- REC 370 as a student and as a student staff were awesome. I also appreciated how close the students in the rec department were and that we all did activities together outside of class
- Working at Lime Hollow, internship
- Actually graduating from college was rewarding. Having great professors by my side to encourage me along the way helped. I loved Raquette Lake. I loved bonding with other people and being out in nature.
- OEP, Internship, working with experienced faculty
- My internship experience, and the time spent over the summer at Raquette Lake learning skills with other students.
- Going to Raquette Lake, The maintenance management project with Anderson Young, recreational law
- Diversity class, becoming friends with other rec majors, the opportunities available to play outside in different ways
- OEP, assignments and study in Diversity and Inclusive Recreation class

Alumni News

Dr. Tom Buchanan '74 Receives Honorary Doctorate from SUNY Cortland

Dr. Tom Buchanan received his bachelor's degree in recreation in 1974 from SUNY Cortland. He returned in 2009, 35 years later, to receive the honorary degree of Doctor of Humane Letters, the highest honor bestowed at SUNY Cortland. Dr. Buchanan serves as the president of the University of Wyoming. Read the full story at this link:

<http://www2.cortland.edu/departments/recreation/news-detail.dot?id=211240>



John Silsby '69 received the Connecticut Recreation and Park Society Distinguished Service Award for his meritorious contributions to the parks and recreation field.

Other news of alumni

Ralph Shortell '66 is retiring after 35 years as the Director of Student Activities at Tompkins Cortland Community College.

Jessica Hatfield Daily '01 was in the news with the "Laughter Club" she has developed at her agency, Walden Place, an assisted living facility. According to the article, the residents at Walden Place benefit from Jessica's program greatly, experiencing decreased stress, relief from pain, and increased blood flow, not to mention fun!

Tim Rodriguez '08 was in the news upon his appointment to the position of community partnership coordinator. Tim helps to build a working relationship between the community of Cortland and the college.

Rocci Aguirre '95, Director of Land Protection for the Finger Lakes Land Trust, was in the news as the Land Trust celebrated 20 years of protecting natural resources in the region.

Dr. Jack Sheltmire '73, director of SUNY Cortland's outdoor education centers, retired in March after 10 years in his position. Jack is especially proud of the work he did during his tenure to achieve National Historic Landmark status for Camp Huntington. The Trapper's Cabin at Huntington will be named in Jack's honor. Read more at this link: <http://www2.cortland.edu/news/detail.dot?id=248462>.

Alumni Advisory Committee

Raul 'Rocci' Aguirre '95

Director of Land Protection, Finger Lakes Land Trust

Celeste Bernardo-Dunn '85

Superintendent, New Bedford Whaling National Historical Park, National Park Service

Karen Caccese '99

Special Events Planner, Manhattan, NY

Jessica Hatfield Daily '01

Activities Director, Walden Place

Ike Kuzio '00

Recreation Specialist, Westchester County Department of Parks

Gary Lopez '96

Recreation Specialist, Onondaga County Parks

Tim O'Connell '90

Associate Professor, Dept. of Recreation and Leisure Studies, Brock University

Elaine O'Mara-Hulbert '84

Recreation Therapist, Maple Leaf Day Habilitation Program

Ellen Lupia O'Sullivan '70

Professor Emeritus, Southern State Connecticut University

Laureen Penney McGee '99

Coordinator, NYS Inclusive Recreation Resource Center

John Silsby '69 (Chair)

Director of Parks and Recreation, Groton CT Parks and Recreation Department

Annelise Tasker '11

President, SUNY Cortland Recreation Association

Carol Zimmerman '95

St. Lawrence County Health Initiative, Adventure Education Specialist

William Zimmerman '76

Recreation Director, City of New Rochelle Recreation

Coalition for Education in the Outdoors



By Angel Bovee

Graduate Assistant, M.S. with a concentration in Management of Leisure Services

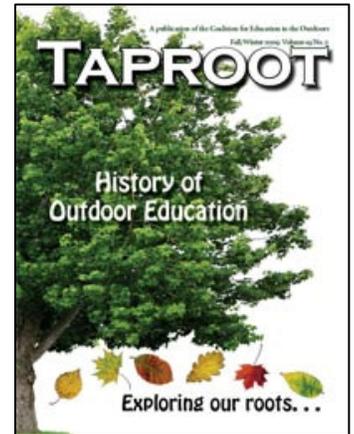
The Coalition for Education in the Outdoors has had an exciting year! In January the Coalition sponsored the 10th Biennial Research Symposium at Bradford Woods. Look for the *Research in Outdoor Education* publication featuring the latest research presented at the symposia due out in the coming year.

This year, CEO decided to take a look back at our "roots," dedicating the last two issues of *Taproot Magazine* to some of the pioneers in outdoor education including Julian Smith, Frederick Gunn, Ana Botsford Comstock, William Gould Vinal, Joseph Green Cogwell, and Lloyd Burgess Sharp.

We are also about to start a membership drive to increase our membership numbers and get more people involved in the support and furtherance of outdoor education and its goals. If anyone is interested in becoming a member of the Coalition for Education in the Outdoors and receiving both *Taproot* and *Research in Outdoor Education* journals, please visit our website at

www.outdooredcoalition.org.

You can now also find us on EBSCO, a research database serving universities around the world!



SUNY Cortland Recreation Association (formerly known as CCRA)

By Meghan Derick
Senior, B.S. in Therapeutic Recreation



There are many things that I could talk about that expand on my experiences with the Recreation, Parks and Leisure Studies Department at SUNY Cortland, but one in particular that made my time at Cortland unforgettable and helped shaped the student I became and recreation professional I desire to be. This topic could be taken from any student's perspective, but I hope that you can see just how much the department means to the students through my view.

It was my first semester at Cortland, and we were just a few weeks into classes. I couldn't get enough of my Rec classes and was feeling like this is the best thing going. A couple of my professors had mentioned several times something about CCRA. I was curious to find out what it was all about. Next thing I knew, it was the end of February and we were headed on a trip to Raquette Lake. CCRA, Cortland College Recreation Association, was the Recreation Department's majors club (all students, faculty and staff are welcome to join) and I was extremely glad to become a part of it. That Spring was full of fun and

educational experiences that I was able to apply to what I learned in the classroom and make fond memories. From that trip to Raquette Lake, to helping out the Physical Education Majors Club with Hoops for Heart, to journeying to Long Island for the New York State Recreation and Parks Society Annual Conference, I couldn't wait for the next semester to start so we could begin building a new and improved CCRA.

At the end of that spring, the club voted to change its name to SCRA, SUNY Cortland Recreation Association, because we thought that it was more fitting since the school is no longer called Cortland College. We knew that a lot of hard work and memories always came with CCRA at the start of a new year, so we wanted to be able to keep true to the name under a different one. For some, the club will always be CCRA, but we know that from this past year, SCRA has been able to live up to standards.



SCRA (cont.)

With a new name and a great attitude we started the year off with the River Cleanup, an event where the local community and students clean portions of local creeks and rivers. Throughout the fall semester we also maintained a section of the Finger Lakes Trail, headed by our club Program Coordinator, Jon Wetzel. We helped out with some trail maintenance at Lime Hollow, a local nature center and some students and members also participated in their annual Creatures of the Night event. For a special project, one of the seniors put on "The Amazing Bike Race," sponsored by the Community Bike Project, and SCRA helped out with the race and did pumpkin carving with participants. Annie Tasker, the 2009-2010 club President, and her mom designed very awesome t-shirts from an idea they came up with for our fall fundraiser. The shirts were a big hit, especially at the 59th Annual Cortland Recreation Conference, where we tabled for the club. We also did the annual school Relay for Life as a fundraiser and raised over \$200 in donations. We ended the semester with a bang, helping out Lime Hollow with their Christmas tree sale and throwing a holiday party, which was a huge success!



Come spring we ventured out again in February to Raquette Lake for a remarkable weekend of fun in the snow. We also helped out with the community event, Chill-a-bration, by helping and showing people how to snow shoe. In March, we headed off to the New York State Recreation and Parks Society Annual Conference again, taking over 30 students. Everybody definitely knew Cortland was in the building! It was a grand time and a good



learning experience. In April, as part of the 1st Annual National Recreation and Parks Association Student Park Day, we ventured out to Butternut Falls, a local state park, and enjoyed a pleasant hike. The year ended with the 31st Annual Recreation Awards Banquet. Faculty, staff, students, award recipients, special guests, and even the college president were all present at Greek Peak's Hope Lake Lodge to enjoy a wonderful dinner and the department's and students' successes of the year.

There are also many other things that go on besides the events we participate in. Preparations, organizing, planning, and evaluation of events are done, and we have weekly meetings all throughout the semester. The officers are always working hard at something, putting and bringing an event together or just getting news and updates of events out to the club. The club is student run, with two wonderful co-faculty advisors, Dr. Eddie Hill and Dr. Amy Shellman. We get a taste of budgeting, or if you ask our 2009-2010 Treasurer, Ashley Sherlock, a taste of the pain of budgeting at times, but definitely an experience to apply to being a recreation profession, and something she'll never forget. Our 2009-2010 club Secretary, Emily Boek, kept the club up to date by keeping and sending out weekly minutes. SCRA has a bulletin board which was kept beautifully by our Public Relations Representative, Gus Banuski. Myself, the Vice President for the 09-10 school year, worked side by side with Annie on anything and everything SCRA, from revising the club constitution to helping her organize the state conference student social.

I could probably fill up many pages with what we have done with SCRA and what SCRA means to me as a student and how the experiences I had with the club will impact me as a professional. But, to keep it simple, SCRA is awesome. It's making friends, interacting with faculty, with the community, and with the college all rolled into one. SCRA is getting unique experiences that give you memories to keep with you for life and experiences that can be applied in the professional world. It's a one of a kind opportunity that I would recommend any student who has the chance to be a part of it.

I came to SUNY Cortland just a year and a half ago. I participated in graduation just recently and am doing my internship in the fall. I was only a part of the RPLS Department Family (yep, that's right, family, and one heck of a family, too) for a short time. Before coming to Cortland, not knowing what to expect, but hearing a lot of great input about the RPLS Department, I was excited to start off a new chapter of my life as a recreation major. Yep, that's right, I was majoring in recreation!!! I get to have fun, and help people have fun? Sign me up, I thought. And I'm glad I thought it.

When that infamous question would come up in the beginning of my trek as a rec major, "What's your major?" and I would reply, "Therapeutic Recreation," I get that funny look or baffled question, how can you major in recreation? It was hard at first to explain how you could major in recreation, because frankly, I didn't know, and it was new to me. Through many great classes, amazing times and some of the best people around, and especially because of my experiences and time with SCRA, I feel, after that short year and half, I can answer that question today without hesitation. SCRA is much more than a club—it gave me friends for a lifetime, memories to carry with me always, and skills and experiences that will go a long way in the professional and everyday world.

Embracing Winter as a Graduate Student in RPLS

By Brandi Crowe '10, CTRS

Graduate Student, M.S. with a concentration in Environmental and Outdoor Education



In the last two years during the course of my graduate studies at SUNY Cortland, I have had the opportunity to volunteer and work with Greek Peak Adaptive Snowsports program. Established in 1974, Greek Peak Adaptive Snowsports, located in central New York, provides instruction in adaptive skiing and snowboarding January through March to persons age 6 and up with various disabilities, including autism, cerebral palsy, visual impairments, developmental disabilities, and spinal cord injuries.

A unique feature to the Greek Peak Adaptive Snowsports program is that they are 100% volunteer-based; there are no paid staff members. The organization operates and functions strictly because of the dedication and enthusiasm of their board of directors and volunteers. Dr. Lynn Anderson, chair of RPLS, is on the Board of Directors. This makes for a close-knit, family atmosphere within the organization. On any given Saturday or Sunday, I would walk into the Greek Peak Adaptive Snowsports building and the room would be filled with friendly conversation. I found it to be a welcoming environment where everyone was more than happy to assist me in figuring out where I needed to go.

As a new volunteer, orientation, dry land classroom sessions and on-snow training clinics were provided to me in November and December, prior to the start of the program season in January. Training included information and skill development related to how to teach a beginner lesson, how to use activities or games to enhance the fun and enjoyment of a lesson while also teaching the desired skill set, and how to appropriately use the various types of adaptive equipment available to participants. All of the trainings were extremely hands-on; I was encouraged to try out the various types of equipment while also learning how to use it. I found this first-hand experience to be hugely beneficial. For example, by my being allowed to attempt tri-track skiing and use outriggers to turn and ski down the hill, I quickly became more familiar and aware of the areas to focus on when teaching and working with a participant. The same held true when I attended training in guiding for persons with visual impairments, mono-skiing and working with the bamboo pole, slider and snow wing.

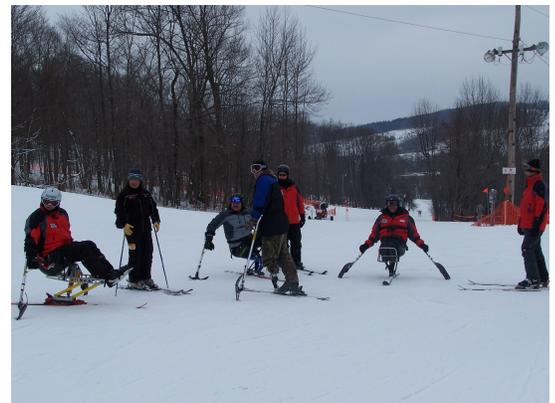
As the regular program season arrived, January through March, volunteers were asked to come in on Saturdays and/or Sundays to assist in participant lessons. Both morning and afternoon sessions are offered to participants, with a break for lunch in between. In pairs of two, volunteers are assigned a participant to work with. Usually, one volunteer would be more experienced than the other and take on the lead instructor role, allowing the other volunteer to shadow the lead instructor and assist as needed with the lesson. Assignments varied from week to week, allowing me an opportunity to work with various volunteers and participants of diverse ages and functional differences.

During my second season with the program, I was provided an opportunity to TA for the REC 211-501 Adaptive Ski and Snowboard one-credit course offered through the RPLS department and taught by Lynn Anderson. The purpose of the course is to allow both recreation and non-recreation majors to learn about the various types of disabilities and ways in which equipment and/or activities can be modified to ensure full participation that is safe and fun. Additionally, students are paired up with volunteer instructors and invited to go out on a participant lesson so that they can gain hands-on experience in working with participants and the adaptive equipment. Often, as a result of the class experience and interaction with Greek Peak Adaptive Snowsports, many students return the following winter season to volunteer their time with the organization.

Based on my own personal interest in adaptive sports and working with people with disabilities, I was thrilled to work with Greek Peak Adaptive Snowsports outside of the winter season. As part of my graduate program, I completed a master's project collaboratively with and for Greek Peak Adaptive Snowsports organization. Having learned that the organization was interested in knowing more about the progression necessary for expanding a seasonal program to a year-round format, I developed and conducted a needs assessment interview with 16 successful, sustainable year-round adaptive programs that originated as a seasonal program, just as Greek Peak Adaptive Snowsports has. The needs assessment interview focused on three areas: administrative structure and function, programs and participants, and human and physical resources for the purpose of obtaining information related to strategies and best practice methods for developing a productive year-round program. Utilizing the interview results, a comprehensive year-round program plan specific to the needs, goals and future interests of Greek Peak Adaptive Snowsports and their participants was developed as a blueprint from which Greek Peak Adaptive Snowsports can refer to both now and in the future as they work to improve and/or expand what is already an outstanding organization.

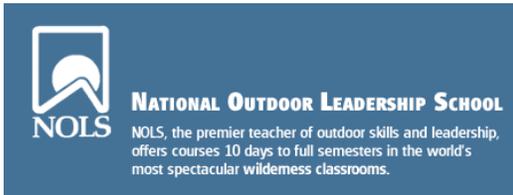
Certainly, my master's project would not have been possible without the interest and support of Greek Peak Adaptive Snowsports. My committee, chaired by Dr. Lynn Anderson, included not only faculty member Dr. Amy Shellman, but the president of the Greek Peak Adaptive Snowsports program, Jim Cappellett. What an absolute pleasure it has been to be a part of this program in the last two years. The experience gained as a result of volunteering and interacting with the organization has been invaluable and of huge benefit to me as an individual, and to the successful completion of my master's project.

Editor's Note: Brandi is from the "deep south" (Mississippi) - she is a role model to us all on how to embrace winter in Upstate New York!



By Stephanie Martin '10

Graduate Student, M.S. with a concentration in Environmental and Outdoor Education



The National Outdoor Leadership School (NOLS) offers wilderness trips ranging from one week to a full year in the backcountry. Each year thousands of students embark on a NOLS expedition and in the fall of 2009, I was fortunate enough to be one of them, thanks to the Direct Credit Agreement between NOLS and SUNY Cortland. As a graduate student in Recreation, I have studied and read volumes on experiential and outdoor education. I am trained to write outdoor lesson plans, identify effective teaching methods for engaging all five senses, and identify credible research. All of my preparation for my Masters to become an outdoor educator came full circle and came to life when I myself became a student of an outdoor semester with NOLS in Baja, Mexico.

My time in Baja was as if it jumped off the page of my Outdoor Education text book. Environmental education has four stages of development: survival, physical skill acquisition, relationships with land and inhabitants, and metaphysical (Gilbertson, Bates, McLaughlin, & Ewert, 2006). The development of these stages leads to environmental literacy. The NOLS semester follows this progression perfectly. For example, the first week I was terrified focusing on how to sleep at night, which then subsequently evolved into 5:30am sunrise Yoga every day and conversations in Spanish. I had passed through all four stages.

Research by Goldenberg and Pronsolino (2008) also fit my semester nicely. The NOLS and Outward Bound case study they performed found NOLS values of warm relationships with others, self-confidence, sense of accomplishment, and life improvement. Goldenberg and Pronsolino also highlighted the importance of the NOLS group experiences, which is undoubtedly one of the most integral parts of the NOLS semester. Learning to survive, cook, sleep, travel, lead, and actually get along with your expedition team is vital. In the backcountry all you have is each other, so you learn real quickly what everyone has to offer and how to get along.

The importance of effective communication and conflict resolution also become crystal clear when living in a small group in the backcountry. NOLS teaches positive strategies for both. Communication is one of the most simple and basic requirements, yet it was one of the hardest while on course. Instructor-facilitated lessons on communication and feedback can prove very influential on expedition behavior within a group (Paisley, Furman, Sibthorp, & Gookin, 2008). There are so many factors involved at any given moment on expedition that may effect communication, and it is indefinitely dependent on the stage in environmental education development you have reached as to how the situation may play out.



I do agree with Sibthorp, Paisley, and Gookin (2007), who found age to be a predictive factor in regards to leadership, communication, and small-group behavior. I was the eldest person on my trip, trumping the youngest by ten years, and I was also older than most of my instructors. The age difference was extremely obvious on day one, but by the end of the course we were all pretty level among the NOLS outcomes.

Leadership skill building is by far what NOLS prides itself on — after all it is in the title of the school. There are several kinds of leadership taught on a NOLS expedition but the one that I thank NOLS everyday for improving is my self-leadership. Self-leadership is one of the four leadership roles in the NOLS leadership model. Self-leadership is taking care of yourself so that you are a strong, contributing member of your group and showing personal initiative and character. All too often I will run myself ragged trying to get everything under the sun accomplished and please every person in my life at the same time. While on my leadership course with NOLS I learned that taking care of my physical and mental state will then in turn produce higher quality outcomes for all involved. Taking time to prepare myself for something and thinking ahead has allowed me to make better decisions regarding my family, work and school life.

I experienced new things and new places while on course with NOLS, one of which was positive reinforcement in skill acquisition. This goes hand-in-hand with self leadership. Mentally leading myself in a positive way has taught me a new outlook on many aspects of my life. Learning that taking care of my body in a positive way, not a guilt-ridden way, has led to my study of Yoga and thus influenced me to exercise more; now it is not mental and physical punishment. The role of positive psychology in outdoor education has been studied by Berman and Davis-Berman (2005). Berman and Davis-Berman suggest that positive human traits can lead to outcomes that are deeply meaningful and transferable to the front country such as optimism, resiliency, and even better physical health (2005). In my situation they are absolutely correct. After my experiences in Baja I truly felt I had the skills to tackle anything. The NOLS curriculum fosters growth in a positive way through reinforcing learning with every type of learning modality. NOLS instructors are patient and positive, thus giving you the confidence to try something that you very well may not succeed at on first attempt.

Although 99% of my NOLS experience was positive, there is something that I feel needs further examining in the field of experiential wilderness trips. Warren (2002) touches on this when she discusses “classism” within a NOLS course. NOLS courses are so expensive that they become exclusive. Yes, there are scholarships available, but even then it’s a surmounting amount of money. For example, I won the maximum scholarship available and after that my cost was still \$10,000. Yes, it is worth every penny, but it is a barrier to participation. After my experience with NOLS I hope to one day be able to afford to sponsor a prospective NOLS student, much as a summer camp sponsor would.

They outcomes listed by NOLS for a course include outdoor skills, judgment in the outdoors, environmental ethics, leadership, small-group behavior, and communication (Paisley, et al., 2008). I carry every one of these outcomes with me every day. My experience in the backcountry with NOLS was absolutely my capstone activity to becoming an outdoor professional. I truly cannot recommend the National Outdoor Leadership School enough, as it has improved all aspects of my life.



Learning What It's About - Life as a Freshman

By Melanie Canna

Freshman, B.S. in Outdoor Recreation with a concentration in Outdoor Leadership

I could hear the uneasiness of my grandfather's voice after telling him my major was going to be "outdoor recreation," and to be honest, I was hiding the same worries at first, too. I had worked at a summer camp where a few of my friends went to SUNY Cortland as recreation majors and convinced me that it was where I belonged as well. At my freshmen orientation, I was hoping to meet a few other recreation majors, but no, I was the only one at that session. I later learned that recreation majors most often transfer into the program and I wasn't sure how it would be being among a small number of freshmen with more transfer students in my classes.



It didn't take long for me to feel a sense of belonging in the department. The upperclassmen were extremely welcoming, and my professors were clearly dedicated to making every student successful. I jumped right into SCRA, and

enjoyed the kayaking in the pool COOP offered. But I made the most friends through the League 56 Academy that we did in my Leadership and Programming classes. I was amazed at the participation from all of the students in all of my classes. We were all really excited to be there, and always made everything fun. Not only did I enjoy the company from students that I felt I fit in with, but I learned what being a recreation major really meant, and can now defend it when someone questions it. The highlight of my semester was the day that all the recreation students got together to hike at Buttermilk Falls State Park in response to the NYS budget cuts. It was great being around so many people that were all passionate about the same thing.



I made a lot of friends in the RPLS Department and found a major that I really believe I can be happy and successful in. It didn't take long for me to figure out that being a recreation major at SUNY Cortland is more than a major, it is a way of life. A life that you can enjoy every minute of.

Life as a Non-Traditional Student!

By Shaileen Swan '10

Senior, B.S. in Therapeutic Recreation



Where do I begin? Life as a non-traditional student began as a scary place. It was a completely life altering experience. For me, it changed everything. I went from being a working professional, to being a

struggling college student. I went from dining in fine restaurants to eating Ramen Noodles (well, not really eating Ramen Noodles, but you get the point!). I went from wearing suits to work, to wearing sweats to class (not a bad trade-off, I might add!). I went from traveling all over the country for international conferences, to traveling to SUNY Cortland's Park Center three days a week for classes. I went from getting up at 5:00 am to get to work, to staying up until 5:00 am to cram for finals. These were just some of the changes I faced as a non-traditional student, and many of these scary changes made me ask myself too many times to count, "Did I make the right decision?"

Well, now that it's all over there are many other changes that I am able to recognize. I went from believing that I was not a good student, to being recognized for my academic achievements. I went from believing that I couldn't possibly have anything in common with a traditional college student, to making life-long friendships with some. I went from previous college experiences that were void of connection, to a college experience where everyone knew my name. I went from believing that school was boring and a chore, to a passion and enthusiasm for what I was learning. I went from a profession that had become tedious, to excitement for the wonderful possibilities that were opened to me.



So, every beginning has an end and I am now graduating with a B.S. in Therapeutic Recreation. As this chapter in my life ends, I am grateful for the guidance I received. I am grateful for the sense of community I feel in the RPLS Department. I am grateful for the experience I have gained. I am grateful for the opportunities I have been given and I am grateful for the connections I have made. With these things, the new beginnings on the horizon don't seem so scary.

My OEP Experience

By Emily Boek

Senior, B.S. in Therapeutic Recreation



Everyone needs nature in their lives in order to stay happy and healthy. There is certain simplicity in this world that is shown through nature. In order to survive we must have air, water, food, and shelter. OEP taught me how to embrace the simplicity of life and it gave me the education to do so in a safe manner. During my experience I became more confident as a leader, more social with my peers, and more knowledgeable about outdoor skills. The concepts and skills that I acquired at OEP will be utilized throughout the rest of my life.

I attended OEP in the spring of my junior year. At this point, the RPLS Department had only been a part of my life

through an online course and one semester worth of foundation courses. I did not yet have a strong rapport with my professors or peers. OEP helped me gain this rapport. The initial community setting at Raquette Lake enabled us to better understand ourselves and each other. We slept, ate, played, and learned together for an entire week. Once we were put into our trip groups we became a family in that community. When my trip group was sent into the wilderness, we depended on each other for survival. The relationships that you build when placed in a situation like this is inimitable. Your overall well-being as an individual is a group effort and you must work together to paddle, hike, eat, sleep, and smile.



I was a natural leader when I was placed into this situation. I grew up with a rustic camp in the wilderness and I knew the basics of this type of experience. Some of my trip mates had never been outside of the city. They didn't know what poison ivy looked like, or how to build a fire from only using nature. When we stopped at our first camp site during the trip, I was the one to build the first fire. It was instinct to me. After paddling a whole day, you set up your tent and then build a fire.

As the trip went on we learned more and more about each other. To forget about paddling, we would sing and encourage each other's laughter. We kept our hearts and minds happy and warm. With every path in life you will come across a few bumps in the road. Our bump took place after a day of hiking and paddling. The sun was beginning to set when we reached our camp site for the night. We were tired and hungry. We unloaded the canoes and knew to set up our tents. We began pulling the tents, poles, and stakes out of our sacks. One of the sets of tent poles was missing. With the poles nowhere to be found, the trip leader and I began to use rope to tie the tent to surrounding trees. I perfected my knot tying ability during the community setting at OEP. The tent wasn't pretty, but it worked for a shelter. The trip mate that lost the poles was very disappointed and upset with himself. He distanced himself from the group for a few hours. As a family we worked together and eventually got him out of his low. In this situation, survival is more than just meeting your basic needs. It's about overall well-being.

I believe that everyone should experience a lesson in life as astounding as this one. Learn, grow, and live together, for we need each other for survival. I am grateful for this experience. It has shown me how much I appreciate nature and the people that I surround myself with. It is important as recreation professionals to provide experiences like OEP to aid in the development of personal, interpersonal, and environmental skills. These are life skills that enhance the quality of life among all participants.



Robert B. Ditton '64 January 22, 1943 – October 30, 2009



Dr. Robert B. Ditton of College Station, Texas, passed away peacefully Friday, October 30, 2009, at College Station Medical Center, surrounded by his family, after a two year long courageous battle with cancer.

Born in Brooklyn, New York, January 22, 1943, to Flora and Robert Ditton, Robert was an Eagle Scout and lover of the outdoors. He earned his Bachelor's of Science from State University of New York at Cortland in Recreation Education in June 1964. He earned his Master's from University of Illinois in 1966 and his Doctorate in Recreation and Park Administration in 1969.

Upon graduation, he accepted a faculty position at University of Wisconsin-Green Bay in 1969 in Leisure Sciences/Regional Analysis and remained there until 1974. Robert had a definite love for Green Bay and returned there many years later. In 1974, he accepted a faculty position at Texas A&M University in Recreation and Parks. He remained in that department until 1988 when he joined the faculty of Wildlife & Fisheries Sciences, while still maintaining a Graduate Faculty appointment in the Department of Recreation, Park and Tourism Sciences in 1990. In 2003, he was honored with

the appointment as a Graduate Faculty Member in Public & Environmental Affairs at University of Wisconsin-Green Bay; as well as an Adjunct Professor position in the Ph. D. program in Coastal Resources Management from East Carolina University in Greenville, NC.

During his long successful career, Robert taught a number of classes at the graduate level focusing on Human Dimensions of Fisheries and Outdoor Management. He advised a large number of graduate students and was respected by all who worked with him. He served in many editorial positions for numerous scientific journal publications including but not limited to *North American Journal of Fisheries Management*, *Fisheries*, *Society and Natural Resources*, *Journal of Human Dimensions of Fish and Wildlife Management*, *Leisure Sciences* (Editor-in-Chief), *Coastal Zone Management Journal* and the *Journal of Leisure Research*. He co-wrote 3 books and hundreds of journal articles and papers in his field of expertise. Robert was affiliated with a number of professional organizations including American Fisheries Society, Texas Chapter - American Fisheries Society, National Recreation and Park Association, Society for Park and Recreation Educators and AFS Committee on the Human Dimensions of Recreational Fisheries.

Robert was an avid traveler and had amazing opportunities to travel all over the world doing what he loved. He was part of many projects in Norway, Mexico, Canada, Australia, Italy, Hungary, Jordan, Guatemala, Finland, Ireland, Dominican Republic, Portugal, Korea, Galapagos Islands, Ecuador and more. He was invited to speak and present his research in many places. One of his greatest honors was teaching classes in Wuhan, China and South Korea.

Robert retired in September 2007 as Professor Emeritus in Wildlife & Fisheries Sciences and Recreation, Park and Tourism Sciences. Robert has been honored with numerous awards including the Benton H. Box Award, Department of Parks, Recreation, and Tourism Management, Clemson University, Clemson, SC, October 2007; Distinguished Service Award, National Association of Recreation Resource Planners, May 2007; Association of Former Students of Texas A&M University, Distinguished Achievement Award in Teaching (College Level), Fall 2004; Vice Chancellor's Award for Graduate Teaching, Agriculture Complex, Texas A&M University, 1999; Outstanding Educator Award - Texas Chapter, American Fisheries Society, 1998; Group Scientific Achievement Award awarded to the TAMU Human Dimensions of Fisheries Research Lab, The Billfish Foundation, Miami, 1996; Metcalf Lecture, Department of Recreation and Leisure Studies, State University of New York - Cortland College, named **Distinguished Alumnus by the State University of New York - Cortland College, 1987**; Recipient of the Theodore and Franklin Roosevelt Award for Excellence in Recreation and Park Research, presented by the trustees of the National Recreation and Park Association, 1986; First Recipient of the Allen V. Sapora Research Award for Excellence in Research presented by the Department of Leisure Studies, University of Illinois, 1986; Elected Fellow, Academy of Leisure Sciences, 1984; President, 1991; Recipient of the Charles K. Brightbill Award (Outstanding Graduate Student Award), presented by the Faculty of the Department of Recreation and Park Administration, University of Illinois, 1968.

Robert is survived by his wife of 43 years, Penelope; his daughter Allison and her husband Rob of Atlanta, GA; his daughter Megan of Chicago, IL; his brother John and his wife Jeanne and their 2 children, Michael and Erika of Wappinger Falls, NY; his brother Father Francis Ditton of Rome, Italy; his beloved Cairn Terrier Charlie and countless former students, colleagues and friends.

The Ditton family is requesting donations to be made to the Robert B. Ditton Scholarship Fund at SUNY Cortland. This scholarship fund will underwrite expenses for low-income students to attend the Raquette Lake Outdoor Education Program. Please send donations to: Cortland College Foundation, P.O. Box 2000, Cortland, NY 13045. Please make checks payable to: Cortland College Foundation – DITTON.

Harlan “Gold” Metcalf Retreat: A “Golden” Opportunity for Alumni and Students to Interact

*By Ben Banker
Junior, B.S. in Therapeutic Recreation*



I was lucky enough to participate in the Metcalf Endowment Board's retreat weekend at Raquette Lake late in August. Going into the experience I knew very little of Dr. Harlan “Gold” Metcalf or about the Metcalf Endowment Fund. As it turns out, without him, it's possible to say that I would not be where I am at Cortland.

Dr. Metcalf was the founder of the Recreation, Parks and Leisure Studies Department (known then as the Recreation Education Department) at SUNY Cortland and was primarily responsible for helping SUNY Cortland secure Camp Huntington at Raquette Lake. Several thousand Cortland students visit and use the facilities each year. Dr. Metcalf's former students created an endowment fund associated with his name in 1974 to support the development of students in the Recreation, Parks and Leisure Studies programs. Today the endowment is responsible for bringing nationally recognized speakers to the Annual Cortland Recreation Conference, providing travel reimbursements for students, and helping offset the cost for the Outdoor Education Practicum student staff. A large sum of the income for the Endowment Fund comes from donations and return on investments.

As of June 30, 2010, the current balance of the fund is approximately \$100,000 and has expectations of growing exponentially. By the year 2020 the goal is to have one million dollars in the fund. This seems like an extreme goal, considering the fund's original target in 1974 was \$25,000, but with the help of donations and other sources of income, the board is confident this goal can be met. Besides the current uses of available dollars, the department has brainstormed other needs and ideas, such as helping fund graduate student thesis/project research and endowing a campus "recreation educator" position in the new student life center when it is built. In any case, the funds will be used to help the department and its students flourish at SUNY Cortland.



At the retreat, we did many activities with the alumni ranging from sports to tours to enjoying the great food. One game that was a big hit was Cosmic Wimp Out, a dice game with four rather complicated rules. One night around the fire, Rhonda Jacobs introduced the alumni to giant marshmallows. These marshmallows really blew our minds and were fun to later experiment with in the microwave (see picture). On the final evening we took a boat tour around the lake led by Rhonda. Not only did we learn about the geography of Raquette Lake, but she also explained some of the history. I could not imagine making the 28-hour trek from New York City to Raquette Lake using steamboat,

train, and horse and buggy to navigate the terrain. After our tour of Camp Huntington and some of the buildings, I can see what made the trek worth it to so many people.

Being surrounded by Metcalf's graduates, I had a sense of what kind of contributor he was to the department. One morning at breakfast a quote from Metcalf was recited: “Stay consistently in the presence of the best in the sphere in which you seek attainment and make an honest response.” As the alumni began to say the quote more of them joined in to recite it. His words had such an impact on these people that the alumni have remembered them even after their education ended several years before.

After hearing the stories about Dr. Harlan “Gold” Metcalf I began to see how his hard work made this department what it is today. Not only the department and Camp Huntington, but his ability to teach and his ambition to see students succeed. One memory of the alumni that really stood out to me was that he believed in his students, which you also see in every one of the professors that we have in the Recreation, Parks and Leisure Studies Department today at SUNY Cortland. Each one of the professors wants to see us prosper and make a difference in our field of study, much like Metcalf wanted his students to do when he taught.

Retreat attendees left to right: (seated) Rhonda Jacobs '01, Mackenzie Todd, students Melanie Canna and Jennifer Miller; (middle row) Protestant campus minister Vicki Johnson, student Ben Banker, Jen Schubert '01, Professor Emeritus Dr. Marcia Carlson, Charlene O'Connor, Dr. Sharon Todd, Carol Lazeration Gettings '71; (back row) John Silsby '69, Luke Grasmeyer, Mark Grasmeyer '73, Institutional Advancement Manager Peter VanderWoude, John LaRue MS '89, student Nick Salibrici, Mike Gettings '74. Not pictured: Don Rhuda '65.



SUNY Cortland Recreation, Parks & Leisure Studies Alumni Profile

Please take a minute to complete the "Alumni Profile" form. Mail or email it back to us with a photo (if possible). We love hearing from you!

Name:			Year Graduated:	
Degree:	<input type="checkbox"/> B.S.	<input type="checkbox"/> B.S. Ed.	<input type="checkbox"/> M.S.	<input type="checkbox"/> M.S. Ed.
Other Degrees Earned:				
Date:	Degree:	Field:	Institution:	
Certifications: (check all that apply)	<input type="checkbox"/> CPRP	<input type="checkbox"/> CTRS	Others:	
Present/Most Recent Position (job title):				
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time				
Brief description of duties:				
Agency and Location:				
First position after graduating from Cortland:				
Title:	Agency:	Location:		
Other Positions:				
Title:	Agency:	Location:		

Fondest memory of Cortland:
What the Cortland degree did for me:
A word of advice to current Cortland Recreation majors:
Topics on which you would be willing to be contacted by students:

Note: The department assumes that, by completing this form, you are authorizing this information to be shared with current and prospective students and with others interested in our department and programs.

If you are also willing to have your name in a database of alumni, which present students may contact, please provide as much of the following additional information you are willing to share.

Phone: (Work) () _____ (Home) () _____

Fax: _____ E-Mail: _____

Mailing Address: _____

Preferred means for students to contact you: _____

Your responses and contributions to this newsletter are welcome. If you have news you'd like included in next year's newsletter, please include a hard copy of the information you'd like to share with this Profile.

Please return to: *(with a photo, if possible) (or email the form and photo to rpls@cortland.edu)*

Department of Recreation, Parks and Leisure Studies
SUNY Cortland, P.O. Box 2000, Cortland, NY 13045.
Fax: 607/753-5982; Voice: 607/753-4941. Thank you!