



RCRSP HANDBOOK

Recognizing leaders who set the highest standard in collegiate recreation through continuing education and professional involvement.

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Preface

The RCRSP Handbook is the primary source of information for the Registry of Collegiate Recreation Professionals (RCRSP) credential. The document provides individuals with everything they need to know to understand the RCRSP designation, including how to apply and renew their RCRSP credential.

It is a must read for those considering applying to the Registry of Collegiate Recreation Sports Professionals. It is also a resource for the Professional Registry Commission members, and regional and state education event planners.

NIRSA reserves the right to change the standards, application, and requirements for the RCRSP credential. It is important that current and prospective RCRSP designation holders refer to this handbook to check for updates.

Registry Information on the website:

<https://nirsa.net/nirsa/registry/>

Introduction

NIRSA: Leaders in Collegiate Recreation is proud to offer a professional credential program, the Registry of Collegiate Recreational Sports Professionals (RCRSP). A NIRSA endorsed program, the Professional Registry represents an exciting milestone for collegiate recreational sports. Developed around eight, research-identified, core competencies, the RCRSP designation demonstrates a professional's participation in competency-based, continuing education that supports the development of knowledge and skills across the profession's competency areas.

RCRSPs demonstrate professionalism, quality, and a commitment to:

1. Staying current in the profession's topics, trends, and best practices through their participation in continuing education and volunteer service opportunities
2. Professional and personal growth
3. Advancing the collegiate recreational sports profession on their campus and in the field of higher education

Official title:

The official title conferred on registered professionals is Registered Collegiate Recreational Sports Professional (acronym: RCRSP).

Official title of the governing body:

Collegiate Recreational Sports Professional Registry Commission (PRC).

Type of credential:

A credential is a declaration of qualification, competence, or authority issued to an individual by a third party with the authority to do so. Credential is the umbrella term used for the many types of programs that exist. A credential may be in the form of an academic degree, licensure, certification, accreditation, designation, and certificate. The RCRSP is a credential type called a designation.

Application:

Recognizing the diversity of the career paths that exist in the field of collegiate recreation, there are three pathways of admission to the Registry, each with distinct education and experience requirements. Each pathway is described in this handbook.

Renewal:

Renewal applicants must demonstrate that they have earned 45 NIRSA Continuing Education Units (CEUs) within a 3-year period by submitting a renewal application and a list of all the education and professional involvement activities they wish to apply towards the 45 CEU renewal requirement.

RCRSP Initial Application & Renewal Information

There are three pathways of initial application for entry into the Registry of Collegiate Recreational Professionals. These pathways are based on an applicant's college education and related experience.

Pathway A: Applicants with a Master's degree

Required education & experience: Master's degree in a field relevant to the field of collegiate recreational sports and no less than two years of full-time experience* working in any recreational sport administration setting—campus, community, commercial, corporate, military, correctional, outdoor OR one year of full-time experience and CRSS.*

All applicants with a Master's degree will be asked to provide a statement describing how this degree is relevant to the applicant's experiences in the field of collegiate recreational sports.

OR: Master's degree in a non-relevant field AND 10 or more years of full-time experience working in any recreational sport administration setting—campus, community, commercial, corporate, military, correctional, outdoor.

Please note: Two years of Graduate Assistant experience in collegiate recreation is equivalent to one year of full-time professional experience.

Pathway B: Applicants with a Bachelor's degree in a relevant field

Required education & experience: Bachelor's degree in a field relevant to the field of collegiate recreational sports and no less than three years of full-time experience working in any recreational sport administration setting—campus, community, commercial, corporate, military, correctional, outdoor OR two years of full-time experience and CRSS.**

All applicants with a Bachelor's degree will be asked to provide a statement describing how their degree is relevant to the field of collegiate recreational sports.

AND: Applicants must show that they have earned 20 CEUs with representation in all eight of the core knowledge areas.

Pathway C: Bachelor's degree in a non-relevant field or applicants with no academic degree

Required education & experience: No less than four years of full-time experience working in any recreational sport administration setting—campus, community, commercial, corporate, military, correctional, outdoor.

AND: Applicants must show that they have earned 40 CEUs with representation in all eight of the core competency areas.

**The Certified Recreational Sports Specialist (CRSS) program was adjourned in 2005; the test offered to obtain this NIRSA certification is no longer administered.*

Degrees that have been designated as relevant to the field of collegiate recreation are: Exercise Science, Higher Education/Student Affairs Administration, Physical Education/Kinesiology, Recreation Management/Leisure Studies, and Sport Management/Administration.

Maintenance Period

The credential's maintenance period begins once the initial/renewal application is approved. Between the time of the approval and the member's RCRSP renewal date, it is the responsibility of the RCRSP to seek out educational and professional involvement activities that support their professional development.

RCRSP Renewal Process

The RCRSP renewal period is every three (3) years. The RCRSP is a credential that demonstrates that a professional has participated in continuing education opportunities designed to support the development of knowledge and skills in the profession's competencies. To renew their credential at the end of the three-year period, an RCRSP demonstrate that they have participated in educational and professional involvement activities that support their professional involvement. The renewal application must be accompanied by a list of all education and professional involvement activities.

Renewal Requirements

An RCRSP must earn 45 NIRSA CEUs within the three -year period to renew their RCRSP credential.

Qualifying Education Offerings

Any continuing professional education offered by any professional entity may be acceptable toward the renewal requirement if those activities meet the NIRSA CEU requirements. Please refer to the CEU information this in this handbook for guidance on NIRSA CEU requirements.

Qualifying Professional Involvement Activities

Credits applied towards renewal may also be earned through professional involvement activities. These are called Professional Involvement Credits (PICs). Please refer to the PIC information in this handbook for guidance on PIC requirements.

Please Note: The maximum number of PICs that can be applied towards the 45 CEU renewal requirement is 30 PICs

CEU Tracking

It is the responsibility of the RCRSP to track the CEUs earned through education and professional involvement activities. RCRSPs are responsible for making sure this information is readily available when they submit with their renewal application. By signing the *Standards of Conduct & Truthful Representation* included in the application process, and RCRSP is attesting that the information provided during the initial and renewal application process is truthful.

Upon their renewal date (3 years from the time of acceptance into the Registry), an RCRSP must submit their renewal application AND a list of their education and professional involvement activities. The information below is required for each education program:

Name of activity (i.e.-name of education session, volunteer service)

1. Date(s) of activity
2. Duration of activity
3. Sponsoring organization (e.g.-NIRSA, or other continuing education provider)
4. # of CEUs earned (1 hour= 1.0 CEU)
5. Core Competency areas addressed

Sample Education Activity Record

Name of education program/activity	Efficient, Safe and Clean: Managing an Internal Custodial Operation
Date	February 22, 2018
Duration	1 hour
Sponsoring Event & Organization	2018 NIRSA Annual Conference/NIRSA
Core Competency/Competencies addressed	Facility Management, Planning & Design
NIRSA CEU	1.0

Renewal FAQs

Do RCRSPs need to earn all CEUs from NIRSA education opportunities?

No. Any educational offering by any professional entity may be acceptable toward the renewal requirement, if those activities meet the NIRSA CEU requirements. Please refer to the CEU information in this handbook for guidance on NIRSA CEU requirements.

How many Professional Involvement Credits (PICs) can be applied to the renewal?

Professional Involvement Credits (PICs) may be applied to the 45 CEU renewal requirement. However, the maximum number of PICs that can be applied towards the 45 CEU renewal requirement is 30. More PIC information will be covered in the next section of this handbook.

Do RCRSP designation holders need to earn all PICs from NIRSA opportunities?

No. PICs may be earned from any NIRSA or non-NIRSA source. Please consult the PIC information section of this handbook for related requirements and more information.

Summary

Total CEUs required for RCRSP Renewal=45 CEUs*

*Renewal applications may include CEUs only, or may be a combination of CEUs and PICs

Summary of renewal options

Renewal Options	CEUs Required
<i>If you are applying for renewal using earned education activity CEUs only</i>	45 CEUs
<i>If you are applying for renewal using the education activity CEU and Professional Involvement Credit combination (total 45 CEU equivalents)</i>	<p>45 CEUs</p> <p>A maximum of 30 CEUs (out of the 45 total CEUs required) may be replaced by PICs</p> <p>For example, an RCRSP may include 30 PICs and 15 CEUs in their renewal application=45 CEUs</p> <p>An RCRSP may NOT include 40 PICs and 5 CEUs in their application. To be approved for renewal, the maximum number of PICs an RCRSP may include in their renewal application is 30 PICs.</p>

How to submit an RCRSP application-Initial and renewal applications may be found on the [NIRSA website](#) or by sending an application request to Registry@NIRSA.org.

NIRSA Continuing Education Unit (CEU) Information

Continuing Education Unit (CEU) Information

Any continuing professional education offered by any entity may be acceptable toward RCRSP applications and renewals, if it meets the NIRSA CEU requirements outlined below.

What is a NIRSA Continuing Education Unit (CEU)?

CEUs may be defined in various ways depending on the credential program. NIRSA Continuing Education Units (CEUs) are records of education experiences that are to be earned and used towards RCRSP applications and renewals. NIRSA CEUs are assigned to education activities/programs/events which meet the NIRSA CEU-eligible standards outlined in this section of the handbook. One NIRSA Continuing Education Unit (CEU) is defined as one hour of participation in an organized continuing education experience that meets the criteria below.

1.0 NIRSA CEU= 1.0 hour

Example: A person who attends a 60 -minute conference session may earn 1.0 CEU for that education

NIRSA CEU Criteria

To be a CEU-eligible education activity, a program/event/activity must meet the following criteria. In signing the RCRSP application, RCRSP credential holders agree to a Standards of Conduct that the education activities they list in their application/renewal comply with the established criteria.

- 1. CONTENT:** The education must be competency-based. The content must support professionals' growth in at least one of NIRSA Core Competency areas:

Programming	Personal & Professional Qualities	Human Resources Management	Business Management
Philosophy & Theory	Legal Liabilities & Risk Management	Facility Management, Planning & Design	Research & Evaluation

Ref: NIRSA Core Competency Framework: <https://nirsa.net/nirsa/core-competencies/>

- 2. DURATION:** The education must be at least 30 minutes. The education program/event/activity must be designed to be at least 30 minutes in duration (0.5 CEUs). Beyond the 30-minute minimum, CEUs will be awarded in 15- minute increments. Any education that ends in between a 15- minute increment should be rounded down to the nearest 15-minute increment.

3. **FACILITATION:** The education must include content that is designed and facilitated by qualified subject matter experts. The education should be facilitated by a qualified individual(s) based on their education, expertise, and experience.
4. **INSTRUCTIONAL DESIGN:** The education must have learning outcomes. The education program must articulate at least one learning outcome. A learning outcome is a clear statement of what a learner is expected to be able to do/know/value at the completion of the education program. This statement may be present in the event/session description. The purpose of this requirement is to ensure that the learning outcomes of the education program supports the learner's growth in NIRSA Core Competencies.
5. **EVALUATION:** The education must include an evaluation. After the education program, an evaluation of the program must be offered to learners. That may be in the form of a session evaluation, or post event evaluation. The purpose of this requirement is to ensure that the learner is offered an opportunity to reflect on their experience and takeaways from the program. Reflection is an important aspect of the learning process.

Duration of session	Please note the following CEU value in the description:
30 minute session	0.5 NIRSA CEUs
45 minute session	0.75 NIRSA CEUs
60 minute session	1.0 NIRSA CEUs
75 minute session	1.25 NIRSA CEUs
90 minute session	1.5 NIRSA CEUs
105 minute session	1.75 NIRSA CEUs
120 minute session	2.0 NIRSA CEUs
<p>Beyond the 30-minute minimum, CEUs will be awarded in 15- minute increments. In addition to the examples above, if you are offering programs longer than 120 minutes (2 hours), the provider would just follow the pattern above, with a 3-hour program =3.0 NIRSA CEUs, etc. Any education that ends in between a 15- minute increment should be rounded down to the nearest 15-minute increment.</p> <p>Examples of education ending in between a 15-minute increment 40-minute program = 0.5 NIRSA CEUs 55-minute program=0.75 NIRSA CEU</p>	

CEU FAQs

Where do I earn CEUs?

Any education offering provided by any entity may be acceptable if the education meets the criteria above.

RCRSPs may earn and report NIRSA CEUs by participating in education that is pre-approved for NIRSA CEUs. Pre-approved programs will advertise that they are a NIRSA CEU provider and will indicate the CEU value(s).

RCRSPs may earn and report education from other, NON-pre-approved education providers (for example—other associations, specialty courses, etc.) if the education meets the criteria above. The burden of proof is on the RCRSP. All RCRSPs agree to a *Standards of Conduct* that requires them to be truthful about the education that is listed on renewal applications.

If an RCRSP needs assistance in determining if education meets the criteria and/or the CEU value, they may submit an inquiry to the Registry Commission at Registry@NIRSA.org.

How will NIRSA CEU opportunities be advertised?

Educational offerings that are pre-approved NIRSA CEU providers will list NIRSA CEU values in marketing materials (i.e.-program book, website, app). Pre-approved providers will notify NIRSA of their event and sign a provider agreement indicating that they plan to offer education that meets the criteria above.

Educational offerings that are not pre-approved but meet the NIRSA CEU criteria described in the previous section may be reported by RCRSPs in their renewal application.

For example, if the education meets the criteria above, RCRSPs may report NIRSA CEUs obtained from:

- NIRSA signature education programs (i.e.-Annual Conference, Institutes, webinars)
- NIRSA regional and state education programs
- Non-NIRSA continuing education providers (NASPA, ACUI, other associations, or any entity delivering education that is relevant to NIRSA Core Competency Framework, etc.)

Why do some events advertise a total NIRSA CEU value while others advertise the NIRSA CEU value separately in each session?

It is because educational offerings are designed differently. Depending on the nature of the event, there may be some variation in how NIRSA CEU values are determined. For example, if it is a large event that features concurrent education programs (sessions that occur at the same time—such as NIRSA Annual Conference), each session might be posted with a NIRSA CEU value. That means the RCRSP will have to report each session they attended in their renewal application materials.

However, some events may advertise a total NIRSA CEU value for the entire event. For example, NIRSA School usually advertises a total NIRSA CEU value of 1.0-1.5 NIRSA CEUs. This is because the event isn't designed with individual education sessions. Instead, attendees are required to attend the event in its entirety to earn the full CEU value.

Can academic credits be applied towards RCRSP applications?

Academic credits can be transferred to CEU equivalents by taking the total number of classroom instructional hours. For example, a 3-credit course that meets once per week for three hours for 15 weeks equals 45 hours of classroom instructional time. That would be equivalent to 45 NIRSA CEUs. Academic credits earned as part of course work for a degree seeking program (undergraduate, master's degree, or Ph.D.), when the degree is used to fulfill eligibility criteria for application to the Professional Registry, cannot be used as qualifying CEUs.

How many NIRSA CEUs must I earn to maintain my RCRSP designation?

To maintain the RCRSP designation, 45 NIRSA CEUs must be earned within a three-year time period. This time period begins when the initial/renewal application is accepted. A maximum of 30 PICs (Professional Involvement Credits) may be applied toward the total 45 NIRSA CEU requirement.

Professional Involvement Credits (PICs) Information

Professional involvement is an important way for professionals to learn and stay current in the field. The Registry recognizes the learning which occurs outside of a more formally structured education setting by offering RCRSP designation holders the opportunity to earn Professional Involvement Credits (PICs) to apply towards the renewal application.

- PICs are awarded for involvement such as –research & writing contributions, volunteer service and leadership participation
- PICs may be used toward the CEU requirement in RCRSP renewal applications. RCRSP designation holders may apply a maximum of 30 PICs towards their 45 CEU requirement.
- RCRSPs may earn Professional Involvement Credits (PICs) by serving on committees, as association officers, giving presentations, teaching courses, conducting research, or by contributing scholarship to reputable journals and magazines.

How PICs are Assigned & Evaluated

The following *PIC Principles* have been approved by the Professional Registry Commission (PRC):
PICs are a subset of Continuing Education Units (CEUs)

1. Consistency in awarding PICs is important: 1.0 PIC = 1.0 NIRSA CEU
2. Awarding PICs recognizes involvement in activities that support the Collegiate Recreational Sports profession.
3. PICs provide recognition that participating in voluntary service that supports the Collegiate Recreational Sports profession is important.
4. PICs provide recognition that participating in voluntary service on behalf of non-profit organizations that serve to assist individuals and communities in need is important.
5. PICs provide recognition that scholarly research that adds to the body of knowledge and provides learning opportunities to individuals engaged in research is important.
6. PICs provide recognition that writing scholarly and contemporary articles, books, or book chapters that adds to the body of knowledge and provides learning opportunities for authors is important.
7. PICs provide recognition that academic instruction provides learning outcomes to instructors and is important.

To determine if a professional involvement activity should be considered for a PIC value, the Professional Registry Commission will review opportunities using the following criteria:

1. *Does the PIC enhance the profession's knowledge base?*
2. *Does the PIC enhance professional practice?*
3. *Does the PIC enhance the professional association?*

If the Professional Registry Commission determines that a professional involvement activity meets the requirements to be awarded a PIC value, they will review the activity to determine the appropriate value. The criteria used in the evaluation are:

1. Level of scholarship
2. Impact of time involvement
3. Scope of involvement
4. Impact on a broad range of competencies
5. Value to the profession as defined by its impact on knowledge and practice

Where are PIC Values?

The Professional Registry Commission has pre-approved certain involvement activities. Those activities, and their assigned PIC values, can be found on the NIRSA Registry website. If an RCRSP is participating in an activity that is not described in PIC Value Chart, a request to evaluate a professional involvement activity may be emailed to the Professional Registry Commission. Please see below for details.

RCRSP -Professional Involvement Credit (PIC) Evaluation Requests

For an RCRSP to have a professional involvement activity reviewed for a PIC value, the RCRSP must email Registry@NIRSA.org, Subject line: PIC Evaluation Request

In the body of the email, please include the following information:

1. A brief statement of the involvement. What was the work involved, what was your role in it, provide some examples of the work? If it helps provide more context, feel free please include any materials such as website links (if this involvement was part of an event). Please either address the following in your statement or answer the questions directly below:
 - a) Did this the professional involvement enhance the profession's knowledge base? If so, how?
 - b) Did the professional involvement enhance professional practice (your individual practice/the practice on a wider scale If so, how? Please describe 1-3 takeaways of things you learned from this activity.
 - c) Did the professional involvement enhance the professional association? If so, how?
 - d) Approximately, how much time did you spend in this activity?

Standards of Conduct & Confirmation of Truthful Representation

Applicants must sign a *Standards of Conduct & Confirmation of Truthful Representation* statement upon submission of the initial or renewal application. The Professional Registry Commission reserves the right to audit applications and may deny acceptance or remove for false representations.

Initial and Renewal Application Acknowledgements & Confirmation of Truthful Representation

All initial and renewal applicants to the Registry of Collegiate Recreational Sports Professionals (RCRSP) must sign the document to confirm that they have read will adhere to the Association's Standards of Conduct. Further, applicants must agree that any false statement or misrepresentation that they make during the proceedings and application or other violations of Registry policies may result in the revocation of this application or other disciplinary action by the Professional Registry Commission.

Standards of Conduct

The Registry of Collegiate Recreational Sports Professionals acknowledges individuals who are recognized professionals in the field of collegiate recreational sports through documentation of having met specific requirements of formal education, significant 'hands-on' experience, and a commitment to behavior that exemplifies high moral character. The Standards of Conduct speak to an individual's behavior within and outside their place of employment, involvement in scholarship, authorship, and voluntary leadership activities in professional organizations, including but not limited to, the NIRSA: Leaders in Collegiate Recreation.

As a Registered Collegiate Recreation Sports Professional, I will:

- 1) Maintain exemplary standards of personal and professional conduct.
- 2) Strive to advance my knowledge and achieve higher levels of excellence in the field of collegiate recreational sports.
- 3) Actively advance, support and promote the collegiate recreational sports profession through word and deed.
- 4) Encourage promotion of recreational sports ideals that include sportsmanship, fair play, participation, and a commitment to excellence by utilizing resources that promote ethical and healthy lifestyle choices.
- 5) Actively model and encourage integration of ethical behavior into all aspects of my employment, work environment, and volunteer service within professional associations and organizations.
- 6) Pursue my employer's and professional association's goals and objectives in a moral and ethical
- 7) manner.
- 8) Uphold all laws and regulations in implementing policies, discharging responsibilities and conducting activities of the organization that employs me/or the professional association or organization in which I volunteer.
- 9) Never use my employment or my volunteer position for undue personal gain.
- 10) Maintain confidentiality of all privileged information as an employee and/or as a volunteer, except when by doing so becomes a legal breach of conduct.

- 11) Promptly and completely disclose to appropriate authorities all potential and actual conflicts of interest as an employee and/or volunteer.
- 12) Promptly cooperate in any formal investigation of alleged wrongdoing within my place of employment or within my professional association or organization.
- 13) Promptly comply with any published records retention or destruction of policies and schedules, including preserving records that are relevant to litigation or potential litigation until the records are no longer needed.
- 14) Serve all persons fairly and without prejudice, whether they are work colleagues, professional associates, clients, customers, or fellow association members
- 15) Faithfully execute my employment duties and volunteer responsibilities.
- 16) Communicate truthfully and accurately to employers and volunteer leaders and officials of professional organization to facilitate timely execution of fiduciary responsibilities.
- 17) Encourage cooperation with institutions of higher education, professional associations, nonprofit organizations, and public agencies in support of collegiate recreational sports interests.
- 18) Encourage employee professional development and continuing education at my place of employment.
- 19) Fulfill any personnel evaluation responsibilities in a fair and considerate manner and based on clearly stated criteria.

Furthermore, I will NOT:

- 1) In application for a professional position, deliberately make a false statement or fail to disclose a material fact relating to competency and qualifications.
- 2) Practice or tolerate discrimination against persons based on race, gender, religious affiliation, age, marital or civil union status, sexual orientation, national origin, ancestry, intellectual development, veteran status or physical disability.
- 3) Misrepresent my professional qualifications
- 4) Assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relative attribute.
- 5) Knowingly make a false statement, concerning the qualifications of a candidate for professional position.
- 6) Disclose information about colleagues obtained during professional service unless such disclosure serves a compelling professional purpose or is required by law.
- 7) Knowingly make false or malicious statements about a colleague.
- 8) Accept any gratuity, gift or favor that might impair or appear to influence professional decisions or action.
- 9) When functioning as a supervisor, engage in sexual activities or contact with supervisees, students, interns, trainees or other colleagues over whom supervisory responsibility is exercised.

Application fees

(as of 12/2016)

Fee Structure

NIRSA Professional Member from a Member Institution	\$195
NIRSA Professional Member from a Nonmember institution	\$245
Non-NIRSA member from a Member Institution	\$360
Non-NIRSA member from a Nonmember Institution	\$410

Renewal application fee

\$95.00

Fee Philosophy

Since first envisioned, the Registry was designed to be 'revenue neutral'; application fees are meant to underwrite Registry operations, including staffing. Fees charged will also be consistent with the perceived value (market value) of the Registry. NIRSA members will be offered lower initial application fees.

Future modifications to the Professional Registry's fee schedule may be made through the NIRSA annual operating budget approval process.

RCRSP Benefits

Once an application is approved, an RCRSP is welcomed to a community of committed learners dedicated to the profession.

Registered Collegiate Recreational Sports Professionals will be:

- Issued an RCRSP certificate
- Listed on the public area of NIRSA's website
- Added to exclusive RCRSP Member Connect Community
- Invited to exclusive RCRSP events as they are offered
- Authorized to use the professional designation "RCRSP"

The Professional Registry Commission (PRC)

Updated April 2018-aproved by NIRSA Board of Directors

What is the Commission?

The Professional Registry Commission (PRC) is a credentialing body of NIRSA. The Registry Commission awards the RCRSP credential and is responsible for setting policy and standards related to the RCRSP Program.

The PRC manages policies, standards, and other vital criteria to the RCRSP. To keep pace with the evolution of professional practice, the Registry Commission identified and now oversees the eight core competencies of collegiate recreation and reviews Continuing Education Units and Professional Involvement Credits that are integral to the Registry of Collegiate Recreational Sports Professionals.

In addition to serving as the credentialing body for The Registry, the PRC is committed to fostering purposeful, ongoing professional development opportunities. Policies, standards, and other matters pertaining to the Registry of Collegiate Recreational Sports Professionals are managed by the PRC. The PRC's structure, qualifications, and responsibilities are approved by the NIRSA Board of Directors.

Time Commitment: ~1-5 hours per month. This time accounts for periodic teleconference meetings, email correspondence, reading/reviewing materials. Meeting schedule will be determined once annual work plan is established.

PIC Value: 4.0 (chair)/ 3.0 (member)

Commission Charges

1. Provide official approval of all applications to Professional Registry, or delegate responsibility NHQ staff.
2. Review NIRSA Education portfolio and determine CEU opportunities.
3. Provide ruling on applications that contain extraordinary items.
4. Provide ruling on appeal requests
5. Conduct an annual recruitment and review of Registered Professionals to fill vacant positions on the PRC as needed; provide NIRSA Board of Directors with appointee recommendation.
6. Author a minimum of two publications to be included in the Registry's annual communication schedule. The purpose of the publication to may include---Communicate current/revised program policies (as needed); or Registry member profile; or another topic to educate membership about the Registry.
7. Submission of application and renewal materials for the Registry will be on an honor system; the Commission reserves the right to audit any materials turned in, but will not verify all application data on all applications.
8. Engage in credentialing education. This includes involving commissioners in a review of "Best Practices" in credentialing programs and discussing and potential practices to adopt.

Periodic Responsibilities

(these are projects that are more time intensive. PRC will consider these initiatives when creating their annual work plan. These may not necessarily be annual)

1. Review and update approved list of Professional Involvement Credits (PIC)
2. Review (and revise if needed) procedure for an application and renewal appeals process
3. Conduct regular program assessments and revise policies and procedures, as needed.
4. Review RCRSP benefits, explore and consider options for creating value for RCRSPs

Core Competency Framework Management

Periodically coordinate and manage a task force to review NIRSA's Core Competency Framework to ensure the document reflects the competencies of the profession

Structure, Roles and Responsibilities

The Collegiate Recreational Sports Professional Registry Commission (PRC) membership has five (5) members with the following composition.

A. NIRSA RCRSP Professional Members (4)

Requirements

- 1) Minimum of five years full-time professional experience in the field of collegiate recreation.
- 2) Extensive and varied experience attending professional development events (NIRSA sponsored and externally sponsored events)
- 3) Current RCRSP
- 4) Commissioners are ineligible to serve on the NIRSA Board of Directors during their term on the PRC

Other qualities of preferred candidates

- 1) A desire to learn about best practices in continuing education related to adult learning,
- 2) professional development and credentialing
- 3) Master's degree
- 4) A history of active engagement in NIRSA education initiatives (attendance at
- 5) professional development events)
- 6) Experience as a faculty member in recreation or allied field is preferred.
- 7) An interest in continuing education related to professional education.

B. NIRSA-At Large Professional Member (1)

- 1) Minimum of five years full-time professional experience in the field of collegiate recreation.
- 2) Extensive and varied experience attending professional development events (NIRSA sponsored and externally sponsored events)
- 3) Does NOT have to hold current RCRSP designation
- 4) Commissioners are ineligible to serve on the NIRSA Board of Directors during their term on the PRC

If an At-large member cannot be recruited, the PRC may have the 5th member meet the requirements of the NIRSA RCRSP Professional Member

Ad Hoc members

The Professional Registry Commission is required to create and submit an annual work plan that outlines how they will work together for the year, as well as any initiatives beyond regular program governing duties.

If the goals outlined in the workplan go beyond regular program governing duties, the Registry Commission may request expansion of the Commission with additional members with a specific talent/skill/knowledge/capacity to join the Commission in a special project role. Request for expansion of the Commission should accompany the annual workplan proposal to the NIRSA Board. Both the workplan and the size of the Commission are to be approved by the NIRSA Board.

General Appointment Process

1. Applications for PRC positions will be posted during the annual leadership recruitment process (usually this process is between November -January). The PRC will conduct recruitment and review of eligible persons to fill vacant PRC positions.
2. The PRC Chairperson will coordinate the review of applications and selection process.
3. The PRC will provide NIRSA Board of Directors with names of recommended Commissioners and Chairperson for affirmation in advance of each PRC term.

Term Information

- PRC annual term is May 1-April 30.
- This volunteer position serves in a one -year renewable term (with a term limit of 3 years)
- After each term year, a commissioner will be invited to serve another year without reapplying. The maximum years a member may serve is 3 consecutive term years. After the third year, the commissioner must re-apply if they wish to continue their service.
- If a Commissioner needs to resign prior to their term ending, they should email their resignation notice to the Commission and NIRSA staff member so that a recruiting process to fill the vacant position may be activated.

Appendix A

History of NIRSA's credential programs

Professionalizing the field of campus recreation took a giant leap in 1950 when William Wasson, intramural director at Dillard University, brought together 22 male and female directors from eleven historically black colleges to form the National Intramural Association (NIA). Topics of the first meeting included philosophy and objectives of association, co-recreation intramurals, organization and staff, activities, welfare of participants, regulations and governing documents, and maintaining records. Sounds familiar to meetings today, right?

In 1975, the NIA changed its name to the National Intramural-Recreational Sports Association (NIRSA) to reflect the diversification of its offerings. NIRSA has been adapting to the needs of its community ever since. Even the earliest records of NIA/NIRSA, documents reveal a focus toward professional development, such as certification for intramural leaders. While studies from the following 30 years suggest curriculum developing for intramural directors, there is little evidence of this curricula sustaining a collegiate institution; however, NIRSA strove to define standards for the necessary knowledge and skills needed in the field of collegiate recreation.

In 1981, this pursuit advanced when NIRSA instituted a professional certification model, the Certified Recreational Sports Specialist (CRSS). The certification model aimed to uphold professional competency of recreational sports specialists; provide a means of identifying individuals who possess the necessary knowledge and expertise required of specialists in the field; promote the educational standards set forth for the recreational sports specialists; and encourage professional growth and development.

CRSS certification was introduced in 1981 to:

- Maintain high quality professional competence of recreational sports specialists
- Provide means of identifying individuals who possess necessary knowledge and expertise required of specialists in the field
- Promote educational standards for recreational sports specialists
- Encourage professional growth and development of recreational sports specialists

Upon realizing the CRSS test-based program didn't meet the long-term needs of the profession or NIRSA membership, NIRSA members chose to suspend the program in 2005. Suspending the program was a testament to NIRSA's commitment to thoughtful evaluation in creating sustainable communities, leadership, and service. With our members, leaders and staff always on the move, a Professional Registry Work Team was established in 2003 to address the long-term and continuing education requirements of collegiate recreational sports specialists. By 2004, a national registry for recreational sports professionals was approved by the NIRSA board.

CRSS & RCRSP—What's the Difference?

Certified Recreational Sports Specialist (CRSS)	Registry of Collegiate Recreational Sports Professionals (RCRSP)
Competence inferred Limited research Entry by grandfather or test and no renewal Knowledge measured once CRSS for Life Professional Development Assumed Committee Administered Certification	Competency based Extensive research Multiple methods of entry and renewal Knowledge measured over time Renewal Required Professional Development Rewarded Commission Administered Professional designation

Does NIRSA still recognize the CRSS certification?

Yes! Although the opportunity to earn the CRSS certification is no longer offered by the Association, the CRSS designation is still a recognized credential by the Association

The Development of the Registry of Collegiate Recreational Sports Professionals

A national benchmarking study of professional registries was prepared in 2006. In September 2007, the NIRSA Board, at the recommendation of the Professional Registry Work Team, approved the establishment of a Professional Registry for the field of collegiate recreational sports. Using Delphi methodology, a validation study of the core competencies was conducted, and the results published by The National Research Institute for College Recreational Sports and Wellness. The Board approved the establishment of the Registry Commission in 2009 and the Registry went live in January of 2011.

The Registry would emphasize the importance of lifelong learning and continual professional development; provide recognition of collegiate recreational sports as a competency-based profession among higher education institutions and associations that serve higher education interests; and set and define a standard of excellence for collegiate recreation professionals.

History at A Glance

2003	Establishment of Professional Registry Work Team/Registry Task Force
2004	Proposal for Developing and Implementing a National Registry for Recreational Sports Professionals
2006	Benchmarking Professional Registries, prepared by Wild & Associates
2007	Project Plan, prepared by Wild & Associates
2009	Validation of the Collegiate Recreational Sports Core Competencies Using Delphi Methodology published by The National Research Institute NIRSA Board approved establishment of Collegiate Recreational Sports Professional Registry Commission
2010	NIRSA Board approved Registry of Collegiate Recreational Sports Professionals Program Description

Appendix B

Definition of terms

There are many terms used in continuing education and credential programs, and those terms can be confusing because they are used interchangeably within much of the literature. To provide a shared language and consistency in the conversations pertaining to NIRSA's education programs, term definitions are included below.

Bloom's Taxonomy of Learning

Learning is a process through which we acquire new information or build on new information previously learned. Learning is typically categorized into three domains-cognitive, affective, psychomotor.

Cognitive domain-relates to how we acquire, process, and use knowledge.

Affective domain-relates to our attitudes, values and emotions.

Psychomotor-relates to manual or physical skills

Source: Wikipedia https://en.wikipedia.org/wiki/Bloom%27s_taxonomy

How does NIRSA use this taxonomy?

NIRSA encourages content leaders to “plan with the end in mind” when designing a learning event, whether that event is a conference session, webinar, or other event. What new knowledge, skills, will learners acquire and how will they be able to apply them after participating in the event? Bloom's Taxonomy is a good way for content leaders to incorporate best practices in learning design when planning their event.

Competency

A competency is a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully. Competencies specify what the person needs to do the job successfully. These measurable patterns allow a profession to make explicit the expectations of professional performance.

How does NIRSA utilize competencies?

NIRSA strives to design and deliver competency-based education events which facilitate attendees' development competencies defined in the profession's competency framework.

Core Competency Framework

Many professions, including Collegiate Recreational Sports, have a competency framework intended to help professionals in the field gain the necessary knowledge, skills, and behaviors, to be successful in their field. The definition and explanation of competencies within the framework provides a shared language of what is entailed in being a professional in collegiate recreation.

Competencies are used for:

- Identifying skill gaps
- Guiding professional training and development, both for self and reports
- Assessing and selecting candidates for a job
- Assessing and managing employee performance
- Organizational and position planning

Core Competency areas for Collegiate Recreational Sports Professionals, as defined by the Validation Study performed by the National Research Institute at The Ohio State University (2009) are as follows:

Business Procedures	Human Resources	Personal and Professional Qualities	Programming
Facility Management, Planning & Design	Legal Liability and Risk Management	Philosophy and Theory	Research and Evaluation

Note: Results of the Validation Study were formally accepted by the Professional Registry Work Team in December 2009.

(source: NIRSA Core Competency Framework)

Credential

A credential is evidence of status, qualification, or achievements. This is an umbrella term used for different types of programs. Some examples are: degree, license, registration, certification, certificate, honorary title, recognition designation.

Instructional Design

According to Wikipedia is the “practice of creating ‘instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing.’ The process consists broadly of determining the state and needs of the learner, defining the end goal of instruction, and creating some “intervention” to assist in the transition. The outcome of this instruction may be directly observable and scientifically measured or completely hidden and assumed.

Learning Objectives & Learning Outcomes

These terms are often used interchangeably in education literature. An education program that follows best practices in instructional design will incorporate both. When these terms are used in this handbook, the following definitions are applied:

- **Learning objectives** describe the goals and intentions of the subject matter expert who is facilitating the education program. an intended state (what you hope participants will learn). They describe the purpose and goals of the course.
- **Learning Outcomes** express or describe or list measurable and essential content-knowledge—reflecting skills, competencies, and knowledge that students have achieved and can demonstrate upon successfully participating in an education program.

How does NIRSA incorporate Learning Objectives and Learning Outcomes?

NIRSA strives to design and deliver competency-based education events which facilitate attendees' development competencies defined in the profession's competency framework. To help achieve this, NIRSA signature education events (Annual Conference, Institute Series, webinars) will ask subject matter experts to include learning objective information and learning outcomes in their program proposals.

The following websites were used to for the above definitions: <https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx>
<http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy>

Additional Resources & References

The following resources were used to create this document: NIRSA Board of Director Exhibit documents [International Association for Continuing Education & Training](#) Presentation--*So, You Want to Be a Pro?*
 Douglas Franklin, PhD. [NIRSA Core Competency Framework](#)
[Mickie Rops Consulting, LLC](#)

Document Maintenance

This document is to be reviewed annually (between June-July) by PRC and NHQ staff to ensure it accurately reflects current program information. If time sensitive edits are required, edits will be made as those situations arise.

Complementary Documents include:

NIRSA CEU Provider Program Guide

NIRSA CEU Provider Activation Guide

Last updated: May 2019

Thank you for your interest

We are pleased that you are considering pursuing the RCRSP credential and/or offering NIRSA CEUs at your next event.

If we can be of further assistance in your endeavors, please contact NIRSA Headquarters at Registry@NIRSA.org for assistance



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