Although three assessment options are offered, this report will be a conglomerate of all three – answering some questions in option 1, discussing our department portfolio in terms of option 2 and discussing outcomes related to national accreditation in response to option 3.

**Narrative Submission – Option 1**

In the past three years, the department has undergone many changes that directly and indirectly influence student learning outcomes. The RPTA Department continues to emphasize the need to grow our major because demand for professionals in the field of recreation, parks and tourism has remained strong, even in the present economic downturn. We also have continued to actively recruit more majors because while our ratio of majors to non-majors in our department has improved, we still would like to reduce our overall financial dependence on general education classes.

After finally changing our name to the Department of Recreation, Parks and Tourism Administration, we have had numerous faculty meetings in which we have discussed undergraduate and graduate curricula. The 2008-2010 catalog reflects these new changes. As noted in our last report, some changes are the result of the name change and are primarily structural in nature (e.g., changing a course title), but in other instances, especially in terms of therapeutic recreation, changes are less the result of student outcome data and more the result of national certification requirements.

As mentioned in last year’s report, the culminating experience for our students in this degree program is an internship experience where students work at a recreation, parks and/or tourism agency (including hospitals, clinics, etc.) for between 10 and 12 units of course credit. Each student intern is supervised by a faculty member in the department and an agency supervisor. In the past few years, based on feedback from students and professionals in the field, we have tightened our internship processes to ensure a better educational experience for students and a better professional placement for our agency collaborators. Beginning this past spring semester, we moved from a system in which
students were evaluated on a credit/no credit basis to one in which students are now assigned letter grades in an effort to hold students more accountable for their work at the internship site.

Overall, agency supervisors felt that our students were, academically, well prepared except for the need for more education in the area of budgeting and finance. As a result of feedback received from internship site supervisors and other professionals who supervise our students, we are developing a course on budgeting, finance and law in recreation, parks and tourism which will be offered in the spring of 2009.

Exit Exam – (assessing National Accreditation Standards)

Based on the need to more fully assess student learning outcomes, we, as a department, agreed to develop and administer an exit exam and at the end of the spring semester, 2008, we administered a pilot exit exam to 22 of our graduating seniors. The purpose of the exam is to assess the degree to which students have developed professional competencies that relate directly to national accreditation standards, in particular the 8.0 series, a series of skills that focuses on our core curriculum – assessment, planning, implementation and evaluation of recreation-based programs. These competencies describe professional skills for all Recreation, Park, and Tourism Administration majors and pertain directly to assessing learning outcomes in core courses (A copy of the Exit Exam is attached).

The exit exam consisted of 62 multiple choice questions. The questions assessed 27 standards outcomes (8.01 – 8.27) and were developed bases on Bloom’s taxonomy of cognitive objectives and categories of cognitive learning:

- Knowledge: the ability to recall learned material
- Comprehension: the ability to grasp meanings and explain or reiterate concepts
- Application: the ability to transfer learned material to other circumstances
- Analysis: the ability to separate learned material into different parts and/or demonstrate a relationship among those parts
- Synthesis: the ability to bring together different concepts into new categories
- Evaluation: the ability to determine the worth of learned material based on a specified criteria

Each question was constructed based on: 1) the type of descriptive verb of the standard (e.g. “knowledge of” or “ability to”), and 2) the cognitive objective (e.g. to recall or transfer learned material). For example, the 8.10 standard is stated as an “Understanding
of the importance of leisure service delivery systems for diverse populations." One question provided on the exit exam to assess this standard read as follows:

- Which of the following statements best describes “The Americans with Disabilities Act?”
  - Provides comprehensive guidelines banning discrimination against people with disabilities
  - Provides environmental awareness programs for individuals with disabilities
  - Provides professional code of conduct for individuals with disabilities

The results of this pilot exit exam were as follows:

- 18 students scored 80% or higher
- 4 students scored between 70 and 79%

We are in the process further analyzing the questions on the exam by doing an item analysis of results, as well as an analysis of the overall results. Initially, we are pleased that 86.4% of our students scored above 80% on the exam, indicating that they are graduating with substantial knowledge of the required NRPA standards. We will be discussing issues related to these results including such areas as revising test items, offering review sessions prior to the exam (we had none for this exam), changing curriculum and/or teaching methods in areas in which students tested poorly, installing a course requirement that all students pass at an 80% level in order to graduate, and developing a remediation program for those scoring less than 80% on the exam.

**Portfolio Assessment – Option 2 (Exemplar submission)**

The development of the Portfolio Assessment is an on-going process by its very nature, so we continued to revise the process within the department. Students are informed of the portfolio process initially in RLS/RTPA 001. Portfolio Development was also included once again in the curriculum for RLS 101/RPTA 101 in 2007-2008.

As noted in previous assessment reports, as part of RLS 101, students must complete the portfolio to get credit for the class. The portfolio process is used to measure general student learning outcomes in the following three competency areas: oral skills, written skills, and group work. Students must demonstrate, through their course work, the extent to which they can write a formal paper (see attached rubric used for evaluation of student writing; rubrics are also used with oral and group work competencies); the extent to which they can give an oral presentation using PowerPoint; and the extent to which they can work as a team member to successfully complete a group project.

For the portfolio, students are also required to submit (1) a mission statement, (2) career goals & objectives, (3) assignments that reflect their competencies within the three areas mentioned above, (4) resume, and if applicable other assignments, letters of recommendation and other awards and scholarship information.
Thirty-nine students completed the portfolio process for graduation requirements in the 2007-2008 academic year. The instructor of RLS 101 reviews portfolio submissions to verify completion. This year student and faculty feedback was collected regarding the process. As a result of this feedback, the document outlining the portfolio process was revised to make it more understandable and less ambiguous to students (see attachment). The faculty is continuing to discuss alternatives to make the portfolio more current, and to meet the career goals of each individual student. Overall, student work in their portfolios is meeting expectations; and while some students had to revise their initial portfolio submissions, all eventually passed.

Beginning in the fall of 2007, we asked members of our department Advisory Committee to review student portfolios. These reviews were informative. Reviewers were generally very positive regarding the portfolios reviewed. They noted the overall level of professionalism displayed in the preparation of the portfolios. Comments related to minor problems in the area of career planning, including professional goal setting and resumes, resulted in making visits to the CSUS Career Center a requirement for RPTA 101 and the portfolio. These changes were instituted in spring 2008 and the instructor of RPTA 101 reports improvement in these areas as a result. He will be sending out the portfolios to our reviewers shortly to verify his observations. Once again we will use the responses of our outside reviewers in our on-going portfolio review process to examine and consider revising curriculum as long as the revisions are consistent with NRPA standards.

**Ongoing Assessment of Student Learning Outcomes as tied to national standards and competencies – Option 3 (National Accreditation Standards)**

Our department offers one degree, Recreation Administration, with two options: Recreation and Park Management and Therapeutic Recreation and is nationally accredited through the National Recreation and Park Association (NRPA) Council on Accreditation. Although our individual concentrations are not accredited, students in therapeutic recreation who want to become eligible to sit for state and national certification must follow an educational plan that is inclusive of standards which are governed by the National Council on Therapeutic Recreation Certification (NCTRC). Thus, any curricular changes within the Therapeutic Recreation curriculum are typically in response to NCTRC standards. The only substantive change made to the curriculum during 2006-2007 was a name change to a course to allow students in the TR concentration the opportunity to use this particular class for certification purposes.

The TR faculty did discuss the consolidation of courses to reduce overlap between classes and to strengthen the existing TR curriculum. They have also developed a pre and post test instrument to determine which, if any, American Therapeutic Recreation Association (ATRA) core competencies they possess as they enter the program compared with when the complete their capstone course. Analysis of this data from 2007-2008 will be available in the fall of 2008. This data will be used to influence curriculum changes that will be consistent with NCTRC standards.
Although our students will choose a concentration, every student must take a core group of classes that are composed of standards that reflect 39 distinct competencies that we are required to teach by our accreditation body, the National Recreation and Park Association’s Council on Accreditation. These competency areas include:

The Professional Competencies:

8.01-8.05 – Conceptual Foundations
8.06-8.10 – Leisure Services Profession
8.11-8.15 – Leisure Services Delivery System
8.16-8.19 – Programming Strategies
8.20-8.35 – Assessment, Planning Evaluation
8.36-8.38 – Legislative and Legal Aspects
8.39 – Field Work/Internships

All of these competency areas are incorporated into the following core classes¹:

RPTA 001 – Orientation to Recreation, Parks and Tourism
RPTA 30 – Recreation, Parks and Tourism in Contemporary Society
RPTA 32 – Recreation Activity Leadership
RPTA 42 – Recreation Use of Natural Resources
RPTA 101 – Senior Seminar (Pre-Internship seminar)
RPTA 105 – Management of Recreation, Parks and Tourism
RPTA 106 – Inclusive and Therapeutic Recreation
RPTA 109 – Computer Applications in Recreation, Parks and Tourism
RPTA 110 – Research and Evaluation in Recreation, Parks and Tourism
RPTA 136 – Program Planning for Recreation, Parks and Tourism
RPTA 195 – Internships

(Refer to Attachments “A” and “B”)

Student learning outcomes are identified on all department syllabi, but for the courses listed above, the national competency which is met by a particular learning outcome is also identified.

For example, for RPTA 32, the student learning outcomes are identified below and the numbers in parentheses indicate the national competency which is met by this outcome. At the end of this semester, students will:

1. understand the conceptual foundations of play, recreation and leisure for all populations and settings (8.01, 8.07)
2. understanding play, recreation and leisure from psychological, sociological and physiological perspectives (8.02)

¹ The matrix that is used for our national accreditation is attached – this matrix indicates the extent to which these competencies are included in our core courses.
3. understanding the social, political, economic significance of recreation, leisure and play and applying different styles and aspects of being a leader and follower relative to recreation, leisure and play over the lifespan (8.03, 8.04);
4. learn to lead in a variety of settings with different populations based on varying markers of identity (8.12, 8.13);
5. learn and apply role-playing, conflict resolution and problem-solving skills as these issues relate to leadership (8.01)
6. learn and apply techniques to evaluate programs (8.21);
7. learn and apply concepts of organizational behavior; accountability, interpersonal relationship and decision-making strategies (8.30);
8. learn how to conduct trainings and promote programs and services through marketing, public relations and promotions strategies (8.34);
9. learn about service learning and working with recreation-based agencies (8.08, 8.09, 8.10, 8.11, 8.40);
10. learn how to motivate individuals and understanding group dynamics across various groups and in various settings (8.12, 8.13, 8.15, 8.17, 8.18, 8.19, 8.20)
11. understand the importance of and the resources for professional development (8.34, 8.35); and
12. understand the concept and use of leisure resources to facilitate participant involvement (8.16, 8.18, 8.21, 8.23)

Students are assessed and evaluated in all of our courses to ensure their understanding of this material and to ensure compliance with our national standards. All students must complete these courses with a grade of C- or better. Students are constantly evaluated in their courses on these 39 competencies and will also continue to be evaluated using our Exit Exam.

Summary

Students in our department are evaluated using nationally sanctioned competencies; and in terms of Therapeutic Recreation we are including a pre and post-test measures; a portfolio process that will now include an external evaluative component; and we have developed an exit exam for our students to assess their learning outcomes in the 8.0 NRPA competencies series. Any guidance and/or feedback you could provide with regard to strengthening our assessment measures would be very much appreciated.
Overview

All students who entered the major with 2000-2002 or later catalog rights will need to complete a graduation portfolio. The purpose of developing a portfolio is to provide you with a framework for organizing and displaying your achievements, competencies, and course requirements. Constructing a portfolio will help you to articulate where you have been and where you want to go with regard to your college education and future career. The portfolio is also an assessment mechanism for the department in terms of evaluating the extent to which students in the RPTA major have completed coursework which will enable them to successfully enter the profession.

The following guidelines should assist you with the process of thinking about and constructing the portfolio. Students will complete their portfolios in RPTA 101, but should begin gathering work for their portfolios as they enter the major.

The Portfolio: What is it?

A portfolio is a process and a product. As a process, constructing the portfolio helps you to reflect on what exactly you have learned while completing your major requirements for the degree. What skills, strengths and competencies will you take with you once you graduate? How would you articulate your career goals? These are some of the questions answered by the portfolio. The Portfolio as a product is simply an accumulation of your experiences that demonstrate your competencies and your potential as an employee and/or as a graduate student.

Who will look at my portfolio?

While still enrolled as a student, your faculty advisor and/or mentor may be interested in evaluating your progress and may use the portfolio during discussions with you about future academic plans, and/or with regard to future employment plans. For example, employers may be interested in seeing work that demonstrates your written communication skills and/or your ability to follow through on group projects. A graduate school advisor may be interested in examples that demonstrate your oral communication skills and your ability to think and write critically.

When should I start compiling information for my portfolio?
You should begin gathering materials immediately once you begin taking coursework in the major.

**How should I keep track of items for the portfolio?**

1. Students are required to personally keep copies (original hard copy, as well as computer file copy) of all items that they want to eventually place in their portfolios.

2. When students become majors in RPTA, a hard copy file folder will be created for the students’ records generally and a virtual folder for the portfolio will be created on the “S Drive” within the “Portfolio” folder. They may ask to have items placed in either or both of these locations for storage until they are ready to put their compile portfolio.

3. If a student wants an assignment to fulfill a portfolio requirement (oral, written or group), he/she requests that the instructor fill out the appropriate rubric, in addition to the standard grading procedure (see sample). Only RPTA course may be used to meet the portfolio requirements. The instructor then grades the assignment, including filling out the rubric, and then either gives the completed form back to the student or places the completed form in the student’s folder on the S drive, depending on the student’s request. Other documents related to this assignment may be included as well.

4. Students may request that assignments from other classes be placed in their electronic portfolio folder.

5. In RLS 101, the instructor reviews student’s portfolio folder to ensure completion of all competencies.

6. Students may obtain copies of all files in his/her portfolio folder.

**What should I include in my portfolio?**

- Resume
- A personal Mission Statement
- Career Planning (Goals and Objectives)
- Example of one group project from: RPTA 32, 105, 136 or any other RPTA course that contains an appropriate group project assignment
- Example of an oral presentation from: RPTA 32, 42, 109 or any other RPTA course that contains an appropriate oral presentation
- Example of a written assignment from: RPTA 106, 110, 136 or any other RPTA course that contains an appropriate written assignment
Additional information the student may include, but is not required:
Other assignments from RPTA or non-RPTA courses (Your BEST work)
Evidence of Achievement
  o Letters of Recommendation
  o Awards and Certificates
  o Other pertinent information

When is my final portfolio due?
It depends on when you are graduating. Dates will vary every year; check with the
instructor in RPTA for the exact date but it is usually due on the last Friday of the 14th
week of the semester you are desiring to graduate.

Who will assess my final portfolio and how will it be assessed?
The Portfolio Coordinators will assess your portfolio using these guidelines:
  Content – Have you included enough information, including examples of your
  written, oral and group work?
  Format – Are the items in the portfolio well-written, and free from grammar,
  spelling and punctuation errors?

Please contact us if you have further questions: Steve Gray, graysw@csus.edu, 278-
6858 for more information.
Portfolio
## Appendix M: Summary Tables for Standards and Courses

### Course/Standard Matrix for Standards in Series 8.00

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>1</th>
<th>30</th>
<th>32</th>
<th>42</th>
<th>101</th>
<th>105</th>
<th>106</th>
<th>109</th>
<th>110</th>
<th>136</th>
<th>195</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.01</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.02</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td>C</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.03</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.04</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.05</td>
<td>S</td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.06</td>
<td>P</td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Required Recreation Core Courses

#### Conceptual Foundations

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>1</th>
<th>30</th>
<th>32</th>
<th>42</th>
<th>101</th>
<th>105</th>
<th>106</th>
<th>109</th>
<th>110</th>
<th>136</th>
<th>195</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.01</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td></td>
<td>S</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.02</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td>P</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.03</td>
<td>P</td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.04</td>
<td>P</td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.05</td>
<td>S</td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Leisure Service Profession

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>1</th>
<th>30</th>
<th>32</th>
<th>42</th>
<th>101</th>
<th>105</th>
<th>106</th>
<th>109</th>
<th>110</th>
<th>136</th>
<th>195</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.12</td>
<td>C</td>
<td>S</td>
<td>S</td>
<td>C</td>
<td>P</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.13</td>
<td>C</td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.14</td>
<td>C</td>
<td>C</td>
<td>I</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.15</td>
<td>C</td>
<td>C</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Leisure Service Delivery System

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>1</th>
<th>30</th>
<th>32</th>
<th>42</th>
<th>101</th>
<th>105</th>
<th>106</th>
<th>109</th>
<th>110</th>
<th>136</th>
<th>195</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.16</td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.17</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.18</td>
<td>C</td>
<td>C</td>
<td>I</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.19</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td>C</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.20</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REQUIRED RECREATION CORE COURSES</td>
<td>STANDARD</td>
<td>1</td>
<td>30</td>
<td>32</td>
<td>42</td>
<td>101</td>
<td>105</td>
<td>106</td>
<td>109</td>
<td>110</td>
<td>136</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------</td>
<td>---</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>ASSESSMENT, PLANNING, AND EVALUATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.21</td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.22</td>
<td>C</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.23</td>
<td>C</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.24</td>
<td></td>
<td>S</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>C</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>8.26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADMINISTRATION/MANAGEMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C</td>
<td>P</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>C</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEGISLATIVE AND LEGAL ASPECTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.37</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S</td>
<td>P</td>
<td>I</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S</td>
<td>I</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>P</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIELD EXPERIENCES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P-Primary
I-Primary/Introductory
C-Contributing/Reinforcing
S-Secondary
8.00 PROFESSIONAL COMPETENCIES

Curriculum Changes Since Last Reaccreditation

Since the Department’s last re-accreditation in 1999, several curricular changes have been made. In response to student, practitioner, and faculty input, RLS 136, Leisure Program Planning, was added to the core required classes for all majors. Another curricular change for all majors was the adoption of an entry level class (RLS 1) and an exit class (RLS 101) both for ½ unit of credit. RLS 1 focuses on general advising issues for majors, requirements for the internship experience, and serves as an introduction to the portfolio process. RLS 101 is a seminar in which graduating seniors present their portfolio work for approval.

Starting with the fall 2004 semester, students in the undergraduate major must take the following core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLS 1</td>
<td>Orientation to Recreation and Leisure Studies (.5)</td>
</tr>
<tr>
<td>RLS 30</td>
<td>Recreation and Leisure Studies in Contemporary Society (3)</td>
</tr>
<tr>
<td>RLS 32</td>
<td>Recreation Activity Leadership (3)</td>
</tr>
<tr>
<td>RLS 42</td>
<td>Recreational Use of Natural Resources (3)</td>
</tr>
<tr>
<td>RLS 101</td>
<td>Senior Portfolio Seminar (.5)</td>
</tr>
<tr>
<td>RLS 105</td>
<td>Management in Leisure Services (3)</td>
</tr>
<tr>
<td>RLS 106</td>
<td>Leisure Services and Persons with Disabilities (3)</td>
</tr>
<tr>
<td>RLS 109</td>
<td>Computer Applications in Leisure Services (2)</td>
</tr>
<tr>
<td>RLS 110</td>
<td>Research Applications to Leisure Behaviors (2)</td>
</tr>
<tr>
<td>RLS 136</td>
<td>Leisure Program Planning (3)</td>
</tr>
<tr>
<td>RLS 194</td>
<td>Orientation to Directed Field Experience/Internship (1)</td>
</tr>
<tr>
<td>RLS 195</td>
<td>Directed Field Experience (10-15)</td>
</tr>
</tbody>
</table>

RLS majors must select either the TR option or the R&PM option. In addition to core courses required for all majors, courses required of all TR students or all R&PM students are also noted beneath the required core courses.

CONCEPTUAL FOUNDATIONS

8.01 Understanding of the conceptual foundations of play, recreation and leisure for all populations and settings.

RLS 030 - Recreation and Leisure Studies in contemporary Society
RLS 032 - Recreation Activity Leadership
RLS 106 - Leisure Services and Persons with Disabilities

8.02 Understanding of the psychological, sociological, and physiological significance of play, recreation and leisure from a historical perspective of all populations and settings.

RLS 030 - Recreation and Leisure Studies in contemporary Society
RLS 032 - Recreation Activity Leadership
RLS 042 - Recreational use of Natural Resources
RLS 106 - Leisure Services and Persons with Disabilities
8.03 Understanding of the technical, economic, and political significance of play, recreation and leisure in contemporary society.

RLS 030 - Recreation and Leisure Studies in contemporary Society
RLS 032 - Recreation Activity Leadership
RLS 042 - Recreational use of Natural Resources

8.04 Understanding of the significance of play, recreation and leisure throughout the life cycle relative to the individual's attitudes, values, behaviors, and use of resources.

RLS 030 - Recreation and Leisure Studies in Contemporary Society
RLS 032 - Recreation Activity Leadership
RLS 042 - Recreational use of Natural Resources
RLS 106 - Leisure Services and Persons with Disabilities

8.05 Knowledge of the interrelationship between leisure behavior and the natural environment.

RLS 030 - Recreation and Leisure Studies in contemporary Society
RLS 032 - Recreation Activity Leadership
RLS 042 - Recreational Use of Natural Resources
RLS 105 - Management in Leisure Services

LEISURE SERVICES PROFESSION

8.06 Understanding of Environmental ethics, the relationship of environmental ethics to the philosophy of planning, design and development, and the potential impact of planning, design and development upon the environment

RLS 030 - Recreation and Leisure Studies in Contemporary Society
RLS 032 - Recreation Activity Leadership
RLS 042 - Recreational use of Natural Resources

8.07 Understanding of the history and development of the leisure services profession

RLS 030 - Recreation and Leisure Studies in Contemporary Society
RLS 032 - Recreation Activity Leadership
RLS 042 - Recreational use of Natural Resources
RLS 106 - Leisure Services and Persons with Disabilities

8.08 Understanding of contemporary professional issues and how they impact the delivery of leisure services.

RLS 030 - Recreation and Leisure Studies in Contemporary Society
RLS 032 - Recreation Activity Leadership
RLS 042 - Recreational Use of Natural Resources
RLS 105 - Management in Leisure Services
RLS 106 - Leisure Services and Persons with Disabilities
8.09 Understanding of the concept of a profession and professional organizations as related to leisure services.

RLS 030 – Recreation and Leisure Studies in Contemporary Society
RLS 032 – Recreation Activity Leadership
RLS 105 – Management in Leisure Services

8.10 Understanding of ethical principles and professionalism as applied to all professional practices, attitudes and behaviors in leisure service delivery.

RLS 030 – Recreation and Leisure Studies in Contemporary Society
RLS 032 – Recreation Activity Leadership
RLS 105 – Management in Leisure Services

8.11 Understanding of the importance of and resources for professional development

RLS 030 – Recreation and Leisure Studies in Contemporary Society
RLS 032 – Recreation Activity Leadership
RLS 105 – Management in Leisure Services
RLS 106 – Leisure Services and Persons with Disabilities

LEISURE SERVICES DELIVERY SYSTEM

8.12 Understanding of and ability to use diverse community, institutional, natural, and human service resources to promote and enhance the leisure experience.

RLS 030 – Recreation and Leisure Studies in Contemporary Society
RLS 032 – Recreation Activity Leadership
RLS 042 – Recreational Use of Natural Resources
RLS 105 – Management in Leisure Services
RLS 106 – Leisure Services and Persons with Disabilities

8.13 Understanding of the roles and interrelationships of diverse leisure service delivery systems, including such specialties as the therapeutic recreation and business enterprise systems.

RLS 030 – Recreation and Leisure Studies in Contemporary Society
RLS 032 – Recreation Activity Leadership
RLS 106 – Leisure Services and Persons with Disabilities

8.14 Knowledge of the responsibility of the leisure service profession to make available opportunities for leisure experiences for all populations, including those with special needs and disabilities.

RLS 030 – Recreation and Leisure Studies in Contemporary Society
RLS 105 – Management in Leisure Services
RLS 106 – Leisure Services and Persons with Disabilities
8.15 Ability to promote, advocate, interpret, and articulate the concerns of leisure service systems for all populations and services.

RLS 030 - Recreation and Leisure Studies in Contemporary Society
RLS 032 - Recreation Activity Leadership
RLS 105 - Management in Leisure Services
RLS 106 - Leisure Services and Persons with Disabilities

8.16 Knowledge of the role and content of leisure programs and services

RLS 030 - Recreation and Leisure Studies in Contemporary Society
RLS 032 - Recreation Activity Leadership
RLS 106 - Leisure Services and Persons with Disabilities
RLS 136 - Leisure Program Planning

PROGRAMMING STRATEGIES

8.17 Ability to develop outcome oriented goals and objectives for individuals and groups

RLS 032 - Recreation Activity Leadership
RLS 106 - Leisure Services and Persons with Disabilities
RLS 136 - Leisure Program Planning

8.18 Understanding of human growth and development throughout the life cycle including the contributions of leisure to growth, development and self-expression

RLS 030 - Recreation and Leisure Studies in Contemporary Society
RLS 032 - Recreation Activity Leadership
RLS 106 - Leisure Services and Persons with Disabilities
RLS 136 - Leisure Program Planning

8.19 Understanding of group dynamics and processes and the ability to use various leadership techniques and strategies to enhance the individual’s recreative experiences

RLS 030 - Recreation and Leisure Studies in Contemporary Society
RLS 032 - Recreation Activity Leadership
RLS 106 - Leisure Services and Persons with Disabilities
RLS 136 - Leisure Program Planning

8.20 Understanding of the concept and use of leisure resources to facilitate participant involvement.

RLS 032 - Recreation Activity Leadership
RLS 042 - Recreational Use of Natural Resources
RLS 106 - Leisure Services and Persons with Disabilities
ASSESSMENT, PLANNING, AND EVALUATION

8.21 Understanding of and the ability to analyze programs, services, and resources in relationship to participant requirements.

RLS 032 - Recreation Activity Leadership
RLS 106 - Leisure Services and Persons with Disabilities
RLS 136 - Leisure Program Planning

8.22 Understanding of procedures and techniques for assessment of leisure needs.

RLS 032 - Recreation Activity Leadership
RLS 106 - Leisure Services and Persons with Disabilities
RLS 110 - Research Application in Leisure Services
RLS 136 - Leisure Program Planning

8.23 Understanding of principles and procedures for planning leisure services, resources, areas, and facilities.

RLS 032 - Recreation Activity Leadership
RLS 042 - Recreational Use of Natural Resources
RLS 106 - Leisure Services and Persons with Disabilities
RLS 110 - Research Application in Leisure Services
RLS 136 - Leisure Program Planning

8.24 Knowledge of principles and procedures for designing leisure services, resources, areas, and facilities.

RLS 042 - Recreational Use of Natural Resources
RLS 106 - Leisure Services and Persons with Disabilities
RLS 110 - Research Application in Leisure Services
RLS 136 - Leisure Program Planning

8.25 Knowledge of the purpose, basic procedures and interpretation, and application of research and evaluation methodology related to leisure services.

RLS 110 - Research Application in Leisure Services
RLS 136 - Leisure Program Planning

8.26 Ability to apply computer and statistical techniques to assessment, planning and evaluation processes.

RLS 032 - Recreation Activity Leadership
RLS 109 - Computer Applications in Leisure Services
RLS 110 - Research Application in Leisure Services
8.27 Understanding of principles and procedures for evaluation of leisure programs and services.

RLS 110 - Research Application in Leisure Services
RLS 136 - Leisure Program Planning

8.28 Ability to formulate, plan for implementation, and evaluate the extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met.

RLS 106 - Leisure Services and Persons with Disabilities
RLS 110 - Research Application in Leisure Services
RLS 136 - Leisure Program Planning

ADMINISTRATION / MANAGEMENT

8.29 Knowledge of marketing techniques and strategies

RLS 105 - Management in Leisure Services
RLS 106 - Leisure Services and Persons with Disabilities
RLS 136 - Leisure Program Planning

8.30 Understanding of the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies.

RLS 032 - Recreation Activity Leadership
RLS 105 - Management in Leisure Services
RLS 136 - Leisure Program Planning

8.31 Understanding of and ability to apply personnel management techniques, including job analysis, recruitment, selection, training, motivation, career development and evaluation of staff and volunteers.

RLS 105 - Management in Leisure Services
RLS 136 - Leisure Program Planning

8.32 Understanding of and ability to implement principles and procedures related to operation and care of resources, areas and facilities.

RLS 105 - Management in Leisure Services
RLS 136 - Leisure Program Planning

8.33 Understanding of various techniques of financing, budgeting, and fiscal accountability.

RLS 105 - Management in Leisure Services
RLS 106 - Leisure Services and Persons with Disabilities
RLS 136 - Leisure Program Planning
8.34 Understanding of and ability to promote the agency, the services, and the profession through marketing, public relations promotions strategies.

RLS 032 – Recreation Activity Leadership
RLS 105 – Management in Leisure Services
RLS 136 – Leisure Program Planning

8.35 Ability to utilize effectively the tools of communication, including technical writing, speech and audio-visual techniques.

RLS 032 – Recreation Activity Leadership
RLS 109 – Computer Applications in Leisure Services
RLS 136 – Leisure Program Planning

8.36 Ability to utilize computers for basic functions, including word processing, spread sheets, specialized programs related to leisure services.

RLS 109 – Computer Applications in Leisure Services
RLS 110 – Research Application in Leisure Services

LEGISLATIVE AND LEGAL ASPECTS

8.37 Knowledge of the legal foundations and responsibilities of leisure service agencies, and of the legislative process and the impact of policy formation on leisure behaviors and service in all levels of government, community organizations, and business enterprise.

RLS 042 – Recreation Use of Natural Resources
RLS 105 – Management in Leisure Services
RLS 106 – Leisure Services and Persons with Disabilities
RLS 136 – Leisure Program Planning

8.38 Understanding of legal concepts including contracts, human rights, property, and torts, as applied to leisure service agencies.

RLS 105 – Management in Leisure Services
RLS 106 – Leisure Services and Persons with Disabilities
RLS 136 – Leisure Program Planning

8.39 Understanding of the principles of risk management planning and the ability to participate in the development and implementation of a risk management plan.

RLS 042 – Recreational Use of Natural Resources
RLS 105 – Management in Leisure Services
RLS 136 – Leisure Program Planning
8.40 Understanding of the principles and practices of safety, emergency, and risk management and the ability to develop and implement risk management plans that assure the health and safety of participants and staff

RLS 032 - Recreation Activity Leadership
RLS 042 - Recreational Use of Natural Resources
RLS 105 - Management in Leisure Services
RLS 136 - Leisure Program Planning

FIELD EXPERIENCES

8.41 Field experience prior to internship

RLS 001 - Orientation to Recreation and Leisure Studies
RLS 032 - Recreation Activity Leadership

As of the 1998-2000 catalog, the department now requires students to have 600 hours of approved field experience prior to enrollment in the first directed field experience or internship course. These hours often are gained as part of course work in courses listed above.

8.42 Internship, essentially a full-time continuing experience in a leisure services assignment, of at least 400 clock hours over an extended period of time, not less than 10 weeks

The directed field experience requirements for the Recreation and Park Management Concentration involves a minimum of ten units. Each unit requires a minimum of 40 hours of exposure. The requirement may be satisfied by completing RLS 195B (4 units) and RLS 195C (6 units) or by doing a single experience through RLS 195E (10-15 units). Therapeutic Recreation Option students are required to complete RLS 195D (10-15 units) to meet certification requirements. The department does require a minimum duration of ten weeks during the school year, but allows students to complete a four or six unit experience in a minimum of six weeks during the summer. If taken during the summer, RLS 195D and E involve a full-time experience which is defined as 30 hours per week or more.