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## **B.S. Recreation Therapy**

The purpose of the Recreation Therapy (RT) degree is twofold. First, the RT degree provides academic course work and field-based experiences, which enables graduates to enter the profession qualified to effectively and successfully provide recreation therapy services to individuals with disabilities in clinical, transitional, and community settings. Competencies addressed in the RT degree are designed to meet the standards and evaluative criteria of the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), the National Council for Therapeutic Recreation Certification (NCTRC). Second, the RT degree provides to all department students, and campus-wide students who are non-majors, an orientation to individuals with disabilities and to the profession of Recreation Therapy. This knowledge will enable graduates to better provide recreation and other services to individuals with disabilities that are more comprehensive and sensitive to their needs.

### **Goals of the Therapeutic Recreation Program**

- A. Offer courses and field-based experiences enabling graduates to meet the criteria for eligibility to sit for examinations to become a Certified Therapeutic Recreation Specialist (CTRS) through the NCTRC.
- B. Prepare students to accept their professional and personal roles as advocates for and with individuals with disabilities.
- C. Continually revise degree's content so that it always reflects the most current professional standards and practices.
- D. Continually evaluate current and potential field-based experience sites to provide students with a wide variety of possible field experiences which will expose them to current professional practice by competent practitioners.
- E. Assist students with securing recreational therapy positions before and after completion of the degree.

## A. Certification Criteria

Criteria of COAPRT and NCTRC are regularly reviewed and changes in the RT program including course content, structure, and requirements are revised as needed to reflect changes in criteria. Due to recent changes in the CSU standards of curriculum percentages specific to an academic program, as well as NCTRC standards and COAPRT standards, several curriculum changes have been made to the RT program. These changes as well as the RT program course requirements are presented below.

### 1. B.S. Recreation Therapy degree

As of Fall 2020, the Recreation Therapy Program at CSUS became a stand-alone bachelor's degree. In 2017 (with a grace period for implementation), a revised Executive Order (EO 1071) from the CSU Chancellor's Office required that both new and existing degree programs with multiple concentrations (or pathways) have a majority of units common to all concentrations. That is, multiple concentrations within a single degree program are now required to be more similar than dissimilar or be separated into different degree programs. This rule caused the "elevation" of Recreation Therapy from a concentration within Recreation Administration to a separate degree program. This rule also caused the new program in Hospitality and Tourism Management to begin as a separate degree program rather than as a concentration within Recreation Administration. Another outcome of these changes was that the Recreation Administration degree was left with a single concentration (Recreation and Park Management) which no longer distinguishes one pathway from another (as only one pathway remains in that degree program) and so the concentration title (Recreation and Park Management) will be retired, and the degree title may also be changed (subject to approval from the Chancellor's Office).

Within the Department, this degree change allowed for students to switch from a concentration to a B.S. in Recreation Therapy. With this change, one additional course was added to the curriculum, RPTA 102 RT Professional Practice in spring of 2016. This course took the place of RPTA 101 Senior Seminar to create curriculum specific to professional expectations and internship and certification competencies in RT.

In addition to course changes, two full-time tenure track positions were added. This was due to a growing need for course content delivery precipitated by an increase in enrollment and also to fill the gap in FTE for the department in this specific area. In the fall of 2018, Dr. Erik Luvaas was hired as an Assistant Professor in Recreation Therapy, and then in the fall of 2020, Dr. Christina Brown-Bochicchio was hired as an Assistant Professor in Recreation Therapy. With these additional faculty, we currently have three tenure-track faculty as well as four part-time lecturers in Recreation Therapy.

### 2. Recreation Therapy Core Course Requirements

BIO 25: Human Anatomy & Physiology  
 PSYCH 168: Abnormal Psychology  
 CHAD 30: Human Development  
 RPTA 106 Introduction to Inclusive Recreation & Recreation Therapy  
 RPTA 115: Recreation Therapy Assessment and Documentation  
 RPTA 116: Recreation Therapy Principles and Practices and the Recreation Therapy Process  
 RPTA 117: Recreation Therapy & Contemporary Aspects of Disability  
 RPTA 118: Facilitation Techniques in Recreation Therapy  
 RPTA 119: Recreation Therapy Management  
 RPTA 102: Recreation Therapy Professional Practice  
 RPTA 195D: Recreation Therapy Internship  
 9 units Supportive Courses

### 3. Schedule of Course Offerings

The current class offerings are as follows: BIO 25 is offered every semester through the Biology department. PSYCH 168 is offered every semester through the Psychology department. CHAD 30 is offered every semester through the College of Education. Reflecting the growth of the program, all recreation therapy courses are offered in both the fall and spring semesters. RPTA 195D RT Internship is a course that is offered during the traditional academic year as well as during the summer.

RPTA 117 RT & Contemporary Aspects of Disability remains a course where students from the Gerontology degree program on the CSUS campus are permitted to take the course as an elective. In

addition, in Spring 2021, RPTA 106 Inclusive Recreation & Introduction to Recreation Therapy will be an elective course available to the Health Science degree students.

Starting in spring 2020, due to the COVID-19 pandemic, all instruction transitioned to an online format. Continuing in the fall 2020 and spring 2021, instruction has remained online. Courses are offered synchronously requiring students to meet in real-time via zoom. Virtual courses continued into fall 2021 as the faculty identified future best practices for potential return to limited in-person instruction in spring 2022.

Due to the COVID-19 pandemic, RPTA 195D RT Internship has been reviewed and evaluated on a case-by-case basis, virtual internships have been infrequently approved. While some community agencies are providing an excellent virtual internship opportunity for our students, after review we have found multiple sites that we, as a faculty, believe are not an appropriate fit for our students.

**B. Field-Based Experience Sites**

Based on the experiences of students and discussions with practitioners, the agencies to which students can be assigned are regularly updated. The list is updated regularly when new opportunities and contracts are established between the university and outside Recreation Therapy agencies. The document is called the Current Recreation Therapy Contracts and lists approved agencies and can be found the Department’s website and below.

[Current Recreation Therapy Contracts](#)

Due to the COVID-19 pandemic, Service Learning and Pre-internship Sites in the greater Sacramento area transitioned from in-person programming to virtual opportunities. The number of sites offering virtual opportunities decreased the number of options for service learning. However, this has not impacted the quality of the service learning experiences working with diverse populations. The RT faculty has maintained relationships with a number of community-based agencies that are committed to offering our students virtual service learning experiences. If students choose independently to seek out pre-internship opportunities that are in-person, it is up to their own personal discretion and not promoted by the University.

**C. Employment**

Notices of positions available in therapeutic recreation are shared with students on a bulletin board in the main hall of the 4<sup>th</sup> floor of Solano Hall and are shared during classes. Recreation Therapy faculty created professional Facebook accounts to continue this communication during the pandemic and into the future. Included in this communication are job opportunities as well as volunteer experiences. In RPTA 119 RT Management as well as RPTA 102 RT Professional Practices, time is spent orienting and preparing students to meet certification standards as well as securing a professional position. Content includes resume and cover letter writing as well as job search strategies.

**D. Faculty in Recreation Therapy**

**Jamie Hoffman, Ed.D., CTRS** joined CSUS’s faculty in 2013 after earning her doctorate from California State University Long Beach in Educational Leadership. Dr. Hoffman has her undergraduate degree in Recreation Therapy from The University of Tennessee, Knoxville as well as her Masters in Recreation Administration. Dr. Hoffman maintains extensive involvement with professional standards for both the specialty of recreation therapy and the field of campus recreation. Dr. Hoffman is currently collaborating with The WELL on the campus of CSUS after attaining a grant to initiate inclusive recreation and adaptive sports programming on the campus. She has conducted numerous state, national, and international workshops and presentations addressing professional practice in recreation therapy, adaptive sports, inclusion, as well as professional standards.

**Erik Luvaas, PhD, CTRS** joined CSUS’s faculty in Fall 2018 after completing his doctorate coursework at University of Idaho’s Department of Recreation, Sport, & Tourism. Dr. Luvaas has an undergraduate degree in Recreation Therapy from University of Idaho and a M.A. Recreation Administration from California State University, Chico. Prior to entering academia, he was the Recreational Therapist and Program Director for the Recreation Therapy & Movement Arts Program at Shriners Hospitals for Children in Portland, Oregon, and the Youth Sports Program Manager for the nonprofit Paralympic Sports Club, Adaptive Sports Northwest. He has also worked in psychiatric rehabilitation as a Rehabilitation Therapist at Oregon State Hospital and as a Qualified Mental Health Professional (QMHP) for the Telecare Crisis and Treatment Center in Portland. His research examines the

psychophysiological benefits of nature engagement, nature-based recreation therapy interventions, and how differences in nature engagement along varying dimensions of diversity impact equity issues.

**Christina Davis (formerly Brown-Bocchichio), PhD, CTRS** joined CSUS's faculty in Fall 2020 after completing her PhD coursework at Eastern Carolina University in Rehabilitation Counseling and Administration along with a certificate in Biofeedback. Dr. Davis earned her bachelor's degree in Parks and Recreation Management with an emphasis in event planning from Northern Arizona University and a master's degree in Recreational Therapy Administration from East Carolina University. Prior to pursuing a career in academia, Christina was a qualified intellectual disabilities professional and recreational therapist with Angel View Inc., in Desert Hot Springs, California. Christina has worked professionally with several populations including older adults in community settings and with individuals with developmental disabilities. Academically, Christina's research and teaching is focused in the areas of stress management, training military personnel how to manage symptoms of PTSD using biofeedback and objective measurement of recreational therapy interventions. Her research has been presented at state, national and international conferences.

**Arlene Krause, CTRS**, has been a recreation therapist for over 20 years. She holds national certification as a Certified Therapeutic Recreation Specialist, CTRS. Arlene has been a faculty member at California State University Sacramento since 1997. Within the Department of Recreation, Parks, and Tourism Administration, she has taught a variety of recreation therapy courses, as well as classes in nonprofit leadership, leisure and wellness, and health science. Arlene has also worked with recreation therapy students as they complete their education through supervising their 14-week internship experience. Arlene has also served as an instructor at America River College in the Department of Gerontology as part of their Activity Coordinator Certificate Program. In 2014 Arlene was awarded the "Outstanding Educator" of the year by the recreation therapy section of the California Parks and Recreation Society. Past employment has included work in the field of housing advocacy, and an independent living center, and work in the mental health field. Arlene has her undergraduate degree from Marquette University in Milwaukee Wisconsin, and her Masters from California State University Sacramento.

**Lindsay Thuy Dao, CTRS**, is the Supervisor of Recreation Therapy for Sutter Center for Psychiatry, the only not-for-profit psychiatric hospital in the Sacramento region that is part of an integrative health care system. She is the Clinical Internship Supervisor, Service Excellence Champion for Patient Satisfaction and is Sutter's Crisis Prevention Intervention Instructor. Lindsay has previously held positions as a Camp Director for Camp Courage, a camp organization that serves people with disabilities, a Recreation Therapist at Courage Kenny Rehabilitation Institute, as well as clinical experiences at the Western Blind Rehabilitation Center at the VA Palo Alto. Her knowledge and expertise includes the Recovery Model and Dialectical Behavioral Therapy. Lindsay earned her undergraduate degree in Recreation Therapy at San Jose State University, her graduate degree in Healthcare Administration at Saint Mary's University of Minnesota, and is currently pursuing a doctorate in Educational Leadership at California State University, Sacramento.

**7.0 Series Learning Outcomes (Recreation Therapy)**

Table of Hyperlinks to Course/Assignments for Results Data Entry

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 RPTA 116 Recreation Therapy Principles and Practices and the Recreation Therapy Process ..... 8  
     RT Model Analysis Paper (rubric included) ..... 8  
 RPTA 119 Recreation Therapy Management and Advancement of the Profession ..... 8  
     Mock NCTRC Exam ..... 8  
 RPTA 118 Recreation Therapy Facilitation Techniques ..... 9  
     Facilitation Assignment (with rubric) ..... 9  
 RPTA 106 Introduction to Inclusive Recreation and Recreation Therapy ..... 10  
     Inclusion Group Presentation ..... 10  
 RPTA 116 Recreation Therapy Principles and Practices and the Recreation Therapy Process ..... 10  
     RT Model Analysis Paper (rubric included) ..... 10  
 RPTA 106 Introduction to Inclusive Recreation and Recreation Therapy ..... 11  
     TV/Movie Critique Paper (with rubric) ..... 11  
 RPTA 117 Recreation Therapy and Contemporary Aspects of Disability ..... 12  
     Disability Research Project ..... 12  
 BIO 25 Human Anatomy & Physiology ..... 12  
     Students’ final grades for this course are C- or better as posted on RT Verification Form and university transcripts .... 12  
 CHAD 30 (human growth and development through the lifespan) ..... 13  
     Students’ final grades for this course are C- or better as posted on RT Verification Form and university transcripts .... 13  
 PSYCH 168 (abnormal psychology) ..... 14  
     Students’ final grades for this course are C- or better as posted on RT Verification Form and university transcripts .... 14  
 Students will complete 9 units of supportive coursework as defined by NCTRC standards for certification ..... 14  
     Students’ final grades for this course are C- or better as posted on RT Verification Form and university transcripts .... 14  
 RPTA 115 Recreation Therapy Assessment and Documentation ..... 16  
     Assessment Presentation ..... 16  
 RPTA 115 Recreation Therapy Assessment and Documentation ..... 17  
     Treatment Plan Assignment ..... 17  
 RPTA 118 Recreation Therapy Facilitation Techniques ..... 18  
     Facilitation Assignment (with rubric) ..... 18  
 RPTA 119 Recreation Therapy Management and Advancement of the Profession ..... 19

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| Program Analysis Assignment (updated with rubric) .....                        | 19 |
| RPTA 118 Recreation Therapy Facilitation Techniques .....                      | 20 |
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| Peer Assessment in-class assignment (with rubric).....                         | 22 |
| RPTA 115 Recreation Therapy Assessment and Documentation .....                 | 23 |
| Peer Assessment in-class assignment.....                                       | 23 |
| RPTA 119 Recreation Therapy Management and Advancement of the Profession ..... | 24 |
| Program Analysis Assignment (updated with rubric) .....                        | 24 |
| RPTA 119 Recreation Therapy Management and Advancement of the Profession ..... | 26 |
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| Updated Assignment (with rubric): RT Manual Assignment .....                   | 23 |
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**7.0(b) Series Learning Outcomes (Recreation Therapy)**

7.01(a) Students graduating from the program shall demonstrate entry-level knowledge of the **scope** of the therapeutic recreation profession.

7.01(b) Students graduating from the program shall demonstrate entry-level knowledge of the **practice** of recreational therapy.

7.01(c) Students graduating from the program shall demonstrate entry-level knowledge of the **historical, philosophical, theoretical, and scientific foundations** of the therapeutic recreation and contributory sciences.

**COAPRT 7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.**

**Guidance for TR Focus: Historical, philosophical, theoretical, and scientific foundations of therapeutic recreation:**  
**Historical, philosophical, theoretical, and scientific foundations of therapeutic recreation:**  
 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

| Course Specific Learning Outcome   | TR Learning Outcome | Evidence of Learning Opportunity (7.01.01)   | Performance Measure (7.01.02)<br>*Rubrics have been attached to all written assignments and questions/answers on quizzes/exams have been highlighted to indicate that the questions align with the SLOs and COAPRT Standards. | Performance levels/metrics (7.01.03)                         | Evidence of Continuous Program Improvement (7.01.04)<br>*Reported metrics align with previous assignments. The use of 70% and above is consistent with the department grade policy that states that students must score at least 70% (C-) in major classes. During the 2022-2023 academic year, the faculty will consider raising the baseline of 70%. |                  |                  |                  |
|--|---------------------|--|---|--|--|------------------|------------------|------------------|
| Describe standards and regulations which govern therapeutic recreation certification | 7.01(a)             | <a href="#">RPTA 116</a><br>Recreation Therapy Principles and Practices and the Recreation Therapy Process | <a href="#">NCTRC Quiz (all questions apply to learning outcome)</a>  | 70% of students will score an 80% or above on the NCTRC Quiz | Questions were reviewed for current NCTRC standards related to the 2014 RT Job Task Analysis.  |                  |                  |                  |
|  |                     |  |   |  | Spring 2020-Spring 2021 scores may have been affected by the rapid transition to virtual instruction due to COVID-19 pandemic in addition to very low course enrollments.  |                  |                  |                  |
|  |                     |  |   |  | To increase content comprehension and to incentivize completion of the assignment, the quiz has been modified to allow multiple attempts so students could have the opportunity to seek the answers on the NCTRC website and notes from NCTRC in-class webinar.  |                  |                  |                  |
| <b>Assessment Results of learning outcomes (7.01)</b>                                |                     |  |   |  |  |                  |                  |                  |
|  |                     | <b>2021-2022</b>   | <b>2022-2023</b>  | <b>2023-2024</b>   | <b>2024-2025</b>   | <b>2025-2026</b> | <b>2026-2027</b> | <b>2027-2028</b> |

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|  |   | <p><b>Fall 2021</b><br/>Section 01 70% of students scored 80% or above on the assessment</p> <p><b>Spring 2022</b><br/>Section 01 50% of students scored 80% or above on the assessment</p> | <p><b>Fall 2022</b><br/>Section 01 85.7% of students scored 80% or above on the assessment</p> <p><b>Spring 2023</b><br/>Section 01 100% of students scored 80% or above on the assessment</p> | <p><b>Fall 2023</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2024</b><br/>Section 01 % of students scored 80% or above on the assessment</p> | <p><b>Fall 2024</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2025</b><br/>Section 01 % of students scored 80% or above on the assessment</p>  | <p><b>Fall 2025</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2026</b><br/>Section 01 % of students scored 80% or above on the assessment</p> | <p><b>Fall 2026</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2027</b><br/>Section 01 % of students scored 80% or above on the assessment</p> | <p><b>Fall 2027</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2028</b><br/>Section 01 % of students scored 80% or above on the assessment</p> |
| Evaluate contemporary approaches to the provision of therapeutic recreation services.                                    | 7.01(a)   | <a href="#">RPTA 116</a><br>Recreation Therapy Principles and Practices and the Recreation Therapy Process  | <a href="#">RT Model Analysis Paper</a> (rubric included)  | 75% of students will achieve an 80% or higher on the RT Model Analysis Paper.   | Spring 2021 assessment results do not reflect overall performance metrics for this assignment – this semester was an outlier due to three students not completing the assignment. All other students scored above 80%. Thus, while we don't anticipate making changes to this assignment, we will work more closely with students to support them to complete all assignments. |   |   |   |
|  | <b>Assessment Results of learning outcomes (7.01)</b>   |   |  |   |  |   |   |   |
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| Describe the appropriate therapeutic recreation applications for rehabilitation purposes of clinical terms and diagnoses | 7.01(a)   | <a href="#">RPTA 119</a><br>Recreation Therapy Management and Advancement of the Profession   | <a href="#">Mock NCTRC Exam</a>  | 70% of students will score an 80% or above on the Mock NCTRC Exam   | Due to the pandemic and the transition to online learning, the RT Manual assignment from Fall 2018-Fall 2020 was modified to meet the needs of students in a virtual learning environment.   |   |   |   |
|  | Since our students are exceeding the expectation, in 2022-2023, we will consider revising the baseline performance level metric to 80% and above. |   |  |   |  |   |   |   |
|  | <b>Assessment Results of learning outcomes (7.01)</b>   |   |  |   |  |   |   |   |



|   | 2021-2022   | 2022-2023  | 2023-2024   | 2024-2025   | 2025-2026   | 2026-2027   | 2027-2028   |
|---|---|--|---|---|---|---|---|
|   | <p><b>Fall 2021</b><br/>Section 77 % of students scored 80% or above on the assessment</p> <p><b>Spring 2022</b><br/>Section 82 % of students scored 80% or above on the assessment</p>   | <p><b>Fall 2022</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2023</b><br/>Section 01 % of students scored % or above on the assessment</p>        | <p><b>Fall 2023</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2024</b><br/>Section 01 % of students scored % or above on the assessment</p>     | <p><b>Fall 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2025</b><br/>Section 01 % of students scored % or above on the assessment</p>     | <p><b>Fall 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2026</b><br/>Section 01 % of students scored % or above on the assessment</p>   | <p><b>Fall 2026</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2027</b><br/>Section 01 % of students scored % or above on the assessment</p>     | <p><b>Fall 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2028</b><br/>Section 01 % of students scored % or above on the assessment</p>     |
| <p>Determine the appropriate use of recreational activities and leisure experiences as treatment modalities and intervention strategies</p> | 7.01(b)   | <a href="#">RPTA 118</a><br>Recreation Therapy Facilitation Techniques   | <a href="#">Facilitation Assignment (with rubric)</a>   | 70% of students will achieve 80% or higher on the Facilitation Assignment   | <p>Due to the pandemic, in spring 2020 – spring 2021, this assignment was conducted virtually via Zoom. Students had the opportunity to facilitate interventions with individuals with cognitive disabilities as well as conduct a support group for family members and caregivers of adults with ABI/TBI. Despite the virtual platform, students exceeded the performance level metric. During 2022-2023, we will consider increasing this metric to 80%.</p> <p>In future semesters, a rubric will be utilized to increase accountability and consistency in assessment of the student learning outcomes.</p> |   |   |
|   | <b>Assessment Results of learning outcomes (7.01)</b>   |  |   |   |   |   |   |
|   |   | 2021-2022  | 2022-2023   | 2023-2024   | 2024-2025   | 2025-2026   | 2026-2027   |
|   | <p><b>Fall 2021</b><br/>Section 100 % of students scored 80% or above on the assessment</p> <p><b>Spring 2022</b><br/>Section 100 % of students scored 80% or above on the assessment</p> | <p><b>Fall 2022</b><br/>Section 01 100% of students scored 80% or above on the assessment</p> <p><b>Spring 2023</b><br/>Section 01 % of students scored 80% or above on the assessment</p> | <p><b>Fall 2023</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2024</b><br/>Section 01 % of students scored 80% or above on the assessment</p> | <p><b>Fall 2024</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2025</b><br/>Section 01 % of students scored 80% or above on the assessment</p> | <p><b>Fall 2025</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2026</b><br/>Section 01 % of students scored 80% or above on the assessment</p>   | <p><b>Fall 2026</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2027</b><br/>Section 01 % of students scored 80% or above on the assessment</p> | <p><b>Fall 2027</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2028</b><br/>Section 01 % of students scored 80% or above on the assessment</p> |

|  |                |  |  |   |  |   |  |   |  |   |  |   |  |
|--|----------------|--|--|---|--|---|--|---|--|---|--|---|--|
| <p>Apply knowledge and skills to provide all peoples with leisure services by assessing individual needs, activity analysis, guidelines for program design, individualized accommodation, and methods of resource development.</p> | <p>7.01(b)</p> | <p><a href="#">RPTA 106</a><br/>Introduction to Inclusive Recreation and Recreation Therapy</p>  | <p><a href="#">Inclusion Group Presentation</a></p>              | <p>80% of students will achieve 70 % or higher on the Inclusion Group Presentation.</p>   | <p>In future semesters, a rubric will be used across all sections to ensure accountability and consistency for assessment.</p> <p>Due to the COVID-19 pandemic, Spring 2020 courses were affected in different ways, depending on how far along students were in completing course assignments. Students in some sections were not able to complete the assessments tied to accreditation.</p> <p>Although there were a few instances where students did not meet the metric, this was likely due to a new instructor taking on a new course preparation. We anticipate that as this faculty member receives mentorship from other colleagues, the scores will rise.</p> |   |  |   |  |   |  |   |  |
| <p><b>Assessment Results of learning outcomes (7.01)</b></p>   |                |  |  |   |  |   |  |   |  |   |  |   |  |
| <p><b>2021-2022</b></p>  |                | <p><b>2022-2023</b></p>  |  | <p><b>2023-2024</b></p>   |  | <p><b>2024-2025</b></p>   |  | <p><b>2025-2026</b></p>   |  | <p><b>2026-2027</b></p>   |  | <p><b>2027-2028</b></p>   |  |
| <p><b>Fall 2021</b><br/>Section 03 100% of students scored 70 % or above on the Inclusion Group Presentation.</p> <p><b>Spring 2022</b><br/>Section 02 92.85% of students scored 70% or above on the assessment</p>                |                | <p><b>Fall 2022</b><br/>Section 02 91.66% of students scored 70% or above on the assessment</p> <p><b>Spring 2023</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2023</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2026</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2026</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2028</b><br/>Section 01 % of students scored % or above on the assessment</p> |  |
| <p>Evaluate contemporary approaches to the provision of therapeutic recreation services.</p>   | <p>7.01(c)</p> | <p><a href="#">RPTA 116</a><br/>Recreation Therapy Principles and Practices and the Recreation Therapy Process</p>   | <p><a href="#">RT Model Analysis Paper (rubric included)</a></p> | <p>75% of students will achieve an 80% or higher on the RT Model Analysis Paper</p>   | <p>Spring 2021 assessment results do not reflect overall performance metrics for this assignment – this semester was an outlier due to three students not completing the assignment. All other students scored above 80%. Thus, while we don’t anticipate making changes to this assignment, we will work more closely with students to support them to complete all assignments.</p> <p>In future semesters, a rubric will be utilized to increase accountability and consistency in assessment of the student learning outcomes.</p>   |   |  |   |  |   |  |   |  |
| <p><b>Assessment Results of learning outcomes (7.01)</b></p>   |                |  |  |   |  |   |  |   |  |   |  |   |  |
| <p><b>2021-2022</b></p>  |                | <p><b>2022-2023</b></p>  |  | <p><b>2023-2024</b></p>   |  | <p><b>2024-2025</b></p>   |  | <p><b>2025-2026</b></p>   |  | <p><b>2026-2027</b></p>   |  | <p><b>2027-2028</b></p>   |  |

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|   | <p><b>Fall 2021</b><br/>Section 01 66% of students scored 80% or above on the assessment</p> <p><b>Spring 2022</b><br/>Section 01 80% of students scored 80% or above on the assessment</p>             |   | <p><b>Fall 2022</b><br/>Section 01 85.7% of students scored 80% or above on the assessment</p> <p><b>Spring 2023</b><br/>Section 01 97 % of students scored 80% or above on the assessment</p> |   | <p><b>Fall 2023</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2024</b><br/>Section 01 % of students scored 80% or above on the assessment</p> |   | <p><b>Fall 2024</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2025</b><br/>Section 01 % of students scored 80% or above on the assessment</p>   |                  | <p><b>Fall 2025</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2026</b><br/>Section 01 % of students scored 80% or above on the assessment</p> |  | <p><b>Fall 2026</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2027</b><br/>Section 01 % of students scored 80% or above on the assessment</p> |  | <p><b>Fall 2027</b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b>Spring 2028</b><br/>Section 01 % of students scored 80% or above on the assessment</p> |  |
| Describe the general characteristics and unique issues associated with diverse populations. | 7.01(c)   | <a href="#">RPTA 106</a><br>Introduction to Inclusive Recreation and Recreation Therapy   | <p><b>Disability Awareness Assignments:</b></p> <p><a href="#">TV/Movie Critique Paper (with rubric)</a></p>   |   |   |   | <p>Due to the COVID-19 pandemic, Spring 2020 courses were affected in different ways, depending on how far along students were in completing course assignments. Students in some sections were not able to complete the assessments tied to accreditation.</p> <p>Due to the pandemic, in spring 2020 – spring 2021, this assignment was discontinued and replaced with the Movie Critique Paper. In future semesters, this paper will require students to write about potential leisure barriers or obstacles for individuals with a given diagnosis as represented in a film portraying disability.</p> <p>No changes to the performance metric are necessary since students are meeting the metric.</p> |                  |   |  |   |  |   |  |
|   | <b>Assessment Results of learning outcomes (7.01)</b>   |   |  |   |   |   |   |                  |   |  |   |  |   |  |
|   |   | <b>2021-2022</b>  | <b>2022-2023</b>   | <b>2023-2024</b>  | <b>2024-2025</b>  | <b>2025-2026</b>  | <b>2026-2027</b>  | <b>2027-2028</b> |   |  |   |  |   |  |
|   | <p><b>Fall 2021</b><br/>Section 03 100 % of students scored 70% or above on the Movie Critique Paper</p> <p><b>Spring 2022</b><br/>Section 02 86% of students scored 70% or above on the assessment</p> | <p><b>Fall 2022</b><br/>Section 02 100% of students scored 70% or above on the assessment</p> <p><b>Spring 2023</b><br/>Section 01 100% of students scored % or above on the assessment</p> | <p><b>Fall 2023</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2024</b><br/>Section 01 % of students scored % or above on the assessment</p>            | <p><b>Fall 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2026</b><br/>Section 01 % of students scored % or above on the assessment</p>     | <p><b>Fall 2026</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2028</b><br/>Section 01 % of students scored % or above on the assessment</p>   |                  |   |  |   |  |   |  |

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| Describe the major disability classification areas and how to plan therapeutic recreation services for each area   | 7.01(c)   | <a href="#">RPTA 117</a><br>Recreation Therapy and Contemporary Aspects of Disability   | <a href="#">Disability Research Project</a>   | 80% of students will achieve a 70% or greater on the Disability Research Project.   | While students are exceeded the Performance Level metric, no changes to the assignment are being considered at this time, but faculty will look to raise the Performance Metric from 80% of students scoring 70% and above to 80% of students scoring 80% and above.                                   |   |                  |
|  | <b>Assessment Results of learning outcomes (7.01)</b>   |   |   |   |  |   |                  |
|  | <b>2021-2022</b>  | <b>2022-2023</b>  | <b>2023-2024</b>  | <b>2024-2025</b>  | <b>2025-2026</b>   | <b>2026-2027</b>  | <b>2027-2028</b> |
| <p><b>Fall 2021</b><br/>Section 01 92 % of students scored 70% or above on the assessment</p> <p>Section 2 86% of students scored 70% or above on the assessment</p> <p><b>Spring 2022</b><br/>Section 02 90 % of students scored 70% or above on the assessment<br/>Section 03 88 % of students scored 70% or above on the assessment</p> | <p><b>Fall 2022</b><br/>Section 92 % of students scored % or above on the assessment</p> <p><b>Spring 2023</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2023</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2026</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2026</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2027</b><br/>Section 01 % of students scored % or above on the assessment</p>  | <p><b>Fall 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2028</b><br/>Section 01 % of students scored % or above on the assessment</p> |                  |
| Human functioning including anatomy and physiology, human growth and development through the lifespan, variations in development and resulting disability, psychology, including abnormal psychology, and theories of human behavior change  | 7.01(c)   | BIO 25 Human Anatomy & Physiology   | Students' final grades for this course are C- or better as posted on RT Verification Form and university transcripts  | 100% of students will earn a 70% or above in BIO 25 or an equivalent course before RPTA 195D RT Internship  | <p>Faculty are currently evaluating the possible utilization of BIO 30 Anatomy &amp; Physiology, a 4-unit course, currently for Kinesiology students only.</p> <p>The "C- or better" grade requirement is a RPTA Department policy for all coursework contributing to the B.S. Recreation Therapy.</p> |   |                  |

| Assessment Results of learning outcomes (7.01)  |  |  |  |   |  |   |  |   |  |   |  |   |  |
|---|--|--|--|---|--|---|--|---|--|---|--|---|--|
| 2021-2022   |  | 2022-2023  |  | 2023-2024   |  | 2024-2025   |  | 2025-2026   |  | 2026-2027   |  | 2027-2028   |  |
| <p><b>Fall 2021</b><br/>Section 100 % of students scored 70% or above on the assessment</p> <p><b>Spring 2022</b><br/>Section 100 % of students scored 70% or above on the assessment</p>     |  | <p><b>Fall 2022</b><br/>Section 01 100 % of students scored % or above on the assessment</p> <p><b>Spring 2023</b><br/>Section 01 100% of students scored % or above on the assessment</p> |  | <p><b>Fall 2023</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2026</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2026</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2028</b><br/>Section 01 % of students scored % or above on the assessment</p> |  |
| 7.01(c)   |  | CHAD 30 (human growth and development through the lifespan)  |  | Students' final grades for this course are C- or better as posted on RT Verification Form and university transcripts  |  | 100% of students will earn a 70% or above in CHAD 30 or an equivalent course before RPTA 195D RT Internship   |  | The "C- or better" grade requirement is a RPTA Department policy for all coursework contributing to the B.S. Recreation Therapy.  |  |   |  |   |  |
| Assessment Results of learning outcomes (7.01)  |  |  |  |   |  |   |  |   |  |   |  |   |  |
| 2021-2022   |  | 2022-2023  |  | 2023-2024   |  | 2024-2025   |  | 2025-2026   |  | 2026-2027   |  | 2027-2028   |  |
| <p><b>Fall 2021</b><br/>Section 01 100% of students scored 70% or above on the assessment</p> <p><b>Spring 2022</b><br/>Section 01 100% of students scored 70% or above on the assessment</p> |  | <p><b>Fall 2022</b><br/>Section 01 100 % of students scored % or above on the assessment</p> <p><b>Spring 2023</b><br/>Section 01 100% of students scored % or above on the assessment</p> |  | <p><b>Fall 2023</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2026</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2026</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> |  | <p><b>Fall 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2028</b><br/>Section 01 % of students scored % or above on the assessment</p> |  |

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|   | 7.01(c)  | PSYCH 168<br>(abnormal psychology)  | Students' final grades for this course are C- or better as posted on RT Verification Form and university transcripts | 100% of students will earn a 70% or above in PSYCH 168 or an equivalent course before RPTA 195D RT Internship | The "C- or better" grade requirement is a RPTA Department policy for all coursework contributing to the B.S. Recreation Therapy. |   |   |
| <b>Assessment Results of learning outcomes (7.01)</b>         |  |   |  |   |  |   |   |
|   | <b>2021-2022</b>   | <b>2022-2023</b>  | <b>2023-2024</b>   | <b>2024-2025</b>  | <b>2025-2026</b>   | <b>2026-2027</b>  | <b>2027-2028</b>  |
|   | <b><u>Fall 2021</u></b><br>Section 100 % of students scored 70% or above on the assessment   | <b><u>Fall 2022</u></b><br>Section 100 % of students scored % or above on the assessment                | <b><u>Fall 2023</u></b><br>Section 01 % of students scored % or above on the assessment                              | <b><u>Fall 2024</u></b><br>Section 01 % of students scored % or above on the assessment                       | <b><u>Fall 2025</u></b><br>Section 01 % of students scored % or above on the assessment  | <b><u>Fall 2026</u></b><br>Section 01 % of students scored % or above on the assessment   | <b><u>Fall 2027</u></b><br>Section 01 % of students scored % or above on the assessment   |
|   | <b><u>Spring 2022</u></b><br>Section 100 % of students scored 70% or above on the assessment | <b><u>Spring 2023</u></b><br>Section 01 100% of students scored % or above on the assessment            | <b><u>Spring 2024</u></b><br>Section 01 % of students scored % or above on the assessment                            | <b><u>Spring 2025</u></b><br>Section 01 % of students scored % or above on the assessment                     | <b><u>Spring 2026</u></b><br>Section 01 % of students scored % or above on the assessment  | <b><u>Spring 2027</u></b><br>Section 01 % of students scored % or above on the assessment | <b><u>Spring 2028</u></b><br>Section 01 % of students scored % or above on the assessment |
| Human services supportive areas including medical terminology | 7.01(c)  | Students will complete 9 units of supportive coursework as defined by NCTRC standards for certification | Students' final grades for this course are C- or better as posted on RT Verification Form and university transcripts | 100% of students will earn a 70% or greater in all 9 units of supportive coursework                           | The "C- or better" grade requirement is a RPTA Department policy for all coursework contributing to the B.S. Recreation Therapy. |   |   |
| <b>Assessment Results of learning outcomes (7.01)</b>         |  |   |  |   |  |   |   |
|   | <b>2021-2022</b>   | <b>2022-2023</b>  | <b>2023-2024</b>   | <b>2024-2025</b>  | <b>2025-2026</b>   | <b>2026-2027</b>  | <b>2027-2028</b>  |

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|  | <p><b><u>Fall 2021</u></b><br/> <b>Section 01 100</b> % of students scored 70% or above on the assessment</p> <p><b><u>Spring 2022</u></b><br/> <b>Section01 100</b> % of students scored 70% or above on the assessment</p> | <p><b><u>Fall 2022</u></b><br/> <b>Section 01 100</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2023</u></b><br/> <b>Section 01 100%</b> of students scored % or above on the assessment</p> | <p><b><u>Fall 2023</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2024</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2024</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2025</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2025</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2026</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2026</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2027</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2027</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2028</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> |
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- 7.02(a) Students graduating from the program shall demonstrate the ability to create/select, conduct, and interpret individualized **assessment** for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional recreation therapy practice, science, and philosophy.
- 7.02(b) Students graduating from the program shall demonstrate the ability to create/build an individualized recreation therapy service **plan** that clearly reflects the application of knowledge from relevant facets of contemporary professional recreational therapy practice, science, and philosophy.
- 7.02(c) Students graduating from the program shall demonstrate the ability to **implement and facilitate** recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.
- 7.02(d) Students graduating from the program shall demonstrate the ability to **document** recreation therapy services according to regulatory, professional, and system requirements.
- 7.02(e) Students graduating from the program shall demonstrate the ability to **evaluate** recreation therapy services at the participant and program level and to use evaluation data to improve the quality of services.

| COAPRT 7.02 Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.  |   |  |   |   |   |                  |                  |
|--|---|--|---|---|---|------------------|------------------|
| Guidance for TR Focus:<br>Use of the therapeutic recreation process:<br>Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity. |   |  |   |   |   |                  |                  |
| Course Specific Learning Outcome   | TR Learning Outcome                                   | Evidence of Learning Opportunity (7.02.01)                               | Performance Measure (7.02.02)           | Performance levels/metrics (7.02.03)                                      | Evidence of Programmatic Changes (7.02.04)  |                  |                  |
| Evaluate a variety of therapeutic recreation assessment instruments and batteries.   | 7.02 (a)  | <a href="#">RPTA 115</a> Recreation Therapy Assessment and Documentation | <a href="#">Assessment Presentation</a> | 70% of students will achieve 80% or higher on the Assessment Presentation | In future semesters, a rubric will be utilized to increase accountability and consistency in assessment of the student learning outcomes across all sections of the course. |                  |                  |
|  | <b>Assessment Results of learning outcomes (7.02)</b> |  |   |   |   |                  |                  |
|  | <b>2021-2022</b>                                      | <b>2022-2023</b>   | <b>2023-2024</b>                        | <b>2024-2025</b>  | <b>2025-2026</b>  | <b>2026-2027</b> | <b>2027-2028</b> |



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|  | <p><b><u>Fall 2021</u></b><br/> <b>Section 100</b> % of students scored 80% or above on the assessment</p> <p><b><u>Spring 2022</u></b><br/> <b>Section 100</b> % of students scored 80% or above on the assessment</p> | <p><b><u>Fall 2022</u></b><br/> <b>Section 01</b> 100 % of students scored % or above on the assessment</p> <p><b><u>Spring 2023</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2023</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2024</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2024</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2025</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2025</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2026</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p>   | <p><b><u>Fall 2026</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2027</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2027</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2028</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> |
| <p>Apply the major methods of assessment to determine a client's physical, cognitive, emotional, social, and leisure functioning</p> | <p>7.02 (a)</p>   | <p><a href="#">RPTA 115</a><br/>                     Recreation Therapy Assessment and Documentation</p>  | <p><a href="#">Treatment Plan Assignment</a></p>  | <p>70% of the students will score an 80% or better on the Treatment Plan Assignment</p>   | <p>While students are exceeded the Performance Level metric, no changes to the assignment are being considered at this time, but faculty will look to raise the Performance Metric from 70% of students scoring 80% and above to 80% of students scoring 80% and above.</p> |   |   |
|  | <p><b>Assessment Results of learning outcomes (7.02)</b></p>  |   |   |   |   |   |   |
|  | <p><b>2021-2022</b></p>   | <p><b>2022-2023</b></p>   | <p><b>2023-2024</b></p>   | <p><b>2024-2025</b></p>   | <p><b>2025-2026</b></p>   | <p><b>2026-2027</b></p>   | <p><b>2027-2028</b></p>   |

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|  | <p><b><u>Fall 2021</u></b><br/> <b>Section 01</b><br/>                 100 % of students scored 80% or above on the assessment</p> <p><b><u>Spring 2022</u></b><br/> <b>Section 01</b><br/>                 100 % of students scored 80% or above on the assessment</p> | <p><b><u>Fall 2022</u></b><br/> <b>Section 01</b> 100% of students scored % or above on the assessment</p> <p><b><u>Spring 2023</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2023</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2024</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2024</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2025</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2025</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2026</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p>  | <p><b><u>Fall 2026</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2027</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2027</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2028</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> |
| Describe the process of developing, presenting, implementing, and evaluating treatment and program plans in therapeutic recreation | 7.02 (b)  | <a href="#">RPTA 118</a><br>Recreation Therapy Facilitation Techniques   | <a href="#">Facilitation Assignment (with rubric)</a>   | 70% of students will earn an 80% or greater on the Facilitation Assignment  | While students are exceeded the Performance Level metric, no changes to the assignment are being considered at this time, but faculty will look to raise the Performance Metric from 70% of students scoring 70% and above to 80% of students scoring 80% and above. |   |   |
|  | <b>Assessment Results of learning outcomes (7.02)</b>   |  |   |   |  |   |   |
|  | <b>2021-2022</b>  | <b>2022-2023</b>   | <b>2023-2024</b>  | <b>2024-2025</b>  | <b>2025-2026</b>   | <b>2026-2027</b>  | <b>2027-2028</b>  |

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|  | <p><b>Fall 2021</b><br/><b>Section 100</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2022</b><br/><b>Section 88</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2022</b><br/><b>Section 01</b> 100% of students scored 80% or above on the assessment</p> <p><b>Spring 2023</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2023</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2024</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2024</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2025</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2025</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2026</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p>  | <p><b>Fall 2026</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2027</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2027</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2028</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> |
| Connect client treatment objectives to comprehensive programming outcomes. | 7.02 (b)   | <a href="#">RPTA 119</a><br>Recreation Therapy Management and Advancement of the Profession  | Program Analysis Assignment (updated with rubric)   | 70% of students will earn an 80% or greater on the Program Outcomes Assignments   | Low scoring semesters included the data of students who stopped submitted work but did not withdraw/drop from the class. In Spring 2021, the structure and content of Phase II was changed (now called Program Analysis) and resulted in increased scores. |   |   |
|  | <b>Assessment Results of learning outcomes (7.02)</b>  |  |   |   |  |   |   |
|  | <b>2021-2022</b>   | <b>2022-2023</b>   | <b>2023-2024</b>  | <b>2024-2025</b>  | <b>2025-2026</b>   | <b>2026-2027</b>  | <b>2027-2028</b>  |

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|--|---|---|---|---|--|---|---|
|  | <p><b>Fall 2021</b><br/><b>Section 71</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2022</b><br/><b>Section 73</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2022</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b>Spring 2023</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b>Fall 2023</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b>Spring 2024</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b>Fall 2024</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b>Spring 2025</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b>Fall 2025</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b>Spring 2026</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p>  | <p><b>Fall 2026</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b>Spring 2027</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b>Fall 2027</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b>Spring 2028</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> |
| <p>Conduct various facilitation technique experiences with a variety of client populations</p> | <p>7.02 (c)</p>   | <p><a href="#">RPTA 118</a><br/>Recreation Therapy Facilitation Techniques</p>  | <p><a href="#">Service Learning Assignment</a></p>  | <p>80% of students will earn 80% or greater on the Service Learning Assignment</p>  | <p>Fall 2020 scores may be related to the COVID-19 pandemic and limited availability of virtual service learning opportunities.</p> <p>Overall, students are meeting the Performance Metric so no changes to the Performance Assessment will be considered at this time.</p> |   |   |
|  | <p><b>Assessment Results of learning outcomes (7.02)</b></p>  |   |   |   |  |   |   |
|  | <p>2021-2022</p>  | <p>2022-2023</p>  | <p>2023-2024</p>  | <p>2024-2025</p>  | <p>2025-2026</p>   | <p>2026-2027</p>  | <p>2027-2028</p>  |

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|---|--|---|---|---|--|---|---|
|   | <p><b>Fall 2021</b><br/><b>Section 100</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2022</b><br/><b>Section 89</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2022</b><br/><b>Section 01</b> 83.3% of students scored 80% or above on the assessment</p> <p><b>Spring 2023</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2023</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2024</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2024</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2025</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2025</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2026</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p>  | <p><b>Fall 2026</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2027</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2027</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2028</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> |
| Verbally describe methods of conducting facilitation techniques | 7.02 (c)   | <a href="#">RPTA 118</a><br>Recreation Therapy Facilitation Techniques  | Facilitation Assignment <sup>(OBJ)</sup> <a href="#">(with rubric)</a> <a href="#">(with rubric)</a>  | 70% of students will achieve 80% or higher on the Facilitation Assignment   | While students are exceeded the Performance Level metric, no changes to the assignment are being considered at this time, but faculty will look to raise the Performance Metric from 70% of students scoring 70% and above to 80% of students scoring 80% and above. |   |   |
|   | <b>Assessment Results of learning outcomes (7.02)</b>  |   |   |   |  |   |   |
|   | <b>2021-2022</b>   | <b>2022-2023</b>  | <b>2023-2024</b>  | <b>2024-2025</b>  | <b>2025-2026</b>   | <b>2026-2027</b>  | <b>2027-2028</b>  |

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|---|--|--|---|---|--|---|---|
|   | <p><b>Fall 2021</b><br/><b>Section 100</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2022</b><br/><b>Section 88</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2022</b><br/><b>Section 01</b> 100% of students scored 80% or above on the assessment</p> <p><b>Spring 2023</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2023</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2024</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2024</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2025</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p>   | <p><b>Fall 2025</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2026</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p>  | <p><b>Fall 2026</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2027</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2027</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b>Spring 2028</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> |
| Practice the basic components and methods of documenting client progress. | 7.02 (d)   | <a href="#">RPTA 115</a><br>Recreation Therapy Assessment and Documentation  | <a href="#">Peer Assessment in-class assignment</a><br>(with rubric)  | <p><b>Not sure if this was updated for 21-22?</b><br/>An updated performance metric has been identified to measure student performance on this learning outcome: 70% of students will achieve 80% or higher on the Peer Assessment in-class assignment.</p> | <p>We recognize that using a “checklist” to verify completion of an assessment does not demonstrate learning. Thus, we have revised the assignment and included a rubric and faculty will review and revise to make sure students understand guidelines for the assignment.</p> <p>An updated performance metric has been identified to measure student performance on this learning outcome: 70% of students will achieve 80% or higher on the Peer Assessment in-class assignment.</p> |   |   |
|   | <b>Assessment Results of learning outcomes (7.02)</b>  |  |   |   |  |   |   |
|   | <b>2021-2022</b>   | <b>2022-2023</b>   | <b>2023-2024</b>  | <b>2024-2025</b>  | <b>2025-2026</b>   | <b>2026-2027</b>  | <b>2027-2028</b>  |

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|---|--|--|---|---|--|---|---|
|   | <p><b>Fall 2021</b><br/><b>Section 01</b> 100 % of students scored 80% or above on the assessment</p> <p><b>Spring 2022</b><br/><b>Section 01</b> 100% of students scored 80% or above on the assessment</p> | <p><b>Fall 2022</b><br/><b>Section 01</b> 100% of students scored 80% or above on the assessment</p> <p><b>Spring 2023</b><br/><b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b>Fall 2023</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b>Spring 2024</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b>Fall 2024</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b>Spring 2025</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b>Fall 2025</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b>Spring 2026</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p>  | <p><b>Fall 2026</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b>Spring 2027</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b>Fall 2027</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b>Spring 2028</b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> |
| Identify processes of evaluating client progress towards meeting program plan objectives. | 7.02 (e)   | <a href="#">RPTA 115</a><br>Recreation Therapy Assessment and Documentation  | <a href="#">Peer Assessment in-class assignment</a>   | 100% of students will score 70% or above on the Peer Assessment Assignment  | <p>While students are exceeded the Performance Level metric, no changes to the assignment are being considered at this time, but <b>faculty will look to raise the Performance Metric from 70% of students scoring 70% and above to 80% of students scoring 80% and above.</b></p> <p><b>Since students exceeded the 70% metric, we have raised it to 100% of students will score 80% and above starting in the Fall of 2021</b></p> |   |   |
| <b>Assessment Results of learning outcomes (7.02)</b>                                     |  |  |   |   |  |   |   |
|   | <b>2021-2022</b>   | <b>2022-2023</b>   | <b>2023-2024</b>  | <b>2024-2025</b>  | <b>2025-2026</b>   | <b>2026-2027</b>  | <b>2027-2028</b>  |

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|---|--|--|---|---|--|---|---|
|   | <p><b><u>Fall 2021</u></b><br/><b>Section 01</b> 100% of students scored 85% or above on the assessment</p> <p><b><u>Spring 2022</u></b><br/><b>Section 01</b> 100 % of students scored 85% or above on the assessment</p> | <p><b><u>Fall 2022</u></b><br/><b>Section 01</b> 100% of students scored 80% or above on the assessment</p> <p><b><u>Spring 2023</u></b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2023</u></b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2024</u></b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2024</u></b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2025</u></b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2025</u></b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2026</u></b><br/><b>Section 01</b> % of students scored % or above on the assessment</p>  | <p><b><u>Fall 2026</u></b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2027</u></b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2027</u></b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2028</u></b><br/><b>Section 01</b> % of students scored % or above on the assessment</p> |
| <p>Demonstrate the ability to evaluate Therapeutic Recreation individual treatments and programs.</p> | <p>7.02 (e)</p>  | <p><a href="#">RPTA 119</a><br/>Recreation Therapy Management and Advancement of the Profession</p>  | <p><a href="#">Program Analysis Assignment</a> (updated with rubric)</p>  | <p>70% of students will score 80% or better on the Treatment Evaluation Assignments</p>   | <p>Low scoring semesters included the data of students who stopped submitting work but did not withdraw/drop from the class. In Spring 2021, the structure and content of Phase II was changed (now called Program Analysis) and resulted in increased scores.</p> |   |   |
|   | <p><b>Assessment Results of learning outcomes (7.02)</b></p>   |  |   |   |  |   |   |
|   | <p><b>2021-2022</b></p>  | <p><b>2022-2023</b></p>  | <p><b>2023-2024</b></p>   | <p><b>2024-2025</b></p>   | <p><b>2025-2026</b></p>  | <p><b>2026-2027</b></p>   | <p><b>2027-2028</b></p>   |



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|  | <p><b><u>Fall 2021</u></b><br/> <b>Section 01</b><br/>                 71 % of students scored 80% or above on the assessment</p> <p><b><u>Spring 2022</u></b><br/> <b>Section 01</b><br/>                 73 % of students scored 80% or above on the assessment</p> | <p><b><u>Fall 2022</u></b><br/> <b>Section 01</b> % of students scored 80% or above on the assessment</p> <p><b><u>Spring 2023</u></b><br/> <b>Section 01</b> % of students scored 80% or above on the assessment</p> | <p><b><u>Fall 2023</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2024</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2024</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2025</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2025</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2026</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2026</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2027</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> | <p><b><u>Fall 2027</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> <p><b><u>Spring 2028</u></b><br/> <b>Section 01</b> % of students scored % or above on the assessment</p> |
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- 7.03(a) Knowledge of management theories and functions, organizational structures, and ethical management practices
- 7.03(b) Ability to design planning statements and articulate planning, decision-making, and problem-solving processes and strategies at the agency level
- 7.03(c) Awareness of human resource management including staffing processes, supervision (managerial and clinical), staff development and support, retention and performance, and volunteer management
- 7.03(d) Understanding of fiscal management and budgeting including coverage, reimbursement, revenue sources, cost and rate setting, and the budgeting process
- 7.03(e) Understanding of legal aspects of sustaining a safe work place, including use of risk and safety management, regulations, standards, maintaining participant privacy, confidentiality, and informed consent
- 7.03(f) Awareness of maintaining agency physical resources, inventories, operations, and security and safety practices
- 7.03(g) Understanding of accountability and quality improvement and management processes including the application of research, technology, and evidence-based practices
- 7.03(h) Awareness of managerial responsibilities for marketing and advocacy, including an understanding about oppression, prejudice, and institutionalized inequities and the necessity to advocate for the equitable access to treatment, recreation, inclusion services, and social justice
- 7.03(i) Understanding of continuing professional development, including credentialing, continuing education, and clinical supervision

**COAPRT 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.**

**Guidance for TR Focus:**

**Management and administration of therapeutic recreation services:**

Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services.

| Course Specific Learning Outcome   | COAPRT Learning Outcome | Evidence of Learning Opportunity (7.03.01)  | Performance Measure (7.03.02)   | Performance levels/metrics (7.03.03)   | Evidence of Programmatic Changes (7.03.04)  |   |                  |                  |                  |                  |                  |                  |
|--|-------------------------|---|---|--|---|---|------------------|------------------|------------------|------------------|------------------|------------------|
| Describe management techniques and issues with therapeutic recreation professionals and para-professionals | 7.03 (a - i)            | <a href="#">RPTA 119</a><br>Recreation Therapy Management and Advancement of the Profession | <b>Management Technique Assessment Activities:</b><br><br><a href="#">Ethical Dilemma (with rubric)</a> | 70% of students will achieve 75% or higher on the Management Technique Assessment Activities | Prior to the Spring of 2021, a Midterm Exam was used as the Performance Measure. Moving forward, instructors will use the Ethical Dilemma Assignment (with rubric).<br><br>Since students are exceeding the Performance Level metric, no changes are being considered at this time. |   |                  |                  |                  |                  |                  |                  |
|  |                         |   |   |  |   | <b>Assessment Results of learning outcomes (7.03)</b> |                  |                  |                  |                  |                  |                  |
|  |                         |   |   |  |   | <b>2021-2022</b>                                      | <b>2022-2023</b> | <b>2023-2024</b> | <b>2024-2025</b> | <b>2025-2026</b> | <b>2026-2027</b> | <b>2027-2028</b> |

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|---|---|---|---|---|--|---|---|
|   | <p><b>Fall 2021</b><br/>Section 77 % of students scored 75% or above on the assessment</p> <p><b>Spring 2022</b><br/>Section 82 % of students scored 75% or above on the assessment</p> | <p><b>Fall 2022</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2023</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2023</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2026</b><br/>Section 01 % of students scored % or above on the assessment</p>  | <p><b>Fall 2026</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2028</b><br/>Section 01 % of students scored % or above on the assessment</p> |
| <p>Demonstrate comprehensive program development knowledge for therapeutic recreation programs in community and clinical settings</p> | 7.03 (a - i)  | RPTA 119- Recreation Therapy Management and Advancement of the Profession   | Management Technique Assessment Activities: Ethical Dilemma (with rubric)   | 70% of students will achieve 75% or higher on the Management Technique Assessment Activities  | <p>Low scoring semesters included the data of students who stopped submitting work but did not withdraw/drop from the class. In Spring 2021, the structure and content of Phase II was changed (now called Program Analysis) and resulted in increased scores.</p> |   |   |
|   | <b>Assessment Results of learning outcomes (7.01.03)</b>  |   |   |   |  |   |   |
|   |   | <b>2021-2022</b>  | <b>2022-2023</b>  | <b>2023-2024</b>  | <b>2024-2025</b>   | <b>2025-2026</b>  | <b>2026-2027</b>  |
|   | <p><b>Fall 2021</b><br/>Section 71 % of students scored 80% or above on the assessment</p> <p><b>Spring 2022</b><br/>Section 73 % of students scored 80% or above on the assessment</p> | <p><b>Fall 2022</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2023</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2023</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2024</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2025</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2026</b><br/>Section 01 % of students scored % or above on the assessment</p>  | <p><b>Fall 2026</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b>Fall 2027</b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b>Spring 2028</b><br/>Section 01 % of students scored % or above on the assessment</p> |

7.04(a) Before commencing an internship, students shall demonstrate a readiness for the internship as determined by meeting criteria set by the program (e.g., fieldwork hours prior to the internship, competency testing, GPA requirements in core coursework, professional and ethical conduct, basic certifications in first aid/CPR, other dispositions or candidacy benchmarks set by the program).

7.04(b) Students graduating from the program shall demonstrate, through a **comprehensive and culminating internship**, the ability to progressively apply the therapeutic recreation process, demonstrate ethical decision-making, communication, and interpersonal skills, engage in advocacy, stimulate innovation, and use diverse and structured ways of thinking to solve problems related to different facets of professional practice. The internship must meet current professional standards for credentialing with the state, national, or international credentialing bodies, whichever is most stringent

**COAPRT 7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.**

**Guidance for TR Focus:**

**Internship:**

Students graduating from the program shall demonstrate, through an internship consistent with NCTRC requirements for completed hours and weeks (or state requirements if more stringent), the sustained ability to apply the therapeutic recreation process, engage in advocacy, stimulate innovation, and use diverse and structured ways of thinking to solve problems related to different facets of professional practice.

| Course Specific Learning Outcome   | Specific Learning Outcome  | Evidence of Learning Opportunity (7.04.01)   | Performance Measure (7.04.02)  | Performance levels/metrics (7.04.03)   | Evidence of Programmatic Changes (7.04.04)   |  |  |
|--|--|--|--|--|--|--|--|
| Reinforce the development of writing, presentation and interviewing skills, and integrate and apply recreation therapy skills and competencies | 7.04(a)  | RPTA 102 Recreation Therapy Professional Practice                                    | Resume & Cover Letter Assignment   | 100% of students will score 80% or above on the resume and Cover Letter Assignment | In future semesters, a rubric will be utilized to increase accountability and consistency in assessment of the student learning outcomes across all sections of the course   |  |  |
|  | <b>Assessment Results of learning outcomes (7.04 b)</b>                                |  |  |  |  |  |  |
|  |  | <b>2021-2022</b>   | <b>2022-2023</b>   | <b>2023-2024</b>   | <b>2024-2025</b>   | <b>2025-2026</b>   | <b>2026-2027</b>   |
|  | <b>Fall 2021</b><br>Section 1 100% of students scored 80% or above on the assessment   | <b>Fall 2022</b><br>Section 01 % of students scored 80% or above on the assessment   | <b>Fall 2023</b><br>Section 01 % of students scored % or above on the assessment   | <b>Fall 2024</b><br>Section 01 % of students scored % or above on the assessment   | <b>Fall 2025</b><br>Section 01 % of students scored % or above on the assessment   | <b>Fall 2026</b><br>Section 01 % of students scored % or above on the assessment   | <b>Fall 2027</b><br>Section 01 % of students scored % or above on the assessment   |
|  | <b>Spring 2022</b><br>Section 2 100% of students scored 80% or above on the assessment | <b>Spring 2023</b><br>Section 01 % of students scored 80% or above on the assessment | <b>Spring 2024</b><br>Section 01 % of students scored % or above on the assessment | <b>Spring 2025</b><br>Section 01 % of students scored % or above on the assessment | <b>Spring 2026</b><br>Section 01 % of students scored % or above on the assessment   | <b>Spring 2027</b><br>Section 01 % of students scored % or above on the assessment | <b>Spring 2028</b><br>Section 01 % of students scored % or above on the assessment |
| Apply and demonstrate professional competencies  | 7.04(b)  | RPTA 195D Recreation Therapy Internship  | Mid-term and Final evaluation from Agency Mentor and student                       | 80% of students will score 75% or greater on mid-term and final evaluations        | Aggregate data from past mid-term and final evaluations will be collected, summarized, and tracked over time. Mid-term and final evaluation forms will be converted in Qualtrics surveys to assist with efficient data collection. |  |  |

| comparable to an entry level position in the student's specialty area. | Assessment Results of learning outcomes (7.04 b)  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
|  | 2021-2022   | 2022-2023   | 2023-2024   | 2024-2025   | 2025-2026   | 2026-2027   | 2027-2028   |
|  | <p><b><u>Fall 2021</u></b><br/>Section 1 100% of students scored 75% or above on the assessment</p> <p><b><u>Spring 2022</u></b><br/>Section 2 100% of students scored 75% or above on the assessment</p> | <p><b><u>Fall 2022</u></b><br/>Section 01 % of students scored 80% or above on the assessment</p> <p><b><u>Spring 2023</u></b><br/>Section 01 % of students scored 80% or above on the assessment</p> | <p><b><u>Fall 2023</u></b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b><u>Spring 2024</u></b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b><u>Fall 2024</u></b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b><u>Spring 2025</u></b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b><u>Fall 2025</u></b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b><u>Spring 2026</u></b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b><u>Fall 2026</u></b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b><u>Spring 2027</u></b><br/>Section 01 % of students scored % or above on the assessment</p> | <p><b><u>Fall 2027</u></b><br/>Section 01 % of students scored % or above on the assessment</p> <p><b><u>Spring 2028</u></b><br/>Section 01 % of students scored % or above on the assessment</p> |