

STANDARDS AND EVALUATIVE CRITERIA
FOR BACCALAUREATE PROGRAMS
IN RECREATION, PARK RESOURCES,
AND LEISURE SERVICES



Established by the
COUNCIL ON ACCREDITATION

Sponsored by the
NATIONAL RECREATION AND PARK ASSOCIATION

Recognized by the
COUNCIL FOR HIGHER EDUCATION ACCREDITATION

NOTE:

The 2004 Edition of the Standards and Evaluative Criteria
are to be addressed by all programs by January 1, 2007.

Programs with accreditation visits prior to January 1, 2007
will have the option of using either the 2000 or 2004 Editions
of the Standards and Evaluative Criteria

1.00 UNIT CHARACTERISTICS

- 1.01** There shall be an academic unit and curriculum concerned with recreation, park resources, and leisure services that have been in operation for three years and is clearly identifiable to the public.
- 1.02** The institution shall be accredited currently by the appropriate regional accrediting association approved by the Commission for Higher Education Accreditation (CHEA) or by the current national accrediting body.
- 1.03** There shall be at least three full-time-equivalent faculty members of the academic unit serving the undergraduate curriculum. Two of these faculty shall be full-time, and must hold a minimum of one degree, baccalaureate or above, with a major in recreation, park resources, or leisure services. In addition to the foregoing, there shall be another full-time faculty member for each option with a degree in recreation, park resources, or leisure services and with credentials appropriate to the respective option. Please note: One “full-time-equivalent” faculty member is defined as one or more faculty accounting for a minimum of 12 hours of instruction per semester.

2.00 MISSION, PHILOSOPHY, GOALS AND PLANNING

- 2.01** The academic unit shall have the following current written documents that are consistent with the institution and with the recreation, park resources, and leisure services profession:
 - 2.01:01** Mission statement
 - 2.01:02** Philosophy
 - 2.01:03** Long Range Goals
 - 2.01:04** Strategic Plan (with current status)
- 2.02** The academic unit shall have an up-to-date assessment process, including evaluation and results, compatible with the respective regional accrediting association's expectations and consistent with the expectations of the institution.
- 2.03** There shall be documentation of curricular development and improvement, including non-traditional delivery methods (if applicable) related to the 8.00 competency standards (and to 9.00 if applicable).

3.00 ADMINISTRATION

- 3:01** The administrator (chair, head, coordinator) of the recreation, park resources, and leisure services academic unit shall be responsible for the operation of that unit, including, but not limited to:
 - 3.01:01** Management of the teaching, research, and public service functions
 - 3.01:02** Formal participation in the preparation and management of the budget consistent with prevailing practice within the institution
 - 3.01:03** Implementation of the policies and procedures related to students
 - 3.01:04** Implementation of the policies and procedures related to faculty
 - 3.01.05** Development, management, and evaluation of the curriculum

- 3.02** The administrator of the recreation, park resources, and leisure services academic unit shall hold a full-time appointment in his or her academic unit, with the rank of associate or full professor with tenure.

- 3.03** The administrator shall have a workload assignment and compensation consistent with the prevailing practice within the institution.

- 3.04** There shall be evidence of faculty and administrator participation in a formal manner in setting policies within the academic unit.

- 3.05** There shall be evidence of consistent consultation with practitioners. The consultation shall be properly supported with formal documentation.

4.00 FACULTY

- 4.01** Instructional faculty -- full-time, part-time, adjunct, temporary, and graduate assistants -- teaching courses addressing the 8.00 (and 9.00 if applicable) series of standards shall hold a minimum of one degree, baccalaureate or above, from a regionally accredited institution with a major in recreation, park resources, and leisure services, as well as competency and credentials in the subject matter for which they are responsible. In cases where the above is not met, no more than 20% of the courses designated as “primary” addressing standards in the 8.00 (and 9.00 if applicable) series of standards may be taught by instructional faculty without the above credentials. In such circumstances, acceptable justification must be provided.
- 4.02** The academic unit faculty (including full-time, part-time, adjunct, temporary, and graduate assistants) shall demonstrate appropriate continuing professional development consistent with the mission of the institution.
- 4.03** The background of the academic unit faculty serving the curriculum shall be diverse with respect to academic institutions attended, age, gender, and ethnic background. Where diversity is lacking, documentation must be provided to show effort to achieve the standard.
- 4.04** There shall be evidence that the method used to determine academic unit faculty workloads is consistent with that applied to other academic units.
- 4.05** The academic unit faculty shall have salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignment, and financial support that are fair and equitable compared to those of other faculty in the institution.
- 4.06** Faculty, other than full-time, shall not be instructing more than 40 percent of required courses within the curriculum addressing the 8.0 (and 9.0 if applicable) series of standards.
- 4.07** Professional development opportunities for academic unit faculty shall be fair and equitable, compared to those of other faculty in the institution.
- 4.08** There shall be evidence of continuing scholarly productivity by academic unit faculty serving the curriculum, consistent with the institution’s mission.

5.00 STUDENTS

- 5.01** There shall be a formal ongoing process of student involvement in those aspects of the academic unit that affect their professional preparation.

- 5.02** There shall be written policies and procedures for admission, retention, and dismissal of students from the academic unit.

- 5.03** The resources available to the academic unit and its educational objectives shall be sufficient to serve the number of students admitted to the unit and enrolled in its courses.

- 5.04** There shall be ongoing evaluation and development of the student advisory process, including:
 - 5.04:01** Academic advising
 - 5.04:02** Professional and career advising

- 5.05** Students' records shall be maintained in compliance with accepted confidentiality practices.

- 5.06** There shall be evidence of ongoing student involvement in professional organizations and activities.

6.00 INSTRUCTIONAL RESOURCES

- 6.01** There shall be administrative support services that are fair and equitable to other academic units in the institution.
- 6.02** There shall be properly located and equipped faculty offices of sufficient number and size.
- 6.03** There shall be adequate conference rooms, study areas, and meeting space for student organizations.
- 6.04** There shall be classrooms, laboratory and teaching areas, and appropriate content-specific instructional areas for the academic unit.
- 6.05** In comparison with other academic units within the institution, there shall be fair and equitable instructional resources to properly implement the curriculum of the recreation, park resources, and leisure services academic unit, including special services for individuals with disabilities.
- 6.06** All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the Americans with Disabilities Act (ADA).
- 6.07** In comparison with other academic units within the institution, the library resources for the recreation, park resources, and leisure services academic unit shall be fair and equitable.
- 6.08** In comparison with other academic units within the institution, there shall be fair and equitable computing technology and statistical services available to faculty, staff, and students of the recreation, park resources, and leisure services academic unit.

PART B: Baccalaureate Degree Standards

The baccalaureate degree standards have three series:

7.00 series *addresses foundation understandings (general education)*

8.00 series *sets forth the professional competencies*

9.00 series *provides opportunity for the academic unit to offer options that are accredited*

The baccalaureate program of an institution must include coursework to meet standard 7.00 and all of the standards in the 8.00 series. The 9.00 series is at the discretion of the academic unit; it may choose to accredit one or more options, or none. Inasmuch as the option standards build upon the 7.00 and 8.00 series, each option includes additional standards both for foundation understandings (designated 7A, 7B, 7C, 7D) and for professional competencies (9A, 9B, 9C, 9D).

The standards specify levels of competence:

Level one: knowledge, basic learnings

Level two: understandings, with respect to professional performance

Level three: abilities, competence of application, of "doing"

7.00 FOUNDATION UNDERSTANDINGS

The institution must be in compliance with the regional accrediting body's general/liberal education requirements. As evidence of compliance, the program's self-study must state the name of the regional accrediting body, the date of the institution's last review by that body, and an explanation of the institution's general/liberal education requirements. For foundation understandings specific to each option, see the 7A, 7B, 7C, and 7D standards.

8.00 PROFESSIONAL COMPETENCIES

The following standards delineate the professional competencies for all students. For ease of identifying areas of competence, the standards are clustered into seven topical areas, shown as headings, below. Please note: The Council on Accreditation has included “Content to consider” after each 8.0 series standard. This is provided to aid understanding of the standard, but does not constitute a list of content that a program must include to address the standard. Programs are encouraged, where appropriate, to address each standard through their own individual area(s) of specialty. Therefore, programs with a focus in diverse areas such as therapeutic recreation, tourism, youth services, outdoor recreation, or others may address the standards through their particular focus and are not to be bound by one specific area of recreation, park resources, and leisure services.

CONCEPTUAL FOUNDATIONS

8.01 Understanding of the conceptual foundations of play, recreation, and leisure.

Content to consider: A substantive exploration and understanding of the various concepts of play, recreation, and leisure, and the role that these concepts have in the delivery of recreation and leisure services.

8.02 Understanding of the significance of play, recreation, and leisure in contemporary society.

Content to consider: An understanding of the relationship between the three concepts and historical, multicultural, technological, economic, political, social/psychological, international, physical, philosophical, and environmental perspectives.

8.03 Understanding of the significance of play, recreation, and leisure throughout the life span.

Content to consider: An understanding of how the importance and influence of play, recreation, and leisure change across various life stages. This understanding may include the developmental, preventive and therapeutic role of these concepts.

8.04 Understanding of the interrelationship between leisure behavior and the natural environment.

Content to consider: An understanding of how the natural environment will influence one's leisure behavior, as well as how the natural environment facilitates the achievement of a state of leisure.

8.05 Understanding of environmental ethics and its relationship to leisure behavior.

Content to consider: An understanding of environmental protection and preservation in park or recreation facility development and program provision.

PROFESSION

8.06 Understanding of the following as they relate to recreation, park resources, and leisure services:

8.06:01 History and development of the profession

Content to consider: Events and milestones in the development of the profession.

8.06:02 Professional organizations

Content to consider: Evolution of the current professional organizations that relate to the field of recreation, park resources, and leisure services, as well as the accredited options.

8.06:03 Current issues and trends in the profession

Content to consider: Issues currently affecting the profession may include, but are not limited to, certification and accreditation, tourism, violence, substance abuse, video games, computers, aging, leisure-based businesses, use of open space, environmental impact, gender, sexuality, and private vs. public enterprises.

8.07 Understanding of ethical principles and professionalism.

Content to consider: Presentation of information discussing philosophy and the relationship of values, morals, and judgment to professional practice. The importance of following a professional code of ethics and standards of conduct, and how these two areas are critical in defining leisure services as a profession may be addressed.

8.08 Understanding of the importance of maintaining professional competence and the available resources for professional development.

Content to consider: The importance of credentialing and contributing to the advancement of the profession. Certification processes, the maintenance of those credentials through attending national, regional, and local educational programs, and service via leadership positions in professional organizations. Competence in the provision of professional services and programs as an asset to the community and the prevention of consumer harm may also be addressed.

DELIVERY SYSTEMS

8.09 Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure.

Content to consider: An understanding of the public, private, profit, and not-for-profit delivery systems that address the leisure needs of the public, how they work together, and their importance.

8.10 Understanding of the importance of leisure service delivery systems for diverse populations.

Content to consider: The impact of leisure service delivery systems on a wide diversity of populations, (i.e., mental, physical, aged, youth, multicultural etc.).

8.11 Understanding of inclusive practices as they apply to:

8.11.01 Operating programs and services

Content to consider: How agencies are addressing inclusiveness within the operation of programs and services; including the policies, practices, philosophies, and benefits.

8.11.02 Design of areas and facilities

Content to consider: Location, environmental issues, populations to be served, programs to be housed, and fiscal and political implications of specific sites and settings.

8.12 Understanding of the roles, interrelationships, and use of diverse leisure delivery systems in promoting:

8.12.01 Community development

Content to consider: The impact that program/plans will have on the immediate and surrounding communities, duplication of services, growth, and population(s) to be served.

8.12.02 Economic development

Content to consider: The impact that leisure service delivery systems have on the economic development of a community, including the costs and benefits of program provision.

PROGRAM AND EVENT PLANNING

8.13 Understanding of the variety of programs and services to enhance individual, group, and community quality of life.

Content to consider: content and purpose of programs and services that relate to individual and group goals and values, benefits of the leisure experience, theories of programming, knowledge of participant behavior, and participant-driven programs that promote quality of life.

8.14 Ability to implement the following principles and procedures related to program/event planning for individual, group, and community quality of life:

8.14:01 Assessment of needs

Content to consider: the variety of assessment techniques and their use.

8.14:02 Development of outcome-oriented goals and objectives

Content to consider: Development of outcome-oriented goals and objectives based upon formal needs assessment.

8.14:03 Selection and coordination of programs, events, and resources

Content to consider: Availability and accessibility of programs, resources and facilities; the social and physical environment of the setting within the greater community; and the integration and coordination with public, nonprofit and private sectors of programs within and outside the direct service area.

8.14.04 Marketing of programs/events

Content to consider: advertising, publicity, sales promotion, pricing, positioning, product, place, personal selling, and public relations.

8.14:05 Preparation, operation, and maintenance of venues

Content to consider: Planning, organizing, developing, and scheduling of routine, preventive, and emergency maintenance and operational tasks; managing of operational and maintenance personnel; and maintenance and replacement of equipment, natural resources, and structure and systems maintenance.

8.14:06 Implementation of programs/events

Content to consider: Based upon outcome oriented goals and objectives, knowledge of participant-leader interface; customer service considerations; program registration procedures; managing participant complaints, and actual implementation of programs for individuals and groups.

8.14.07 Evaluation of programs/events

Content to consider: Participant-oriented evaluation, program-oriented evaluation, and organization-oriented evaluation processes; evaluation approaches and models; data

collection instruments and methods; and ethical responsibilities of evaluation of programs for individuals and groups.

8.15 Understanding of group dynamics and processes.

Content to consider: Facilitation of positive group interactions; developing group goals and identities; creating, promoting, and maintaining positive group atmosphere and communication; and establishing an environment within the group for effective programming outcomes.

8.16 Ability to use various leadership techniques to enhance individual, group, and community experiences.

Content to consider: Utilizing ethical considerations, leadership models, motivation techniques, team leadership, and self-managed team concepts in providing programs for individuals and groups.

ADMINISTRATION / MANAGEMENT

8.17 Ability to apply basic principles of research and data analysis related to recreation, park resources, and leisure services.

Content to consider: Application of appropriate research methodology and statistical analysis for assessment, planning, and evaluation processes; application to evidence-based decision making.

8.18 Understanding of the fundamental principles and procedures of management.

Content to consider: Organization philosophy, goals, and objectives; planning systems; policy and procedure formulation; governance and oversight; power and politics; organizational design and structures; and information technology management.

8.19 Understanding of the principles and procedures of human resource management.

Content to consider: Human resource planning and staffing, compensation, staff development, labor relations and collective bargaining, conflict resolution and negotiation, decision-making models, employment law, grievance management, and workplace diversity.

8.20 Understanding of the principles and procedures of supervisory leadership.

Content to consider: Interpersonal communication; motivation; managing employee

performance; supervisory leadership; discipline and separation; ethics and standards of conduct; managing volunteers, part-time, and seasonal staff.

8.21 Understanding of the principles and procedures of budgeting and financial management.

Content to consider: Financing, budgeting methods, fiscal accountability, fiscal policies, purchasing, and inventory control.

8.22 Understanding of the principles and procedures related to agency marketing techniques and strategies.

Content to consider: Writing principles; consumer buying behavior; segmentation, targeting, and positioning; product life cycles; advertising; various forms of media, including print, broadcast and on-line; media planning and buying; copyrighting; planning and programming public relations events; implementing public relations strategy through various forms of media; and media relations.

8.23 Ability to utilize the tools of professional communication.

Content to consider: Technical writing, public speaking, and audio-visual/multimedia resources.

8.24 Ability to apply current technology to professional practice.

Content to consider: Application of current technology separately and in integrated formats for professional practice. Examples of technology include the following: word processing, spreadsheets, database management, presentation and graphic software, and web page development. An example of applying current technology in an integrated format is the use of presentation software to include spreadsheet components.

8.25 Knowledge of the following principles and procedures of developing areas and facilities:

8.25:01 Assessment

Content to consider: Social, environmental, and physical assessment and impact of the environment to determine its suitability for the development of recreational areas and facilities.

8.25:02 Planning

Content to consider: Basic planning models and principles as they relate to the development and construction of recreational areas/facilities.

8.25:03 Functional Design

Content to consider: Principles of functional design to maximize participation while maintaining a sound environment.

8.25:04 Evaluation

Content to consider: Principles and procedures for evaluating the appropriateness and functionality of a recreation area/facility.

8.25:05 Operation and maintenance

Content to consider: Basic operation and maintenance principles and procedures as they relate to the operation of a recreation area/facility.

LEGAL ASPECTS:

8.26 Understanding of the following related to recreation, park resources, and leisure services:

8.26:01 Legal foundations and the legislative process

8.26:02 Contracts and tort law

8.26:03 Regulatory agents and methods of compliance

Content to consider: Enabling laws; public and private control; national, state, and local agencies and regulations; creation and enforcement of legislation; human rights; property law.

8.27 Understanding the principles and practices of safety, emergency, and risk management related to recreation, park resources, and leisure services.

Content to consider: Components of risk management planning; emergency procedures; safety/law enforcement.

FIELD EXPERIENCES

8.28 Formal field experience(s) of at least 100 total documented clock hours in appropriate professional recreation organizations/agencies prior to internship.

Content to consider: May include a variety of experiences in required courses, in-depth experiences of greater duration, and required community service.

8.29 Internship, full-time continuing experience in one appropriate professional recreation organization/agency of at least 400 clock hours over an extended period of time, not less than 10 weeks. If an option is accredited, the internship must be directly related to such option.

OPTIONS

The Options represent an in-depth program, and the standards are IN ADDITION to the preceding 8.00 series standards, which are required for accreditation of the Professional Program. An academic unit may select one or more Options to be accredited, OR NONE. There are four Options:

- A. *Leisure Services Management C Basically management-oriented*
- B. *Natural Resources Recreation Management C Provides greater understanding of the natural environment*
- C. *Leisure/Recreation Program Delivery C Management of program services requiring a greater depth in program and behavioral sciences*
- D. *Therapeutic Recreation C Related to individuals with disabilities and leisure services*

STANDARDS TO BE MET BY ALL OPTIONS

All Options must meet five standards (9.01, 9.02, 9.03, 9.04, 9.05), plus the designated Option standards. Each Option has standards in both the 7.00 series (7A, 7B, 7C, or 7D) and the 9.00 series (9A, 9B, 9C, or 9D).

- 9.01** There shall be a written statement of purpose and goals for each Option offered.
- 9.02** There shall be written evidence of the academic unit's progress toward accomplishing its stated goals.
- 9.03** At least one member of the full-time faculty shall have teaching, research, service and/or practical experience in the Option.
- 9.04** Each Option shall be served by an equitable distribution of faculty consistent with enrollments.
- 9.05** There shall be adequate library and educational materials for the Option.

The following 7A standards must be met in addition to the 7.00 series:

- 7A.01** Understanding of and ability to apply both traditional and innovative techniques of financial management, including development of budgets for operating and capital budgets, revenue generation and accountability, pricing of services, cost analysis and financial forecasting

7A.02 Understanding of the management role, including organizational behavior and relationships, politics of organizations, strategic planning, policy development and implementation, decision making, cooperative problem solving and managing conflict

7A.03 Understanding of the relationship of business, society and the economy, including the role of the entrepreneur

The following 9A standards must be met in addition to the 9.01 through 9.05 standards and the 8.00 series:

9A.01 Understanding of and ability to apply organizational and political techniques to foster meaningful and principled relationships with boards, commissioners, staff; governmental, non-profit and private organizations; and the public to enhance leisure service opportunities

9A.02 Understanding of and ability to utilize current technology for the management of leisure services, including organizing, marketing, implementing, and monitoring these services

9A.03 Understanding of the use of the law in management of leisure services, including land management, personnel, human rights, financing, and risk management

9A.04 Understanding of the economic impact of leisure service programs upon the general economy

9A.05 Understanding of and ability to apply techniques of program evaluation and policy analysis which measure service effectiveness and the extent to which programmatic and organizational goals and objectives have been achieved

B. NATURAL RESOURCES RECREATION MANAGEMENT OPTION

The following 7B standards must be met in addition to the 7.00 series:

7B.01 Understanding of the social, biological, and physical sciences that underlie sound land use planning and management

7B.02 Understanding of ecology, its application to the management, and use of resources

7B.03 Understanding the principles and practices of stewardship and use of natural resources and the ability to interpret them to the general public, particularly as related to the public's role in stewardship

7B.04 Understanding of and ability to apply both traditional and innovative management, including development of budgets for operations and capital improvements, revenue generation and accountability, pricing of services, cost analysis and financial forecasting

7B.05 Understanding of the relationship of business, society, the environment, and the economy, including the role of the entrepreneur.

The following 9B standards must be met in addition to the 9.01 through 9.05 standards and the 8.00 series:

9B.01 Understanding of the history and development of natural resources recreation policies and their implications for recreation resources management

9B.02 Understanding of the process of natural resources recreation policy development and its implications for recreation resources management

9B.03 Understanding of the principles of resource economics and their applications to recreation resource management

9B.04 Understanding of the principles and practices basic to the effective management of recreation users in natural resources settings

9B.05 Understanding of the body of law governing natural resources recreation management and its applications in natural resource settings

9B.06 Understanding of the use of the law in management of leisure services, including risk management, land management, human rights, financing, and personnel

9B.07 Understanding of the principles of land-use planning, including identification, evaluation, development, and management of land and water resources and their relationship to and impact upon the natural environment.

9B.08 Understanding of how and why people perceive and respond to given resources and management practices

9B.09 Understanding of the principles and techniques of planning, designing and developing recreation and park areas and facilities and their applications and environmental impacts in natural resource settings.

9B.10 Understanding of the social, economic, cultural and environmental impacts associated with multiple use of natural resources.

C. LEISURE / RECREATION PROGRAM DELIVERY OPTION

The following 7C standards must be met in addition to the 7.00 series:

7C.01 Understanding of and ability to utilize diverse interaction and facilitation techniques, including leadership, instructional strategies, counseling techniques, and crisis confrontation and intervention

7C.02 Understanding of and ability to utilize supervisory techniques

7C.03 Understanding of social psychology and ability to apply its principles

7C.04 Understanding of community organization and the role of social institutions

7C.05 Understanding of people within diverse social groups and the relationship of such groups

The following 9C standards must be met in addition to the 9.01 through 9.05 standards and the 8.00 series:

9C.01 Understanding of and ability to utilize programmatically a breadth of diverse activity content areas

9C.02 Ability to organize and lead/conduct in one or more programmatic areas

9C.03 Ability to conceptualize, develop and implement recreation programs for various populations, marshaling diverse community and human service resources

9C.04 Ability to apply methods of assessing recreation activity and leisure needs

9C.05 Understanding of and ability to apply techniques of program evaluation and policy analysis which measure service effectiveness and the extent to which programmatic and organizational goals and objectives have been achieved

9C.06 Understanding of program management, including organizational behavior and relationships, politics of organizations, strategic planning, policy development and implementation, decision making, cooperative problem-solving and managing conflict

9C.07 Understanding of and ability to operationalize legal concepts related to negligence, specifically the conduct and supervision of activity

D. THERAPEUTIC RECREATION OPTION

The following 7D standards must be met in addition to the 7.00 series:

7D.01 Understanding of human anatomy and physiology

7D.02* Understanding of and ability to use basic medical, psychiatric and pharmacological terminology

7D.03* Understanding of abnormal psychology

7D.04* Understanding of medical and disabling conditions, disorders and impairments that affect an individual's physical, cognitive, emotional and social functioning across the lifespan

7D.05* Understanding of holistic health and wellness including disease prevention and health promotion

7D.06* Understanding of the use of self as an instrument in therapeutic relationships and the ability to establish such relationships

The following 9D standards must be met in addition to the 9.01 through 9.05 standards and the 8.00 series:

9D.01* Understanding of and ability to analyze and apply health care and therapeutic recreation delivery models, theories and concepts

9D.02* Understanding of the psychological, sociological, physiological, and historical significance of therapeutic recreation

9D.03* Understanding of the significance of multiculturalism in therapeutic recreation (*New Standard approved October 1999*)

9D.04* Understanding of the roles, functions, and trends in health and human service agencies and the role of therapeutic recreation in these settings (*New Standard approved October 1999*)

9D.05* Understanding of the impact of social attitudes toward illness and disability and of the attitudes and self-concepts held by individuals with illnesses and/or disabilities during leisure experiences

9D.06* Understanding of the role of the therapeutic recreation professional as an advocate for leisure and human rights and services for individuals with illnesses and disabilities

9D.07* Understanding of the nature and implications of governmental regulations, professional standards of practice, external accreditation, and agency standards relative to therapeutic recreation service

9D.08 Understanding of credentialing processes and the ability to comply with credentialing standards in therapeutic recreation service

9D.09* Understanding of and ability to select, conduct, analyze, and interpret a variety of assessment techniques and procedures to determine client and program needs

9D.10* Understanding of the roles and functions of health care and human service professionals and the ability to collaborate and integrate therapeutic recreation into services provided by other disciplines

9D.11* Understanding of the roles and contributions of the client, family and significant others in the therapeutic recreation process

9D.12* Understanding of and ability to apply inclusive practices to the design and operation of accessible therapeutic recreation programs, services and facilities

9D.13* Understanding of and ability to apply leisure education content and techniques with individuals, families, and caregivers

9D.14* Understanding of and ability to apply the therapeutic recreation programming process, including activity and task analyses, to design individual and group programs and/or treatment plans in various settings

9D.15* Ability to plan and effectively implement instruction, leadership, supervision, counseling and facilitation techniques and interventions in individual and group formats to reach client goals and outcomes

9D.16* Understanding of and ability to utilize a variety of assistive techniques, adaptive devices and equipment, and program adaptations to assist individuals with illnesses and disabilities to achieve maximum independence

9D.17* Understanding of and ability to apply effective management techniques, particularly financial, personnel, and reimbursement, to therapeutic recreation service provision

9D.18* Understanding of referral, discharge, and transition processes in a continuum of client care

9D.19* Understanding of various evaluative tools and methods and the ability to collect and utilize evaluative information to document client outcomes and program outcomes *(New Standard in 1999)*

9D.20* Understanding of the purpose and content of and the ability to use documentation, as it relates to clients, staff, programs, management, and quality assurance and improvement in therapeutic recreation

9D.21* Understanding of and ability to apply legal and ethical principles to the practice and conduct of therapeutic recreation services

9D.22 Understanding of and ability to apply local, state, and federal legislation, regulations and standards to therapeutic recreation services

GLOSSARY

The following terms are utilized throughout the standards document in a specific, defined and consistent manner.

ACADEMIC UNIT: The entity which develops, implements and provides the recreation, park resources, and leisure services professional preparation program; usually referred to as a department, division, or program within the institution.

CURRICULUM: The specified courses, sequence and requirements designed by the academic unit for a baccalaureate degree in recreation, park resources, and leisure services.

EMPHASIS: A number of courses directed toward a particular "career thrust"; may be attached to a professional program or to an Option; not as extensive as an Option and is not accreditable.

FIELD EXPERIENCES: Practical learning activities, such as observations, visitations, volunteer participations, work or application assignments and other practical experiences which may be a part of specific courses or can be general requirements of the curriculum; also may be referred to as a field practicum

FOUNDATION UNDERSTANDINGS: Provide the students with a broad-based background to enhance their quality of life, to enable them to function more effectively in society as professionals, and to provide an educational base from which professional competencies can evolve; usually referenced as general education

GENERAL EDUCATION: See Foundation Understandings

INSTITUTION: The entity empowered to grant the baccalaureate degree; generally referred to as a university or a college

INTERNSHIP: A highly structured field-centered and professionally supervised requirement which generally occurs during the junior or senior year of the academic program; requires extensive full-time involvement, receives academic credit and is a shared responsibility between the academic unit and the selected field agency

LEVELS OF LEARNING: A sequence of progressive learning

level one: knowledges, basic learnings

level two: understandings, in respect to professional performance

level three: abilities, competence of application, of "doing"

OPTION: Specialized professional preparation content and application beyond the Professional Competencies (8.00 series) and Foundation Understandings (7.00 series) required for all professional programs and directed toward providing greater depth in a particular professional sector; may be accredited; an academic unit which may wish to offer such specialized program, but not have it accredited, might refer to the program as a "track".

PROFESSIONAL COMPETENCIES: Those knowledges, understandings, and abilities which a professional in the recreation, park resources, and leisure services field should have.

PROFESSIONAL PROGRAM: The curriculum and associated activities and services offered by the academic unit; the curricular aspect is composed of foundation understandings and professional competencies; also referred to as a program.