

California State University

Long Beach

Recreation and

Leisure Studies

Self-Study Report

Prepared for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions

February 2013

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**ACKNOWLEDGEMENTS**

This Self-Study Report was developed and prepared with input from faculty, staff, alumni, and students of the Department of Recreation and Leisure Studies.

Preparation of this 2013 Self-Study was based on Accreditation Self-Study reports prepared by two previous department chairs. Dr. Michael Blazey served as lead author of the 1996 and 2002 reports, and Dr. Maridith Janssen served as lead author of the 2007 report. Much of the credit for this report should be attributed to the firm foundation their work provided.

This Self-Study Report is the first report CSULB’s Department of Recreation and Leisure Studies has prepared based upon the 2013 Accreditation Standards for the Council on Accreditation of Park, Recreation, and Tourism Related Professionals ([COAPRT](http://www.nrpa.org/coa/)). Preliminary work in preparation for this report, including focus groups to gather student feedback from the department’s capstone course, a departmental SWOT Analysis, and Strategic Planning Process, were facilitated by Dr. Maridith Janssen.

The majority of the initial draft of this Self-Study was authored by Dr. Janssen, however each full-time faculty member in the department was tasked with drafting a specific section of the report. Dr. Janssen and Dr. Melissa D’Eloia collaborated to prepare the 7.0 standards for the Therapeutic Recreation program, which is the first program report in the nation addressing the new Therapeutic Recreation guidelines.

The final editing, formatting, and distribution of the 2013 Self-Study was completed by

Dr. Katherine “KJ” James, with assistance from the Department Coordinator, Seyha Chea.

The process provided an opportunity for all members of the Department to thoroughly assess their efforts in providing quality professional education to California State University Long Beach students.

Full-time Department Faculty are:

|  |  |
| --- | --- |
| Michael Blazey, Ph.D.  Joanie Conley, M.S.  Melissa D’Eloia, Ph.D.  Keith Fulthorp, Ed.D. | Katherine James, Ph.D.  Maridith Janssen, Ed.D.  Laurel Richmond, Ph.D. |

FOREWARD

**California State University, Long Beach**

The university opened in 1949, enrolling 160 students taught by 13 full time faculty, as Los-Angeles-Orange County State College. California State University, Long Beach (CSULB) has grown to serve 33,000 students, with nearly 2,000 faculty and 1,600 professional staff. The university is comprised of [eight colleges](http://www.csulb.edu/academics/colleges-departments.html), 63 academic departments, 24 centers, four institutes, and four clinics. The [university's mission](http://www.csulb.edu/about/recognitions.html) describes CSULB as

“a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world.”

As an urban university in Southern California, CSULB enrolls a diverse student body. [University demographic data](http://campus-sas.csulb.edu/IRpdfreports/ethfallcomb.pdf) reports that the ethnic composition of all students is 29.2% Latino/Hispanic, 27.8% White, 22.3% Asian/Pacific Islander, 4.5% Black/African American, 0.8% American Indian, 10.1% Other/Unknown ethnicity, and 5.3% visa, non-U.S. citizens. The university is among the top 10 in the nation in both the number of master’s degrees and the number of bachelor’s degrees awarded to Hispanics, and has been recognized as 10th in the nation in conferring bachelor’s degrees to minority students. The university has also been recognized with several [national awards](http://www.csulb.edu/about/recognitions.html), including:

|  |  |
| --- | --- |
| U.S. News and World Report, 2012 | 4th best public university in the western United States |
| U.S. News and World Report, 2011 | One of the top 10 colleges in the nation in the number of first-time freshman applicants |
| Princeton Review, 2011 | One of the nation’s 50 “Best Value” public colleges |

A portrait providing additional information about CSULB is available via this link:

[CSULB Portrait](http://www.collegeportraits.org/CA/CSULB)

The CSULB Organizational chart is available via this link:

[CSULB Organizational Chart](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\CSULB_Organizational_Chart.doc)

**College of Health and Human Services**

The College of Health and Human Services offers undergraduate and graduate degrees in a wide range of disciplines, including: Communicative Disorders, Criminal Justice, Family and Consumer Sciences, Health Care Administration, Health Science, Kinesiology, the School of Nursing, Physical Therapy, the Graduate Center for Public Policy & Administration, Recreation & Leisure Studies, and the School of Social Work.

Of CSULB’s eight colleges, in 2011-2012 the College of Health and Human Services ranked first in the number of master’s degrees awarded, second in the number of bachelor’s degrees awarded, and a close second to the College of Liberal Arts in terms of Full-Time Equivalent Student (FTES) enrollment. Information about degrees awarded and enrollment are available via these links:

[Fall 2012 FTES by Student Level and College](http://campus-sas.csulb.edu/IRHTMLRepts/StudentFTES_124.html)

[University Facts, Spring 2012](http://campus-sas.csulb.edu/IRpdfreports/univfacts20122.pdf)

Additional information about the college can be found via this link:

[College of Health and Human Service](http://www.csulb.edu/colleges/chhs/about/)

Significant Events since 2007 Report:

This report is a formal component of an ongoing review of programs and services that the Department completes yearly to ensure compliance with the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions standards and with the guidelines set forth in program review by the Western Association of Schools and Colleges (WASC).

The purpose of this 2012/13 Self-study and visit is for reaccreditation of the general baccalaureate and the Therapeutic Recreation curricula. The report is not an exhaustive accounting of the Department’s program and does not include specific information regarding the certificate programs in Administration of Campus Recreation Services, Administration of Outdoor Recreation Resources, Administration of Travel and Tourism, Management of Nonprofit and Volunteer Services, and Therapeutic Recreation (post-baccalaureate); the minors in Recreation or Event Planning and Management; nor does it include information about the graduate program.

This report summarizes present conditions and focuses on changes in program, resources, or services since the 2007 self-study. During that period, changes in the state and national economic situation have been the impetus for several changes that impact the Department of Recreation and Leisure Studies. In 2010, the California State University (CSU) Chancellor’s Office launched an initiative to increase graduation rates of CSU students. The initiative became known as the [Highly Valued Degree](http://www.csulb.edu/divisions/aa/planning_enrollment/student_success/highly_valued_degrees/index.html) Initiative at CSULB. This initiative identified several [strategic goals and changes](http://www.csulb.edu/divisions/aa/planning_enrollment/student_success/highly_valued_degrees/draft_goal_charges.html), including curriculum planning, advising, and faculty development. A Bachelor of Arts degree requires a minimum of 120 units (a Bachelor of Science ranges from 120 – 140 units), comprised of major units and General Education units. The [Timely Graduation for Undergraduate Students](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/alphabetical/documents/10-06TimelyGrad-1.pdf) policy allows students who have earned 90 units to change or add degree objectives only if they submit an advising plan demonstrating that all degree objectives can be completed within of 120% of the unit requirement for their degree objective. In fall 2012, the university mandated a cap to major unit requirements, limiting the units required to fulfill major requirements to 57 of the 120 units required to earn a Bachelor of Arts degree (and 72 units to earn a Bachelor of Science degree). With rare exceptions based on profession specific mandates, all degree programs will be required to meet this mandate by fall 2014. Additional information about CSULB’s enrollment and budget planning is available via this link:

[CSULB Enrollment and Budget Planning](http://www.csulb.edu/divisions/aa/planning_enrollment/enrollmentplanning.html)

Personnel Changes at the Administrative Level

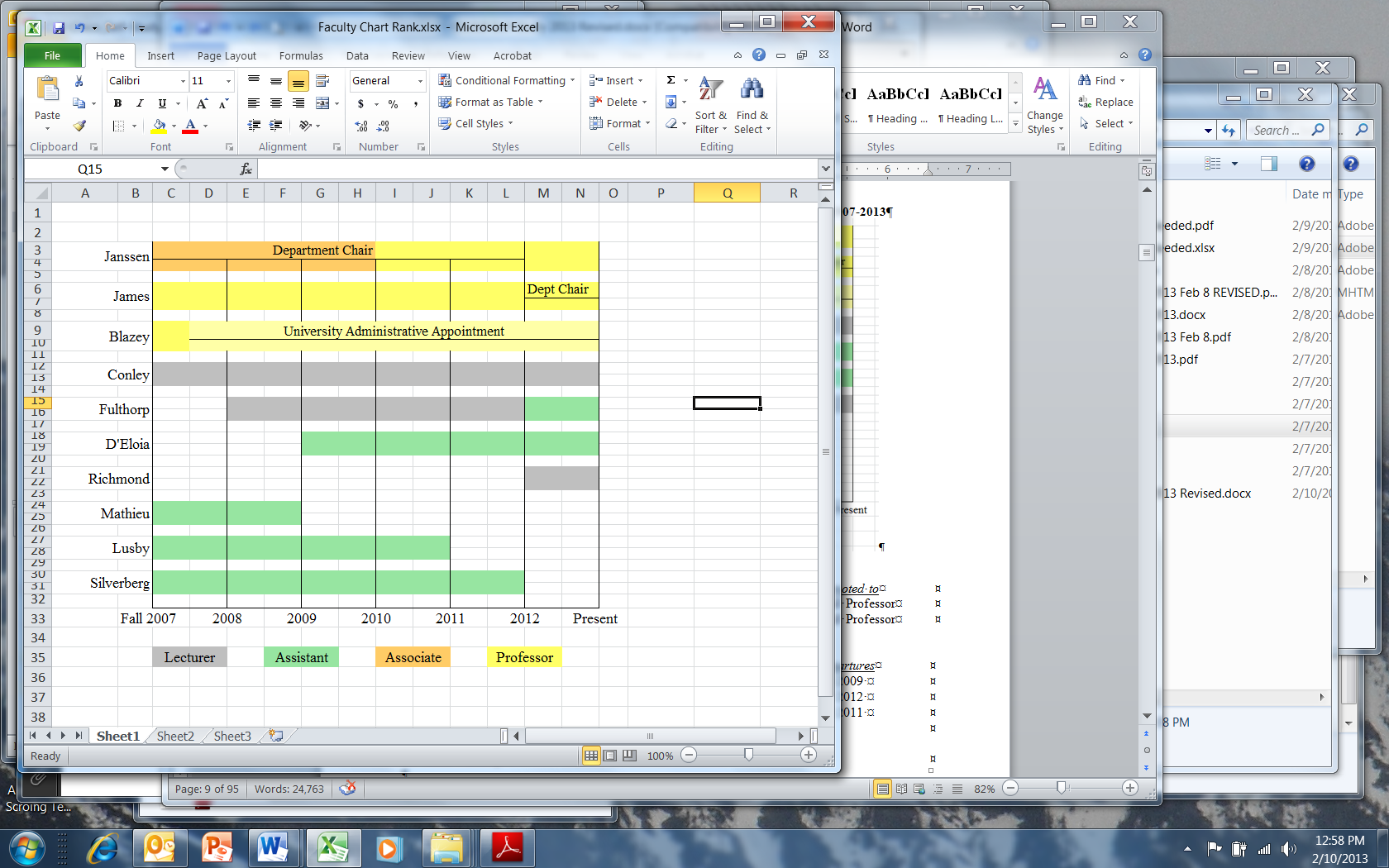
Since the last accreditation visit in 2007, the University has seen numerous changes in administration, including:

|  |  |  |
| --- | --- | --- |
| University Provost | 2007-09 | Dr. Karen Gould (Formerly Dean of the McMicken College of Arts and Sciences at the University of Cincinnati, Ohio) |
|  | 2009-10 | Dr. Donald Para became Interim Provost |
|  | 2011-present | Dr. Donald Para (Formerly Dean of the College of the Arts) |
|  |  |  |
| Dean of the College of Health and Human Services (CHHS) | 2002-09 | Dr. Ronald Vogel (formerly Department Chair of Criminal Justice) |
|  | 2009-10 | Dr. Dixie Grimmett served as Acting Dean |
|  | Fall 2010 -present | Dr. Kenneth Millar (formerly Dean of the College of Professional Studies at Florida Gulf Coast University) |
|  |  |  |
| Associate Dean of the College of Health and Human Services (CHHS) | 2007-09 | Dr. Dixie Grimmett (formerly Department Chair of Kinesiology) |
|  | Fall 2009 -present | Dr. Sue Stanley (formerly Department Chair of Family and Consumer Sciences) |

Personnel Changes at the Department Level

Since 2007, two faculty in the Department of Recreation and Leisure Studies have been promoted, two have been hired into tenure-track appointments, and three tenure-track faculty have left CSULB. Changes to department full-time faculty are in summarized in the chart below:

**Full-time Faculty in the Department of Recreation and Leisure Studies, 2007-2013**



Faculty who have been promoted are:

|  |  |  |
| --- | --- | --- |
|  | *Promoted from* | *Promoted to* |
| Dr. Katherine James | Associate Professor | Fall 2007, Full Professor |
| Dr. Maridith A. Janssen | Associate Professor | Fall 2010, Full Professor |

Changes to the tenure-track faculty include:

|  |  |  |
| --- | --- | --- |
|  | *Hires* | *Departures* |
| Dr. Susan Mathieu | Fall 2002, Assistant Professor | Fall 2009 |
| Dr. Kenneth Silverberg | Fall 2006, Assistant Professor | Fall 2012 |
| Dr. Carolyn Lusby | Fall 2007, Assistant Professor | Fall 2011 |
| Dr. Melissa D’Eloia | Fall 2010, Assistant Professor of therapeutic recreation |  |
| Dr. Keith Fulthorp | Fall 2012, Assistant Professor |  |

In addition, the Department Chair appointment recently changed.

Dr. Maridith A. Janssen served as Department Chair from Fall 2006 to Fall 2012.

Dr. Katherine James is serving as Acting Department Chair for the 2012/2013 academic year.

Standard 1.00 Unit Characteristics

1.01 The academic unit and curriculum concerned with parks, recreation, tourism, and related professions shall have been in operation for three years and be clearly identifiable to the public.

*Evidence of Compliance:*

The Department of Recreation and Leisure Studies is one of 12 discreet departments in the College of Health and Human Services (CHHS) at California State University Long Beach. Established in 1965, the department has been in existence for 47 years serving undergraduate and graduate populations. The department offers one undergraduate major: B.A. in Recreation. In the fall of 2013, REC will add to this, offering both a B.A. in Recreation and a B.A. in Recreation an option in Recreation Therapy. Offering Recreation Therapy as a distinct option allows the degree programs in Recreation and Recreation Therapy to share a common core curriculum, yet each require a distinct total number of units within a Bachelor of Arts degree.

The department and curriculum appear publicly in the CSULB *Undergraduate Catalog 2012-2013.* The on-line catalog can be accessed via the links below:

[CSULB *Undergraduate Catalog 2012-2013*](http://www.csulb.edu/divisions/aa/catalog/)*.*

[Department of Recreation and Leisure Studies in the 2012-2013 Catalog](http://www.csulb.edu/divisions/aa/catalog/current/chhs/recreation_leisure/index.html)

Additionally, the program is represented on the following websites:

[CSULB](http://www.csulb.edu) web page

[College of Health and Human Services (CHHS)](http://www.csulb.edu/colleges/chhs/) web page

[Department of Recreation and Leisure Studies](http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/) web page

1.02 The institution shall be currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body.

*Evidence of Compliance:*

California State University, Long Beach is accredited by the Western Association of Schools and Colleges (WASC); the most recent accreditation awarded in 2011 with the University next undergoing reaccreditation during the 2019 – 2021 academic years and visitations occurring during the fall semesters of 2019 and 2021. The next update that will be submitted to WASC will be in 2015. The self-study report for the 2010 visit is available via the following link:

[CSULB website on WASC Accreditation](http://www.csulb.edu/projects/wasc/)

The listing of California State University, Long Beach as an accredited college is available at this link:

[WASC web site](http://directory.wascsenior.org/california-state-university-long-beach)

1.03 A minimum of two full time faculty members and a minimum of one additional full time equivalent faculty position (FTE), which may be comprised of multiple individuals, shall be assigned to and instruct in the program.

*Evidence of Compliance:*

The Department of Recreation and Leisure Studies at California State University Long Beach currently has five full-time tenure track and two full-time lecturers on faculty. Six of these full-time-equivalent faculty members provide instruction, advisement and service to the undergraduate curriculum and one is currently serving in a university level administrative appointment.

A table identifying the instructors assigned to teach the core curriculum is available via this link:

[REC Faculty Workload 2007-2013](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.06_FacultyWorkload_F07_F12.docx)

The current schedule of courses for Spring 2013, showing instructional assignments for core and elective classes in the Department, is available at this link:

[REC Class Schedule Spring 2013](http://www.csulb.edu/depts/enrollment/registration/class_schedule/Spring_2013/By_Subject/REC.html)

1.04 A minimum of two full time faculty members shall hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism, and related professions.

*Evidence of Compliance:*

Six of the seven full-time faculty members possess a doctorate. All full time tenure-track faculty hold a doctorate and at least one degree in the field of parks, recreation, tourism and related professions. Table 1.1 presents the degrees earned by each full time faculty members for 2012-2013 and the institutions that granted the degrees. Full time faculty members’ CVs are available via this link:

[Full-time faculty members’ CVs](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV)

Table 1.1: Full Time Faculty Degrees Earned

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Doctoral Degree** | **Master’s Degree** | **Bachelor’s Degree** |
| [**Michael Blazey**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\BlazeyCV_2013_Accreditation.doc)  Professor | Ph.D. in Recreation and Parks;  Minor in Sociology  Pennsylvania State University | MS in Health, Physical Education, and Recreation; Minor in Planning  South Dakota State University | Recreation and Park Management  University of Oregon |
| [**Joanie Conley**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\ConleyCV_2013_Accreditation.doc)  Full-time Lecturer |  | MS in Recreation Administration  California State University Long Beach | Recreation  California State University Long Beach |
| [**Melissa D’Eloia**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\DEloiaCV_2013_Accreditation.doc)  Assistant Professor | Ph.D. in Parks, Recreation and Tourism  University of Utah | MS. in Parks, Recreation and Tourism; Emphasis Area: Experiential Education  University of Utah | Recreational Studies  Ohio University |
| [**Keith Fulthorp**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\FulthorpCV_2013_Accreditation.doc)  Assistant Professor | Ed.D. in Educational Psychology  University of Southern California | MS in School Counseling  California State University Long Beach | Recreation and  Sociology/Psychology  Western Washington University |
| [**Katherine James**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\JamesCV_2013_Accreditation.doc)  Professor | Ph.D. in Outdoor Recreation / Outdoor Education  University of Minnesota | MA in Recreation, Park , and Leisure Studies  University of Minnesota | Biology; Natural History Concentration  Carleton College |
| [**Maridith Janssen**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\JanssenCV_2013_Accreditation.doc)  Professor | Ed.D. in Applied Educational Studies /Leisure Studies  Oklahoma State University | MA in Recreation Administration/Therapeutic Recreation  California State University, Chico | Recreation Administration/Therapeutic Recreation  Emphasis in Geriatrics  California State University, Sacramento |
| [**Laurel Richmond**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\RichmondCV_2013_Accreditation.doc)  Full-time Lecturer | Ph.D. in Recreation and Leisure Studies; Qualitative Studies Graduate Certificate; Women’s Studies Graduate Certificate  University of Georgia | MS in Recreation Administration  California State University Long Beach | Parks and Recreation Management  Northern Arizona University |

1.05 All individuals instructing in the program shall have competence and credentials in the subject matter for which they are responsible.

*Evidence of Compliance:*

All full time faculty members were hired on competitive searches that produced highly qualified faculty with diverse professional backgrounds and expertise. The expertise of full time faculty is best described in the context of their continuing professional development, so full time faculty are described more completely in section 4.2. Evidence of the competency and credentials of each faculty member can be found via this link:

[Faculty CVs](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita)

The Department of Recreation and Leisure Studies is fortunate to have a many professionals willing to serve as part time lecturers for our department. Their expertise enriches our program, and we are honored to work with them. The following descriptions of our part-time faculty offer a summary of the experience they each bring to their classes:

[**Margaret Brewer**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\BrewerCV_2013_Accreditation.doc) is a retired attorney who earned her J.D. degree from the Columbus School of Law and practiced law with the US Department of Justice, Organized Crime Division, and as Deputy District Attorney in Maryland, Michigan, and Colorado. In addition to her legal expertise, Ms. Brewer has extensive experience in volunteer management, having served as the Volunteer Program Management for the Aquarium of the Pacific in Long Beach and the Interim Executive Director of Leadership Long Beach. She also has experience in commercial recreation, as the former co-owner and Dive Master for Scuba Express Dive Boat. Ms. Brewer has taught REC 427, *Legal Aspects of Leisure Services*, since Spring 2008.

[**Jon Cicchetti**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\CicchettiCV_2013_Accreditation.doc) is a Registered Landscape Architect who earned his degree from Cal Polytechnic University, Pomona, as well as completing additional course work in architecture at UCLA. He is the Principal Architect and owner of Jon D. Cicchetti Landscape Architects, in Long Beach. His firm has designed numerous parks and park facilities in Long Beach, Signal Hills, and several other Southern California locations. Mr. Cicchetti teaches REC 423, *Facility Operation and Maintenance*.

[**Brian Crater**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\CraterCV_2013_Accreditation.doc) is the Associate Executive Director of Camp Ronald McDonald for Good Times, a residential camp for children with life threatening illnesses, and is a past president of Children’s Oncology Camp Association - International (COCAI). He was recognized with the Spirit of COCA Award from this association in 2004. He has served the American Camp Association (ACA) as the Western Region Coordinator/ Instructor for the Basic Camp Director Course, as well as serving on the National Professional Development Curriculum Committee. He has been recognized by ACA with service awards three times, most recently with the 2001 National Service Award. Mr. Crater has taught REC 433, *Management of Organized Camps* once every year and a half since Fall 2000.

[**Tracy Drake**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\DrakeCV_2013_Accreditation.pdf) has worked as Manager and Naturalist of Madrona Marsh Preserve in the City of Torrance since 2002. Madrona Marsh is the last vernal marsh and one of the few wetlands remaining in the Los Angeles region. Madrona Marsh Nature Center hosts a wide variety of activities and classes to inform the public about this ecosystem and the value of preserving it, including bird and nature walks, natural history classes and workshops, habitat restoration, science and astronomy programs, art exhibits, and children's nature programs. Ms. Drake is an alumnus of CSULB’s Recreation and Leisure Studies Department who went on to earn her Multiple Subject Teaching Credential, and then an M.S. degree in Parks and Recreation Administration from Indiana University. Among her awards are Audubon’s Excellence in Leadership and Education Award (2005), Daughters of the American Revolution Conservation Award (2004), and the City of Torrance Recreation Department / Community Services Division Employee of the Year Award (2005 and 2010). Ms. Drake is currently teaching REC 337, *Environmental and Cultural Interpretation*. She also taught REC 431, *Outdoor Recreation Resource Management* in 2005.

[**Rita Hayes**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\HayesCV_2013_Accreditation.doc) is Director of Club Sports and Recreation at CSULB, a position she has held since 2000. In addition, she serves as Director of CSULB’s summer Academic Enrichment Camp. Her many volunteer activities include volunteering for Special Olympics since 2006. She is also an active member of the National Intramural Recreational Sports Association and has presented at their regional and national conferences. Ms. Hayes in an alumnus of CSULB’s Recreation and Leisure Studies Department’s graduate program in Recreation Administration. Ms. Hayes teaches REC 322, *Recreational Sports Supervision*, as well as REC 340i, *Leisure in Contemporary Society*.

[**Jan Hedges**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\HedgesCV_2013_Accreditation.docx) in an alumnus of CSULB’s Recreation and Leisure Studies Department’s graduate program in Recreation Administration and has also completed courses in USC’s Graduate Studies in Higher Education and Leadership. Ms. Hedges specialty is in the role of play and recreation in youth development. In addition to teaching for the Recreation and Leisure Studies Department, she teaches in North Orange County Community College District’s Early Childhood Development Certificate Program. She has also worked as a Reserve Park Ranger for the Orange County, Harbors, Beaches and Parks. Ms. Hedges is a highly sought after speaker for professional associations and training workshops, including California Park and Recreation Society, Cerritos College Foster & Kinship Care Education Program, North Orange County Community College District, and Girls Inc. Staff training. Ms. Hedges has taught REC 220, *Universality of Play*, and REC 225, *Recreation Program Activities*, since 1990. She has also taught REC 340i, *Leisure in Contemporary Society*, and REC 337, *Environmental and Cultural Interpretation*.

[**Jamie Hoffman**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\HoffmanCV_2013_Accreditation.doc) is a Certified Therapeutic Recreation Specialist who works as a Blind Rehab Specialist for the Long Beach Veterans Administration Hospital. Prior to this, she worked as the Adaptive Recreation and Aquatics Program Director for the University of California Los Angeles Department of Cultural and Recreational Affairs. While at that position, she was awarded the Exemplary Program Award for Adapted Physical Education from California Association for Health, Physical Education, Recreation and Dance (2011). Ms. Hoffman earned a bachelor’s degree with an emphasis in Therapeutic Recreation and then an M.S. in Education with an emphasis in Recreation Administration from the University of Tennessee, and is nearing completion of her doctorate in Applied Educational Leadership/Higher Education from CSULB. She has taught REC 453, *Treatment Programming and Evaluation*, and REC 458, *Therapeutic Recreation: Facilitating Leisure* and Wellness. She is currently teaching REC 340i, *Leisure in Contemporary Society.*

[**Patti LaPlace**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\LaPlaceCV_2013_Accreditation.doc) is the Mental Health Coordinator for the City of Long Beach, a position she has held since 2008. She has more than 20 years experience as a Certified Therapeutic Recreation Specialist, including working as Director of Programs for Memorial Psychiatric Health Services She has presented conference sessions and workshops for California Parks and Recreation Society (CPRS), California Association for Physical Education, Recreation, and Dance (CAPHERD), and the Department of Veteran Affairs. She has also assisted Dr. Maridith Janssen in organizing and hosting a local Therapeutic Recreation workshop known as the Beach Symposium. Ms. LaPlace is an alumnus of CSULB’s Recreation and Leisure Studies Department who went on to earn her MPA degree from CSU Dominguez Hills. She has served as a lecture teaching in the Recreation Department for both CSU Long Beach and CSU Dominguez Hills. She is currently teaching REC 340i, *Leisure in Contemporary Society.*

[**Nancy Matthews**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\MatthewsCV_2013_Accreditation.doc) currently serves on the City of Monrovia’s Community Services Commission. Her previous work experience includes serving as Director of Recreation for the City of San Marino, Human Services Supervisor in charge of Special Events, Facilities, and Sports for the City of Claremont, and Deputy Director of Human Services for the City of Claremont. She has also served as an Administrator for Rancho Adult Day Services, and Director of a pilot study of *Dysphagia Care among Seniors in Los Angeles County.* Ms. Matthews is very active in the California Parks and Recreation Society, currently serving on the State Legislative Committee as Member Knowledge Co-Chair, as well as previously serving as a District President and State Conference Educational Session Co-Chair. She has also found time to volunteer for Scripps College Alumnae Association Levitt on the Lawn Concert Series, and as an Advisory Council member for the Friends of the Pasadena Levitt Pavilion for the Performing Arts, as well as numerous community service organizations.Ms. Mathews is currently teaching REC 141, *Introduction to Recreation*, and REC 340i, *Leisure in Contemporary Society.*

[**Mark Wagner**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\WagnerCV_2013_Accreditation.doc) retired after serving for more than two decades as the Director of Recreation and Community Services for the City of Los Alamitos. This, as well as management experience preceding this position, provided extensive experience in finance, grant acquisition, revenue generation, contract administration, and development of park and recreation facilities. Mr. Wagner has been recognized with California Park & Recreation Society District Ten’s Coveted Leadership Award (1998) and the Los Angeles Basin Parks & Recreation Commissioners and Board Members Association’s Outstanding Professional of the Year Award (1989). Mr. Wagner is currently teaching REC 425, *Financing Leisure Services.*

Part-time faculty members are hired as needed, with seven out of the ten part-time instructors holding a master’s degree or higher. Table 1.2 presents the highest degree earned by part- time instructors for 2012-2013, their area of academic preparation, and the institutions that granted the degrees.

Table 1.2: Part Time Faculty Highest Degree Earned and Teaching Responsibilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructor** | **Degree** | **Academic Preparation** | **University** | **Teaching Responsibilities** |
| **Margaret Brewer** | J.D. | Jurisdiction of Law | Columbus School of Law, Washington D.C. | Legal Aspects of Leisure Services (REC 427) |
| **Jon Cicchetti** | B.S. | Landscape Architecture | Cal State Polytechnic University, Pomona | Facility Operation and Maintenance (REC 423) |
| **Brian Crater** | B.A. | Psychology  Minor in Recreation | CSU Northridge | Management of Organized Camps (REC 433\*\*) |
| **Tracy Drake** | M.S. | Parks and Recreation Administration | Indiana University | Environmental and Cultural Interpretation (REC 337\*\*) |
| **Rita Hayes** | M.S. | Recreation Administration | CSULB | Recreation Sports Supervision (REC 322\*\*) |
| **Janice Hedges** | M.S. | Recreation Administration | CSULB | Recreation Programming (REC 225)  Universality of Play  (REC 220\*\*) |
| **Jamie Hoffman** | M.S. | Therapeutic Recreation | University of Tennessee | Leisure in Contemporary Society (REC 340i\*\*) |
| **Patti La Place** | M.S. | Recreation Administration | CSULB | Leisure in Contemporary Society (REC 340i\*\*) |
| **Nancy Matthews** | M.A. | Work and Adult Development | UCLA | Introduction to Leisure Services (REC 141)  Leisure in Contemporary Society (REC 340i\*\*) |
| **Mark Wagner** | B.A. | Environmental Planning and Management;  Park and Recreation Administration specialization | University of Calif. Davis | Financing Leisure Services (REC 425) |

\*\* Course not in the core curriculum of the major

Additional evidence of the competency and credentials of each part time faculty member can be found via this link:

[Part-time faculty members’ CVs](C:\\Users\\Mjanssen\\Desktop\\Word Documents\\Vita\\Part_Time_Faculty_CV)

1.06 Each program seeking accreditation shall employ at least one individual as a faculty member who has completed formal COAPRT training no less than five years prior to submission of the self-study.

*Evidence of Compliance:*

Dr. Katherine James attended COAPRT training meetings at the 2012 Annual Congress in Anaheim, CA. In addition, two of our faculty serve as Council Officers for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions, Dr. Michael Blazey as Chair, and Dr. Maridith Janssen as Vice-Chair. Both have attended and/or conducted trainings at numerous conferences and Congresses over the past five years. Their membership as Council Officers is noted in the link below:

[COAPRT Roster of Council Members](http://www.nrpa.org/uploadedFiles/nrpa.org/Professional_Development/Accreditation/COAPRT/COAPRT-Roster-Council-Members.pdf)

**2.0 Mission, Vision, Values, and Planning**

2.01 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions:

2.01.01 Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture.

The mission of the [University](http://www.csulb.edu/about/) is:

California State University, Long Beach is a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world.

The mission of the [College of Health and Human Services](http://www.csulb.edu/colleges/chhs/about/MissionVisionStatement.htm):

Connect, Discover, Educate

The mission of the [Department of Recreation and Leisure Studies](http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/mission/):

Engagement, Participation, and Leadership

The Vision and Values of the Department are:

To engage students in learning through quality instruction and collaborative communication

To foster student success in academic and professional leadership

To provide opportunities for faculty to be industry leaders through scholarly activity and service

To advance a dynamic curriculum that meets the needs and trends of the profession

To be recognized as a program of study that produces outstanding recreational professionals

To develop partnerships among faculty, alumni, and the community that provide the foundation for advancing the knowledge of the profession

The Mission, Vision and Values statements for the Department of Recreation and Leisure Studies are visible and available to students, faculty, staff, administration, alumni, and other community members via the Department website:

[Department of Recreation and Leisure Studies Mission Statement](http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/mission/)

In addition, the Mission, Vision and Values statements are posted in the main Recreation and Leisure Studies office.

2.01.02 The academic unit shall maintain an up-to-date strategic plan for the program. This plan must include a) current mission, vision and values; b) goals; c) measureable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report.

*Evidence of Compliance:*

A strategic plan was developed for the Department in 2007 with three- and five-year goals. A copy of this plan, including the status report can be accessed via the link below:

[2007-2011 Strategic Plan](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.01.02a_StrategicPlan_2007_2011.doc)

At the Fall 2011 department faculty retreat, the faculty embarked on a journey to update the current plan. During the fall semester, the faculty went through a SWOT Analysis to identify priorities, determine that the current mission, vision and value statements continue to be relevant to the overall focus of the Department, and identify new goals to reflect current trends and practices within the Department. As noted in Goal 4, this plan is updated annually. The fall 2012 update to the Strategic plan is available via the following link:

[2011-2014 Strategic Plan](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.01.02b_StrategicPlan_2011_2014.docx)

2.02 There shall be ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.

*Evidence of Compliance:*

Curricular development and improvement in the Department of Recreation and Leisure Studies is an ongoing process. Stakeholders and constituent groups that have input in ongoing curricular development include students (via the visit to the REC 480 class by the Department Chair every semester, and informally by both in-class discussions by faculty with students at the end of each semester as well as student feedback on course evaluations); alumni (via guest lectures in classes, feedback from the annual Alumni Reunion held at the state conference every spring); and, professionals (via on campus meetings, workshops, and guest lectures in classes).

Curriculum development has responded to address changing needs of our profession and students. Faculty have modified courses in the core for the therapeutic recreation area to adhere to industry standards, adding REC 453, *Comprehensive* *Programming and Evaluation in* *Therapeutic Recreation,* to the core requirements and updating the following courses:

|  |  |  |
| --- | --- | --- |
| Course  Number | Course Title  in 2007 | Course Title as of  Fall 2013 |
| 351 | *Foundations of Therapeutic Recreation* | *Foundations of Inclusive Recreation and Recreation Therapy* |
| 451 | *Management of Therapeutic Recreation Services* | *Management and Administration of Recreation Therapy Services* |
| 452 | *Therapeutic Recreation Treatment/Program Planning* | *Assessment and Documentation in Recreation Therapy* |
| 453 | *NA* | *Comprehensive Programming and Evaluation in Recreation Therapy* |
| 454 | *Leisure Counseling* | *Counseling Techniques in Recreation Therapy* |
| 457 | *NA* | *Legislative Action in Recreation Therapy* |
| 458 | *Therapeutic Recreation: Facilitating Leisure and Wellness* | *Clincial Techniques in Recreation Therapy* |

Faculty within the tourism management emphasis area have responded to current issues and trends by adding the following elective courses:

REC 465, *Convention and Conference Planning*

REC 467, *Principles of Ecotourism Development*

Faculty within the outdoor recreation emphasis area have responded to current issues and trends by adding the following elective courses:

REC 432, *Wildlife and Wildfire Management in Urban Proximate Areas*

REC 437, *Equity and Access of Park Resources*

REC 490, *Sustainable Coastal Resource Management*

In addition, the increasingly challenging state budget situation resulted in the California State University system mandating a cap to degree unit requirements. This mandate was the impetus behind the curriculum revision that will take effect in Fall 2013. This revision reduces the REC major requirements by 6 units, reducing the units required for the major from 63 to 57 units of the 120 units required to earn a bachelor’s degree. Exceptions to the degree unit cap will only be permitted when required for specific, professionally based mandates. Since state and national certification requirements for Recreation Therapy require more extensive academic preparation, our university administration understands and fully supports establishing a B.A. in Recreation an option in Recreation Therapy, thereby allowing this degree to continue to require 63 units of the 120 units required for a bachelor’s degree. An overview of the new degree requirements is available via these links:

[B.A. in Recreation Curriculum Revision Overview](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02_CurriculumRevisionOverview.docx)

[Fall 2013 REC Major Unit Summary](C:\\Users\\Mjanssen\\Desktop\\Word Documents\\Appendices\\2.02b_REC_curriculumRevise_2013.pdf)

Although this curriculum revision is not publically available at the time this report was prepared, the catalog edit copy of this revision can be viewed via the following link:

[2013-2014 Catalog Edit Copy](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02_REC_2013_CatalogEdit.pdf)

Note: The proposed Recreation Therapy option requires Academic Senate approval, and will be added to the catalog copy as soon as that approval is granted.

Minutes from Department Meetings addressing this curriculum update can be found at this link:

[Department Meeting Minutes](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02_Department_Minutes)

2.03 The academic unit shall have institutionally approved degree requirements for all programs being considered for accreditation.

*Evidence of Compliance:*

The Bachelor of Arts in Recreation is an approved degree program. Links to both the University Catalog and academic advising degree planning sheets provide evidence.

[CSULB *Undergraduate Catalog 2012-2013*](http://www.csulb.edu/divisions/aa/catalog/)*.*

[Department of Recreation and Leisure Studies in the 2012-2013 Catalog](http://www.csulb.edu/divisions/aa/catalog/current/chhs/recreation_leisure/index.html)

The degree requirements for the Bachelor of Arts in Recreation are also clearly summarized on the advising worksheets utilized by the College of Health and Human Services Advising Center. Links to these worksheet are:

[REC Advising Worksheet 2012-2013](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02a_REC_AdvisingWorksheet_2011_12.pdf)

[REC Advising Worksheet 2013-2014](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02b_REC_AdvisingWorksheet_2013_14.docx)

2.04 The COAPRT accreditation decisions shall apply only to those degree requirements

for which the institution or program seeks accreditation and do not extend to other

offerings at the institution or within the program.

At the time of submission of this self-study, this standard was not included in the set of standards reviewed.

2.05 The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0, and if applicable, the 8.0 series standards.

2.05.01 The program shall demonstrate that its assessment plan is compatible with expectations of the regional accrediting association and the institution.

*Evidence of Compliance:*

The assessment plan utilized by the Department of Recreation and Leisure Studies is in direct compliance with the campus Assessment and Program Review Office and with WASC. Information about the CSULB Assessment and Program Review Office is available via this link:

[CSULB Assessment and Program Review Office](http://www.csulb.edu/divisions/aa/assessment/)

The Department of Recreation and Leisure Studies submits an Annual Program Review documenting program assessment in compliance with university requirements. This Annual Program Review for the Department is in addition to the 7.0 series standards for COAPRT accreditation. The Annual Program Review assesses the department’s compliance with institutional learning objectives set forth by the University. These objectives state:

Graduates will be:

* Well-prepared with communication, numeracy and critical thinking skills to successfully join the workforce of California and the world or to pursue advanced study;
* Critically and ethically engaged in global and local issues;
* Knowledgeable and respectful of the diversity of individuals, groups, and cultures;
* Accomplished at integrating the skills of a liberal education with disciplinary or professional competency;
* Skilled in collaborative problem-solving, research, and creative activity.

Recent annual review reports are available via the following links:

[2009-2010 Annual Program Report](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.04.03_2009_10_Program%20_Annual_Report.doc)

[2011-2012 Annual Program Report](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.04.02_2011_12_Program_AnnualReport.docx)

These institutional learning objectives can best be assessed in courses students complete at the culmination of their degree program. Therefore the department has identified specific assessments based on the final core course required for the Bachelor of Arts in Recreation and for the Therapeutic Recreation program. The relationship between the metric used to assess institutional learning objectives and assessments of the 7.0 series standards for COAPRT accreditation is summarized by the following matrix of metrics.

**Table 2.4: Matrix of Metrics (Assignments and Exams) Used to Assess Learning Outcomes Embedded in Courses**

**in Departmental Assessment Plans**

Note: Shaded boxes indicate metric used for CSULB Outcome Assessment

*Italics indicates metrics specific to CSULB Outcome Assessment*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| COAPRT  Standard | 141 | 225 | 325 | 341 | 351 | 421 | 423 | 425 | 427 | 431 | *451*  *RT only* | 480 | 498 |
| Foundations | | | | | | | | | | | | | |
| 7.01 a | Professional Interview | REC Experience |  |  |  |  |  |  |  |  |  |  |  |
| 7.01 b |  | Hip Pockets |  |  |  |  |  |  |  | Exam Questions ;  Concepts Illustrated |  |  |  |
| 7.01 c | Pioneer Resume |  |  |  |  |  |  |  |  |  |  | Writing:  [Philosophy Paper](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_480\REC_480_Assign1_Philosophy) |  |
| Design, Implementation, and Evaluation | | | | | | | | | | | | | |
| 7.02 |  | Hip Pockets  Event Assignment | Service Learning | Evaluation Plan | Group Activity |  | Design Project |  |  | Research Paper; |  |  |  |
| Management/Administration | | | | | | | | | | | | | |
| 7.03 |  |  | Service Learning |  |  | Supervisor Interview |  | Tennis Budget;  Karate Budget  Budget Analysis | Human Resource Exam Questions |  | [*Management Policies*](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_451\REC_451_Assign1_Manual) |  |  |
| Internship | | | | | | | | | | | | | |
| 7.04 |  |  |  |  |  |  |  |  |  |  |  | *Professional Leadership:* [*Professional Portfolio*](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_480\REC_480_Assign2_Portfolio) | Written Logs; [Evaluations](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_Goals); [Competencies](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_Competencies) |

2.05.02 The program shall demonstrate that data generated through measurement tools that were designed to measure program learning outcomes are used solely for that purpose. Such data must not be used as secondary data for instructor evaluations or other non-related functions.

*Evidence of Compliance:*

The measurement and tools used for the Department Assessment and Program review are used solely for the review of the program and student learning outcomes and not for review of faculty performance. As seen in the link to the University Program and Review website and the most recent program review and, none of these measurement tools are related to instructor evaluations:

[CSULB Assessment and Program Review Office](http://www.csulb.edu/divisions/aa/assessment/)

[2009-2010 Annual Program Report](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.04.03_2009_10_Program%20_Annual_Report.doc)

[2011-2012 Annual Program Report](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.04.02_2011_12_Program_AnnualReport.docx)

2.05.03 Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use.

*Evidence of Compliance:*

The metrics used in the Program Review and Assessment of institutional learning objectives are in addition to the student learning outcomes the department has identified as addressing the COAPRT 7.0 series standards. The Program Review and Assessment metrics are described here, with the COAPRT 7.0 series standards described in section 7.0 below.

The Program Review and Assessment measurements include:

Student success and professional leadership

*Critique*: In order for students to be fully prepared and successful in the job market after graduation, the faculty determined the students should each develop a professional portfolio highlighting his or her academic skills and awards. Based on this, students enrolled in the REC 480 course are required to complete a [professional portfolio](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_480\REC_480_Assign2_Portfolio) which consists of a resume, cover letter, personal awards/honors, and a culmination of all major assignments and academic work that is relevant to the recreation industry. The student is graded based on completeness as well as usefulness in obtaining a job based on the materials provided. The Department expects to see 75% of the students obtaining an 80% or better on this assignment at the end of each semester.

Written communication skills

*Critique*: In order for a student to be competent and competitive in the job market, effective communication skills in both spoken and written forms must be evident prior to graduation. The Department has determined that written communication skills can be assessed through assignments in two capstone courses in the REC major, REC 480: Philosophy of Recreation and Leisure, and REC 451: Management of Therapeutic Recreation Services and the student internship, REC 498.

In the REC 480 capstone course, students are required to write a [philosophy paper](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_480\REC_480_Assign1_Philosophy) defining their personal philosophy of recreation, leisure and play. The Department expects, for this assignment, that 70% of the students will receive an 80% or better.

In the REC 451 course, Therapeutic Recreation (TR) students are required to complete and verbally present a project/paper that defines the profession of Therapeutic Recreation and practice perspectives based on a [policy and procedure manual](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_451\REC_451_Assign1_Manual). After the students papers/projects are graded by the course instructor, the manuals are shared with the TR faculty for review and feedback. The Department expects to see that 80% of the student receive an 80% or better on this assignment.

.

In REC 498, the students are expected to complete a 400/560 hour internship in a recreation-based program/service. Each student is expected to provide feedback to a faculty supervisor each semester in the form of bi-weekly reports, a mid-term and final evaluation and other special reports. Faculty supervisors read each report and meet with students/agency supervisors for feedback. The Department expects to see 80% of the students obtaining a grade of “B” or better on all of their assignments based on the grading scale used as described in the Internship Manual. Each faculty supervisor will provide the Department with a grid showing each student’s scores on all areas for each semester.

**Eligibility for state and national professional certification in Therapeutic Recreation**

*Critique*: All students who declare Therapeutic Recreation as a certificate, either in conjunction with a Bachelor’s or Master’s degree or a stand-alone certificate, will be eligible to sit for both the state and/national certification exams at the completion of their academic programs. The Therapeutic Recreation Certificate Coordinator will do an annual review of all TR students (in REC 451 the capstone TR course) who are eligible to graduate via the certificate program checklist and verification form. Expected goals include 95% of TR students will be eligible upon completion of their program. In addition, the coordinator will continually monitor industry standards and requirements to assure the curriculum is up to date and meets the standard qualifications for students to be eligible to sit for both exams.

**Information competency**

*Critique*: In REC 498, all students are evaluated by their site supervisor at the end of their internships, assessing their competencies of knowledge based on the Recreation and Leisure Studies curriculum. Site supervisors fill out an [evaluation](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_Goals) and send it in to the internship supervisor with the student’s final performance evaluation. Overall scores of [competency](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_Competencies) are reviewed annually by the Department Chair and reported in the annual Accreditation report for the Department. Areas of concern are identified and faculty, at the annual fall retreat, will discuss and determine changes and modifications to the curriculum to enhance student competencies.

[2011/2012 Program Assessment Report](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.04.02_2011_12_Program_AnnualReport.docx)

[2009/2010 Program Assessment Plan](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.04.03_2009_10_Program%20_Annual_Report.doc)

2.05.04 Evidence shall be provided to demonstrate that the program uses learning outcomes data to inform decisions.

*Evidence of Compliance:*

Each fall semester the Department holds a fall retreat to discuss assessment reports and reviews from the previous year. Discussion from the results of the program review have resulted in changes in course assignments (REC 480), course offerings (both new courses and course sequencing), and data collection procedures (REC 498). Minutes from the fall retreats and other faculty meetings can be viewed via the following link:

[Department Meeting Minutes](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02_Department_Minutes)

2.05.05 The program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with FERPA requirements.

*Evidence of Compliance*:

Student awards and scholarships are indicative of achievements by majors in our program. Recent scholarship recipients are acknowledged on our department website. The link to this information is available on our department home page, and via the following link:

[Award Winning Students](http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/award-winning-students/)

Another assessment measure indicative of program quality is the final site supervisor rating for our interns. Since majors complete an internship as the final requirement of their degree, their site supervisor rating can be interpreted as a final assessment of program quality. Therefore, final internship ratings are aggregated annually, and this annual data will be posted as a measure of program quality. The department will continue to refine the final site supervisor rating form to balance assessment of program learning outcomes with simplifying the rating process based on site supervisor feedback.

Additional measures of program quality are currently available via CSULB’s Office of Institutional Research. This office tracks and posts retention and graduation rates for each of the university’s degree programs. These reports are available via the following links:

[CSULB Dashboard Reports](http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/dashboard/)

[Institutional Research Departmental Reports](http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/dept_reports/chhs.html)

3.0 Administration

3.01 Institutional policies and the organizational structure within which the program is housed shall afford sufficient opportunity for the program to succeed in its mission, vision, and values with respect to:

3.01.01 Responsibility and authority of the program administrator to make decisions related to resources allocated to that program.

*Evidence of Compliance:*

The Department Chair is the administrative head of the unit, elected by Department faculty or, in the event of an unexpected vacancy, an Interim Chair is appointed by the Dean. Duties of the chair are set forth in the CSULB Policies and Procedures for the Appointment and Review of Department Chairs (policy 11-06, June 2011). This policy can be viewed via the following link:

[CSULB Policies and Procedures for the Appointment and Review of Department Chairs](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2000/09/)

The department chair provides leadership in all departmental matters, including faculty and staff recruitment, retention, and evaluation; staff supervision; curriculum; coordination of external and internal reviews; budget administration; student advising; course scheduling; and faculty and staff professional development. Department chairs are expected to actively promote the following core values of academic leadership: ethics, shared governance, teamwork, collegiality, transparency, and empowerment with accountability.

3.01.02 Adequacy of financial resources.

*Evidence of Compliance:*

It is the responsibility of the Chair to provide input to the Dean’s office regarding the preparation of the College budget according to College and University guidelines and in consultation with the full- time faculty. The Chair’s fiscal responsibility is restricted to the management and allocation from the Dean’s office for Operating and Equipment (O & E), open university and winter session revenues returned to the Department, and revenues held by the California State University Long Beach Foundation. The University requires standard budget and fiscal management reports, which are prepared by the chair in consultation with the Administration Support Manager in the College Dean’s office.

From 2007 to 2009, the Department was given a budget from the College that allowed the purchase of all needed supplies and equipment as well as travel for faculty presenting at conferences (between $500 and $1000 per full time faculty). The University transitioned to an all budget approach in 2009 in response to the financial crisis of the State of California. The College responded to this by eliminating all Departmental budgets and overseeing all needs on a case-by-case basis. This style of budgeting was across the board for all departments in the college and all departments were treated fairly in needs for ordering supplies and equipment. Travel was limited to $200 per full time faculty and was eliminated completely in 2011. With the passage of Proposition 30 in fall of 2012, the College and University have once again given most budgetary control back to the Departments, however, budgets are no longer given distinct allocations for O & E and open university and winter session revenues returned to the Department.

[2012-2013 Budget Allocation for the Department](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\3.01.02_REC_BUDGET_FY%202012-13.xlsx)

3.01.03 Implementation of personnel policies and procedures.

*Evidence of Compliance:*

Policies and procedures affecting faculty are established through shared governance and are incorporated in the Faculty Handbook and the Memorandum of Understanding at the University level by the Academic Senate’s Faculty Personnel Policies Council (FPPC). The Chair is responsible for the dissemination of information related to these policies as well as guiding and implementing practices in accordance to the contract set forth by the California Faculty Association (Faculty Union). The Faculty Handbook and FPPC website can be viewed via the following links:

[CSULB Faculty Handbook](http://www.csulb.edu/divisions/aa/personnel/handbook/)

[Faculty Personnel Policies Council (FPPC)](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/councils/fppc/)

Faculty personnel policies and procedures, to a significant degree, reflect the contract or memorandum of understanding between the state College trustees and the faculty union (the California Faculty Association). Information about faculty union and the union contract is available via these links:

[California Faculty Association (Faculty Union)](http://www.calfac.org/)

[California Faculty Association Contract](http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/2012-2014/)

3.01.04 Development and implementation of academic policies and procedures for the unit.

*Evidence of Compliance:*

Policies and procedures affecting students are established at the University level by the Academic Senate and at the Department level by the faculty in accordance with College and University guidelines. At the College level, the Council of Chairs and the Faculty Council provide consultation to the Dean of the College regarding the development and implementation of academic policies and procedures. A representative from each department within the College serves on each of these councils. In Fall 2012, the college Faculty Council finalized a revision of the College Constitution, and distributed to the college faculty for final approval. The college faculty voted to approve the revisions proposed by the Faculty Council. These revisions can be viewed via the following link:

[CHHS Constitution, Fall 2012 Revisions](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\3.01.04_CHHS_Constitution_Fall2012.pdf)

The Chair is responsible for the dissemination of information regarding and the implementation of these policies and procedures in consultation with the faculty.

Policies and procedures affecting the unit are established through departmental meetings with faculty and are documented in the minutes from those meetings. For example, the Department Retention, Tenure, and Promotion (RTP) policy, was developed via a departmental committee of full-time tenure track faculty and is available electronically via the University Faculty Affairs website. The links below provide access to the RTP policy (first via the university website and then via a PDF file):

[University Faculty Affairs RTP policy website](http://www.csulb.edu/divisions/aa/personnel/evaluations/rtp/policies/#CHHS)

[REC Retention, Tenure, and Promotion Policy](C:\\Users\\Mjanssen\\Desktop\\Word Documents\\Appendices\\3.01.04_REC_RTP_policyMay2011.pdf)

3.02 The program administrator of the academic unit shall hold a full-time appointment in his or her academic unit with the rank of associate or full professor with tenure, with appropriate academic credentials in the unit being considered for accreditation.

*Evidence of Compliance:*

The current chair of the Department, Dr. Katherine James, was appointed as acting chair for the AY 2012/13. Dr. James received tenure in 1999 and promoted to Full Professor in 2007. Dr. Maridith Janssen held the position of Department Chair from August 2006 to August 2012. Dr. Janssen received tenure in 2005 and promotion to Full Professor in 2010. Vitas for both Dr. James and Dr. Janssen are available at these links:

[Dr. James’ Vita](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\JamesCV_2013_Accreditation.doc)

[Dr. Janssen’s Vita](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\JanssenCV_2013_Accreditation.doc)

3.03 The program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution.

*Evidence of Compliance:*

The Department Chair is a 40% administrative, 60% teaching appointment. The administrative position is a 12-month appointment due to Department program work that is needed during the summer. The teaching position is a 9-month appointment. The chair is present full-time during the nine-month academic year with a 40%/60% split in responsibilities between administrative and instructional duties. During the summer, the Department Chair’s 40% administrative appointment continues, resulting in an increase to the Department Chair’s annual salary equivalent to 40% for three months.

The Department Chair’s administrative assigned time and salary augmentation are consistent with prevailing practice for departments of comparable size in the College (specifically, Communicative Disorders, Physical Therapy, and Recreation and Leisure Studies are comparable in faculty utilization).

3.04 There shall be formal participation of faculty in setting policies within the academic unit.

*Evidence of Compliance:*

Throughout the academic year, all full-time faculty meet regularly, with the Chair presiding. The faculty and Chair, consistent with policies of the College and University, establish policies and procedures of the Department. Matters considered in these meetings include, but are not limited to, progress on the department’s strategic plan, curriculum development, student performance, student needs, budget, use of equipment and supplies, participation in professional activities, relations with the community, and alumni affairs. Examples of past minutes of faculty meetings can be found via the following link:

[Department Meeting Minutes](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02_Department_Minutes)

3.05 Consistent consultation with practitioners shall affirm or influence the curriculum.

*Evidence of Compliance:*

The Department is strongly committed to continuing consultation with practitioners and community leaders concerned with the field. This commitment is manifest in several ways, including, but not limited to, the following:

**A. Internship Program**

The internship program has been consistently a strong and successful method for consulting with the professional community for over 20 years. After presenting documentation of at least 1,000 hours of paid or volunteer leadership experience, students are required to complete an internship with an agency in their area of study. The Internship program requires students to complete 400 hours of paid or volunteer service (or 560 hours of paid or volunteer service for Therapeutic Recreation students) during one semester at an approved agency.

Through the Internship program, the Department has ongoing personal contact with approximately 150 agencies in all facets of the profession. The internship coordinator, faculty supervisor, intern, and agency mentor all work in close cooperation to assure the most realistic and educational experience possible for the student. The faculty supervisors are in both personal and phone contact with the interns and agency mentors throughout the experience, and (when within a 50 mile radius of the University) visit the agencies, at least once, in person during the student's internship. Files on each potential Internship agency are maintained in the Department Office and are open to students at all times.

**B. Department Alumni**

A majority of the over 2,300 alumni have remained in the Southern California area and many continue in professional practice in a wide variety of settings. Many of these alumni have a high level of interest in the program and willingly act as guest speakers in classes or consult on curricular matters. A sample of current employment is available via this link:

[2007-2013 Alumni Employment](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\3.05_Alumni_Employment.docx)

The Department has strong ties to its alumni, chiefly through the Recreation and Leisure Studies Alumni Association (RALSAA), formerly chapter within the CSULB Alumni Association (until 2006) and now sponsored by the Department. The purpose statements of RALSAA are:

* To support and act as an advocacy group for the Mission and Goals of the Department of Recreation and Leisure Studies.
* To assist in strengthening the quality of the educational experience for the Recreation and Leisure Studies Department students both undergraduate and graduate.
* To foster strong links between present and former students and to create mentoring opportunities for currently enrolled Recreation and Leisure Studies Majors.
* To support research, analysis and publications of such in the field of Recreation and Leisure.
* To financially support through development efforts the Department of Recreation and Leisure Studies in the areas of scholarship, fellowships, library acquisitions and any other areas identified by the Department of Recreation and Leisure Studies.
* To support the faculty as resource personnel for class discussions or presentations.
* To support recruiting efforts to build the department by encouraging prospective students to explore Recreation and Leisure Studies as a major.
* To act as advocates for the concerns of our profession
* To facilitate social and professional interaction among the members of the RALSAA.

In addition to RALSAA, alumni from the department are active in the provision of services such as guest speakers in classes, part-time instructors, members of interview panels, and committee members of professional student sponsored educational workshops and events. Faculty are in close contact with many of the alumni and regularly seek advice and support for curriculum development, joint research projects, and program development.

**C. Professional Organizational Support**

The Department is supportive and actively involved in local, state, and national professional organizations, which provide contact with practitioners on a regular basis. Some examples of joint involvement include:

* CPRS District 10/Women in Leisure Services Professional Mentoring Program
* CPRS District 10 Annual Board Meeting held on campus
* CPRS District 10 workshops held on campus

In addition, Dr. Janssen organizes an annual workshop for Therapeutic Recreation professionals known as the Beach Symposium.

**D. Faculty Participation in Professional Associations and Activities**

Full time faculty members are active in a wide range of professional associations as evidenced by their vitae, including:

Academy of Leisure Sciences

American Academy for Park and Recreation Administration

American Camping Association (ACA)

American Therapeutic Recreation Association (ATRA)

California Foundation for Parks and Recreation (CFPR)

California Parks and Recreation Society (CPRS)

District 10 Board

Recreation Therapy Board

California Society of Parks and Recreation Educators (CALSPRE)

Meeting Professionals International

National Council on Therapeutic Recreation Certification (NCTRC)

National Recreation and Park Association (NRPA)

Women in Leisure Services (WILS)

World Leisure Organization

**3.06 The program has a practice of informing the public about the harm of degree mills and accreditation mills.**

The Department home page notes that our program is accredited by the Council on Accreditation of Park, Recreation, and Tourism Related Professions (COAPRT). This is followed by a link providing information about COAPRT and the Council for Higher Education Accreditation (CHEA). The site also includes links to CHEA’s information addressing [degree mills](http://www.chea.org/degreemills/) and their [video](http://www.chea.org/public_info/video_degree_mills.asp) addressing degree and accreditation mills.

[Department of Recreation and Leisure Studies Website](http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/)

**3.07 The program has a practice of informing the public about their COAPRT accreditation status.**

The Department’s home page notes that our program has maintained continuous accreditation since 1982. The Department’s website can be found via this link:

[Department of Recreation and Leisure Studies Website](http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/)

**4.0 Faculty**

4.01 Professional development opportunities for academic unit faculty shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

*Evidence of Compliance:*

CSULB provides all faculty professional development opportunities through the Faculty Center for Professional Development. The center offers workshops, short courses, brown bag lunches, institutes, and consultations on topics ranging from incorporating technology into classes to scholarly writing. Additional information about the Faculty Center for Professional Development is available via this link:

[CSULB Faculty Center for Professional Development](http://www.csulb.edu/divisions/aa/personnel/fcpd/)

In addition to on-campus opportunities, faculty are actively engaged in a wide range of off-campus professional development activities professional association membership, leadership, campus and community service, and research. All full time faculty participate in at least one professional conference each year. On the average, each faculty member participates in two or three local, regional, or national conferences per year. A summary of faculty involvement in professional conferences since 2007 is available via this link:

[Faculty Conference Attendance](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.01_Faculty_Conference_Attendence.docx)

4.02 Faculty development activities shall impact program quality, consistent with the missions of the institution and the academic unit.

*Evidence of Compliance:*

An example of the impact on program quality of the professional development of each full time faculty member is provided below as an introduction to the ongoing professional development of the department’s faculty. A more complete understanding of each faculty member’s on-going professional development is evidenced through their vita, available via the hyperlink embedded in each faculty member’s name. A table providing specific examples of professional development impacting program quality is available via this link:

[Professional Development Impacting Program Quality](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.02_Faculty_Development_Impacts.docx)

[**Dr. Michael Blazey**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\BlazeyCV_2013_Accreditation.doc) earned his doctorate in Recreation and Parks from Pennsylvania State University, and joined the CSULB faculty 1991. His previous experience in administration in municipal recreation quickly transferred to academic administration. He became acting Department Chair in 1991 and continued to serve the department as Chair until 2003, when he moved into university administrative appointments. Dr. Blazey last taught in the department in Fall 2007, and has held full time administrative appointments since then. Dr. Blazey is now CSULB’s Interim Director of Academic Facilities. Dr. Blazey also serves as Chair of the Council Officers for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions.

[**Ms. Joanie Conley**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\ConleyCV_2013_Accreditation.doc) joined the CSULB faculty after working as Assistant Dean of Student Activities and then Dean of Student Development Services for private liberal arts colleges in the LA metro area, where she implemented campus service learning. Ms. Conley’s on-going professional development continues to address service learning. Ms. Conley exemplifies our college mission of connecting her students to the professional application of her course content by incorporating service learning into her courses. In Fall 2012, she secured sponsorship from Long Beach Community Action Partnership, and through that sponsorship worked with her REC 371, *Human Service Programming in Urban Areas*, to offer a Halloween Spooktacular to residents at the Villages at Cabrillo, a 26-acres residential community offering transitional housing for homeless veterans, families, and youth. Ms. Conley also partners with numerous local recreation and community services agencies to incorporate service learning opportunities into her REC 325, *Advance Program and Event Management* course.

[**Dr. Melissa D’Eloia**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\DEloiaCV_2013_Accreditation.doc) joined CSULB’s faculty in 2010 after earning her doctorate in Parks, Recreation, and Tourism from the University of Utah. Dr. D’Eloia is collaborating currently with academicians at California State University Long Beach, the University of California, Irvine, and researchers from Miller Children’s Hospital, on a grant funding a program in which college students mentor youth with disabilities in activities designed to increase their physical activity, thereby reducing various secondary health conditions. This program, known as the “I Can Do It, You Can Do It (ICDI)” program, has afforded Dr. D’Eloia an opportunity to engage Recreation Therapy students in programming RT services as well as collaborate in the research process. This form of teaching exemplifies our college mission by connecting her students to the professional application of her course content, facilitating discovery of effective therapeutic recreation facilitation, and educating majors of their ability to literally change lives through their professional practice. Dr. D’Eloia is also collaborating with Dr. Fulthorp on the One Watts program assessments.

[**Dr. Keith Fulthorp**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\FulthorpCV_2013_Accreditation.doc)joined CSULB’s tenure track faculty in 2012 after earning his doctorate from the University of Southern California. Dr. Fulthorp has works with municipal recreation and community service agencies on services to improve quality of life for residents of urban areas. He is currently collaborating with the non-profit People for Parks on their One Watts program, using youth recreational sports programs to develop a sense of connectedness between youth from different urban neighborhoods and housing projects, The long term goal of the program is to reduce gang violence between these neighborhoods. This provides a clear example to his REC 480, *Philosophy of Recreation and Leisure*, class of the impact one’s philosophy is shaping program goals and outcomes, as well as examples for his REC 341, *Evaluation and Research in Leisure Services*, of the need for and challenges of evaluating service impact.

[**Dr. Katherine “KJ” James**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\JamesCV_2013_Accreditation.doc)joined CSULB’s faculty in 1993 after earning her doctorate in Recreation, Park, and Leisure Studies, with an emphasis in Outdoor Recreation from the University of Minnesota. Dr. James current professional development brings together her background in outdoor recreation and her interest in evaluation and research methods. In March 2013, she will provide a workshop on assessment of outdoor recreation capacity and use to the Federal Energy Regulatory Commission leasees. These leasees manage the recreation areas proximate to hydropower generating sites, and are federally mandated to provide and monitor outdoor recreation opportunities on the sites they lease. Dr. James ongoing professional development through conferences, professional associations, and alumni contact was the impetus behind two new courses in the outdoor recreation curriculum: REC 437, *Wildlife and Wildfire Management in Urban Proximate Areas*, and REC 432, *Access and Equity of Recreation Resources.*

[**Dr. Maridith Janssen**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\JanssenCV_2013_Accreditation.doc)joined CSULB’s faculty in 1999 after earning her doctorate from the Oklahoma State University. Dr. Janssen maintains extensive involvement with professional standards for both the specialty of recreation therapy and the academic discipline of Parks, Recreation, and Tourism. She currently serves on the Standards Hearing Committee for the National Council for Therapeutic Recreation Certification, on the International Relations Committee for the American Therapeutic Recreation Association, and on the executive committee for the Council Officers for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions. She has conducted numerous state, national, and international workshops and presentations addressing professional standards. In addition, Dr. Janssen has taken leadership at the state and national levels in legislation that impacts therapeutic recreation. This level of legislative knowledge and involvement is presented in REC 351: *Foundation of Therapeutic Recreation* and in REC 457/557: *Legislative Action in Therapeutic Recreation* (an elective in the RT curriculum). Dr. Janssen’s extensive involvement in professional standards is reflected throughout the recent revisions to the Recreation Therapy curriculum.

[**Dr. Laurel Richmond**](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\RichmondCV_2013_Accreditation.doc)joined CSULB’s full-time faculty in 2012 after earning her doctorate from the University of Georgia. Dr. Richmond’s line of inquiry focuses on investigating the role of socio-cultural ideology on leisure and identity formation. In particular, her work addresses how ideological structures are institutionalized and become mechanisms of social control that coordinate to influence leisure spaces and leisure identities. She has presented her work at state, national, and international conferences.

4.03 The program shall utilize strategic hiring practices intended to result in a faculty that varies in education, training, institutions attended, gender, ethnicity, race, age, and other elements of diversity.

*Evidence of Compliance:*

Hiring practices are strictly in conformance with the policies set forth by Academic Affairs and the Office of Equity and Diversity. The link below defines the CSULB Faculty & Staff Diversity Plan:

[CSULB Faculty & Staff Diversity Plan](http://www.csulb.edu/depts/oed/policies/faculty-staff-diversity-plan.html)

All faculty current as of the Fall 2012/Spring 2013 AY (full and part-time) (N – 17) are described by the following demographics:

Table 4.1: Faculty Diversity by Age, Sex, and Ethnicity

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Full-Time | | Part-time | | Combined | |
| Age Range | 33 – 62 | | 33-63 | | 33 - 63 | |
| Mean Age | 48 | | 49 | | 48 | |
| Gender | Female 5 | Male 2 | Female 7 | Male 3 | Female 12 | Male 5 |
| Ethnicity | Caucasian 7 | | Caucasian 9 | | Caucasian 16 | |
|  |  | | Native American 1 | | Native American 1 | |

Over the course of the past six years (2007 – 2012), the Department has had no ethnic diversity in the full-time faculty. Since the last accreditation self-study, the Department has conducted three tenure track searches. In each of the searches, the Affirmative Action/Equal Employment Opportunity Guidelines were followed. In each of the searches the most highly qualified applicant was hired and was a Caucasian female, a Caucasian female and a Caucasian male. In the most recent tenure-track search (2011/2012) the pool of applicants (29 total applications) was diverse with approximately 13 (45%) of international origin including African, Asian, or European males/females. In addition, 13 (45%) were female. The Department is currently not undertaking any searches, yet will again endeavor to recruit and hire faculty from diverse backgrounds in the next search cycle.

A series of tables identifying the diversity of the current faculty to age, gender, ethnicity, and educational background can be found in the attached link:

[REC Faculty Diversity Tables](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.03_Faculty_Diversity_Tables.doc)

4.04 The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units.

*Evidence of Compliance:*

University policy and the Faculty Collective Bargaining Agreement (CBA) state that each full-time faculty member shall carry a load of 15 weighted units per semester. This is composed of 12 units of instruction and three units for instructionally-related and university responsibilities such as advising, committee work, etc. From 2007-2010, a typical semester teaching assignment for full-time faculty included three 3-unit courses and 3-units for internship supervision, or assigned time for service such as graduate coordinator, internship coordinator, thesis supervision, or grants/contracts administration. In 2011, as a result of the on-going budget crisis in California, faculty assigned time was cut and all full-time faculty, with the exception of the chair, were assigned to teach four 3-unit courses per semester. A summary of the workload for Recreation faculty is available via this link:

[REC Faculty Workload 2007-2013](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.06_FacultyWorkload_F07_F12.docx)

4.05 Salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

*Evidence of Compliance:*

Department faculty have rights and privileges in such matters equal to those of all other faculty of similar appointment in the College of Health and Human Services. There are no exemptions or additional factors for this Department’s faculty. With regard to workload assignments, by contract, faculty are assigned 15 weighted teaching units (WTU’s) of which 3 WTU’s are considered service on Department, College or University committees.

Salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence and financial support for faculty are consistent with University policies and practices based on the CBA and can be accessed using the following two links:

[CSULB Faculty Handbook](http://www.csulb.edu/divisions/aa/personnel/handbook/)

[CFA Collective Bargaining Agreement 2012-2014](http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/2012-2014/)

4.06 Full-time faculty members with appointments to the parks, recreation, tourism, and related professions program shall instruct at least 60 percent of the required courses within the curriculum.

*Evidence of Compliance:*

With the exception of the Spring 2008 semester (56%), the Department has consistently had over 60% of the core curriculum courses taught by full-time faculty. In the spring 2008 semester, an increased demand for REC 141: *Introduction to Leisure Services*, a lower division general education course, created the need to hire additional part-time faculty. Subsequently, the Department Chair (Janssen) went to the Dean to request the hiring of a full-time lecturer to replace the full-time faculty line held by Dr. Blazey (who went to administration in the College of Liberal Arts). In the fall of 2008 Dr. Keith Fulthorp was hired and the full-time faculty ratio increased once again to over 60%.

[REC Faculty Workload 2007-2013](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.06_FacultyWorkload_F07_F12.docx)

4.07 Scholarship activities of discovery, integration, and/or application by academic unit faculty serving the curriculum shall impact program quality, consistent with the missions of the institution and the academic unit.

*Evidence of Compliance:*

The Department has an established protocol for retention, tenure and promotion that all full-time faculty are encouraged to follow. This document is in direct agreement with both the College and University’s retention, tenure and promotion expectations.

A summary of publications and presentations since 2007 by current full-time faculty, compiled from their CVs and listed chronologically, is available via the link below.

[Summary of Faculty Scholarship](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.02_FacultyScholarship.docx)

The scholarly productivity for faculty is summarized in the Faculty CVs of the full-time faculty found in the link below:

[Full-time Faculty CVs](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV)

**Table 4.2: Full-Time Faculty Scholarship**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Full Professors | | | Assistant Prof | | Lecturers | |
| **Type of Scholarly Activity** | **Total** | Blazey | James | Janssen | D’Eloia | Fulthorp | Conley | Richmond |
| Refereed Publications | **10** | 1 |  | 3 | 3 |  |  | 3 |
| Refereed Proceedings | **4** |  | 1 |  | 1 |  |  | 2 |
| Non-Referred Publications | **4** |  |  | 3 |  |  |  | 1 |
| Presentations, Refereed | **56** | 1 | 6 | 7 | 5 | 19 | 1 | 17 |
| International Presentations, Invited | **6** |  |  | 6 |  |  |  |  |
| Presentations Invited | **38** |  | 4 | 9 |  | 22 | 2 | 1 |
| **Totals** | **122** | 2 | 11 | 29 | 9 | 41 | 3 | 27 |

This summary table is limited to full time faculty who are still at CSULB in Fall 2012. It does not include manuscripts in review. It does not include scholarship by full time faculty who left CSULB between 2007 and Fall 2012, nor scholarship by part-time faculty.

5.0 Students

5.01 There shall be formal and ongoing processes designed to generate, maintain, and consider student input relative to those aspects of the academic unit affecting their professional preparation.

*Evidence of Compliance:*

The Department encourages active student involvement in the review of policies relating to their professional preparation, including curriculum, student services, long-range plans of the Department, community relations, alumni relations, faculty searches and instructor and course evaluations. An officer of the student organization, The Recreation Society, typically attends Department faculty meetings to give an updated report on the Society as well as to take information from the faculty back to the Society to disseminate to all Recreation majors.

All faculty in the Department have open door policies and encourage student involvement and feedback both formally and informally regarding courses, assignments, and other information that affect their professional preparation. Students are also encouraged by faculty to discuss any information regarding their academic preparation with the Chair of the Department if they see the need.

In addition, starting with the fall 2006 semester, the Department Chair has attended one of the classes of the senior capstone course, REC 480: Philosophy of Recreation and Leisure, and met with the senior students asking for feedback on the Department, curriculum, the student club (REC Society), academic and career advising, and any other issues related to their education in the Department. Feedback from these visits are discussed with faculty either in the following semester faculty retreat or in one-on-one meetings, and have resulted in a: change of the time of course offerings; review of service learning components of courses; a reduction of the duplication of content in courses; a change in faculty who teach courses; and, additional offerings of electives.

5.02 Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.

*Evidence of Compliance:*

**Admission**

The Department follows the University procedures and policies in these matters as set forth in the *2012-2013 CSULB Catalog*. Links to these policies are provided below:

[CSULB Admissions Policies and Procedures](http://www.csulb.edu/divisions/aa/catalog/current/admissions/index.html)

[CSULB Policy on Probation](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/probation_disqualification.html)

[CSULB Policy on Disqualification](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/academic_disqualification.html)

Information about these policies is also available on the CSULB Admissions website, which is available via this link:

[CSULB Admissions Website](http://www.csulb.edu/depts/enrollment/admissions/)

Requirements to declare a recreation major are determined by whether a student seeks to declare the major when applying as a freshman, after being admitted as a native freshman, as a transfer student from a community college or other university, or as a CSULB student who wish to change majors. All students must have a declared major by the time they reach 60 earned units. This applies equally to students who are:

* Undeclared
* Were admitted into a ‘pre-major’ and are requesting to declare the major
* Requesting to change major
* Requesting to add a major

Admission: Freshman Applicants Declaring the Recreation Major

Students applying for admission to CSULB can declare the major as they apply. Information about freshman applications is available on this website.

[Freshman Admission Requirements and Application Process](http://www.csulb.edu/depts/enrollment/admissions/freshmen.html)

**Admission:** **Native Freshman Declaring the Recreation Major after Admission**

In Fall 2013, students admitted to CSULB as native freshmen in another major must meet the following requirement to declare a Recreation Major:

* Minimum Cumulative GPA: 2.25
* Minimum lower division preparation (grade of C or better required):
  + General Education Category D – Social Science and Citizenship (minimum 3 courses totaling 9 units which satisfy the entire area)
* Required General Education courses not covered by major preparation courses:
  + Written Communication
  + Oral Communication
  + Critical Thinking
  + Mathematics
  + Additional lower division preparation required of CSULB students (grade of C or better required):
* Lower division core requirements of the Recreation major
  + REC 100 – Orientation to the Recreation Major
  + REC 141 – Introduction to Leisure Services (fulfills GE Category D)
  + REC 225 – Programming Recreation Activities

These requirements are publically posted on the following website:

[Fall 2013 Policy of Major Specific Declaration Requirements](http://www.csulb.edu/depts/enrollment/graduation/native-major-criteria/)

[Requirements to Declare a Recreation Major for Native Freshmen](http://www.csulb.edu/depts/enrollment/graduation/native-major-criteria/CHHS.html#q_g23)

**Admission:** **Transfer Students Declaring the Recreation Major**

Beginning in the Fall of 2103, **all CSULB undergraduate majors become "impacted." As a result, all transfer into CSULB from community colleges or other universities will have major specific admission and declaration requirements. This policy is posted on the CSULB Admissions website for transfer students, and is available via this link:**

[CSULB Admission Website for Transfer Students](http://www.csulb.edu/depts/enrollment/admissions/transfers.html)

**Specific requirements for each majors are posted on the CSULB Major Specific Admissions Requirements for Transfer Students website, including requirements specific to the Recreation major. These websites are available via these links:**

[Major Specific Admission Requirements for Transfer Students](http://www.csulb.edu/depts/enrollment/admissions/transfer-major-criteria/index.html)

[Recreation Major Specific Admission Requirements for Transfer Students](http://www.csulb.edu/depts/enrollment/admissions/transfer-major-criteria/CHHS.html#q_g23)

Students transferring into the Recreation major must have a GPA of 2.25, and have completed 9 units of Social Science and Citizenship with a grade of C or better. All students earning a degree at in the CSU system must complete a U.S. History course and a U.S. Constitution and Ideals course (as provided for in Title 5, Article 40404). Fulfilling these requirements will complete 6 of the 9 units of required Social Science and Citizenship course work. The additional units can be met by community college classes equivalent to:

REC 141, Introduction to Leisure Services

SOC 100, Principles of Sociology

PSY 100, General Psychology

These classes will fulfill requirements for our major (although our major requires either SOC 100 or PSY 100, not both).

CSULB publically posts information about which courses fulfill the Social Science and Citizenship course requirement (commonly known as GE category D) on the website accessible via this link:

[CSULB Website listing Social Science and Citizenship Courses](http://www.csulb.edu/depts/enrollment/registration/ge_courses/cat_d/GE_main_catD.php#d1a)

Students can identify equivalent classes available at other public California college and universities via CSU Assist, which is “an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another” (as stated on the Assist Home Page). The Assist Homepage can be accessed via this link:

[Assist Website](http://www.assist.org/web-assist/welcome.html)

**Admission: Changing majors to the Recreation Major**

Two policies affect CSULB students’ ability to change majors: the Timely Graduation for Undergraduate Students policy and the Academic Progress Rules for Undergraduate Programs policy. The first limits the number of units an undergraduate student can have completed before changing majors, so that students who are seniors (who have completed 90 units) are only allowed to change majors if doing so does not extend the time required to complete their degree. The second requires students who are not processing toward their stated degree to seek advising. If their intended degree is unattainable (due to failing to meet GPA requirements), students will be dismissed from the program and guided to a more appropriate degree goal.

Information about these policies is publically available at the following links:

[Timely Graduation for Undergraduate Students](http://www.csulb.edu/depts/enrollment/graduation/bachelors/timely_grad_ugrad.html)

[Academic Progress Rules for Undergraduate Programs](http://www.csulb.edu/depts/enrollment/graduation/bachelors/change_degree_objective.html#acad-prog-rules)

**Retention**

The university probation policy requires that undergraduate students maintain a GPA of 2.0 or higher to remain in good standing. This policy is published in the *2012-2013 CSULB Catalog*, and is available via the following link:

[CSULB Probation Policy](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/probation_disqualification.html)

The department policy for retention requires that “Student must maintain a cumulative 2.0 GPA on all units attempted and achieve a "C" or better in each course of the Recreation major to progress in the sequence of study. Students earning less than a "C" grade in a course required in the major must repeat that course.”

[Department Retention Policy in the 2012-2013 Catalog](http://www.csulb.edu/divisions/aa/catalog/current/chhs/recreation_leisure/rec_ba01.html)

**Disqualification**

Student who are on probation for two semesters are subject to academic disqualification. The university policy on is published in the *2012-2013 CSULB Catalog*, and is available via the following link:

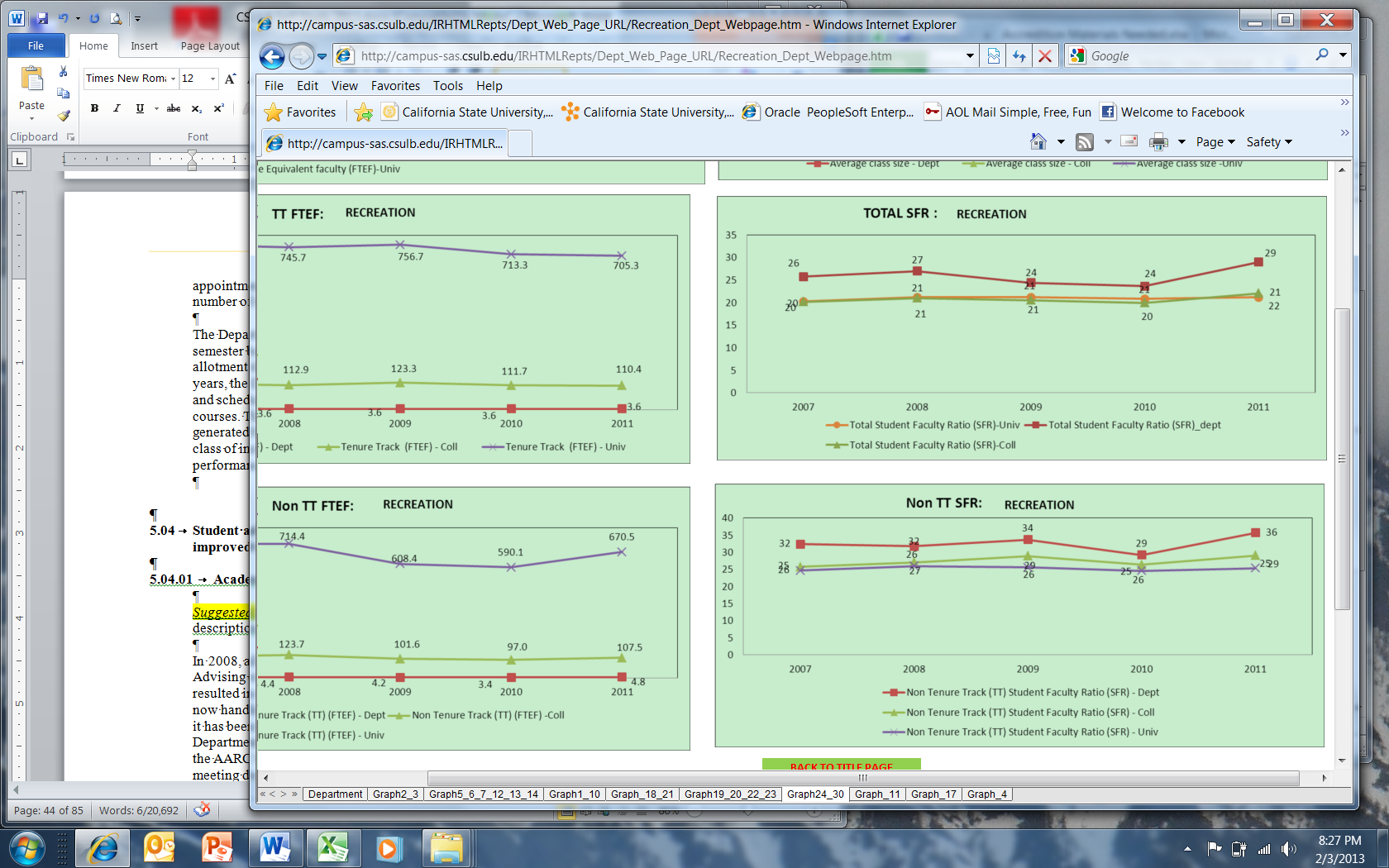
[CSULB Disqualification Policy](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/academic_disqualification.html)

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

*Evidence of Compliance:*

The Department is allocated a fixed number of Faculty Teaching Units (FTU’s) for each semester. These allocations are based on the allotment directed to the Department by the College Associate Dean. For the last five years, the Department has been given enough resources to cover a minimum of all core and scheduled elective courses up to an excess of an additional 15-20 General Education courses. The allocation is based solely on the College budget and additional resources generated by the Department. The Department consistently produces a slightly higher student faculty ratio than the College and the University.

**Table 5.3: Student-Faculty Ratios**



[Link to Institutional Research Department Reports](http://campus-sas.csulb.edu/IRHTMLRepts/Dept_Web_Page_URL/Recreation_Dept_Webpage.htm)

5.04 Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:

5.04.01 Academic advising.

*Evidence of Compliance:*

In 2008, all academic advising for the Department was moved over to the College Advising office, CHHS Academic Advising Resource Center (AARC). This move resulted in all undergraduate advising for general education as well as major advising is now handled by the College advisors. While there were growing pains with this process, it has been fully adopted by all departments in the College and the advisors work with the Department Chair annually to constantly improve their services. Over the past four years, the AARC has developed streamlined methods by which they can evaluate students on meeting departmental requirements as well as to assure that students are on the right pathway towards a timely graduation (one of the missions of the University). The links below will provide access to the AARC website and advising materials used by AARC:

[CHHS Academic Advising Resource Center (AARC)](http://www.csulb.edu/colleges/chhs/academic-advising/)

[REC Advising Worksheet 2012-2013](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02a_REC_AdvisingWorksheet_2011_12.pdf)

[REC Advising Worksheet 2013-2014](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02b_REC_AdvisingWorksheet_2013_14.docx)

As noted above in section 5.01, each semester the Department Chair has attended a class of the senior capstone course, REC 480, *Philosophy of Recreation and Leisure*, and met with the senior students asking for feedback on the program, including academic advising. In addition, the Department Chair meets with the Director of the College Academic Advising Center to discuss advising questions and concerns. This allows the department to make improvements to advising based on feedback from both students and advisors.

5.04.02 Professional and career advising.

*Evidence of Compliance:*

Until Spring 2013, students in the Department of Recreation and Leisure Studies were required to take REC 100/300, *Orientation to the Recreation Major,* in their first semester at CSULB. This class assigned students to a faculty advisor in the area of study in which the student is interested. Students were required to meet with this advisor during the semester and encouraged to maintain this relationship until graduation. Faculty mentors provided students with advisement on professional and career choices, job market updates, and insights into internship settings for their chosen field. For many majors, the first semester in the degree program proved too early for them to identify their career objective.

The curriculum update taking effect in Fall 2013 no longer requires REC100/300, so professional and career advising will be incorporated into the major through our courses, brochures, and workshops.

1. **Courses**

Professional and career advising is incorporated into core classes in the major in a variety of ways. REC 141, *Introduction to Leisure Services*, provides an overview of the profession and the wide variety of careers to which a major in recreation can lead. Course objectives for this course specifically address career areas and professional organizations related to recreation, parks, and tourism. The REC 141 class syllabi can be viewed through the link below:

[Syllabi for REC 141, *Introduction to Leisure Services*](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_141)

An assignment addressing resumes and letters has been incorporated into REC 421, *Supervisory and Administrative Practices*. In class discussion of this assignment, majors are asked to consider how well their resume matches a job for which they hope to apply, and what skills and accomplishments can help build their resume for their intended career goals. The REC 421 resume assignment can be viewed through the link below:

[REC 421 Resume Assignment](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_421\REC_421_Assign2_Resume)

Additionally, majors are advised to begin development of a professional academic/career portfolio throughout their academic career within the major. In their last semester in REC 480: *Philosophy of Recreation and Leisure*, students are required to submit their completed portfolios as an assignment. The development of this process was an outcome of programmatic assessment as well as evaluation of student portfolios in REC 480 from the past. The portfolio assignment for REC 480 can be viewed through the link below:

[REC 480 Portfolio Assignment](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_480\REC_480_Assign2_Portfolio)

1. **Concentration Brochures**

The Department has developed brochures that provide information about career areas in recreation supported by our department’s curriculum. These include a concentration specific brochure in each of the following areas: Campus Recreation, Community Recreation, Parks and Outdoor Recreation, Recreation Therapy, and Tourism Management. Each brochure identifies professional associations related to that specific career focus, as well as courses offered by the department to prepare majors for careers with that emphasis. Most of the concentration brochures also suggest courses fulfilling General Education requirements that can also help prepare majors for the specified career focus. The Concentration Brochures can be viewed through the link below:

[REC Concentration Brochures](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\5.04.02_Concentration_Brochures)

1. **Workshops and Job Fairs**

Majors are also encouraged to avail themselves of opportunities available through our strong alumni and professional networks. Each semester, specialized career development opportunities are available to our majors free of charge. Through these events, agency professionals representing a broad spectrum of the leisure services field are available for career counseling. A sample of the professional development workshops available to our majors through local professional associations can be viewed through the link below:

[Professional Development Workshops](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\5.04.02_Professional_Workshops)

Alumni are frequent guest speakers in classes and panels of alumni are periodically organized so that former students can help current students with career-related questions.

1. **CSULB Career Development Center**

The CSULB Career Development Center provides a wide variety of career development programs and services for students of all majors and class levels, as well as for all alumni. It offers a variety of services to help students with the transition from student to working professional, as listed below:

[Resume and cover letter development resources](http://www.careers.csulb.edu/job_search/resume/index.htm)

[Job Search Resources](http://www.careers.csulb.edu/job_search/)

[BeachLINK Job Board](http://www.careers.csulb.edu/job_search/beachlink.htm)

[Internship opportunities](http://www.careers.csulb.edu/job_search/internships/)

[Interview preparation](http://www.careers.csulb.edu/job_search/interview_preparation.htm)

[On-campus interviews](http://www.careers.csulb.edu/job_search/on-campus_interviews.htm)

[Jobs fairs](http://www.careers.csulb.edu/job_search/job_fairs.htm)

[Workshops](http://www.careers.csulb.edu/majors_and_careers/workshops.htm)

The Center has extensive web-based resources for students to use. More information on Career Services is available at this link:

[CSULB Career Development Center](http://www.careers.csulb.edu/)

As noted above in section 5.01, each semester the Department Chair has attended a class of the senior capstone course, REC 480, *Philosophy of Recreation and Leisure*, and met with the senior students asking for feedback on the program, including internship placements and career advising.

5.05 Student records shall be maintained in compliance with accepted confidentiality practices.

*Evidence of Compliance:*

Student records are retained electronically on the Common Management System (CMS). Students are able to log on to this secure system via their MyCSULB account and access an up-to-date report of their academic requirements, as well as their unofficial transcript. A link to the MyCSULB introductory website, providing students an overview of this site, is available via this link:

[Overview of MyCSULB](https://my.cms.csulb.edu/web/mycsulb.html?pslnkid=LBHELP7)

Faculty advisors have limited access to the academic records through MyCSULB in order to provide advice on students’ academic progress.

In addition, the department maintains a written record of each declared major including autobiographies, resumes, incomplete course work forms, grade changes, petitions for exceptions to policies, etc. These student records are kept in the Department office in a locked file cabinet. Department faculty and staff have access to these records upon request from the Department Administrative Support Coordinator, who is their custodian.

5.06 There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service.

*Evidence of Compliance:*

Student participation in professional associations is focused on but not limited to the California Park and Recreation Society (CPRS) at district and state levels, the National Park and Recreation Society (NRPA), American Therapeutic Recreation Association (ATRA), Southern California Municipal Athletic Federation (SCMAF), and Women in Leisure Services (WILS).

Each year, one student from the Department serves as a Student Representative on the CPRS District Ten Board of Directors. This student representative is actively involved in District Ten functions as well as providing a conduit for other students from the Department to actively participate in District sponsored events. Annually, District Ten holds one of their monthly meetings on the CSULB campus to foster a connection between the District Ten board of directors and current Recreation and Leisure Studies majors. The District has also sponsored student-specific workshops such as resume writing, and strategies for successful interviews. Many of these workshops are available to students free of change, and occasionally students are invited to attend at a significantly reduced rate.

In conjunction with CPRS District Ten, another local professional organization, Women in Leisure Services, has joined forces for the past 12 years, to form a professional/student mentoring program. Professionals from the two organizations provide workshops and networking opportunities for students from the Department to engage in professional mentoring opportunities.

The Department also encourages student membership in American Association for Health, Physical Education, Recreation and Dance (AAHPERD), Association for Experiential Education (AEE), American Camp Association (ACA), National Intramural Recreation Sports Association (NIRSA) and similar associations that may be relevant to the student’s specialized interests. The importance of professional affiliation is discussed in several classes as appropriate, and faculty participation is presented as a model to students. In the past five years, CPRS has developed a student membership initiative that allows students to join CPRS or renew their student membership and obtain free registration to the annual state conference. This endeavor has been extremely successful in helping students become involved in their state organization. In any given year, the Department has seen anywhere from six to 30 students attend the state conference (depending on the location).

Limited assistance is available to students interested in attending professional meetings and they are encouraged to participate alongside faculty in attending and presenting at conferences. Faculty include course work modules related to conference attendance and networking, prior to and following conferences. The Recreation Society (student majors group) also provides financial assistance and encourages participation in professional meetings. Students are also involved with faculty in organizing and implementing workshops that attract members of the professional organizations in attendance. Students are encouraged to attend the workshops at discounted rates and to network with future internship site supervisors, colleagues and potentials employers.

In the spring semesters of 2007 and 2012, REC 457/557: *Legislative Action in Therapeutic Recreation* took eight and nine students, respectively, to the ATRA midyear conference in Washington, DC. The students who enrolled in the class joined ATRA and continue to renew their membership. This class is taught every other spring semester.

The Department conducts an ongoing scholarship program, in which information about all known scholarship opportunities offered through professional associations is posted on the Department’s BeachBoard site (an organizational site within the campus learning management system) and maintained in a central file. Students are informed about qualifications and deadlines and are urged to apply. Recognition of award winners encourages other students to apply. Our students have been particularly successful in receiving local, regional, state and national awards and honors over the past five years. Scholarships/honors that have been awarded to our students include:

ATRA Peg Connolly Scholarship 2007 (two students)

California Foundation for Parks and Recreation (multiple students all six years)

CPRS District X (multiple students all six years)

CPRS District IX (a few students over the six years)

CSULB Outstanding Graduate Award (2007)

Phi Kappa Phi National Honor Society

Roger F. Greaves Scholarship (2007)

Women in Leisure Services (WILS) Scholarship (multiple students all six years)

**6.0 Instructional Resources**

6.01 Administrative support services shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

*Evidence of Compliance:*

Each Academic Department in the University and College is allocated Administrative Support Services based on the size of the Department (number of full-time faculty and students). The Department of Recreation and Leisure Studies is allocated one full-time Administrative Support Coordinator (ASC). The ASC is responsible for all records (personnel, student, administrative, fiscal, etc.), reception (all office visitors, student questions, etc.), communications (mail, telephone, computer communications, etc.), and whatever resources remain to assist faculty with academic needs (syllabi, tests, etc.).

In addition to the ASC, the Department has a part-time work-study student each semester who works on average between 10 – 15 hours per week. These students are supervised by the ASC and provide basic clerical skills (copying, filing, data entry, etc.), faculty support (delivery of reports/ files/memo’s to other departments on campus), office organization and other duties as assigned.

6.02 There shall be properly located and equipped faculty offices of sufficient quality to adequately address privacy and confidentiality issues, and that are of a number and size comparable to other programs housed in the academic unit and consistent with institutional policy.

*Evidence of Compliance:*

Since the last accreditation report, the Department of Recreation and Leisure Studies has moved from the HHS2 building to the ET building. This move resulted in five full-time faculty being placed in the main Department office suite and the sixth full time lecturer in an office outside the suite. In addition, part-time faculty share an office outside of the suite as well. The Department suite houses the five faculty offices, the Support Coordinator, in the primary access office, a break room (which is also used as a work-room and to store records, supplies, and equipment) and a copy room.

Two of the faculty offices in the suite (James and Janssen) measure 146 square feet and the remaining three offices measure 103 square feet, within the maximum allowable space for one individual per CSU allocation requirements. The break room measures 143 square feet.

6.03 There shall be adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations.

*Evidence of Compliance:*

In addition to the break room in the main Department office suite, the Department has access to several conference rooms that are shared by the College. Two conference rooms are located in the ET building and can be scheduled through the College Administrative Assistant to the Dean. An additional conference room is available in the Physical Education Building; however, it is assigned to the Department of Kinesiology and may be used only when it is not scheduled for use by that department. Study areas for students can be found in the University Student Union, the main campus Library, and the Steve and Nini Horn Center, all located within a three to ten minute walk from the faculty offices and classroom buildings. The Recreation Society Board has been allocated a classroom space (ET 103 next door to the Dept. office) for weekly meetings and has also in past semesters/years met in the University Student Union meeting rooms. Students may also schedule use of conference rooms in other College of Health and Human Services buildings.

6.04 There shall be classrooms, laboratory and teaching areas, and appropriate content-specific instructional areas for the academic unit.

*Evidence of Compliance:*

Classroom scheduling is constrained by campus-wide demand, with scheduling within the College coordinated by the Dean's office. The Department receives a space allocation during the planning phase for each semester. The Department Administrative Support Coordinator is able to assign classrooms via an administrative computing network. Departmental requests for additional space or for specific classrooms, or to accommodate specific instructional needs, are routinely made to the Dean’s office and are typically honored. The campus has increased student admissions in the past three years, further constraining classroom availability. Personnel from the Division of Academic Affairs and the Office of Enrollment Services meet annually to review college allocations and make adjustments. Dr. Michael Blazey, appointed Interim Director of Academic Facilities in 2011, serves as a member of this working group.

Occasionally, classrooms may not be matched to the content or teaching mode requirements of the course (e.g., area for demonstration and practice of activities, need to move furniture, need to make noise, etc.). If a course time is changed or a new section of a course is added closer to the start of the semester, classrooms that are typically scheduled for the Department may not be available and instructors will be scheduled into any classroom on campus that is available. In these instances, these classrooms may not necessarily match the content or teaching mode of the course. This, of course, is rare but does happen occasionally.

The Department also has been resourceful in using additional off-campus lab space for the Therapeutic Recreation classes. Students enrolled in REC 453: *Comprehensive Programming and Evaluation in Recreation Therapy,* REC 454: *Counseling Techniques in Recreation Therapy*, and REC 458/558: *Clinical Techniques in Recreation Therapy*, used laboratories at the Long Beach Veteran’s Hospital, as well in the new Student Recreation and Wellness Center.

6.05 Sufficient resources shall be present to properly implement the curriculum of the parks, recreation, tourism, and related professions academic unit, including access to special services for individuals with disabilities.

*Evidence of Compliance:*

Recently our Department has faced challenges in securing the resources to properly implement the curriculum. These challenges stemmed from two potentially related factors: California’s budget situation and high turn-over of Department faculty. This year we have seen some relief in both respects, allowing us to be optimistic that our Department will continue to secure the resources we require.

As noted in section 3.01.02, in response to the financial crisis of the State of California, the Department’s budget and more specifically, faculty travel allocations, were decreased and then travel allocations were eliminated entirely in 2011. In November of 2012, voters in the state approved Proposition 30, thereby preventing further reductions in state financial support for the CSU system. This has brought some relief to the university and the Department.

As budgets constricted, probationary faculty faced the prospect of attempting to earn tenure without the ability to present their research at conferences, and receive the feedback and guidance such experience can provide fledgling scholars. Three probationary faculty were in the Department at the time of our 2007 self-study, and all three have left CSULB (In addition, Dr. Michael Blazey has moved up to a full time administrative appointment within the university). Fortunately, faculty travel funding has been restored since the passage of Proposition 30, allowing more hopeful prospects for probationary faculty. Since our 2007 self-study, the Department has hired two probationary tenure-track faculty, as well as one additional full-time lecturer. Our department has also been able to hire part-time lecturers and actually increase our faculty utilization, so classroom instruction and our ability to provide courses to students have not been adversely impacted.

Lower tenure density has negatively impacted our faculty’s ability to participate in college and university service, and as a result, our department’s ability to respond proactively to university policy initiatives. In Fall 2012, senior faculty accepted college service appointments to two key committees: Faculty Council (Dr. Janssen) and Educational Policies (Dr. James). These two committees, in addition to the College Chair Council, are typically the first point of discussion of upcoming university policy initiatives impacting undergraduate curricula. One example of how college service allows our program to respond proactively is the recent revision to our undergraduate degree requirements. An update provided at an Educational Policies committee meeting alerted department representatives on the committee to a unit cap limit under consideration. Based on this information, our department refined a curriculum revision already underway. The curriculum revision approved in Fall 2012 addresses a unit cap mandate that all departments must meet by Fall 2014.

Programmatic assessments also tend to be impacted by faculty turnover, since faculty longevity allows programmatic assessments to be more strongly interwoven into the program. Informal feedback from alumni and professionals is dependent on faculty building and maintaining contacts over time. While our faculty continue to maintain these contacts, we are also implementing more formal means of programmatic assessment via a quantitative exit survey and an on-line alumni survey.

With regards to access to special services for individuals with disabilities, our faculty work closely with the office of Disabled Student Services (DSS), which provides services and programs for students who are physically disabled, mobility or sensory impaired, learning disabled, and the temporarily disabled. The office places a strong emphasis on encouraging students to develop self-direction, independence, and responsibility for their decisions. Academic, personal, and vocational advising is offered. The office serves as the students' liaison to the state Department of Rehabilitation and handles fee authorizations for payment of tuition, parking, and related expenses. DSS provides assistance in priority registration, classroom changes for accessibility, special parking, special equipment, campus orientation, and recruitment and supervision of readers, note-takers, and tutors. DSS staff meet with faculty to consider the needs and abilities of the student. The office provides services in its Adult Learning Disability Program, including assessment and diagnosis, academic advisement, personal counseling, faculty liaison, career counseling, development of learning strategies, readers, note takers, testing assistance, and monitoring student development. This office provides assistance to over 1,300 students each semester. Additional information about the Disabled Student Services is available via their website:

[CSULB Disabled Student Services](http://www.csulb.edu/divisions/students/dss/)

The campus has stated policies that assure all classrooms, library facilities, and other instructional areas required by faculty, staff and students are fully accessible. Since Spring 2006, all classrooms utilized by the Department are equipped with Smart room panels which include: LCD projectors, laptop computer connections, DVD and VHS players and audio equipment. There are multiple laptops with projection cables available to faculty (for connection to the smart panels). All fulltime faculty possess or have access to a laptop computer, so the Department has acquired numerous additional cables for the Smart room data projectors.

The University provides computer labs and resources for students and faculty throughout the campus. A student-run help desk provides support seven days a week for technical problems and issues related to computer programs and campus-wide computer resources. The College provides technical support to faculty and staff in the areas of equipment repair, software installation, and support.

[CSULB Accessible Electronic and Information Technology Policy](http://www.csulb.edu/divisions/students/ati/policies/accessibility_policy.htm)

[CSULB’s Accessible Technology Home Page](http://www.csulb.edu/divisions/students2/committees/ati/)

In 2008, CSULB’s Academic Senate approved a policy clarifying each faculty member’s responsibility to provide notification of instructions materials in advance of the first day of instruction, thereby allowing time required to make instructional materials available to students who need accommodation of a verified disability. This policy is available via the following link:

[University Policy on Accessibility and Instructional Materials](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/11/)

The Learning Assistance Center houses several types of learning services available to students who seek to improve their general academic skills or their performance in specific areas. Areas of service include: (1) learning skills (workshops and audiovisual resources on study reading, time management, listening and note taking, memory, writing, taking examinations, and reading improvement ; (2) tutorials to supplement course instructional materials, and to assist students to improve reading and writing skills (including ESL students); (3) standardized test preparation; and (4) information, guidance, and practice on the Writing Proficiency Exam and the Intensive Learning Experience Program. Additional information about the Learning Assistance Center is Available via their website:

[CSULB Learning Assistance Center Website](http://www.csulb.edu/divisions/aa/grad_undergrad/lac/)

6.06 All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the Americans with Disabilities Act (ADA) and the amendments to the Act.

*Evidence of Compliance:*

All areas and facilities utilized by the Department and students comply with ADA regulations. The ET building (where the department office and some classrooms are located) and the HHS buildings (where many REC classes are scheduled) are equipped with an elevator, and all office doors and classrooms have Braille placards to identify the rooms. In addition physical access, CSULB recognizes access to information technology as an aspect of ADA compliance. The campus policies adhering to accessibility (ADA compliance) can be found in the link below:

[CSULB Policies and Laws for Accessible Electronic and Information Technology](http://www.csulb.edu/divisions/students/ati/policies/index.htm)

6.07 Library resources and access shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

*Evidence of Compliance:*

In the past, the Department of Recreation and Leisure Studies budget for acquisitions was approximately $4,000 per year for books and periodicals. The Department has a faculty library liaison who would submit a list of priority library materials for purchase each year to our librarian, Karin Griffinafter consultation with the other faculty members. The faculty supplement library resources as much as possible by making their materials available for student use and by informing students of alternative access to materials, such as other libraries and computer databases in the CSU and UC systems, as well as community and private libraries throughout Southern California. Using inter library loan has proven to be helpful in accessing information not available in the CSULB library.

The Horn Center is the "bookless" library on the north side of campus, near the Department offices. This “library” offers reading and study areas and networked computers and wireless stations providing access to the library and the Internet.

Ease of access to library materials by students has improved dramatically with the development of the library’s electronic reference page on the following website:

[University Data Base by Topic](http://csulb.libguides.com/databasesbytopic)

In addition to COAST, the library’s computerized card catalog, an extensive variety of databases (Academic Search Elite, PsycINFO, SPORT Discus, Hospitality and Tourism Index, ERIC, government publications databases, etc.) are readily accessible, some in full text. Of particular help has been the Sport Discus database that cites virtually every publication dealing with recreation, parks and leisure services. The electronic search indexes available via the CSULB Library website include the “Get it @ CSULB” icon, allowing students to easily search CSULB’s full subscriptions for an article.

A 2012 report from the librarian, Karin Griffin, can be accessed below:

[Library Report for Recreation and Leisure Studies 2012](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\6.07_LibraryReport_REC.doc)

6.08 Computing technology and computing support services available to faculty, staff, and students of the parks, recreation, tourism, and related professions academic unit shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

*Evidence of Compliance:*

Computer resources and their availability to all members of the University community have improved greatly in the past six years. Computer equipment assigned to faculty and the Administrative Support Coordinator (ASC) are typically replaced within four years. Each faculty member and the Administrative Support Coordinator all have use of their own personal computer and printer. Part-time instructors have shared access to two computers and printers in their office. In addition, faculty desktop computers are networked to the copy machine in the department copy room, allowing faculty to scan and print on this machine.

All full-time faculty have an additional laptop and iPad 2. Additional laptops and LCD projectors are also available from the department for faculty use.

The Department is adequately equipped with current and well-functioning computing technology. The following table summarizes computer availability:

**Table 6.1: Faculty and Staff Computers and Printers**

|  |  |  |
| --- | --- | --- |
| **Personnel** | **Computer** | **Printer** |
| Full-time Faculty | DELL OPTIPLEX 745 | HP LaserJet 1200 series |
|  | DELL OPTIPLEX 745 | HP OfficeJet Pro L7580 |
|  | DELL OPTIPLEX 755 | HP Laser Jet 1320 |
|  | DELL OPTIPLEX 755 | HP LaserJet P2035n |
|  | DELL OPTIPLEX 780 | HP LaserJet 1300 |
|  | Laptop HP Touchscreen | HP LaserJet P 1005 |
|  |  | Lexmark Printer – Prospect Pro 205 |
|  |  | HP OfficeJet 7310xi All-in-One |
| Part-time Faculty | DELL OPTIPLEX 745 | HP LaserJet 1200 series |
|  | DELL OPTIPLEX 745 | HP LaserJet 1200 series |
| ASM | DELL OPTIPLEX 780 | HP LaserJet 2200dn |
|  | DELL OPTIPLEX 755 | HP LaserJet 1300 |

Faculty have access to the College of Health and Human Services Technology Support Staff for computer hardware/software needs and service.

The office of Instructional Technology Support Services (ITSS) provides a wide range of computing support and training. ITSS support includes consultation on the use of computer systems and application packages, limited instructional programming and data analysis assistance, cataloging of vendor documents, production of handout materials, and a variety of related services. An overview of ITSS services can be found via the following link:

[Instructional Technology Support Services (ITSS) website](http://www.csulb.edu/divisions/aa/academic_technology/itss/)

Students have access to many open computer labs on campus, both within the College, as well as campus wide. Within the College, students have computer labs in the ET building and the PE building, all are within a two to three minute walking distance. Additional on-campus student computer labs are available in the Library’s computer facility and Students’ Computer Assistance lab. These facilities provide teaching laboratories and a variety of microcomputer platforms, including IBM PC’s and compatibles, and Macs. Most computers are bundled with standard software (Microsoft Office) and technicians are available for routine assistance.

In addition to the computer labs, the campus is wireless and most locations on campus can be accessed via the campus wireless networks, BeachNet for students and Campus Domain for faculty. All currently employed faculty and staff, along with currently enrolled students, access to the networks via their campus ID and password.

**A. Instruction**

CSULB has converted all classrooms regularly allocated for REC classes to “smart rooms.” These rooms are equipped with LCD panels or digital projectors, as well as DVD players. This allows faculty to readily incorporate PowerPoint and video into their class time. In addition, faculty have access to WiFi in every classroom, allowing faculty to incorporate web-based media, such as [Prezi](http://prezi.com/) and YouTube, into class time.

Technology is available for the support of every class outside the classroom through [BeachBoard](http://www.csulb.edu/divisions/aa/academic_technology/thd/beachboard/), which is CSULB’s “learning management system.” Faculty can post course materials, syllabi, lecture notes, assignments, discussions, and grades on their class BeachBoard site. Students can now access BeachBoard via the [CSULB Mobile App](http://www.csulb.edu/divisions/aa/academic_technology/itss/mobile/index.html).

**B. Research**

Research by faculty members is facilitated by use of personal computers. The campus has a site license for SPSS for personal computers. Faculty and students who have questions on research design, sampling, instrumentation, questionnaire design, data collection, statistical analysis, and the interpretation of results may request a statistical consultation. Consultative services on statistical software are available as well as assistance with the use of the social science databases, as evidenced by the following link:

[CSULB Library Website of Statistics and Data Sets](http://csulb.libguides.com/content.php?pid=126880&sid=1624222)

These services are intended primarily for CSULB faculty who are working on grants and publications and graduate students who are working on thesis research.

**C. Administration**

Computers are used regularly as a part of advising students, as faculty members have direct access to student academic records through MyCSULB which provides an interface to the Common Management System (CMS). CMS is a CSU initiative to bring state-of-the-art administrative services to students, faculty and staff. CMS utilizes the PeopleSoft Suite of software products for human resources, financial and student information processing. These records are used frequently to check course enrollment and individual student records as a part of ongoing advisement and the formal check for meeting graduation requirements in the major. Computerized administrative links between the Department and University include budget and financial records, student records, classroom scheduling, course capacity control, and similar administrative functions.

**7.0 Learning Outcomes**

The Department has begun a transition from assessment of learning outcomes embedded in courses based on the Council on Accreditation (COA) 2004 accreditation standards to course embedded learning outcomes based on the 2013 COAPRT accreditation standards. In this section of the self-study, elements of the plan that provide feedback on student learning outcomes will be presented and discussed.

The conceptual framework for the assessment plan used by the Department to measure how well our program meets the 7.0 series standards for COAPRT accreditation is provided in Table 7.0 on the following pages. On top of each page of the table is the COAPRT 7.0 Series Standard addressed in whole or in part on that page. The Course Specific Learning Outcome is specified in the far left column. Each Course Specific Learning Outcome is reflected in the course objectives listed on the course syllabi, however, these objectives may collectively address the overall outcome rather than quote the specific wording of the Course Specific Learning Outcome.

Table 7.0 includes four columns addressing substandards for each standard:

Evidence of Substandard .01, that students are provided with sufficient opportunity to achieve this learning outcome, is provided by identifying the course or courses where each standard is addressed and by providing a link to a folder containing the course syllabus and related course materials.

Evidence of Substandard .02, that quality assessment measures were used to assess learning outcomes associated with this standard, is provided by identifying the assessment measure used and providing a link to either a file containing a detailed description of the assignment and assignment grade rubric or a sample of exam questions used as the assessment measure.

Evidence of Substandard .03, that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome, is provided by presenting results of this assessment over the past year.

Evidence of Substandard .04, that the program uses data from assessment of Learning Outcome 7.01 for continuous program improvement, is provided by describing recent changes based on assessment results.

**7.0 a Series Learning Outcomes (General Recreation)**

**Foundations**

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.

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| **Course Specific Learning Outcome** | **COAPRT**  **Learning Outcome** | **7.01.01 Evidence of Learning Opportunity** | **7.01.02**  **Assessment Measure** | **Performance levels/metrics** | **7.01.03**  **Assessment Results** | **7.01.04**  **Evidence of Continuous Program Improvement** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Students shall demonstrate entry-level **knowledge of the scope** of recreation and leisure services | 7.01 a | [REC 141](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_141) | Professional [Interview](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_141\REC_141_Assign1_Interview) of a recreation professional  Assessed by Rubric | 70% of students will score 80% or above on the assigned content areas on the rubric | Spring 2012  83% scored over 80%  Fall 2012  85.7% scored over 80% | Assignment was moved from a paper to a presentation to allow an increased awareness of leisure service providers  A new textbook was adopted in fall 2012 (much more career oriented)  A more deliberate inclusion of hospitality was added to the course content |  |
| Students shall demonstrate entry-level **knowledge of the scope** of recreation and leisure services | 7.01 a | [REC 225](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_225) | [Volunteer](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_225\REC_225_Assign2_Volunteer) Experience Assignment  Assessed by Rubric | 70% of students will score at 80% or higher on the assignment: | Spring 12:  87% scored over 80%  Fall 12:  89% scored over 80% | No changes were made |  |

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.

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| **Course Specific Learning Outcome** | **COAPRT**  **Learning Outcome** | **7.01.01 Evidence of Learning Opportunity** | **7.01.02**  **Assessment Measure** | **Performance levels/metrics** | **7.01.03**  **Assessment Results** | **7.01.04**  **Evidence of Continuous Program Improvement** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Students shall be able to demonstrate techniques and processes to facilitate group activities | 7.01 b | [REC 225](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_225) | [Hip Pockets](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_225\REC_225_Assign1_HipPockets) Assignment  Assessed by Rubric | 70% of students will score at 80% or higher on the assignment | Spring 12:  94% scored over 80%  Fall 12:  97.7% scored over 80% | No changes were made |  |
| Students shall be able to describe park management techniques and processes | 7.01 b | [REC 431](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_431) | [Exam](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_431\REC_431_Assign3_Exam) assessing ability to recognize facts and concepts of recreation resource management | 70% of the students will score 70% or higher on the exam questions | Spring 12: 88.9% scored over 70%  Fall 12:  84% scored over 70% | In 2010, the Quiz function on e-learning tool used to add a homework assignment / interactive exam prep |  |
| Students shall be able to describe site management techniques and processes as they are applied in local parks | 7.01 b | [REC 431](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_431) | Illustrating [Management Concepts](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_431\REC_431_Assign2_ManagementConcepts) Assignment, providing examples of park site management techniques and processes  Assessed by Rubric | 70% of students will achieve 70% or greater on the rubric. | Spring 12: 83% scored over 70%  Fall 12: 84% scored over 70% | This sew assignment was added in 2011/12  to assess students’ ability to analyze site management techniques and processes as they are applied in local parks |  |

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.

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| **Course Specific Learning Outcome** | **COAPRT**  **Learning Outcome** | **7.01.01 Evidence of Learning Opportunity** | **7.01.02**  **Assessment Measure** | **Performance levels/metrics** | **7.01.03**  **Assessment Results** | **7.01.04**  **Evidence of Continuous Program Improvement** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Students shall be able to identify various **historical figures and movements** in the profession which have had an impact on the development of the profession | 7.01 c | [REC 141](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_141) | [Pioneer](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_141\REC_141_Assign2_Pioneer) Resume Assignment  Assessed by Rubric | 70% of students will score above 85% in the assigned content areas on the rubric. | Spring 2012  68% scored over 80%  Fall 2012  87.9% scored over 80% | Originally a lecture component of course content that was developed into a group project and presentation |  |
| Students shall demonstrate knowledge of the **philosophical foundations of recreation and leisure services**, as well as which philosophical traditions they most strongly identify with | 7.01 c | [REC 480](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_480) | Personal [Philosophy](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_480\REC_480_Assign1_Philosophy) Paper  Assessed by Rubric | 70% of students with score 80% or above, on the content areas of the rubric. | Spring 12: 84.4% scored over 80%  Fall 2012:  75% scored over 80% | Assignment name changed to Personal Philosophy. Criteria and a new grading rubric were developed based on faculty feedback from past semesters. |  |

**Provision of Services and Experience Opportunities**

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.

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| **Course Specific Learning Outcome** | **COAPRT**  **Learning Outcome** | **7.01.01 Evidence of Learning Opportunity** | **7.01.02**  **Assessment Measure** | **Performance levels/metrics** | **7.01.03**  **Assessment Results** | **7.01.04**  **Evidence of Continuous Program Improvement** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Students will demonstrate the ability to facilitate age appropriate programs | 7.02 | [REC 225](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_225) | [Hip Pockets](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_225\REC_225_Assign1_HipPockets) Assignment  Assessed by Rubric | 70% of students will score at 80% or higher on the assignment | Spring 12:  94% scored over 80%  Fall 12:  97.7% scored over 80% | No changes were made |  |
| Students will demonstrate the ability to facilitate programs that promote inclusivity. | 7.02 | [REC 351](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_351) | [Group Activity](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_351\REC_351_Assign1_GroupActivity) Project  Assessed by Rubric | 70% of students will score an average of “7” on points in the “Adaptation” content area. | No data available for Spring 12 based on instructor not separating out adaptation component of assignment | Fall 12 instructor will separate out this component to have data for fall 12 review |  |

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.

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| **Course Specific Learning Outcome** | **COAPRT**  **Learning Outcome** | **7.01.01 Evidence of Learning Opportunity** | **7.01.02**  **Assessment Measure** | **Performance levels/metrics** | **7.01.03**  **Assessment Results** | **7.01.04**  **Evidence of Continuous Program Improvement** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Students will demonstrate the ability to design and plan special events. | 7.02 | [REC 225](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_225) | In-class Special [Event](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_225\REC_225_Assign3_Event) Assignment  Assessed by a Rubric. | 70% of students will score at 80% or higher on the assignment: | Spring 12:  87% scored over 80%  Fall 12:  89.1% scored over 80% | No changes were made |  |
| Students will demonstrate the ability to facilitate special events. | 7.02 | [REC 325](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_325) | [Service Learning](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_325\REC_325_Assign1_ServiceLearning) Individual Report Assignment section E  Assessed by Rubric | 70% of students will achieve 70% or greater on the assignment | Spring 12:  91% scored over 70%  Fall 12:80% scored over 70% | The theory to practice aspect of the assignment was changed in fall 2012 by expanding the prompt to incorporate the topic explained in that section and what they learned about that topic |  |
| Students will be able to apply site design principals to create environmental-ly sustainable sites that facilitate recreation use | 7.02 | [REC 423](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_423) | [Design](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_423\REC_423_Assign1_Design) Project  Assessed by Rubric | 70% of students will achieve 70% or greater on the rubric. | Spring 12: 93% scored over 70%  Fall 12: 97.4% scored over 70% | No changes were made |  |

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.

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| **Course Specific Learning Outcome** | **COAPRT**  **Learning Outcome** | **7.01.01 Evidence of Learning Opportunity** | **7.01.02**  **Assessment Measure** | **Performance levels/metrics** | **7.01.03**  **Assessment Results** | **7.01.04**  **Evidence of Continuous Program Improvement** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Students will be able to describe how site design and management of public lands facilitate individual and community benefits | 7.02 | [REC 431](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_431) | [Research](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_431\REC_431_Assign1_Research) paper addressing the benefits a specific park site provides to the surrounding community  Assessed by Rubric | 70% of students will achieve 70% or greater on the rubric. | Spring 12: 77% scored over 70%  Fall 12: 56% scored over 70% | The assignment description for the research paper was refined to distinguish park amenities and park benefits; instruction in using research/writing research papers added to class content |  |
| Students shall demonstrate the **ability to evaluate** service and experience offerings and to use evaluation data to improve the quality of offerings | 7.02 | [REC 341](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_341) | A detailed [Evaluation](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_341\REC_341_Evaluation) Plan to be used by a specific leisure service agency  Assessed by Rubric | 70% of students will achieve 70% or greater on the rubric. | Spring 12:  83% scored over 70%  Fall 12:  100% scored over 70% | Elimination of the data file (excel) as a component of the assignment  The project is based on three updates. Dates and content were changed and refined to reflect each area  A guide has been developed to reflect these updates and content areas and how they relate to the final project |  |

**Management/Administration**

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.

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| **Course Specific Learning Outcome** | **COAPRT**  **Learning Outcome** | **7.01.01 Evidence of Learning Opportunity** | **7.01.02**  **Assessment Measure** | **Performance levels/metrics** | **7.01.03**  **Assessment Results** | **7.01.04**  **Evidence of Continuous Program Improvement** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Students will be able to identify distinct management styles and factors determining the effectiveness of each style | 7.03 | [REC 421](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_421) | [Supervisor Interview](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_421\REC_421_Assign1_SupervisorInterview) Assignment  Assessed by Rubric | 70% of students will achieve 70% or higher on the assignment | Spring 12: No data for spring 2012 was collected before the instructor of record left the University  Fall 12  88% scored over 70% | Assignments in the course have changed since the last semester taught.  A new textbook was introduced in fall 2012  Grading criteria rubric (added in Fall 12) |  |

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.

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| **Course Specific Learning Outcome** | **COAPRT**  **Learning Outcome** | **7.01.01 Evidence of Learning Opportunity** | **7.01.02**  **Assessment Measure** | **Performance levels/metrics** | **7.01.03**  **Assessment Results** | **7.01.04**  **Evidence of Continuous Program Improvement** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Students will be able to identify legal concepts and principals applicable to Human Resources |  | [REC 427](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_427) | [Human Resources](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_427\REC_427_Assign2_HumanResources) Management Exam Questions | 70% of students will achieve 70% or greater on this essay exam. | Fall 2012:  86% of the students earned 70% of more of the possible score. | The exam focusing on Human Resource Management was introduced in Fall 2012. |  |
| Students will be able to apply legal principals and procedures to develop a risk management plan for a recreation service provider | 7.03 | [REC 427](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_427) | [Risk](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_427\REC_427_Assign1_Risk) Management Plan  Assessed by Rubric | 70% of students will achieve 80% or greater on the rubric. | Spring 12: 75% of the students earned 80% of more of the possible score.  Fall 12: 90% of the students earned 80% of more of the possible score. | Assignment is presented as an RFP asking students for proposals based on a fictional entity. Students design a risk management proposal that includes specific assessments and preventative measures.  A new textbook was adopted in fall 2012 |  |

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.

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| **Course Specific Learning Outcome** | **COAPRT**  **Learning Outcome** | **7.01.01 Evidence of Learning Opportunity** | **7.01.02**  **Assessment Measure** | **Performance levels/metrics** | **7.01.03**  **Assessment Results** | **7.01.04**  **Evidence of Continuous Program Improvement** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Students will be able to recognize and follow standard budgeting procedures to create a program budget | 7.03 | [REC 425](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_425) | [Tennis](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_425\REC_425_Assign1_Tennis) Program Budget Assignment | 80% of students will achieve an 80% or higher on the assignment | Spring 12: 82% scored over 80%  Fall 12: 81% scored over 80% | No changes were made  No changes were made |  |
| [Karate](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_425\REC_425_Assign2_Karate) Program Budget Assignment | 80% of students will achieve an 80% or higher on the assignment | Spring 12: 97% scored over 80%  Fall 12: 84% scored over 80% |
| Students will be able to apply financial management principals and procedures to analyze the budget of a recreation and community services department | 7.03 | [REC 425](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_425) | Final [Budget Analysis](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_425\REC_425_Assign3_BudgetAnalysis) Assignment  Assessed by Rubric | 80% of students will achieve 80% or greater on the rubric. | Spring 12: 88% scored over 80%  Fall 12: 81% scored over 80% | No changes were made |  |

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.

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| **Course Specific Learning Outcome** | **COAPRT**  **Learning Outcome** | **7.01.01 Evidence of Learning Opportunity** | **7.01.02**  **Assessment Measure** | **Performance levels/metrics** | **7.01.03**  **Assessment Results** | **7.01.04**  **Evidence of Continuous Program Improvement** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Students will be able to identify principals of marketing and promotion | 7.03 | [REC 325](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_325) | [Marketing Exam](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_325\REC_325_Assign2_Marketing\REC_325_MARKETING_Exam.doc) | 80% of students will achieve an 80% or higher on the exam | Data is not available because the marketing content was included within a larger exam | A marketing exam will be scored separately for better tracking of the assessment of marketing knowledge |  |
| [Marketing](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_325\REC_325_Assign2_Marketing) Assignment | 80% of students will achieve an 80% or higher on the assignment | Data is not available because this assignment was graded as part of a larger assignment | This exam will be scored separately for better tracking of the assessment of marketing knowledge |

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.

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| **Course Specific Learning Outcome** | **COAPRT**  **Learning Outcome** | **7.01.01 Evidence of Learning Opportunity** | **7.01.02**  **Assessment Measure** | **Performance levels/metrics** | **7.01.03**  **Assessment Results** | **7.01.04**  **Evidence of Continuous Program Improvement** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Documented completion of hours | 7.04 | [REC 498](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498) | Signed bi-weekly reports and [logs](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_Logs) | 90% of students will complete their five bi-weekly logs at completion of their internship | Spring 12: 100% of students completed all bi-weekly reports  Fall 12: 100% of students completed all bi-weekly reports | No changes needed in the program at this time |  |
| Completion of goals and objectives | 7.04.b | [REC 498](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498) | [Midterm Evaluation from Agency Mentor](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_Goals\REC_498_Midterm_Eval_Mentor)  [Midterm Evaluation from Student](C:\\Users\\Mjanssen\\Desktop\\Word Documents\\Curriculum\\REC_498\\REC_498_Goals\\REC_498_Midterm_Eval_Student)  [Final Evaluation from Agency Mentor](C:\\Users\\Mjanssen\\Desktop\\Word Documents\\Curriculum\\REC_498\\REC_498_Goals\\REC_498_Final_Eval_Mentor)  [Final Evaluation from Student](C:\\Users\\Mjanssen\\Desktop\\Word Documents\\Curriculum\\REC_498\\REC_498_Goals\\REC_498_Final_Eval_Student) | 80% of students will complete 75% of their goals and objectives | Spring 12: goal partially met. 75% of the students completed 75% of their goals and objectives by the end of their internship.  Fall 2012:  93% of students completed 75% of their goals and objectives by the end of their internship. | Identification of goals and objectives completed by midway (200 hours) in internship. Modification and adjustment of goals and objectives based on collaborative discussion of agency mentor/student and faculty advisor in site visit.  Faculty are reviewing progress on goals and objectives and assisting the student in the modification of goals and objectives for the remainder of the internship  Students self reporting updates on progress achieved on goals and objectives  Faculty will revise the Final Evaluation from Agency Mentor form to include the agency mentor’s evaluation of student goal and objective completion to assist in reporting goal and objective completion. |  |
| **Course Specific Learning Outcome** | **COAPRT**  **Learning Outcome** | **7.01.01 Evidence of Learning Opportunity** | **7.01.02**  **Assessment Measure** | **Performance levels/metrics** | **7.01.03**  **Assessment Results** | **7.01.04**  **Evidence of Continuous Program Improvement** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Demonstrate competencies associated with core academic courses | 7.04.c | [REC 498](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498) | Program [Competencies](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_Competencies) Evaluation from Agency Mentor (Appendix L) | An mean score of 3.5 or higher for each area on all appendices for the semester | Spring 12: all areas were above a 3.5 with facilities being the lowest mean score of 3.54  Fall 2012:  All areas were above 3.6 with Budget and Finance being the lowest mean score of 3.75 | Adjustments have been made in the midterm meeting with the faculty member and agency mentor in addressing the competencies based on the student’s knowledge and performance  Faculty will be reviewing the current format used for collecting this data, and revising the REC 498 course structure to ensure a higher return rate for the Appendix L form. |  |

**7.0 b Therapeutic Recreation Program**

It is the intent of the faculty that the purpose and goals of the Therapeutic Recreation program be consistent with those of the Department.

**Therapeutic Recreation Option Purpose**

The purpose of the Therapeutic Recreation (TR) program is twofold. First, the TR program provides academic course work and field-based experiences, which enable gradu­ates to enter the profession qualified to effectively and successfully provide therapeutic recreation services to individuals with disabilities in clinical, transitional, and commun­ity settings. Competencies addressed in the TR program 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), and the California Board of Recreation and Park Certification (CBRPC). Second, the TR program provides to both majors in the department, and campus-wide students who are non-majors, an orientation to individuals with disabilities and to the profession of Therapeutic Recreation. This knowledge will enable graduates to more competently 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 and Recreation Therapist, Certified (RTC) through the CBRPC

B. Prepare students to accept their professional and personal roles as advocates for and with individuals with disabilities

C. Continually revise the Option'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 therapeutic recreation positions before and after completion of the Option

**A. Certification Criteria**

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

1. **Recreation Therapy Option Revisions**

Several changes in the TR program have been made and are in review at the University level. If accepted, the following changes will be recognized in the California State University Long Beach Course Catalog starting Fall 2013. The first change made was to rename the TR program. The name changed from Therapeutic Recreation to Recreation Therapy to meet name changes on other CSU campuses as well as be in line with the language upcoming in the RT licensure movement in the state. Because of this change: many of the course titles changed. REC 351 changed from *Foundations of Therapeutic Recreation* to *Foundations of Inclusive Recreation and Recreation Therapy*. REC 451 was changed from *Management of Therapeutic Recreation Services* to *Management and Administration of Recreation Therapy Services*. REC 454 changed from *Counseling Techniques in Therapeutic Recreation* to *Counseling Techniques in Recreation Therapy* and REC 458 switched from *Clinical Techniques in Therapeutic Recreation* to *Clinical Techniques in Recreation Therapy*.

The second change made was to the curriculum. These changes were necessary to keep up to date with NCTRC requirements and COAPRT standards. NCTRC requires all exam applicants to have completed a minimum of 5 courses specific to therapeutic recreation. Therefore, the faculty created two new courses addressing therapeutic recreation content knowledge. These two courses were REC 452: *Assessment and Documentation in Recreation Therapy* and REC 453: *Comprehensive Program Planning in Recreation Therapy*. REC 454: *Counseling Techniques in Recreation Therapy*, which was originally a core course, and later changed into an elective, was added back to the core requirements. To ensure students were fluent in medical terminology, the faculty added HSC 150: *Medical Terminology* to the core. The final change made was to add PSY 100: *General Psychology* to the core, which will ensure all students have satisfied the needed prerequisites to take PSY 370: Abnormal Psychology.

1. **Recreation Therapy Option Core Course Requirements**

HSC 150: Medical Terminology

PSY 100: General Psychology

BIO 207: Human Physiology

BIO 208: Human Anatomy

ANTH 318: Human Growth and Development Through the Lifespan

PSY 370: Abnormal Psychology

REC 351: Foundations of Inclusive Recreation and Recreation Therapy

REC 451: Management and Administration of Recreation Therapy Services

REC 452: Assessment and Documentation in Recreation Therapy

REC 453: Comprehensive Programming and Evaluation in Recreation Therapy

REC 454: Counseling Techniques in Recreation Therapy

REC 458. Clinical Techniques in Therapeutic Recreation

REC 498: Internship

9 units Supportive Courses

1. **Schedule of Course Offerings**

REC 351 is offered every semester since this course serves as a core requirement for both the Bachelor of Arts Degree in Recreation and Leisure Studies as well as a core course in the Recreation Therapy program. Core courses in the Recreation Therapy option: (REC 451, 452, 453, 454, and 458) are offered on a three semester rotation. For example, Fall 2012 the following courses were offered, REC 351, REC 452, and REC 453. Spring 2013, the following courses are offered: REC 351, REC 451, and REC 458. In Fall 2013, the following courses will be offered: REC 351 and REC 454.

**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 of approved agencies can be found the Department’s Beachboard site and below.

CBRPC Approved Agencies 2012/2013

**C. Employment**

Notices of positions available in therapeutic recreation are shared with students through the announcements function on the Department’s Beachboard site and during class. In REC 451 *Management of Therapeutic Recreation Services*, time is spent orienting and preparing students to meet certification standards as well as securing a professional position.

**D. Faculty in Recreation Therapy**

**Maridith Janssen, Ed.D., CTRS/RTC** joined CSULB’s faculty in 1999 after earning her doctorate from the Oklahoma State University.  Dr. Janssen maintains extensive involvement with professional standards for both the specialty of recreation therapy and the academic discipline of Parks, Recreation, and Tourism. Dr. Janssen was a past board member for California Board of Parks and Recreation Certification, and the California Parks and Recreation Society’s Recreation Therapy Section. Recently, Dr. Janssen serves on the Executive Council for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions, where she works with our academic peers to establish and evaluate academic curriculum within the Parks, Recreation, and Tourism field. She has conducted numerous state, national, and international workshops and presentations addressing professional practice in therapeutic recreation as well as professional standards.

**Melissa H. D’Eloia, Ph.D., CTRS** joined CSULB’s faculty in 2010 after earning her doctorate in Parks, Recreation, and Tourism from the University of Utah.  Dr. D’Eloia is currently serving as the Coordinator for the Recreation Therapy option. Dr. D’Eloia has a strong background of experience in the therapeutic recreation field and has been involved in professional activities giving numerous presentations to therapeutic recreation and other audiences. Dr. D’Eloia is currently collaborating with academicians at California State University Long Beach, the University of California, Irvine, and researchers from Miller Children’s Hospital, on a grant funding a program in which college students mentor youth with disabilities in activities designed to increase their physical activity, thereby reducing various secondary health conditions. This program, known as the “I Can Do It, You Can Do It (ICDI)” program, has afforded Dr. D’Eloia an opportunity to engage Recreation Therapy students in programming RT services as well as collaborate in the research process.

**7.0 b Series Learning Outcomes-TR**

7.01.01 Students graduating from the program shall demonstrate entry-level knowledge of the scope and practice of the therapeutic recreation.

7.01.02 Students graduating from the program shall demonstrate entry-level knowledge of the techniques and processes

• Use of best professional practices based on theoretical, philosophical, and scientific foundations of the field of the therapeutic recreation profession in decision-making.

7.01.03 Students graduating from the program shall demonstrate entry-level knowledge of the historical, philosophical, theoretical, and scientific foundations of the therapeutic recreation profession.

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| **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**  **Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation profession and its associated service delivery systems, and the foundations of the therapeutic recreation profession in history, theory, science, and philosophy.** | | | | | | | |
| **Course Specific Learning Outcome** | **TR**  **Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Describe standards and regulations which govern therapeutic recreation programs and services | 7.01.01 | [REC 451](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_451) | Policies and Procedures [Manual](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_451\REC_451_Assign1_Manual) assessed by rubric | 70% of students will score an average of “80%” of the total points in the “Section 3” content area on rubric | Data not available as this course was last taught prior to self-study in Fall 2011. Data will be collected Spring 2013 |  |  |
| Describe the appropriate therapeutic recreation applications for rehabilitation purposes of clinical terms and diagnoses | 7.01.01 | [REC 451](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_451) | TR [Model](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_451\REC_451_Assign2_TR%20Models) Assignment assessed by rubric.  Midterm & Final exams : Questions on the exam relate to models of service delivery | 75% of students will score above a “80%” on the grading rubric  70% of students will achieve 80% or higher on the final exam. | Data not available as this course was last taught prior to self-study in Fall 2011. Data will be collected Spring 2013 | Rewriting of the course objectives REC 451 to more accurately reflect course content related models of service delivery and scope of practice |  |

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| **Course Specific Learning Outcome** | **TR**  **Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Discuss issues and trends regarding ethical standards in health care professions | 7.01.02 | [REC 451](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_451) | Final exam: Questions on the exam relate to standards of practice and code of ethics. | 70% of students will achieve 80% or higher on the final exam. | Data not available as this course was last taught prior to self-study in Fall 2011. Data will be collected Spring 2013 |  |  |
| Describe legislative policies regarding individuals with disabilities and its impact on recreation | 7.01.02 | [REC 351](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_351) | Midterm [exam](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_351\REC%20351_Exam.doc):  Questions on the exam relate to legislation. Exam questions (21-26) | 70% of students will achieve 80 % or higher on the exam. | Sp 12: No data available as instructor did not save exam data specific to this outcome.  Fall 12: 40% of students achieved an 80% or greater on the exam questions relating to legislation | We will begin to include a handout on Beachboard in addition to our lecture to provide students more details about each piece of legislation |  |
| Evaluate the implications of various leisure philosophies to quality of life | 7.01.03 | [REC 454](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_454) | Various Leisure Education Programs at VA Hospital  [Self-evaluation](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_454\REC_454_VALab_Selfevaluation.doc) | 75% of students will achieve an 80% or higher on their self-evaluation | Data not available as this course was last taught in Fall 2011prior to self-study. Data will be collected Fall 2013 |  |  |

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| **Course Specific Learning Outcome** | **TR**  **Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Describe potential benefits and liabilities of leisure and common leisure problems | 7.01.03 | [REC 454](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_454) | Various Leisure Education Programs at VA Hospital  [Self-evaluation](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_454\REC_454_VALab_Selfevaluation.doc) | 75% of students will achieve 80% or higher on their self-evaluation | Data not available as this course was last taught in Fall 2011prior to self-study. Data will be collected Fall 2013 |  |  |
| Describe the major disability classification areas and how to plan therapeutic recreation services for each area | 7.01.03 | [REC 351](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_351) | Midterm [exam](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_351\REC%20351_Exam.doc): Questions on the exam relate to major disability classifications. Exam questions (2, 6, 7, 9, 10, 12, 27, 29, 33, 34, 36, 38, 39, 41, 42, 43) | 70% of students will achieve an 80% or greater on the exam. | Sp 12: No data available. Instructor did not save did not save exam data specific to this outcome.  Fall 12: 90% of students achieved an 80% or greater on the exam |  |  |

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| **Course Specific Learning Outcome** | **TR**  **Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| 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 | 7.01.03 | BIO 207 (anatomy) & 208 (physiology) | Students final grades as posted on TR Verification Form and university transcripts | 70% of students will earn a “B” or greater in BIO 207 & 208 or an equivalent course | Sp 12: 75% (out of 8 students) earned a “B” or greater in their Anatomy & Physiology course.    Fall 12: 66% (out of 3 students) of students earned a “B” or greater in Anatomy and Physiology. |  |  |
| ANTH 319 (human growth and development through the lifespan) | Students final grades as posted on TR Verification Form and university transcripts | 70% of students will earn a “B” or greater in ANTH 319 or an equivalent course | Sp 12: 100% of students earned a “B” or greater in ANTH 319  Fall 12: 100% of students earned a “B” or greater in ANTH 319 |
| PSY 370 (abnormal psychology) | Students final grades as posted on TR Verification Form and university transcripts | 70% of students will earn a “B” or greater in PSY 370 or an equivalent course | Sp 12: : 88% of students (out of 8 students) earned a “B” or greater  Fall 12: 66% (out of 3 students) of students earned a “B” or greater |
| **Course Specific Learning Outcome** | **TR**  **Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Human services supportive areas including medical terminology | 7.01.03 | Students will complete 9 units of supportive coursework as defined by NCTRC standards for certification | Students final grades posted on TR Verification Form and university transcripts | 70% of students will earn a “B” or greater in all 9 units of supportive coursework | Sp 12: 75% (out of 8 students) of students earned a “B” or greater in 9 units of supportive coursework.  Fall 12: 100% of students earned a “B” or greater in 9 units of supportive coursework. |  |  |
| Medical Terminology: | 7.01.03 | [REC 452](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_452) | Students final grades on medical terminology [quizzes](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_452\REC_452_Quiz) | 75% of students will earn an “80%” or greater on their cumulative quiz score grade | Sp 12: no data available as this course was not offered during this semester  Fall 12: 100% of students earned a “B” or greater on their cumulative quiz score grade | Starting Fall 2013, HSC 150 (a medical terminology course) will be added to the RT curriculum |  |
| [REC 453](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_453) | Students final grades on medical terminology [quizzes](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_453\REC_453_Medical%20Term_Quiz) | 75% of students will earn an “80%” or greater on their cumulative quiz score grade | Sp 12: no data available as this course was not offered during this semester  Fall 12: 100% of students earned a “B” or greater on their cumulative quiz score grade |

7.02.01 Students graduating from the program shall demonstrate the ability to create/select, conduct, and evaluate individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy.

7.02.02 Students graduating from the program shall demonstrate the ability to conduct individualized planning of therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy.

7.02.03 Students graduating from the program shall demonstrate the ability to implement and facilitate therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts.

7.02.04 Students graduating from the program shall demonstrate the ability to document therapeutic recreation services according to regulatory, professional, and system requirements.

7.02.05 Students graduating from the program shall demonstrate the ability to evaluate therapeutic recreation services at the participant and program level and to use evaluation data to improve the quality of services.

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| **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: Students graduating from the program shall demonstrate the ability to assess, plan, implement, 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** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Evaluate a variety of therapeutic recreation assessment instruments and batteries. | 7.02.01 | [REC 452](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_452) | In class assignments and assessment analysis assignment measured by rubric | 75% of students will score a 80% or better on the assessment analysis assignment | Fall 12: 83% of students scored 80% or better |  |  |
| Apply the major methods of assessment to determine a client’s physical, cognitive, emotional, social, and leisure functioning. | 7.02.01 | [REC 452](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_452) | [Case study](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_452\REC_452_Assign1_Case%20Study.docx)  Grading rubric  Midterm exam | 75% of the students will score an 80% or better on the case study  70% of the students will score an 80% or better on the midterm exam case study component | Fall 12: 79.2% of students scored an 80% or better  Fall 12: 75% of students scored an 80% or better |  |  |

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| **Course Specific Learning Outcome** | **TR Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Explain the process of identifying leisure and social deficits based on assessment information. | 7.02.01 | [REC 452](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_452) | [Case study](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_452\REC_452_Assign1_Case%20Study.docx) | 80% of students will score an 80% or better on identification of functioning and deficits on the case study | Fall 12: 87.5% scored 80% or higher on this component |  |  |
| Describe the process of developing, presenting, implementing, and evaluating treatment and  Program plans in  therapeutic recreation | 7.02.02 | [REC 453](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_453) | Final [exam](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_453\REC_453_Final%20Exam.docx) | 70% of students will earn an 80% or greater on the final exam | Fall 12: 42% of students earned a 70% or greater on final exam | We will split course content over multiple exams. After each exam is graded, we will facilitate a thorough review to verify content knowledge |  |

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| **Course Specific Learning Outcome** | **TR Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Develop measurable goals and objectives, which address client needs. | 7.02.02 | [REC 452](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_452) | [Case Study](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_452\REC_452_Assign1_Case%20Study.docx) goals and objectives component | 70% of students will earn an 80% or greater on the goals and objectives component of the self-study | Fall 12: 70.8% of students earned 80% or better | Development of an in class group assignment will increase student understanding in the goals and objectives component of the case study  A learning objective about goals and objectives will be added to REC 453 |  |
| [REC 453](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_453) | [Treatment Plan](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_453\REC_453_Assign1_TxPlan) Assignment  as assessed on rubric | 70% of students will earn an 80% or greater on the grading rubric | 100% of students earned an 80% or greater |
| Connect client treatment objectives to comprehensive programming outcomes. | 7.02.02 | [REC 453](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_453) | [Treatment](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_453\REC_453_Assign1_TxPlan) Program Plans  Assignment assess on rubric | 70% of students will earn an 80% or greater on the grading rubric | 100% of students earned an 80% or greater on the treatment program plan |  |  |

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| **Course Specific Learning Outcome** | **TR Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Organize a leisure wellness program, which addresses specific facilitation techniques and therapeutic recreation programming. | 7.02.02 | [REC 458](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_458) | Intervention Resource Book | 75% of students will earn an 80% or greater on the intervention resource book | Data not available as this course was last taught prior to the self-study in Spring 2011. Data will be collected in Spring 2013 |  |  |
| Detail in writing, the role and importance of various therapeutic recreation facilitation techniques as components of leisure service delivery systems; | 7.02.02 | [REC 458](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_458) | Intervention resource notebook | 75% of students will earn 80% of the total points associated with the research paper section of the resource notebook | Data not available as this course was last taught prior to the self-study in Spring 2011. Data will be collected in Spring 2013 |  |  |

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| **Course Specific Learning Outcome** | **TR Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Conduct various facilitation technique experiences with a variety of client populations | 7.02.03 | [REC 453](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_453) | LAB with VA hospital in Long Beach | 80% of students will earn 80% or greater | 100% of students earned an 80% or greater | Rewriting of the course objectives for REC 453 & REC 454 to more accurately reflect content of course related to this standard |  |
| [REC 454](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_454) | LAB with VA hospital in Long Beach | 80% of students will earn 80% or greater | Data not available as this course was last taught prior to the self-study in Spring 2011. Data will be collected in Fall 2013 |
| [REC 458](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_458) | LAB in classroom | 80% of students will earn 80% or greater | Data not available as this course was last taught prior to self-study in Spring 2011. Data will be collected Spring 2013 |
| Verbally describe methods of conducting facilitation techniques | 7.02.03 | [REC 458](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_458) | Treatment Rounds assignment | 70% of students will score 80% or greater | Data not available as this course was last taught prior to self-study in Spring 2011. Data will be collected Spring 2013 |  |  |

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| **Course Specific Learning Outcome** | **TR Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Describe the goals and models of leisure counseling and education | 7.02.03 | [REC 454](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_454) | Midterm and Final Exams | 70% of students will score 80% or greater | Data not available as this course was last taught prior to the self-study in Spring 2011. Data will be collected in Fall 2013 |  |  |
| Describe the basic components and methods of documenting client progress. | 7.02.04 | [REC 452](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_452) | Midterm exam questions(6,7,14,22,28,30,43) | 70% of students will score 80% or greater | Fall 12: 69% of the students scored 80% or better on the exam questions  Questions 22 and 30 fell below 80% | Rewriting of the course objectives for REC 452 will more accurately reflect content of course related to documenting client progress  Midterm questions related to entry of pt. treatment plan to the medical chart and impact of recording of client documentation will be more thoroughly discussed in class lectures |  |

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| **Course Specific Learning Outcome** | **TR Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Explain processes of evaluating client progress towards meeting program plan objectives. | 7.02.05 | [REC 453](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_453) | Evaluation Plan assignment  Assessed using a grading rubric | 75% of students will earn 80% of the points associated with section 3 of the grading rubric | 100% of students earned 80% or greater |  |  |
| Demonstrate the ability to evaluate Therapeutic Recreation individual treatments and programs. | 7.02.05 | [REC 453](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_453) | Evaluation plan assignment  Assessed using a grading rubric | 75% of students will earn 80% or greater on the grading rubric | 100% of students earned an 80% or greater |  |  |

7.03.01 Students graduating from the program shall be able to demonstrate entry-level knowledge about facts, concepts, principles, and procedures of management/administration in therapeutic recreation.

7.03.02 Students graduating from the program shall be able to apply basic facts, concepts, principles, and procedures of management/administration in therapeutic recreation.

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| **COAPRT 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.** | | | | | | | |
| **Guidance for TR Focus: Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of therapeutic recreation services.** | | | | | | | |
| **Course Specific Learning Outcome** | **COAPRT Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Describe management techniques and issues with therapeutic recreation professionals and para-professionals | 7.03.01 | [REC 451](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_451) | Midterm and Final Exams  Questions on the exams relate to management techniques and administrative practices | 70% or students will achieve 75% or higher on the questions. | Data not available as this course was last taught prior to self-study in Fall 2011. Data will be collected Spring 2013 |  |  |
| Develop budgets for therapeutic recreation programs in community and clinical settings | 7.03.01 | [REC 451](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_451) | Policies and Procedures Manual  Assessed using grading rubric | 70% of students will achieve a “7” or greater on the budgetary information section of the grading rubric. | Data not available as this course was last taught prior to self-study in Fall 2011. Data will be collected Spring 2013 |  |  |

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| **Course Specific Learning Outcome** | **COAPRT Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Develop a comprehensive therapeutic recreation program based on observations of therapeutic recreation programs in clinical settings | 7.03.02 | [REC 451](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_451) | Policies and Procedures Manual  Assessed using a grading rubric | 70% of students will earn 80% or greater on the policies and procedures manual grading rubric | Data not available as this course was last taught prior to self-study in Fall 2011. Data will be collected Spring 2013 |  |  |

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| **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: Students graduating from the program shall demonstrate the sustained ability to apply the therapeutic recreation process, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.** | | | | | | |  |
| **Course Specific Learning Outcome** | **Specific Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Documented completion of hours | 7.04 | [REC 498](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_TR) | Signed tri-weekly reports and logs | 95% or more of students will complete their 5 tri-weekly reports by the end of the internship | Sp 12: 100% of the students enrolled in this course completed their tri-weekly reports  Fall 12:100% of the students enrolled in this course completed their tri-weekly reports |  |  |
| Completion of goals and objectives | 7.04 | [REC 498](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_TR) | Mid-term and Final evaluation from Agency Mentor and student  Site and Exit Reports | 80% of students will complete 75% or more of their goals and objectives | Sp 12: 100% of students enrolled in the course completed 75% or more of their goals and objectives  Fall 12: 100% of students enrolled in the course completed 75% or more of their goals and objectives |  |  |
| **Course Specific Learning Outcome** | **Specific Learning Outcome** | **Evidence of Learning Opportunity** | **Performance Measure** | **Performance levels/metrics** | **Assessment Results** | **Evidence of Programmatic Changes** | **ABSENT – EMERGING – PRESENT – OUTSTANDING** |
| Demonstrate competencies associated with core academic courses | 7.04 | [REC 498](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_TR) | Appendix L: Program Competency Evaluation from Agency Mentor | An mean score of 3.5 or higher for each area on all appendices for the academic year | Sp 12: : A overall mean of 4.35 with all areas above 3.5  Fall 12: A mean score of 4 |  |  |

**Appendix: Guide to Self-Study Hyperlinks**

The table below provides the URL or file location for each hyperlink in sections 1 – 6 of this self-study. The format used for all links in sections 7.0 a and 7.0 b is explained after the table.

File locations are identified by folder, subfolder (if applicable) and file name. For example, Vita > Full\_Time\_Faculty\_CV > BlazeyCV\_2013\_Accreditation indicates the link refers to the folder “Vita” and the subfolder “Full\_Time\_Faculty\_CV” and the file BlazeyCV\_2013\_Accreditation

| **Page** | **Name of Link** | **File?** | **Location** |
| --- | --- | --- | --- |
| 5 | [COAPRT](http://www.nrpa.org/coa/) |  | http://www.nrpa.org/coa/ |
| 6 | [university's mission](http://www.csulb.edu/about/recognitions.html) |  | http://www.csulb.edu/about/recognitions.html |
| 6 | [University demographic data](http://campus-sas.csulb.edu/IRpdfreports/ethfallcomb.pdf) |  | http://campus-sas.csulb.edu/IRpdfreports/ethfallcomb.pdf |
| 6 | [national awards](http://www.csulb.edu/about/recognitions.html), |  | http://www.csulb.edu/about/recognitions.html |
| *6* | [CSULB Portrait](http://www.collegeportraits.org/CA/CSULB) |  | http://www.collegeportraits.org/CA/CSULB |
| *6* | [CSULB Organizational Chart](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\CSULB_Organizational_Chart.doc) | File | Appendices > CSULB\_Organizational\_Chart |
| 7 | [Fall 2012 FTES by Student Level and College](http://campus-sas.csulb.edu/IRHTMLRepts/StudentFTES_124.html) |  | http://campus-sas.csulb.edu/IRHTMLRepts/StudentFTES\_124.html |
| 7 | [University Facts, Spring 2012](http://campus-sas.csulb.edu/IRpdfreports/univfacts20122.pdf) |  | http://campus-sas.csulb.edu/IRpdfreports/univfacts20122.pdf |
| 7 | [College of Health and Human Service](http://www.csulb.edu/colleges/chhs/about/) |  | http://www.csulb.edu/colleges/chhs/about/ |
| 7 | [Highly Valued Degree](http://www.csulb.edu/divisions/aa/planning_enrollment/student_success/highly_valued_degrees/index.html) |  | http://www.csulb.edu/divisions/aa/planning\_enrollment/student\_success/highly\_valued\_degrees/index.html |
| 7 | [strategic goals and changes](http://www.csulb.edu/divisions/aa/planning_enrollment/student_success/highly_valued_degrees/draft_goal_charges.html), |  | http://www.csulb.edu/divisions/aa/planning\_enrollment/student\_success/highly\_valued\_degrees/draft\_goal\_charges.html |
| 7 | [Timely Graduation for Undergraduate Students](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/alphabetical/documents/10-06TimelyGrad-1.pdf) |  | http://www.csulb.edu/divisions/aa/grad\_undergrad/senate/policy/academic/alphabetical/documents/10-06TimelyGrad-1.pdf |
| 8 | [CSULB Enrollment and Budget Planning](http://www.csulb.edu/divisions/aa/planning_enrollment/enrollmentplanning.html) |  | http://www.csulb.edu/divisions/aa/planning\_enrollment/enrollmentplanning.html |
| 10 | [CSULB *Undergraduate Catalog 2012-2013*](http://www.csulb.edu/divisions/aa/catalog/)*.* |  | http://www.csulb.edu/divisions/aa/catalog/ |
| 10 | [Department of Recreation and Leisure Studies in the 2012-2013 Catalog](http://www.csulb.edu/divisions/aa/catalog/current/chhs/recreation_leisure/index.html) |  | http://www.csulb.edu/divisions/aa/catalog/current/chhs/recreation\_leisure/index.html |
| 10 | [CSULB](http://www.csulb.edu) web page |  | http://www.csulb.edu/ |
| 10 | [College of Health and Human Services (CHHS)](http://www.csulb.edu/colleges/chhs/) web page |  | http://www.csulb.edu/colleges/chhs/ |
| 10 | [Department of Recreation and Leisure Studies](http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/) web page |  | http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/ |
| 10 | [CSULB website on WASC Accreditation](http://www.csulb.edu/projects/wasc/) |  | http://www.csulb.edu/projects/wasc/ |
| 11 | [WASC web site](http://directory.wascsenior.org/california-state-university-long-beach) |  | http://directory.wascsenior.org/california-state-university-long-beach |
| 11 | [REC Faculty Workload 2007-2013](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.06_FacultyWorkload_F07_F12.docx) | File | Appendices > 4.06\_FacultyWorkload\_F07\_F12.docx |
| 11 | [REC Class schedule Spring 2013](http://www.csulb.edu/depts/enrollment/registration/class_schedule/Spring_2013/By_Subject/REC.html) |  | http://www.csulb.edu/depts/enrollment/registration/class\_schedule/Spring\_2013/By\_Subject/REC.html |
| 11 | [Full-time faculty members’ CVs](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV) | File | Vita > Full\_Time\_Faculty\_CV |
| 12 | [Michael Blazey](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\BlazeyCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > BlazeyCV\_2013\_Accreditation |
| 12 | [Joanie Conley](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\ConleyCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > ConleyCV\_2013\_Accreditation |
| 12 | [Melissa D’Eloia](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\DEloiaCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > DEloiaCV\_2013\_Accreditation |
| 12 | [Keith Fulthorp](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\FulthorpCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > FulthorpCV\_2013\_Accreditation |
| 12 | [Katherine “KJ” James](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\JamesCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > JamesCV\_2013\_Accreditation |
| 12 | [Maridith Janssen](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\JanssenCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > JanssenCV\_2013\_Accreditation |
| 12 | [Laurel Richmond](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\RichmondCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > RichmondCV\_2013\_Accreditation |
| 13 | [Faculty CVs](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita) | File | Vita |
| 13 | [Margaret Brewer](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\BrewerCV_2013_Accreditation.doc) | File | Vita > Part\_Time\_Faculty\_CV > BrewerCV\_2013\_Accreditation |
| 13 | [Jon Cicchetti](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\CicchettiCV_2013_Accreditation.doc) | File | Vita > Part\_Time\_Faculty\_CV > CicchettiCV\_2013\_Accreditation |
| 13 | [Brian Crater](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\CraterCV_2013_Accreditation.doc) | File | Vita > Part\_Time\_Faculty\_CV > CraterCV\_2013\_Accreditation |
| 14 | [Tracy Drake](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\DrakeCV_2013_Accreditation.pdf) | File | Vita > Part\_Time\_Faculty\_CV > DrakeCV\_2013\_Accreditation |
| 14 | [Rita Hayes](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\HayesCV_2013_Accreditation.doc) | File | Vita > Part\_Time\_Faculty\_CV > HayesCV\_2013\_Accreditation |
| 14 | [Jan Hedges](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\HedgesCV_2013_Accreditation.docx) | File | Vita > Part\_Time\_Faculty\_CV > HedgesCV\_2013\_Accreditation |
| 14 | [Jamie Hoffman](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\HoffmanCV_2013_Accreditation.doc) | File | Vita > Part\_Time\_Faculty\_CV > HoffmanCV\_2013\_Accreditation |
| 15 | [Patti LaPlace](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\LaPlaceCV_2013_Accreditation.doc) | File | Vita > Part\_Time\_Faculty\_CV > LaPlaceCV\_2013\_Accreditation |
| 15 | [Nancy Matthews](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\MatthewsCV_2013_Accreditation.doc) | File | Vita > Part\_Time\_Faculty\_CV > MatthewsCV\_2013\_Accreditation |
| 15 | [Mark Wagner](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Part_Time_Faculty_CV\WagnerCV_2013_Accreditation.doc) | File | Vita > Part\_Time\_Faculty\_CV > WagnerCV\_2013\_Accreditation |
| 16 | [Part-time faculty members’ CVs](C:\\Users\\Mjanssen\\Desktop\\Word Documents\\Vita\\Part_Time_Faculty_CV) | File | Vita > Part\_Time\_Faculty\_CV |
| 17 | [COAPRT Roster of Council Members](http://www.nrpa.org/uploadedFiles/nrpa.org/Professional_Development/Accreditation/COAPRT/COAPRT-Roster-Council-Members.pdf) |  | http://www.nrpa.org/uploadedFiles/nrpa.org/Professional\_Development/Accreditation/COAPRT/COAPRT-Roster-Council-Members.pdf |
| 18 | [University](http://www.csulb.edu/about/) [Mission] |  | http://www.csulb.edu/about/ |
| 18 | [College of Health and Human Services](http://www.csulb.edu/colleges/chhs/about/MissionVisionStatement.htm):[Mission] |  | http://www.csulb.edu/colleges/chhs/about/MissionVisionStatement.htm |
| 18 | [Department of Recreation and Leisure Studies](http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/mission/) [Mission] |  | http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/mission/ |
| 18 | [Department of Recreation and Leisure Studies Mission Statement](http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/mission/) |  | http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/mission/ |
| 19 | [2007-2011 Strategic Plan](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.01.02a_StrategicPlan_2007_2011.doc) | File | Appendices > 2.01.02a\_StrategicPlan\_2007\_2011 |
| 19 | [2011-2014 Strategic Plan](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.01.02b_StrategicPlan_2011_2014.docx) | File | Appendices > 2.01.02b\_StrategicPlan\_2011\_2014 |
| 20 | [B.A. in Recreation Curriculum Revision Overview](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02_CurriculumRevisionOverview.docx) | File | Appendices > 2.02\_CurriculumRevisionOverview |
| 20 | [Fall 2013 REC Major Unit Summary](C:\\Users\\Mjanssen\\Desktop\\Word Documents\\Appendices\\2.02b_REC_curriculumRevise_2013.pdf) | File | Appendices > 2.02b\_REC\_curriculumRevise\_2013 |
| 21 | [2013-2014 Catalog Edit Copy](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02_REC_2013_CatalogEdit.pdf) | File | Appendices > 2.02\_REC\_2013\_CatalogEdit |
| 21 | [Department Meeting Minutes](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02_Department_Minutes) | File | Appendices > 2.02\_Department\_Minutes |
| 21 | [CSULB *Undergraduate Catalog 2012-2013*](http://www.csulb.edu/divisions/aa/catalog/)*.* |  | http://www.csulb.edu/divisions/aa/catalog/ |
| 21 | [Department of Recreation and Leisure Studies in the 2012-2013 Catalog](http://www.csulb.edu/divisions/aa/catalog/current/chhs/recreation_leisure/index.html) |  | http://www.csulb.edu/divisions/aa/catalog/current/chhs/recreation\_leisure/index.html |
| 21 | [REC Advising Worksheet 2012-2013](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02a_REC_AdvisingWorksheet_2011_12.pdf) | File | Appendices > 2.02a\_REC\_AdvisingWorksheet\_2011\_12 |
| 21 | [REC Advising Worksheet 2013-2014](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02b_REC_AdvisingWorksheet_2013_14.docx) | File | Appendices > 2.02b\_REC\_AdvisingWorksheet\_2013\_14 |
| 21 | [CSULB Assessment and Program Review Office](http://www.csulb.edu/divisions/aa/assessment/) |  | http://www.csulb.edu/divisions/aa/assessment/ |
| 22 | [2009-2010 Annual Program Report](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.04.03_2009_10_Program%20_Annual_Report.doc) | File | Appendices > 2.04.03\_2009\_10\_Program \_Annual\_Report |
| 22 | [2011-2012 Annual Program Report](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.04.02_2011_12_Program_AnnualReport.docx) | File | Appendices > 2.04.02\_2011\_12\_Program\_AnnualReport |
| 23 | [Philosophy Paper](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_480\REC_480_Assign1_Philosophy) | File | Curriculum > REC\_480 > REC\_480\_Assign1\_Philosophy |
| 23 | [*Management Policies*](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_451\REC_451_Assign1_Manual) | File | Curriculum > REC\_451 > REC\_451\_Assign1\_Manual |
| 23 | [*Professional Portfolio*](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_480\REC_480_Assign2_Portfolio) | File | Curriculum > REC\_480 > REC 480\_Assign2\_Portfolio |
| 23 | [Evaluations](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_Goals) | File | Curriculum > REC\_498 > REC\_498\_Goals |
| 23 | [Competencies](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_Competencies) | File | Curriculum > REC\_498 > REC\_498\_Competnecies |
| 24 | [CSULB Assessment and Program Review Office](http://www.csulb.edu/divisions/aa/assessment/) |  | http://www.csulb.edu/divisions/aa/assessment/ |
| 24 | [2009-2010 Annual Program Report](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.04.03_2009_10_Program%20_Annual_Report.doc) | File | Appendices > 2.04.03\_2009\_10\_Program \_Annual\_Report |
| 24 | [2011-2012 Annual Program Report](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.04.02_2011_12_Program_AnnualReport.docx) | File | Appendices > 2.04.02\_2011\_12\_Program\_AnnualReport |
| 24 | [professional portfolio](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_480\REC_480_Assign2_Portfolio) | File | Curriculum > REC\_480 > REC 480\_Assign2\_Portfolio |
| 25 | [philosophy paper](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_480\REC_480_Assign1_Philosophy) | File | Curriculum > REC\_480 > REC\_480\_Assign1\_Philosophy |
| 25 | [policy and procedure manual](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_451\REC_451_Assign1_Manual) | File | Curriculum > REC\_451 > REC\_451\_Assign1\_Manual |
| 26 | [evaluation](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_Goals) | File | Curriculum > REC\_498\_Competencies |
| 26 | [competencies](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_498\REC_498_Competencies) | File | Curriculum > REC\_498 > REC\_498\_Competnecies |
| 26 | [2011/2012 Program Assessment Report](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.04.02_2011_12_Program_AnnualReport.docx) | File | Appendices > 2.04.02\_2011\_12\_Program\_AnnualReport |
| 26 | [2009/2010 Program Assessment Plan](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.04.03_2009_10_Program%20_Annual_Report.doc) | File | Appendices > 2.04.03\_2009\_10\_Program \_Annual\_Report |
| 26 | [Department Meeting Minutes](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02_Department_Minutes) | File | Appendices > 2.02\_Department\_Minutes |
| 26 | [Award Winning Students](http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/award-winning-students/) |  | http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/award-winning-students/ |
| 27 | [CSULB Dashboard Reports](http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/dashboard/) |  | http://daf.csulb.edu/offices/univ\_svcs/institutionalresearch/dashboard/ |
| 27 | [Institutional Research Departmental Reports](http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/dept_reports/chhs.html) |  | http://daf.csulb.edu/offices/univ\_svcs/institutionalresearch/dept\_reports/chhs.html |
| 28 | [CSULB Policies and Procedures for the Appointment and Review of Department Chairs](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2000/09/) |  | http://www.csulb.edu/divisions/aa/grad\_undergrad/senate/documents/policy/2000/09/ |
| 29 | [2012-2013 Budget Allocation for the Department](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\3.01.02_REC_BUDGET_FY%202012-13.xlsx) | File | Appendices > 3.01.02\_REC\_BUDGET\_FY 2012-13 |
| 29 | [CSULB Faculty Handbook](http://www.csulb.edu/divisions/aa/personnel/handbook/) |  | http://www.csulb.edu/divisions/aa/personnel/handbook/ |
| 29 | [Faculty Personnel Policies Council (FPPC)](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/councils/fppc/) |  | http://www.csulb.edu/divisions/aa/grad\_undergrad/senate/councils/fppc/ |
| 29 | [California Faculty Association (Faculty Union)](http://www.calfac.org/) |  | http://www.calfac.org/ |
| 29 | [California Faculty Association Contract](http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/2012-2014/) |  | http://www.calstate.edu/LaborRel/Contracts\_HTML/CFA\_CONTRACT/2012-2014/ |
| 29 | [CHHS Constitution, Fall 2012 Revisions](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\3.01.04_CHHS_Constitution_Fall2012.pdf) | File | Appendices > 3.01.04\_CHHS\_Constitution\_Fall2012 |
| 30 | [University Faculty Affairs RTP policy website](http://www.csulb.edu/divisions/aa/personnel/evaluations/rtp/policies/#CHHS) |  | http://www.csulb.edu/divisions/aa/personnel/evaluations/rtp/policies/#CHHS |
| 30 | [REC Retention, Tenure, and Promotion Policy](C:\\Users\\Mjanssen\\Desktop\\Word Documents\\Appendices\\3.01.04_REC_RTP_policyMay2011.pdf) | File | Appendices > 3.01.04\_REC\_RTP\_policyMay2011 |
| 30 | [Dr. James’ Vita](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\JamesCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > JamesCV\_2013\_Accreditation |
| 30 | [Dr. Janssen’s Vita](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\JanssenCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > JanssenCV\_2013\_Accreditation |
| 31 | [Department Meeting Minutes](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02_Department_Minutes) | File | Appendices > 2.02\_Department\_Minutes |
| 32 | [2007-2013 Alumni Employment](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\3.05_Alumni_Employment.docx) | File | Appendices > 3.05\_Alumni\_Employment |
| 34 | [degree mills](http://www.chea.org/degreemills/) |  | http://www.chea.org/degreemills/ |
| 34 | [video](http://youtu.be/a1voHNMQDrk) |  | http://www.chea.org/public\_info/video\_degree\_mills.asp |
| 34 | [Department of Recreation and Leisure Studies Website](http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/) |  | http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/ |
| 34 | [Department of Recreation and Leisure Studies Website](http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/) |  | http://www.csulb.edu/colleges/chhs/departments/recreation-and-leisure-studies/ |
| 35 | [CSULB Faculty Center for Professional Development](http://www.csulb.edu/divisions/aa/personnel/fcpd/) |  | http://www.csulb.edu/divisions/aa/personnel/fcpd/ |
| 35 | [Faculty Conference Attendance](C:\\Users\\Mjanssen\\Desktop\\Word Documents\\Appendices\\4.01_Faculty_Conference_Attendence.docx) |  | Appendices > 4.01\_Faculty\_Conference\_Attendence.docx |
| 35 | [Professional Development Impacting Program Quality](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.02_Faculty_Development_Impacts.docx) |  | Appendices > 4.02\_Faculty\_Development\_Impacts.docx |
| 35 | [Dr. Michael Blazey](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\BlazeyCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > BlazeyCV\_2013\_Accreditation |
| 36 | [Ms. Joanie Conley](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\ConleyCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > ConleyCV\_2013\_Accreditation |
| 36 | [Dr. Melissa D’Eloia](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\DEloiaCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > DEloiaCV\_2013\_Accreditation |
| 36 | [Dr. Keith Fulthorp](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\FulthorpCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > FulthorpCV\_2013\_Accreditation |
| 37 | [Dr. Katherine “KJ” James](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\JamesCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > JamesCV\_2013\_Accreditation |
| 37 | [Dr. Maridith Janssen](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\JanssenCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > JanssenCV\_2013\_Accreditation |
| 37 | [Dr. Laurel Richmond](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV\RichmondCV_2013_Accreditation.doc) | File | Vita > Full\_Time\_Faculty\_CV > RichmondCV\_2013\_Accreditation |
| 38 | [CSULB Faculty & Staff Diversity Plan](http://www.csulb.edu/depts/oed/policies/faculty-staff-diversity-plan.html) |  | http://www.csulb.edu/depts/oed/policies/faculty-staff-diversity-plan.html |
| 38 | [REC Faculty Diversity Tables](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.03_Faculty_Diversity_Tables.doc) | File | Appendices > 4.03\_Faculty\_Diversity\_Tables |
| 39 | [REC Faculty Workload 2007-2012](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.06_FacultyWorkload_F07_F12.docx) | File | Appendices > 4.06\_FacultyWorkload\_F07\_F12 |
| 39 | [CSULB Faculty Handbook](http://www.csulb.edu/divisions/aa/personnel/handbook/) |  | http://www.csulb.edu/divisions/aa/personnel/handbook/ |
| 39 | [CFA Collective Bargaining Agreement 2012-2014](http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/2012-2014/) |  | http://www.calstate.edu/LaborRel/Contracts\_HTML/CFA\_CONTRACT/2012-2014/ |
| 40 | [REC Faculty Workload 2007-2013](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.06_FacultyWorkload_F07_F12.docx) | File | Appendices > 4.06\_FacultyWorkload\_F07\_F12 |
| 40 | [Summary of Faculty Scholarship](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\4.02_FacultyScholarship.docx) | File | Appendices > 4.02\_FacultyScholarship |
| 40 | [Full-time Faculty CVs](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Vita\Full_Time_Faculty_CV) | File | Vita > Full\_Time\_Faculty\_CV |
| 41 | [CSULB Admissions Policies and Procedures](http://www.csulb.edu/divisions/aa/catalog/current/admissions/index.html) |  | http://www.csulb.edu/divisions/aa/catalog/current/admissions/index.html |
| 41 | [CSULB Policy on Probation](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/probation_disqualification.html) |  | http://www.csulb.edu/divisions/aa/catalog/current/academic\_regulations/probation\_disqualification.html |
| 41 | [CSULB Policy on Disqualification](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/academic_disqualification.html) |  | http://www.csulb.edu/divisions/aa/catalog/current/academic\_regulations/academic\_disqualification.html |
| 42 | [CSULB Admissions Website](http://www.csulb.edu/depts/enrollment/admissions/) |  | http://www.csulb.edu/depts/enrollment/admissions/ |
| 42 | [Freshman Admission Requirements and Application Process](http://www.csulb.edu/depts/enrollment/admissions/freshmen.html) |  | http://www.csulb.edu/depts/enrollment/admissions/freshmen.html |
| 42 | [Fall 2013 Policy of Major Specific Declaration Requirements](http://www.csulb.edu/depts/enrollment/graduation/native-major-criteria/) |  | http://www.csulb.edu/depts/enrollment/graduation/native-major-criteria/ |
| 42 | [Requirements to Declare a Recreation Major for Native Freshmen](http://www.csulb.edu/depts/enrollment/graduation/native-major-criteria/CHHS.html#q_g23) |  | http://www.csulb.edu/depts/enrollment/graduation/native-major-criteria/CHHS.html#q\_g23 |
| 43 | [CSULB Admission Website for Transfer Students](http://www.csulb.edu/depts/enrollment/admissions/transfers.html) |  | http://www.csulb.edu/depts/enrollment/admissions/transfers.html |
| 43 | [Major Specific Admission Requirements for Transfer Students](http://www.csulb.edu/depts/enrollment/admissions/transfer-major-criteria/index.html) |  | http://www.csulb.edu/depts/enrollment/admissions/transfer-major-criteria/index.html |
| 43 | [Recreation Major Specific Admission Requirements for Transfer Students](http://www.csulb.edu/depts/enrollment/admissions/transfer-major-criteria/CHHS.html#q_g23) |  | http://www.csulb.edu/depts/enrollment/admissions/transfer-major-criteria/CHHS.html#q\_g23 |
| 43 | [CSULB Website listing Social Science and Citizenship Course](http://www.csulb.edu/depts/enrollment/registration/ge_courses/cat_d/GE_main_catD.php#d1a) |  | http://www.csulb.edu/depts/enrollment/registration/ge\_courses/cat\_d/GE\_main\_catD.php#d1a |
| 43 | [Assist Website](http://www.assist.org/web-assist/welcome.html) |  | http://www.assist.org/web-assist/welcome.html |
| 44 | [Timely Graduation for Undergraduate Students](http://www.csulb.edu/depts/enrollment/graduation/bachelors/timely_grad_ugrad.html) |  | http://www.csulb.edu/depts/enrollment/graduation/bachelors/timely\_grad\_ugrad.html |
| 44 | [Academic Progress Rules for Undergraduate Programs](http://www.csulb.edu/depts/enrollment/graduation/bachelors/change_degree_objective.html#acad-prog-rules). |  | http://www.csulb.edu/depts/enrollment/graduation/bachelors/change\_degree\_objective.html#acad-prog-rules |
| 44 | [CSULB Probation Policy](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/probation_disqualification.html) |  | http://www.csulb.edu/divisions/aa/catalog/current/academic\_regulations/probation\_disqualification.html |
| 44 | [Department Retention Policy in the 2012-2013 Catalog](http://www.csulb.edu/divisions/aa/catalog/current/chhs/recreation_leisure/rec_ba01.html) |  | http://www.csulb.edu/divisions/aa/catalog/current/chhs/recreation\_leisure/rec\_ba01.html |
| 44 | [CSULB Disqualification Policy](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/academic_disqualification.html) |  | http://www.csulb.edu/divisions/aa/catalog/current/academic\_regulations/academic\_disqualification.html |
| 45 | [Link to Institutional Research Department Reports](http://campus-sas.csulb.edu/IRHTMLRepts/Dept_Web_Page_URL/Recreation_Dept_Webpage.htm) |  | http://campus-sas.csulb.edu/IRHTMLRepts/Dept\_Web\_Page\_URL/Recreation\_Dept\_Webpage.htm |
| 46 | [CHHS Academic Advising Resource Center (AARC)](http://www.csulb.edu/colleges/chhs/academic-advising/) |  | http://www.csulb.edu/colleges/chhs/academic-advising/ |
| 46 | [REC Advising Worksheet 2012-2013](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02a_REC_AdvisingWorksheet_2011_12.pdf) | File | Appendices > 2.02a\_REC\_AdvisingWorksheet\_2011\_12 |
| 46 | [REC Advising Worksheet 2013-2014](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\2.02b_REC_AdvisingWorksheet_2013_14.docx) | File | Appendices > 2.02b\_REC\_AdvisingWorksheet\_2013\_14 |
| 47 | [Syllabi for REC 141, *Introduction to Leisure Services*](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_141) | File | Curriculum> REC\_141 |
| 47 | [REC 421 Resume Assignment](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_421\REC_421_Assign2_Resume) | File | Curriculum > REC 421 > REC421\_Assign2\_Resume |
| 47 | [REC 480 Portfolio Assignment](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Curriculum\REC_480\REC_480_Assign2_Portfolio) | File | Curriculum\REC\_480\REC\_480\_Assign2\_Portfolio |
| 47 | [REC Concentration Brochures](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\5.04.02_Concentration_Brochures) | File | Appendices > 5.04.02\_Concentration\_Brochures |
| 48 | [Professional Development Workshops](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\5.04.02_Professional_Workshops) | File | Appendices > 5.04.02\_Professional\_Workshops |
| 48 | [Resume and cover letter development resources](http://www.careers.csulb.edu/job_search/resume/index.htm) |  | http://www.careers.csulb.edu/job\_search/resume/index.htm |
| 48 | [Job Search Resources](http://www.careers.csulb.edu/job_search/) |  | http://www.careers.csulb.edu/job\_search/ |
| 48 | [BeachLINK Job Board](http://www.careers.csulb.edu/job_search/beachlink.htm) |  | http://www.careers.csulb.edu/job\_search/beachlink.htm |
| 48 | [Internship opportunities](http://www.careers.csulb.edu/job_search/internships/) |  | http://www.careers.csulb.edu/job\_search/internships/ |
| 48 | [Interview preparation](http://www.careers.csulb.edu/job_search/interview_preparation.htm) |  | http://www.careers.csulb.edu/job\_search/interview\_preparation.htm |
| 48 | [On-campus interviews](http://www.careers.csulb.edu/job_search/on-campus_interviews.htm) |  | http://www.careers.csulb.edu/job\_search/on-campus\_interviews.htm |
| 48 | [Jobs fairs](http://www.careers.csulb.edu/job_search/job_fairs.htm) |  | http://www.careers.csulb.edu/job\_search/job\_fairs.htm |
| 48 | [Workshops](http://www.careers.csulb.edu/majors_and_careers/workshops.htm) |  | http://www.careers.csulb.edu/majors\_and\_careers/workshops.htm |
| 48 | [CSULB Career Development Center](http://www.careers.csulb.edu/) |  | http://www.careers.csulb.edu/ |
| 49 | [Overview of MyCSULB](https://my.cms.csulb.edu/web/mycsulb.html?pslnkid=LBHELP7) |  | https://my.cms.csulb.edu/web/mycsulb.html?pslnkid=LBHELP7 |
| 54 | [CSULB Disabled Student Services](http://www.csulb.edu/divisions/students/dss/) |  | http://www.csulb.edu/divisions/students/dss/ |
| 54 | [CSULB Accessible Electronic and Information Technology Policy](http://www.csulb.edu/divisions/students/ati/policies/accessibility_policy.htm) |  | http://www.csulb.edu/divisions/students/ati/policies/accessibility\_policy.htm |
| 55 | [CSULB’s Accessible Technology Home Page](http://www.csulb.edu/divisions/students/ati/policies/accessibility_policy.htm) |  | http://www.csulb.edu/divisions/students/ati/policies/accessibility\_policy.htm |
| 55 | [University Policy on Accessibility and Instructional Materials](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/11/) |  | http://www.csulb.edu/divisions/aa/grad\_undergrad/senate/documents/policy/2008/11/ |
| 55 | [CSULB Learning Assistance Center Website](http://www.csulb.edu/divisions/aa/grad_undergrad/lac/) |  | http://www.csulb.edu/divisions/aa/grad\_undergrad/lac/ |
| 55 | [CSULB Policies and Laws for Accessible Electronic and Information Technology](http://www.csulb.edu/divisions/students/ati/policies/index.htm) |  | http://www.csulb.edu/divisions/students/ati/policies/index.htm |
| 56 | [University Data Base by Topic](http://csulb.libguides.com/databasesbytopic) |  |  |
| 56 | [Library report for Recreation and Leisure Studies 2012](file:///C:\Users\Mjanssen\Desktop\Word%20Documents\Appendices\6.07_LibraryReport_REC.doc) | File | Appendices > 6.07\_LibraryReport\_REC |
| 57 | [Instructional Technology Support Services (ITSS) website](http://www.csulb.edu/divisions/aa/academic_technology/itss/) |  | http://www.csulb.edu/divisions/aa/academic\_technology/itss/ |
| 58 | [Prezi](http://prezi.com/) |  | http://prezi.com/ |
| 58 | [BeachBoard](http://www.csulb.edu/divisions/aa/academic_technology/thd/beachboard/) |  | http://www.csulb.edu/divisions/aa/academic\_technology/thd/beachboard/ |
| 58 | [CSULB Mobile App](http://www.csulb.edu/divisions/aa/academic_technology/itss/mobile/index.html). |  | http://www.csulb.edu/divisions/aa/academic\_technology/itss/mobile/index.html |
| 58 | [CSULB Library website of Statistics and Data Sets](http://csulb.libguides.com/content.php?pid=126880&sid=1624222) |  | http://csulb.libguides.com/content.php?pid=126880&sid=1624222 |

Hyperlinks in sections 7.0 a and 7.0 b all references specific recreation classes. These links follow the following format

|  |  |
| --- | --- |
| Course Number | Within the curriculum folder, each course has a folder identified by course number, for example REC 141 |
| Syllabus | Within each course folder, all syllabi are identified by course number, semester, and instructor (if there are multiple instructors). For example:  REC\_141\_Syllabus\_S13\_Matthews  REC\_141\_Syllabus\_S13\_Richmond |
| Assignments | Within each course folder, assignments are organized into assignment folders identified by number and name. For example:  REC\_141\_Assign1\_Interview (identifies the professional interview assignment in REC 141)  REC\_141\_Assign2\_Pioneer (identifies the pioneer resume assignment in REC 141) |
| Grade Rubric | Within each assignment folder is a file containing the assignment grade rubric, and if different instructors use different rubrics, the instructor’s initials. For example:  REC\_141\_Assign1\_Interview\_Rubric NM  REC\_141\_Assign1\_Interview\_Rubric\_LR |
| Example of Good Student work | Within each assignment folder, examples of good student work are identified as work of Student 1. When there are multiple examples of good student work, they are identified as Student 1.1, 1.2, etc. For example:  REC\_141\_Assign1\_Interview\_Student\_1\_NM |

|  |  |
| --- | --- |
| Example of Student work needing improvement | Within each assignment folder, examples of student work that needs improvement are identified as work of Student 2. When there are multiple examples of good student work, they are identified as Student 2.1, 2.2, etc. |

In some instances, student work could not be included as files. There are three possible explanations for this:

1. The assessment was an exam, in which case samples of student work may not have been retained.
2. The assignment was a project or class presentation that was presented in class but was not retained by the course instructor.
3. The assignment is a new assignment and examples of student work have not yet been submitted.