












## Therapeutic Recreation Accreditation Fact Sheet

-  The Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT) administers a voluntary, peer-review process to evaluate baccalaureate academic program compliance with standards for accreditation in parks, recreation, tourism, therapeutic recreation, and other related professions.
-  COAPRT is accredited by the Council for Higher Education Accreditation (CHEA) and is sponsored by the National Recreation and Park Association.
-  COAPRT has been accrediting a therapeutic recreation specialization since 1975. In 2008 COAPRT introduced learning outcome assessment standards as determinants of program quality. COAPRT established policies and procedures in 2009 enabling related professions to design and oversee student learning outcomes appropriate to their respective professional specializations.
-  COAPRT recognizes therapeutic recreation as one of the related professions and as such is authorized by CHEA to review outcomes appropriate to this field and accredit programs.
-  The student learning outcomes in *Guidelines for Learning Outcomes in Therapeutic Recreation Education*, which have been adapted to address COAPRT's learning outcome standards, may be used to seek accreditation for a specialization in therapeutic recreation. Programs must be in compliance with COAPRT eligibility and structural standards as well.
-  The accreditation process consists of submission of a self-study addressing all COAPRT standards, an initial review by the Council, a site visit by a team of trained and qualified academic and practitioner peers, concluding with Council review, deliberation, and decision. Accredited programs are required to submit annual progress reports to the Council.
-  In 2011, the *Guidelines for Learning Outcomes for Therapeutic Recreation Education* were developed based on broad input from the field across the U.S. and Canada. The *Guidelines* have validity and accurately reflect the scope of practice of therapeutic recreation as defined by the profession. COAPRT accepts use of these learning outcomes by programs seeking accreditation for therapeutic recreation curricula to address the *2013 COAPRT Standards*.
-  The *Guidelines for Learning Outcomes for Therapeutic Recreation Education* are based on best practices in 21<sup>st</sup> century higher education accreditation. The *Guidelines* are outcomes-based and conform to learning outcomes assessment universities must employ when seeking regional accreditation, a necessity in today's environment of higher education accountability. The *Guidelines* clearly define the learning outcomes demonstrating student achievement in therapeutic recreation programs - the most rigorous indicator of quality education programs.
-  For more information on the COAPRT 2013 Standards and the accompanying *Guidelines for Learning Outcomes for Therapeutic Recreation Education*, please visit this link:



<http://www.nrpa.org/Professional-Development/Accreditation/COAPRT/COAPRT-Standards/>

-  For more information about the Council, please visit this link: <http://www.nrpa.org/coaprt/>