

Recreation and Leisure Studies



Ithaca College

Self-Study Report

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

Summer, 2010

Department of Recreation and Leisure Studies at Ithaca College

Accreditation Self-Study Report

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

Ithaca, New York

Summer 2010

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TABLE OF CONTENTS

Recreation and Leisure Studies Advisory Committee	3
Executive Summary and Self-Study Process	6
Acknowledgements	7
Forward	8
Chapter 1: Eligibility Criteria (1.0)	10
Chapter 2: Mission, Vision, Values and Planning (2.0)	15
Chapter 3: Administration (3.0)	20
Chapter 4: Faculty (4.0)	25
Chapter 5: Students (5.0)	31
Chapter 6: Instructional Resources (6.0)	38
Chapter 7: Course Embedded Learning Outcomes (7.0)	44
Chapter 8: Therapeutic Recreation Option	85
Appendix A: Web Page Index	121

List of Tables	
Table 1.1 – Highest Degree Earned by RLS Faculty	13
Table 4.1 – Percentage of Required Courses Taught by Full-time RLS faculty	29
Table 4.2 – RLS Scholarly Productivity for 2006-2010	30
Table 5.1 – RLS Enrollment from 2006-2010	33
Table 5.2 – Student Attendance at Conferences from 2006-2010	37
Table 7.1 – RLS on the Dean’s List from 2006-2010	44
Table 7.2 – Rho Phi Lambda Members/Inductees	45
Table 7.3- Number of students who successfully completed their Internship	45
Table 7.4 – Number of B.S. Degrees Granted	45
Table 7.5 – RLS 453 Seminar: Prof. Development-Oral Communication Results –Sp. 2010	48
Table 7.6 – RLS 453 Seminar: Prof. Development-Oral Communication Results-Fall 2009	49
Table 7.7 - RLS 453 Seminar: Prof. Development –Oral Communication Results – Sp. 2009	50
Table 7.8 – RLS 453 Seminar: Prof. Development-Written Communication Results – Sp. 2010	52
Table 7.9 – RLS 453 Seminar: Prof. Development –Written Communication Results – Fall 2009	54
Table 7.10 – RLS 453 Seminar: Prof. Development –Written Communication Results – Sp. 2009	55
Table 7.11 – RLS 332 Research Methods –Final Evaluation Results- Fall 2009	57
Table 7.12 – RLS 248 Service Learning I: Program Planning – Evaluation of Seven Attributes Measuring Entry Level Knowledge – Sp. 2010	59
Table 7.13 – RLS 248 Service Learning I: Program Planning – Evaluation of Seven Attributes Measuring Entry Level Knowledge – Fall 2009	60
Table 7.14 – RLS 340 Inclusive Community Leisure Services –Scores on Inclusive Recreation Program Plan– Fall 2009	67
Table 7.15 – RLS 125 Understanding Disability Services –Attitude Assessment– Sp. 2010	69
Table 7.16 – Recreation Professional Disposition Items	73
Table 7.17 – RLS 348 Service Learning II: Administration Course Objective Evaluation Items	75
Table 7.18 – RLS 232: Program Planning – Final Evaluation Results – Fall 2009	78
Table 7.19 – RLS 248 Service Learning I: Program Planning – Final Evaluation Results – Sp. 2010	79
Table 7.20 – RLS 248 Service Learning I: Program Planning –Final Evaluation Results– Fall 2009	81
Table 7.21 – RLS 340 Inclusive Community Leisure Services – Dimensions of Collaboration Summary Scores – Fall 2009	82
Table 8.1 – Implementing the Individualized Ed. Plan and Documentation and Evaluation	87
Table 8.2 –Rubric Summary Table	88
Table 8.3- Implementing the Individualized Ed. Plan and Documentation and Evaluation	90
Table 8.4 – Rubric Summary Table	92
Table 8.5 – Therapeutic Recreation Option – Required Coursework	92
Table 8.6 – Matrix of TR Option Standards and RLS Curriculum	96

EXECUTIVE SUMMARY AND SELF-STUDY PROCESS

The Department of Recreation and Leisure Studies was established in 1972. It was first accredited by the Council on Accreditation in 1981. The department presents this self-study report to seek continuing accreditation of the overall undergraduate program and the option in therapeutic recreation.

The Department of Recreation and Leisure Studies (RLS) currently offers three majors:

- ❖ **Outdoor Adventure Leadership, B.S.**
- ❖ **Recreation Management, B.S.**
- ❖ **Therapeutic Recreation, B.S.**

The department also offers two minors:

- ❖ **Recreation**
- ❖ **Outdoor Pursuits**

At the time of the department's last accreditation self-study in 2006, several significant events have occurred. In 2007 the department name was changed from Therapeutic Recreation and Leisure Services (TRLS) to Recreation and Leisure Studies (RLS). In terms of curricula changes, the Outdoor Adventure Leadership major has undergone major revisions as well as the minor in Outdoor Pursuits. The Recreation Management (RM) major has had minor revisions to enhance the RM core electives. At the school level, a new general education program was introduced in 2009, and a new college-wide assessment program began in late 2008. Other significant events include a variety of new Deans across campus, a new Provost and President, and two RLS faculty promoted to administrative positions (Faculty Development Coordinator and Assistant Dean for the Division of Interdisciplinary and International Studies).

All full-time faculty members engaged in the self-study process, under the coordination of the department chair. Faculty were assigned various segments of the report, updated their vitae, reviewed the standards and established student learning outcomes, and engaged collaboratively in strategic planning by participating in multiple meetings and discussions, including day-long retreats. The self-study process spanned January 2009 through August 2010, as an extension of the continual formative evaluation in which faculty engage to improve the quality of the department.

Thank you in advance for the time and care that is given to reviewing this document.

ACKNOWLEDGEMENTS

We wish to thank several people who have supported the self-study process. We first thank Dean Steven Siconolfi, Interim Provost Greg Woodward, and President Thomas Rochon for recognizing the importance of accreditation for the future of the Department of Recreation and Leisure Studies and for the recreation, park, and leisure profession.

We would like to thank Cheryl Gunther, administrative assistant for the Department of Recreation and Leisure Studies. Her assistance in gathering information for the self-study, in preparing the final document, and in supporting the daily operations of the department has been invaluable.

We also wish to thank our students, alumni, and professional advisory committee members who have provided important feedback to improve the quality of instruction, field experiences, and mentorship within the department. Their enthusiasm, talent, support, and accomplishments inspire us to deliver the highest quality curriculum possible.

Finally, we also wish to thank the members of the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) for the time and expertise they devote to ensuring the quality of undergraduate education in the recreation, park, and leisure profession. We also wish to thank COAPRT for selecting Ithaca College as one of the pilot programs to help advance our profession's learning outcomes, standards, and overall assessment practices.

FOREWORD

Mission

To provide a foundation for a lifetime of learning, Ithaca College is dedicated to fostering intellectual growth, aesthetic appreciation, and character development in our students. The Ithaca College community thrives on the principles that knowledge is acquired through discipline, competence is established when knowledge is tempered by experience, and character is developed when competence is exercised for the benefit of others.

A comprehensive college that since its founding has recognized the value of combining theory and performance, Ithaca provides a rigorous education blending liberal arts and professional programs of study. Our teaching and scholarship are motivated by the need to be informed by, and to contribute to, the world's scientific and humanistic enterprises. Learning at Ithaca extends beyond the classroom to encompass a broad range of residential, professional, and extracurricular opportunities. Our undergraduate and graduate students, faculty, staff, and alumni all contribute to the learning process.

Ithaca College is committed to attracting a diverse body of students, faculty, and staff. All members of the College community are encouraged to achieve excellence in their chosen fields and to share the responsibilities of citizenship and service in the global community.

Ithaca at a Glance

Coeducational and nonsectarian, Ithaca is a nationally recognized comprehensive college of 6,850 students.

Location: In the center of the Finger Lakes region of New York State, Ithaca College's campus is 60 miles north of Binghamton and 60 miles south of Syracuse. Ithaca, a city of 47,000, is served by US Airways and Northwest, Continental, and United Airlines, and by Greyhound Bus Lines, Short Line, and other bus companies.

History: Founded in 1892 as the Ithaca Conservatory of Music, the College was located in downtown Ithaca until the 1960s, when the present campus was built on South Hill overlooking Cayuga Lake.

Student Body: Undergraduate enrollment is approximately 6,400: 2,750 men and 3,650 women. Another 450 students are enrolled in graduate programs. Over 70 percent of undergraduates reside on campus. Nearly every state in the U.S. and 80 other countries are represented in the student population.

Schools and Enrollments

- ❖ School of Humanities and Sciences: 2,300
- ❖ School of Business: 700
- ❖ Roy H. Park School of Communications: 1,450
- ❖ School of Health Sciences and Human Performance: 1,300
- ❖ School of Music: 550
- ❖ Graduate Studies: 450
- ❖ Division of Interdisciplinary and International Studies: 100

Control and Accreditation: Privately supported and nondenominational, Ithaca is accredited by appropriate professional associations and agencies, including the Middle States Association of Colleges and Schools, Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680, (267) 284-5000. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. secretary of education and the Council for Higher Education Accreditation.

Student Body Profile

- ❖ 43 percent men, 57 percent women
- ❖ 47 states, 4 U.S. territories, and 80 other countries represented
- ❖ 55 percent from outside New York state
- ❖ Mid-50 percent range of SAT scores: 1660-1910

Faculty

- ❖ 461 full-time
- ❖ 241 part-time
- ❖ Student-faculty ratio 12:1
- ❖ 95 percent of full-time faculty members have a Ph.D. or a terminal degree in their field.

Graduation Rate: 76 percent of entering freshmen graduate from Ithaca within five years (as compared to 56 percent at four-year, private institutions nationally).

An Overview of Recreation and Leisure Studies

The Department of Recreation and Leisure Studies was established in 1972. It was first accredited by the Council on Accreditation in 1981. At the time of the department's last accreditation self-study in 2006, several curricula changes have occurred in the Outdoor Adventure Leadership major and minor changes were made in the Recreation Management major. Also, in 2007 the department name was changed from Therapeutic Recreation and Leisure Services (TRLS) to Recreation and Leisure Studies (RLS).

Chapter 1

ELIGIBILITY CRITERIA

1.0 Eligibility Criteria

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 (RLS) is one of eight discreet departments in the School of Health Sciences and Human Performance (HSHP) at Ithaca College. Established in 1972, the department has been in existence for 38 years serving the undergraduate population. The department has its own faculty and budget, and is administered by a chairperson who is a faculty member in the department.

- Ithaca College (IC) web page
<http://www.ithaca.edu/>
- School of Health Sciences and Human Performance (HSHP) web page
<http://www.ithaca.edu/hshp>
- Recreation and Leisure Studies (RLS) web page
<http://www.ithaca.edu/hshp/depts/rls>
- Organizational chart for Ithaca College
http://www.ithaca.edu/attorney/policies/vol1/ITHACA_COLLEGE.pdf
- Organizational chart for HSHP
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/charts/hshporgchart.pdf>
- Organizational chart for RLS
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/charts/rlsorgchart.pdf>

The Department of Recreation and Leisure Studies was last reaccredited by the Council on Accreditation in 2006 with commendations. The letter from the Council granting

reaccreditation is available at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/visitreport.doc>

The department and curriculum appear publicly in the *Undergraduate Catalog 2009-2010* and can be viewed at the following link.

http://www.ithaca.edu/catalogs/ug0910/hshp/recreation_and_leisure_studies.php

RLS offers three distinct majors. These include:

- ❖ B.S. in Outdoor Adventure Leadership (OAL)
- ❖ B.S. in Recreation Management (RM)
- ❖ B.S. in Therapeutic Recreation (TR)

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:

Ithaca College is accredited by the Middle States Commission on Higher Education. The current accreditation extends through 2013. The college is also accredited by the New York State Department of Education.

- The Middle States letter granting reaccreditation
http://www.msche.org/institutions_view.asp?idinstitution=209
- The Statement of Accreditation Status
<http://www.msche.org/documents/SAS/209/Statement%20of%20Accreditation%20Status.htm>
- The School of Health Sciences and Human Performance identifies academic accreditations and affiliations
http://www.ithaca.edu/attorney/policies/vol1/Volume_1-102.htm#10204

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:

At Ithaca College, “full-time-equivalent” is considered 21 hours of instruction (or equivalent time devoted to administration or scholarship) for tenure-eligible faculty and 24 hours of instruction for non-tenure eligible faculty. Due to a retirement during the

2009-2010 academic year, a tenure track line was eliminated reducing RLS to five full-time tenure-eligible individual faculty members (5.0 FTE's). The department also utilizes part-time faculty, some on a regular basis, depending on program need, specialty areas, release time for research, and student enrollment.

- The course teaching assignment for full and part time faculty for 2009-2010.
<http://www.ithaca.edu/hshp/depts/rls/accreditation/nrpa/teachschedules/>

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 from a regionally accredited institution.

Evidence of Compliance:

Four of the five full-time tenure-eligible faculty members possess a doctorate, and one possesses a master's degree and expects to complete his doctorate in December 2010. All full time tenure-eligible faculty hold at least one degree in the field. Part-time faculty members are hired as needed and all but one instructor have a master's degree or higher.

- Curriculum vitae for RLS faculty members
http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/cvs/department_cvs.pdf

1.05 All faculty members shall have competency and credentials in the subject matter for which they are responsible.

Evidence of Compliance:

All faculty members were hired on competitive searches. RLS has highly qualified full- and part-time faculty with diverse professional backgrounds and expertise.

Table 1.1 presents the highest degree earned by faculty members and part-time instructors for 2009-2010, their area of expertise, and the institutions that granted the degrees.

- Full Curriculum vitae for full-time RLS faculty members
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/cvs/fulldeptcvs.pdf>
- Full Curriculum vitae for part-time RLS faculty members
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/cvs/ptcvs.pdf>

Table 1.1
Highest Degree Earned by RLS Faculty

FULL-TIME FACULTY			
Name	Highest Degree	Area of Expertise	Institution
Margaret Arnold Associate Professor	Ph.D.	Recreation Administration; Human Resource Management; History and Philosophy of Leisure	University of Illinois, Urbana-Champaign
Linda Heyne Associate Professor	Ph.D.	Therapeutic Recreation; Inclusion; Strengths-based Approach; Qualitative Research	University of Minnesota
Janice Elich Monroe Associate Professor	Ph.D.	Therapeutic Recreation; Interdisciplinary Collaboration; Clinical Interventions; Professional Development; Service Learning	Old Dominion University
Chris Pelchat Instructor	M.Ed. (ABD)	Outdoor Leadership; Curriculum Development; Leadership Development; Dynamics of Adventure	Eastern Washington University
John Weber Assistant Professor	Ph.D.	Administration of Leisure Service Agencies	University of Illinois, Urbana-Champaign

PART-TIME FACULTY

Name	Highest Degree	Area of Expertise	Institution
Brandy Boden Lecturer	M.S.	Recreation and Leisure	SUNY Cortland
Joanie Groom Lecturer	M.S.	Physical Education	Ithaca College
Mark Holton Lecturer	Ph.D.	Chemistry	Cornell University
Janice Johnson Lecturer	M.S.	Recreation and Leisure	SUNY Cortland
Megan-Mack Nicholson Lecturer	M.S.	Recreation and Leisure	SUNY Cortland
David Peppel Lecturer	M.S.	Therapeutic Recreation	SUNY Cortland
Mary Tomaselli Lecturer	B.A.	Math and Secondary Education	SUNY Oswego

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. Margaret L. Arnold attended COAPRT Training and meetings at the 2009 Annual Congress. She has served as moderator and facilitator for sessions pertaining to this topic at NRPA 2009 and SPRE Chairs Conference 2010.

Chapter 2

MISSION, VISION, VALUES, AND PLANNING

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.**

Evidence of Compliance

The Department of RLS mission, vision, and values statement can be viewed at this link <http://www.ithaca.edu/hshp/depts/rls/mission> and is published on the department web page.

The department mission statement stresses that the fundamental outcome sought by the department is “nurturing awareness of the importance of leisure to a sustainable and healthy lifestyle”. “Utilizing collaborative partnerships, interdisciplinary and experiential learning, scholarship, and service” achieve these outcomes.

The overall mission of Ithaca College can be viewed at the following link <http://www.ithaca.edu/about/mission.php> and underscores the values and direction inherent in the RLS mission.

The Ithaca College institutional plan is also available on the Ithaca College website at the following link. <http://www.ithaca.edu/about/plan.php>.

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

The RLS 2006-2010 strategic plan is reviewed and updated each year at the

annual department retreat and can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/strategicplan.doc>

Yearly progress reports are documented in the RLS Annual Reports and can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/nrpa/annualreports/>

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

Evidence of Compliance

Curricula are updated regularly. The department submits curriculum proposals each year to the School of Health Sciences and Human Performance curriculum committee, which in turn proceeds to the Academic Policies curriculum subcommittee, and ultimately to the full Academic Policies Committee for final approval. Documents used for curriculum changes are available through the Office of the Provost at the following link.

<http://www.ithaca.edu/provost/docs/apc/apcforms/>

RLS has ongoing curricular development and improvement initiatives lead by faculty, the advisory committee, and by the students. Yearly advisory committee meetings coupled with the Student Advisory Council (SAC) proved invaluable feedback as we continue to strive for academic excellence. For example, since the last reaccreditation in 2006, the Outdoor Adventure Leadership degree program has undergone a major program revision. In addition to several new courses (and the deletion of old courses) the new-and-improved program includes a 15-credit experiential experience referred to as the Immersion Semester Program (ISP). The OAL ISP program can be viewed at the following link. <http://www.ithaca.edu/hshp/depts/rls/oalinfo/oalisp/>.

Other curriculum actions include adding courses to strengthen the RLS interdisciplinary courses while deleting other courses deemed less relevant. Most curricula changes are based upon discussion with RLS Advisory Committee, the Student Advisory Committee, and the department. One notable change was revamping the former “Fieldwork Program” to “Service Learning Program” by strengthening the evaluation tool to assess student learning. This improved evaluation tool was constructed by RLS faculty, students, and advisory committee members.

A summary of how the Department of Recreation and Leisure Studies uses input from various sources may be seen in standard 3.05.

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

Evidence of Compliance

The Department of Recreation and Leisure Studies offers three majors: outdoor adventure leadership, recreation management, and therapeutic recreation.

The program is accredited by the Council on Accreditation sponsored by the National Recreation and Park Association (NRPA) and Council on Accreditation Parks, Recreation, Tourism and Related Professions (COPART). Two minors are also available: Recreation and Outdoor Adventure Pursuits.

The department and curriculum appear publicly in the *Undergraduate Catalog 2009-2010* and can be viewed at the following link.

http://www.ithaca.edu/catalogs/ug1011/hshp/recreation_and_leisure_studies.php

2.04 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.

Evidence of Compliance

The RLS Assessment Plan Matrix for 2009-2014 includes student learning outcomes for a five-year period and can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/matrix.doc>

2.04:01 The Program shall demonstrate that its assessment plan is compatible with expectations of the regional accreditation association and the institution.

Evidence of Compliance

Each year the department submits an annual report to the Dean of Health Sciences and Human Performance (HSHP) which is ultimately accepted by the Provost and President. In its last accreditation from Middle States, Ithaca College received a report entitled Statement of Accreditation Status and can be viewed at the following link.

<http://www.msche.org/documents/SAS/209/Statement%20of%20Accreditation%20Status.htm>

2.04:02 **The Program shall demonstrate that data generated through the measurement tools are used solely for its assessment program not for instructor evaluation or other non-related functions.**

Evidence of Compliance

The results of the department assessment plan are presented as aggregate data and used for program improvement and continuous dialogue. Though faculty may choose to use the data collected during assessment to show evidence of their individual teaching effectiveness, it is neither the policy nor the practice of the department as a whole to do so. There is no past practice that would show otherwise.

2.04:03 **Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use.**

Evidence of Compliance

Metrics used for assessing student learning objectives come in a variety of forms: rubrics, assignments, exams, and evaluations (e.g., service learning and internship courses). In most instances, faculty develops the assessment tools used to evaluate student learning outcomes in their respective courses. In a few instances, the School of Health Sciences and Human Performance (HSHP) requires the departments to use the approved rubrics for the Oral and Written assessment.

The RLS Assessment Plan Matrix for 2009-2014 identifies the learning outcomes, related courses used to conduct the assessment, assignments used to assess outcomes, assessment instruments to be used, target levels, assessment rotation cycle, and the action plan (how to improve) as identified in Standard 2.04. , the matrix may be viewed again at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/matrix.doc>

2.04:04 **Evidence shall be provided to demonstrate that the Program uses learning outcomes data to inform decisions.**

Evidence of Compliance

Each year the assessment results will be analyzed, evaluated and reported in the RLS Annual Report. At the annual faculty retreat each August, RLS faculty will discuss and re-evaluated assessment results as they relate to the student

learning outcomes. The first cycle of results for the newly established student learning outcomes will be reported in August of 2010. It is expected that RLS will use the learning outcome data to inform decisions in curriculum development, student learning, and strategic planning.

Chapter 3

ADMINISTRATION

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:

There is no recorded job description for the role of department chairperson at department, school, or college level at Ithaca College. However, it is generally agreed upon that the chairperson is responsible for developing and managing all aspects of the department, including personnel, budget, workload, marketing and recruiting. The Department of RLS Chair reports directly to the Dean of HSHP, and ultimately to the Provost and President of the College. Please view the organizational charts at:

- Organizational chart for Ithaca College
http://www.ithaca.edu/attorney/policies/vol1/ITHACA_COLLEGE.pdf
- Organizational chart for HSHP
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/charts/hshporgchart.pdf>
- Organizational chart for RLS
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/charts/rlsorgchart.pdf>

At the time of writing this self-study, Dr. Margaret Arnold will have served as department chairperson for a three-year term from 2007-2010. Although no job description exists for the chair position, an evaluation tool was developed and implemented to assess the progress of the chair on an annual basis. The evaluation tool used to assess the chair's progress is the School of Health Science

and Human Performance Recreation and Leisure Studies Chair's Evaluation. The evaluation can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/chaireval.doc>

3.01.02 Adequacy of financial resources.

Evidence of Compliance:

Similar to other departments across the college, the department chair has full control over the department's operating and capital budgets (excluding salaries and fringes). These responsibilities include allocating funds for making purchases and payments, monitoring faculty travel funds, following college procedures and guidelines for recruiting and entertainment, and staying within the allocated funding for the department fiscal year. The chair also proposes each year's operating and capital budgets based on departmental needs.

The department budgets for the past five years and a spreadsheet indicating capital improvement requests may be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/budget.pdf>

3.01.03 Implementation of personnel policies and procedures.

Evidence of Compliance:

A Personnel Policy and Procedure manual exists for the Department of Recreation and Leisure Studies (adopted 2010) and can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/pandpmanual.doc>

Ithaca College's *Faculty Handbook*, which was approved by the Board of Trustees in 2002 with amendments through 2009, outlines policies and procedures for faculty and can be viewed at the following link.

http://www.ithaca.edu/attorney/policies/vol4/Volume_4.pdf

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

Evidence of Compliance:

The department chair is responsible for implementing college policies in the *Recreation and Leisure Studies Personnel Policies and Procedures Handbook* which can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/pandpmanual.doc>

What is not covered by the handbook is often developed and implemented by respective departments. As such, faculty and the chair set policies within the department and are contained in the:

- RLS Internship Manual
<http://www.ithaca.edu/hshp/depts/rls/accreditation/nrpa/internmanuals/>
- RLS Student Handbook
http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/studentinfo/student_handbook.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 department chair, Dr. Margaret L. Arnold, is a full-time, tenured associate professor. She is completing her first term (2007-2010) and will step aside from this position to assume a new position at Ithaca College as the Assistant Dean for the Division of Interdisciplinary and International Studies (DIIS) beginning August 2010. Dr. Arnold's full vita is available at the following link. .

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/cvs/marnoldcv/20>

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 has a workload assignment and compensation consistent with the prevailing practice within the institution and the School of HSHP. The

chair receives 50% released time (i.e., 12 credits) for her administrative role, and teaches 9 credits for the department, to total 21 credits or 1.0 FTE. Dr. Arnold receives a summer stipend, which is the same amount that other department chairs receive.

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

Evidence of Compliance:

RLS faculty and the chair set policies within the department as noted in Standard 3.01.04. Evidence of their joint involvement is amply provided through annual reports, faculty meeting minutes, personnel policies, the department advisement manual, and the RLS strategic plan. The faculty meeting minutes are available at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/nrpa/deptminutes/>

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

Evidence of Compliance:

The department consults regularly with practitioners, through both formal and informal mechanisms. Examples of consultative activities are as follows:

- a. *Service Learning and Internship Supervision:* All tenure-eligible faculty members are involved in supervising service learning and/or internship practica, which encourages interaction and collaboration with practitioners. All internship and service learning sites receive a site visit from a faculty member during which time new professional practices or issues may be observed and discussed, and brought into the curricula. There are several local service learning sites in the Ithaca area and a list can be viewed at the following link.
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/slsites/>
- b. *Professional Advisory Committee:* RLS faculty meet with the Professional Advisory Committee annually to discuss matters of relevance to professional practice and the curriculum (e.g., service learning evaluation and experiences, current trends and issues). A list of members can be viewed at the following link.
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/advisorcomm.doc>

- c. *Community Service*: RLS faculty members provide service to a number of community agencies as consultants, board members, or program leaders. For example, in recent years faculty members have been involved at Cayuga Nature Center, Franziska Racker Centers, Recreation Support Services, the Ithaca Youth Bureau, Newfield Parks and Recreation, and the New York State Recreation and Parks Society.
- d. *Guest Lectures*: The department frequently invites practitioners into classes to share current professional practices with students. Topics include commercial recreation, human resources, legal issues, therapeutic recreation practice, mental health, diversity, parent perspectives related to raising children with disabilities, among many others.
- e. *Professional Associations and Conferences*: Faculty are involved in a variety of professional associations, which affords them opportunities for exchange with practitioners. These associations include the American Therapeutic Recreation Association, NRPA/NTRS, New York State Recreation and Park Society, New York State Therapeutic Recreation Association, and the Wilderness Education Association.
- f. *Alumni Receptions*. The department has sponsored several alumni receptions in recent years, which have afforded opportunities to consult with practitioners who are very familiar with our curricula. Receptions have been sponsored at the New York State Therapeutic Recreation Association conference for the past six years, at the New York State Recreation and Park Society for the past four years, and NRPA Congress for the past three years.

Chapter 4

FACULTY

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:

Ithaca College is committed to faculty development. Information regarding faculty development can be found in the faculty handbook at the following link: http://www.ithaca.edu/attorney/policies/vol4/Volume_4-405.htm#TopofPage

The college provides numerous faculty development opportunities and grants. The Department of Recreation and Leisure Studies not only has the same access to these professional development opportunities but has a strong history of taking advantage of them. In addition, there is a standing *Faculty Development Committee* that was established to sponsor activities that demonstrate and support a strong commitment to continuing faculty vitality and renewal.

Faculty development resources are described on the Office of the Provost's webpage and can be viewed at the following link. <http://www.ithaca.edu/cfe/>

The professional development opportunities available to RLS Faculty in relation to the department's strategic plan include:

RLS Strategic Goal 1: To support excellence in learning and teaching

There are several internal grant opportunities that faculty can utilize to enhance their pedagogic skills and knowledge for improving student learning opportunities. These include:

- *Academic Project Grants*
<http://www.ithaca.edu/provost/docs/internalgrants/APG/>

- *Grants for Creative, Collaborative, and Community Service and/or Service Learning Projects*
<http://www.ithaca.edu/provost/docs/internalgrants/CCCSLP/>
- *Instructional Development Fund: Direct Course Improvement*
http://www.ithaca.edu/provost/docs/internalgrants>IDF_DCI/
- *Instructional Development Fund: Grants for Interdisciplinary Project Funding*
http://www.ithaca.edu/provost/docs/internalgrants>IDF_IP/

RLS Strategic Goal 1 - Objective 9: Maintain state of the art technology support

The office of information technology offers a wide range of free workshops to faculty and staff. In addition there is a college wide technology renewal program which functions on a three year cycle. A complete listing of these offerings can be viewed at the following link. http://www.ithaca.edu/computing/fs_index.htm

RLS Strategic Goal 1 - Objective 14

Explore and continue to develop international study opportunities. Please see information pertaining to the Fulbright Scholar Awards Abroad at the following link. <http://www.ithaca.edu/provost/faculty/>

RLS Strategic Goal 2: To demonstrate excellence in scholarship

Support for faculty engagement in scholarly research pursuits is abundant at Ithaca College. Several internal grants that provide support for faculty research include:

- *Small Grants for Faculty Research/Scholarship*
<http://www.ithaca.edu/provost/docs/internalgrants/SMALL/>
- *Summer Grants for Faculty Research*
<http://www.ithaca.edu/provost/docs/internalgrants/SUMMER/>
- *Center for Faculty Research and Development*
<http://www.ithaca.edu/provost/docs/CFRD/CFRDcover/>
- *Dana Internship Program*
<http://www.ithaca.edu/provost/docs/danageneralinformati/>

RLS Strategic Goal 2 - Objective 7. Support faculty intellectual growth- Travel

Faculty are granted a specified amount of travel dollars (i.e., \$1000) each year to utilize for attendance of professional conferences and workshops. In addition, there are funds available for faculty and students. Information is available at the Office of the Provost at the following link.

<http://www.ithaca.edu/provost/docs/FundSourceSumm/>

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

Evidence of Compliance:

Faculty development activities have impacted the quality of the program in a variety of ways. Here are some examples:

- Chris Pelchat's travel grants to attend conferences such as the National Conference of Outdoor Leadership, the Association of Outdoor Recreation and Education, and the Wilderness Education Association (WEA) have led him to become the President of WEA.
- Dr. Arnold and Dr. Heyne have received Center for Faculty Research and Development grants which allowed them reassigned time to write, and ultimately submit, two textbooks.
- Dr. Weber has received Instructional Development Fund award to attend an ESRI workshop on ArcGIS. This workshop was instrumental in developing and using GIS information related to RLS 23500 Design and Operations of Facilities.
- Dr. Elich Monroe's involvement with HAMK University in Finland and Derby College in the United Kingdom has enabled her to add an international perspective to her classes. She has learned new interventions strategies through courses taken at the HAMK International Summer School in the area of sensory integration and socio cultural sensory environments as well as the art of felting.

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 and policies at Ithaca College are clearly delineated and available on the Ithaca College website and can be viewed at the following link.

http://www.ithaca.edu/hr/docs/recruitment/hiring/srch_and_select_proc/

RLS faculty members are diverse in age, gender, education, training, and institutions.

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

Evidence of Compliance

The Department of RLS work load is consistent with the other academic planning units on campus. RLS Faculty have a 21-credit per academic year workload. If faculty choose to teach above that load, they are paid extra for the work. This information is outlined in the Ithaca College Policy Manual and can be viewed at the following link. http://www.ithaca.edu/attorney/policies/vol4/Volume_4-406.htm#40601

4.05 Salaries, promotion and tenure privileges, university/college 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

The Department of RLS complies with the School and College policies and procedures in relation to salaries, promotion, tenure, sabbatical leaves, leaves of absence, and workload assignments.

Salary:

Salary information at Ithaca College is confidential. However, the Dean indicated that salaries for RLS faculty are fair and equitable in relation to other faculty in the school, relative to the external market.

Promotion and Tenure:

http://www.ithaca.edu/attorney/policies/vol4/Volume_4-412.htm#41202

Service/Workload assignments:

http://www.ithaca.edu/attorney/policies/vol4/Volume_4-406.htm#TopofPage

Sabbatical and other leaves:

http://www.ithaca.edu/attorney/policies/vol4/Volume_4-408.htm#TopofPage

The Department of RLS has its own Policies and Procedure Manual that delineates the departmental requirements for promotion and tenure. The department manual provides guidelines specific to the department and can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/pptenure.pdf>

4.06 Full-time faculty members with appointments to the recreation, park resources, and leisure services Program shall instruct at least 60% of the required courses within the curriculum.

Table 4.1
Percentage of Required Courses Taught by Full-time RLS Faculty

2006-07	2007-08	2008-09	2009-10
20/23	18/20	18/20	18/20
86.9%	90%	90%	90%

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

Contributions through scholarship of discovery, integration, and application are extensive among RLS faculty. The faculty have secured approximately \$7,000 of internal small grants, \$1,500 in Instructional Development Grants, several Center for Research Development Grants, and numerous publications and presentations. The following table summarizes the scholarly contributions made by the department from 2006-2010.

Table 4.2
RLS Scholarly Activity and Professional Participation of Faculty
2006-2010

Type of Activity		Quantity of Participation		
		2006-2007	2007-2008	2008-2009
Publications		8	6	11
Presentations		18	20	24
Grant Proposals And Awards		11 \$15,400	5 \$6,150	10 \$14,362
Leadership positions in Professional Organizations		4	6	7
Editor or Referee		6	3	5
Membership in Professional Organizations		21	20	20
Conferences Attended		12	13	13

Chapter 5

STUDENTS

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

Students are actively involved in the academic life of the department in the following ways:

- **Student Advisory Council:** The purpose of this council is to give students a formalized opportunity to provide faculty members with feedback and suggestions regarding curriculum content and overall student development. Confidential surveys are administered by students every other year and results are presented to faculty. Student input has been extremely valuable. More information about this committee and its reports can be viewed at the following link.
<http://www.ithaca.edu/hshp/depts/rls/accreditation/nrpa/sac/>
- **Faculty Searches:** Student representatives are included on faculty search committees. Students meet with and interview candidates, as well as provide recommendations during the selection process.
- **Course/Teacher Evaluations:** Every semester, students take an active role in evaluating each course and instructor through the use of the Student Instructional Report II. This form requires students to respond to 40 Likert-scale questions. A comments sheet is also provided. These forms can be viewed at the following link.
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/courseeval.pdf>
- **Internship Evaluations:** In their final reports for their internships, students respond to the following questions: "Explain how well the Ithaca College education prepared you for the experience. Which courses were most valuable to you and why? What changes would you recommend in the RLS curriculum?"

- **Advisor Evaluations:** Each spring students are emailed a faculty advisor evaluation. This allows the students to comment on the services provided by department faculty outside of the classroom. The Student Advisor Evaluation form can be viewed at the following link. It is recommended that the process of Advisor Evaluation distribution be examined by the faculty, to assess the student return rate. In addition, it is recommended that the Advisor Evaluation survey be reviewed by the faculty and Student Advisory Council as part of the continuing development of the assessment plan for the Recreation and Leisure Studies program.
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/adviseoreval.pdf>
- **Individual Meetings with Chair and Faculty:** Students are encouraged to bring any individual concerns related to their professional preparation to their advisers. If a student voices a concern related to broader departmental decisions, he or she is encouraged to meet with the department chair, who responds to the student, with input from faculty if needed.
- **Student Clubs:** The Recreation Majors Club was designed to create an informal venue for students and faculty to interact in ways that foster departmental collaboration and relationships across the three majors and in the community.

5.02

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

Evidence of Compliance

The written policies and procedures for admission, retention, and dismissal of students from the academic unit are contained within the Undergraduate catalog and the Ithaca College Policy Manual. Those documents may be viewed through the links below:

- The School of Health Sciences and Human Performance Policies and Procedures
http://www.ithaca.edu/catalogs/ug0809/hshp/policies_and_procedures.php
- Ithaca College Policy Manual – Policies for the Student Community
<http://www.ithaca.edu/attorney/policies/vol7/index.htm>

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 table below shows the current numbers of RLS majors and minors. RLS enrollment generally fluctuates between 50 and 80 students.

Table 5.1
RLS Enrollment – 2006-2010

Academic Year	RLS Majors			RLS Minors	
	Outdoor Adventure Leadership	Recreation Management	Therapeutic Recreation	Recreation	Outdoor Pursuits
Fall 2006	12	17	18	11	19
Fall 2007	20	29	14	7	18
Fall 2008	18	29	12	7	15
Fall 2009	19	22	18	9	17
Fall 2010	19	16	24	15	26

The department is currently able to meet the educational objectives for majors and minors given our current resources. Six full-time faculty lines were designated to the department until fall 2009 when we lost a tenure line due to retirement. However, with five full-time faculty, the department still has an impressive student-faculty ratio of roughly 12:1.

More students could be accommodated in the department, as capacity has not been reached in many of the core courses. Department faculty and the Dean's Office are regularly involved in a number of recruitment practices such as webpage development, participation in Admissions programs, individual outreach to students in classes, and personal responses to individual inquiries from the chairperson. An overview of marketing activities can be viewed at the following links:

- RLS Fact Sheets
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/studentinfo/majorsfacts.pdf>
- RLS Marketing
<http://www.ithaca.edu/hshp/depts/rls/accreditation/nrpa/marketing/>

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:

Advising in the department consists of the following practices:

- During the summer, new freshmen and transfer students meet with orientation advisors from the department to plan their fall schedules.
- A group meeting is held for all new freshmen and transfer students every fall. This meeting is attended by all full-time faculty. After this meeting, students meet with their assigned academic advisor. At this second meeting, students are asked to make an appointment with their academic advisors after the first several weeks of classes for a “check-in”.
- Each semester students meet with their academic advisor to plan for registration for the following semester. Students are encouraged to monitor their own progress toward meeting degree requirements.
- Curriculum worksheets for each of the majors are available in the department office, in the Student Handbook, and at the department website which can be viewed at the following link.
<http://www.ithaca.edu/hshp/depts/rls/>
- The college has an online degree evaluation tracking and registration system referred to as Homer. Online records are available to students and advisors. Access to Homer can be viewed at the following link.
<https://homerconnect.ithaca.edu/>

- When students apply for their internship, they complete a checklist of completed courses and an online GPA calculator to determine eligibility for internship. This information is offered on the website of the Office of Experiential Learning and can be viewed at the following link.
<http://www.ithaca.edu/oel/>
- The registrar conducts a formal degree audit for students early in their senior year to determine if all degree requirements will be met and to determine if a student's graduation date needs to be changed.

5.04.02 Professional and career advising.

Individual professional and career advising takes place in regular advising sessions each semester, as requested by students or suggested by faculty. Information about career opportunities is presented in all 100-level RLS courses. Students explore career options with the Service Learning I & II instructors and the Internship Coordinators. The College Office of Career Services provides comprehensive career counseling and information can be viewed at the following link. <http://www.ithaca.edu/sacl/careers/>

Students develop resumes in RLS-24800 Service Learning I: Program Planning and then revise them with feedback in RLS-34800 Service Learning II: Administration and RLS-45300 Seminar in Professional Development. In RLS-24800 students are introduced to professional portfolios and given a three ring binder with dividers and instructions to keep appropriate material prior to RLS-45300 in which their professional portfolio is a major assignment.

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

Student records are maintained by the department administrative assistant, under the supervision of the department chair. Only the administrative assistant, chair, and advisors have access to these files. In compliance with the Family Education Rights and Privacy Act (FERPA) information from these files may only be released with consent of the student. Information regarding FERPA can be viewed at the following link.

http://www.ithaca.edu/attorney/policies/vol7/Volume_7-70101.htm

5.06

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

Majors are encouraged to join professional organizations and attend conferences and workshops that contribute to professional preparation. In this regard, students are informed of the primary professional organizations which serve the leisure services field in introductory courses. Notices of professional events and activities are posted on the student list server, as well as announcements of professional events are made in classes. The Recreation honorary society, Rho Phi Lambda, also promote participation in such activities.

Within the past three years organizations in which students have had involvement through attendance at conferences, hosting practitioner and alumni socials, and presentations include:

- Annual Conference at SUNY Cortland
- New York State Park and Recreation Society
- New York State Therapeutic Recreation Association
- National Recreation and Park Association
- The Wilderness Education Association

Faculty are encouraged to work with professional organizations and recreation agencies in cooperative projects involving students. Through class projects students have developed professional reports and presentations for the New York State Park and Recreation Society, the Recreation Resource Center at SUNY Cortland, and the New York State Parks Office of Parks, Recreation, and Historical Preservation.

In addition, several required classes within the recreation and leisure studies curriculum have field trips and guest lecturers to bring students into contact with professionals. Through fieldtrip and guest lecturer experiences students meet professionals in entry level, mid-management, and administrative positions. The department also has an established network of various recreation, park and tourism entities in the Ithaca area. Through this network, students are placed in both paid and volunteer positions.

Table 5.2
Student Attendance at Conferences

Academic Year	Number of Students		
	Regional	National	International
2006	14	0	0
2007	16	2	2
2008	38	6	5
2009	23	7	6
2010	3	3	19

Chapter 6

INSTRUCTIONAL RESOURCES

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

Support services for faculty in the department are comparable to those available in other departments at Ithaca College. Lana Morse served as the RLS Administrative Assistant until she retired on July 31, 2010. A new Administrative Assistant, Cheryl Gunther, was hired in August 2010. The HSHP Dean's Office also provides administrative support in the areas of budget, searches, curriculum revisions, internships and other experiential learning placements.

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

All full-time faculty are provided a private office comparable with other academic units in size, accommodations and privacy. Each office contains filing cabinets, shelving units, desk, chairs, computer, printer, and telephone.

The department office houses the Administrative Assistant, departmental files, student files, faculty mailboxes, supplies, departmental forms, office supplies, and fax machine.

The department chair's office has a small meeting area appropriate for student and student/parent consultations and a departmental storage area for promotional materials and department equipment.

The department and faculty offices are located in two separate but adjacent buildings. The departmental office, chair's office and four of the five faculty offices are located within one building.

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

Evidence of Compliance

Conference, study and meeting rooms are available to both students and faculty at several locations on campus, however, there is no available gathering space within the Hill Center. The Center for Health Sciences, which is adjacent to the Hill Center, has a student lounge and a café area where students can meet. The Campus Center contains designated meeting and office rooms for student organizations. The Gannett Library also houses several private study areas for small groups and all residential units have lounges which can be used for study and meetings.

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

Evidence of Compliance

Classrooms are assigned across campus which are appropriate for the size of the class and the nature of the instruction. In addition, the School of HSHP has preferential use of all teaching stations in Hill Center which provides appropriate and adequate space for classrooms and seminars. Hill Center includes one seminar room with a seating capacity of 20, two classrooms with a seating capacity of 25, two classrooms with a seating capacity of 45, one dry anatomy lab with a seating capacity of 20, one computer lab with a seating capacity of 15, three gyms separated by retractable partitions, a dance studio, wrestling room, gymnastics room, weight room, and a swimming pool. There are also three specialized laboratories, Biomechanics and Human Movement, Exercise Physiology and Curriculum and Methods. All classrooms are equipped with overhead projectors and VCRs/DVD equipment and monitors. The library also houses two classrooms equipped for videotaping classroom presentations and these rooms can be reserved by faculty.

Outdoor teaching stations on campus include: several grassy playing fields, all-weather track, ten tennis courts, and an outdoor pool. The College owns a boathouse on the inlet which is used for the entire boating program including crew, sailing and canoeing. A large tract of land is adjacent to the central campus and this area is used for various outdoor recreation/education activities. The department also has use of a climbing wall for instructional purposes at the

Fitness 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 specific services for students with disabilities.

Evidence of Compliance

The following instructional resources are available to RLS, similar to other departments at the college, and are considered adequate to properly implement the curriculum. It should be noted that our neighbor institution, Cornell University, is a great asset to the college. In addition to academic exchange programs that exist between the two institutions, Cornell's specialized libraries and numerous research and demonstration facilities are available to segments of the college community.

- Technology support
http://www.ithaca.edu/computing/its_mis_vis_val_statements.pdf
- Library services
<http://www.ithaca.edu/library/>
- Multimedia services
<http://www.ithacalibrary.com/mm/>
- Information about adaptive technology
<http://www.ithaca.edu/acssd/adaptiveTechnology/>
- Information for faculty about assisting students with disabilities
<http://www.ithaca.edu/acssd/faculty/>
- Ithaca College Policy on Students with Disabilities
http://www.ithaca.edu/attorney/policies/vol7/Volume_7-70103.htm#TopofPage

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

Ithaca College was moved to the west hill of Ithaca in the early 1960's long before the Americans with Disabilities Act passed. Older buildings have been made accessible by selecting an appropriate route, many times out of the way. Hill Center, where most of the RLS faculty offices reside and most of the department courses are taught, does not meet ADA compliance. It is possible for persons using wheelchairs to enter the building on both levels to access all offices and instruction areas by going outside and around the building. The indoor pool is accessible by taking an alternative route. All new construction since ADA took effect, including the Center for Health Sciences (CHS) and the Fitness Center, are in compliance with ADA Accessibility Guidelines (ADAAG). One RLS faculty office is in CHS and some RLS courses are also taught there. The topography of the campus makes navigating the campus by individuals with physical disabilities, particularly those using wheelchairs, difficult. Navigation is made easier with an accessibility map of the campus which can be viewed at the following link. <http://www.ithaca.edu/map/safety.php>

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

The mission of Ithaca College Library as well as the summary of holdings can be viewed at the library website using the following link.

<http://www.ithaca.edu/library/info/overview.php>

The Ithaca College Library provides a number of services to meet the needs of students in the many majors available. A "Subject Librarian" is assigned to each department. According to our designated reference librarian, RLS has an annual library budget of \$1,500 for books, \$300 for videos, and \$5,000 for journals, which is comparable to other departments across the college. In past years, our allocation has been sufficient to cover all requests for new materials. The librarian is available to provide lectures in selected courses (e.g., Research Methods, Seminar: Professional Development) on accessing and searching electronic databases. He or she also personally assists RLS students and faculty with their research needs.

Online "Subject Guides" highlight select resources for students majoring in virtually every subject on the College campus. The Subject Guide for students in

Recreation and Leisure Studies can be viewed at the following link.

<http://www.ithacalibrary.com/sp/subjects/recreation>

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

Each faculty office has a computer with internet access and a printer. Faculty computers are on the college's standard 3-year rotation for replacement, which means that two faculty each year receive new computers with updated software. The administrative assistant also receives a new computer every 3 years. The computer in the classroom where most RLS courses are taught (Hill Center 56) is also on a 3-year rotation. The department also owns two digital cameras, three laptops, and an LCD projector for use by faculty and students.

All faculty and staff are provided with computers and are networked on a local Novell network which is linked to the college system. This provides linkages to the Internet as well as to the college services needed for efficient operation of the unit (e.g., financial management, personnel records, student records, registration). The major software packages and operating systems available are: MS-DOS, Windows, Mac-OS (System 7), VMS/VHS, Novell Netware, WordPerfect, MS-Word, Excel, R:Base for DOS, Turbo Pascal, ClarisWorks, SuperPaint, PageMaker, Filemaker Pro, SPSS-X, Minitab, SASS, FORTRAN, Cobol, Pascal, Modula II, BASIC, and others. Faculty and staff computers are upgraded on a three year cycle.

Computer labs available to students provide application software, network and Internet access. Information Technology Services (ITS) operates approximately 30 computer labs on campus, both general-access and program-specific facilities with specialized software that meet the needs of specific courses. ITS labs are equipped with Windows and/or Macintosh computers and may have printers, scanners or other equipment. Some labs have ResNet connections for registered laptops. Computer labs are open at various times and schedules are posted on each lab door and are available online at the following link.

<http://www.ithaca.edu/computing/labs/>

ITS supports a wide variety of software for word processing, spreadsheets, database management, presentations, desktop publishing, conferencing, email, and browsing the Web. Our standard suite of production software includes Microsoft Office, Internet Explorer, Firefox, Dreamweaver, Photoshop Elements, QVT-Telnet, WS-FTP, Acrobat, and virus protection software. Black and white laser printing is available at no cost to students.

Information Technology Services sponsors numerous workshops and presentations throughout the year covering particular systems, programs, software and new technologies. All workshops are offered to the entire campus community - faculty, staff, and students - and are free of charge. ITS distributes a newsletter to keep faculty informed of new developments and operational changes, and sponsors an annual "technology day" bringing major computer vendors to campus to show the latest computer technologies and its use in the classroom. Information on workshops can be accessed at the following link.

<http://www.ithaca.edu/computing/workshops/>

The Center for Educational Technology (CET) program provides a formal home for initiatives related to integrating computer-based learning technologies into the classroom. This includes education and development programs on computer-based technology, resource development, collaboration with faculty and instructional support staff, and other activities related to the promotion of computer-based learning technologies.

At the heart of the CET program is our development lab, a state-of-the-art facility located in Job 102 housing high-end Macintosh and Windows computer systems and peripherals for computer-based courseware development. This facility provides the equipment necessary to develop materials that integrate sound, video, and graphics, and a pleasant physical surrounding that promotes collaboration and interaction among faculty and staff members.

Chapter 7

COURSE EMBEDDED LEARNING OUTCOMES

Global Indicators

Overall program success can be gauged in part by the success of students in achieving academic excellence, civic engagement, and graduation rate.

- Number of students on the Dean's List each semester (must obtain an overall GPA of 3.5)
- Number of students inducted into Rho Phi Lambda each year (3.0 GPA)
- Internship completion rate
- Graduation rate
- Number of students graduating with honors
- Students holding office in professional associations

These indirect measures of student success reflect learning they have achieved across the curriculum.

Each semester, data is collected on each of these indicators of global learning outcomes.

- Dean's List:

Table 7.1
Recreation and Leisure Studies Students on Dean's List

Semester	Number of Students
Fall 2006	21
Spring 2007	15
Fall 2007	12
Spring 2008	10
Fall 2008	22
Spring 2009	16
Fall 2009	20
Spring 2010	18

- Number of Students in Rho Phi Lambda:

Table 7.2
Rho Phi Lambda Members/Inductees

Year	Members	Inductees
2006	3	1
2007	1	6
2008	3	3
2009	2	10
2010	10	3

- Internship completion rate – The internship completion rate for RLS is 100%.

Table 7.3
Number of students who successfully completed their Internships

2006-07	2007-08	2008-09	2009-10
19	14	18	17

- Number of students graduating with honors :

Table 7.4
Recreation and Leisure Studies
Number of B.S. Degrees Granted

Academic Year	With Honors	Non-Honors	Grand Total	% of RLS Students Graduating w/Honors
2006-2007	5	17	22	23%
2007-2008	8	10	18	80%
2008-2009	4	10	14	40%
2009-2010	6	11	17	55%

- Former students holding office in professional associations – The following former students hold executive board positions on the New York State Therapeutic Recreation Association for 2010.
 - Leslie Hoot, CTRS – Secretary
 - Deb Silver, CTRS – Secretary
 - Jason Schwab, CTRS – Professional Development – Workshops
 - Gillian Mayson, CTRS – Information Management – Newsletter

- Jana Teagle, CTRS – American Therapeutic Recreation Association
- Michelle Herndon, CTRS – American Therapeutic Recreation Association

7.0

Course Embedded Learning Outcomes

Over the past several years, the Department of RLS has assessed learning outcomes through the accreditation review process maintaining our accreditation since November 1978. In the spring of 2009 the department began a more formal plan for gathering assessment data. This process was stimulated by two factors. First, Ithaca College has been encouraged by Middle States to have a formal outcomes assessment program and second, COPART moved to utilizing outcome data for accreditation and reaccreditation purposes. The department agreed to act as one of the pilot programs for the new accreditation process.

To accomplish this task, the department of RLS developed a RLS Assessment Plan Matrix for the COPART Accreditation. The matrix, projects the collection of outcome data from 2009-2014. Outcome data that has been collected since the spring of 2009 is summarized below. The data has been organized to reflect both the COPART Standards and the School of Health Science and Human Performance General Education Data Assessment in the categories of Foundations, Provision, and Management. The Department of RLS developed goals related to each of these standards. The outcome data for each of these goals appears under the related Standard. The RLS Assessment Plan Matrix can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/matrix.doc>

7.01

Foundations

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 process used by professionals and workers in those industries; and c) the foundations of the profession in history, science and philosophy.

7.01.01

RLS Goal 1: RLS graduates will effectively communicate orally about recreation, park, and leisure issues.

Note: This goal is also reflective of **HSHP General Education Assessment of Oral Communication (GE 1):** Students will demonstrate the ability to effectively

communicate through speaking, with or without the aid of technology, in or outside the classroom.

Purpose

To assess the oral communication skills of senior-level students in the Department of Recreation and Leisure Studies.

Rubric for Oral Communication: The rubric evaluates the curricular outcome for oral communication literacy. This rubric is currently shared with all education programs at the School of Health Science and Human Performance. The Rubric for Oral Communication can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/oralrubric.pdf>

Method

All students in the Department of RLS are required to take the capstone course, *RLS 453 Seminar: Professional Development*. One of the primary requirements of the course is to propose and present a 30-45 minute presentation to the class, as though they were delivering a conference presentation, on a topic of the student's choosing related to the profession of recreation and leisure studies. Outcome Data was collected spring 2009, fall 2009, spring 2010.

RLS 45300 Seminar: Professional Development

Spring 2010: During the spring semester 2010 the instructor for **Seminar: Professional Development** applied the oral communication rubric to ten student presentations to measure the competency of the students' oral communication. Six variables related to oral communication were measured: Organization, Subject Knowledge, Graphics, Mechanics, Eye Contact, and Elocution. Each student was assessed at one of four levels of competency: Novice, Apprentice, Practitioner, or Expert.

Criteria

The Department of RLS faculty set the following two criteria for student competency in oral communication:

- 100% of students must rate at the "Apprentice" level or above
- 80% of students must rate at the "Practitioner" level or above

Results

Table 7.5
Spring 2010-RLS 45300 Seminar: Professional Development
Oral Communication Results

The table below shows how the ten students rated in oral communication:

Attributes of Oral Communication	Number of Students			
	Expert	Practitioner	Apprentice	Novice
Organization	7	2	1	-
Subject Knowledge	10	-	-	-
Graphics	5	2	3	-
Mechanics	7	3	-	-
Eye Contact	10	3	-	-
Elocution	10	2	-	-
% Totals	49 = 82%	12 = 20%	4 = 6%	-

Criteria:

- 100% of students rate at the “Apprentice” level or above: MET
- 80% of students rate at the “Practitioner” level or above: MET

Action Required

Similar to measures reported previously, student learning outcomes in oral communication remain high, implying that our current curriculum strongly supports this outcome. Faculty will continue the practice of giving students opportunities to deliver multiple presentations, to work in small groups, and to interface frequently with other students, professionals, and faculty throughout the program.

Fall 2009: During the fall semester 2009 the instructor for ***RLS 453 Seminar: Professional Development*** applied the Oral Communication Rubric to the student presentations to measure student competency at oral communication. Six students were enrolled in the course. Six variables related to oral

communication were measured: Organization, Subject Knowledge, Graphics, Mechanics, Eye Contact, and Elocution. Each student was assessed at one of four levels of competency: Novice, Apprentice, Practitioner, or Expert. The Oral Communication Rubric can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/oralrubric.pdf>

Criteria

The Department of RLS faculty have determined the following two expectations for student competency in the area of oral communication:

- 100% of students need to rate at the “Apprentice” level or above
- 80% of students need to rate at the “Practitioner” level or above

Results

Table 7.6
Fall 2009-RLS 453 Seminar: Professional Development
Oral Communication Results

Attributes	Expert	Practitioner	Apprentice	Novice
Organization	3	3	-	-
Subject Knowledge	2	3	1	-
Graphics	4	2	-	-
Mechanics	5	1	-	-
Eye Contact	2	3	1	-
Elocution	2	4	-	-
% Totals	18 = 50%	16 = 44%	2 = 6%	-

Criteria:

- 100% of students rate at the “Apprentice” level or above: MET
- 80% of students rate at the “Practitioner” level or above: MET

Action Required

The student outcomes far surpass the criteria. No action is deemed necessary.

Spring 2009: During the spring semester 2009 the instructor for *RLS 453 Seminar: Professional Development* applied the Oral Communication Rubric to the student presentations to measure student competency at oral communication. Eleven students were enrolled in the course. Six variables related to oral communication were measured: Organization, Subject Knowledge, Graphics, Mechanics, Eye Contact, and Elocution. Each student was assessed at one of four levels of competency: Novice, Apprentice, Practitioner, or Expert. The Oral Communication Rubric can be viewed at the following link.
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/oralrubric.pdf>

Criteria

RLS faculty have determined the following two expectations for student competency in the area of oral communication:

- 100% of students need to rate at the “Apprentice” level or above
- 80% of students need to rate at the “Practitioner” level or above

Results

Table 7.7
Spring 2009-RLS 453 Seminar: Professional Development
Oral Communication Results

Attributes	Expert	Practitioner	Apprentice	Novice
Organization	8	3	-	-
Subject Knowledge	8	3	-	-
Graphics	9	2	-	-
Mechanics	8	3	-	-
Eye Contact	8	3	-	-
Elocution	9	2	-	-
% Totals	50 = 78%	14 = 22%	-	-

Criteria:

- 100% of students rate at the “Apprentice” level or above: MET
- 80% of students rate at the “Practitioner” level or above: MET

Action Required

The student outcomes far surpass the criteria. No changes to assessment practices are deemed necessary.

7.01.02

RLS Goal 2: RLS graduates will be able to effectively prepare written materials that address recreation, park and leisure issues.

Note: This goal is also reflective of **HSHP General Education Assessment**

Written Communication (GE 2): Students will demonstrate the ability to write effectively for general and professional audiences.

Purpose

To assess the written communication skills of senior-level students in the Department of Recreation and Leisure Studies.

Written Communication Rubric: The rubric evaluates the curricular outcome for written communication literary. This rubric is currently shared with all education programs at Ithaca College. HSHP has changed the header to be consistent with the other rubrics in this program. *“Students will demonstrate the ability to write effectively for general and professional audiences.”* The Written Communication Rubric can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/writerubric.pdf>

RLS 45300: Seminar Professional Development

Method

All students in the Department of RLS are required to take the capstone course, *RLS 453 Seminar: Professional Development*. One of the main requirements of the course is to develop a well-researched, 7 to 10 page paper on a topic of the student’s choosing related to the profession of recreation and leisure studies. Outcome data was collected spring 2010, fall 2009, spring 2009.

Spring 2010: During the spring semester 2010 the instructor for **RLS 453 Seminar: Professional Development** applied the Written Communication Rubric to the student papers to measure student competency at written communication. Ten students were enrolled in the course. The Written Communication Rubric can be viewed at the following link.
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/writerubric.pdf>

Five variables related to written communication were measured: Meaning, Development, Organization, Language Use, and Conventions. Each student was assessed at one of four levels of competency: Novice, Apprentice, Practitioner, or Expert.

Criteria

RLS faculty have determined the following two criteria for student competency in the area of written communication:

- 100% of students need to rate at the “Apprentice” level or above
- 80% of students need to rate at the “Practitioner” level or above

Results

The table below shows how the ten students rated in written communication:

Table 7.8
Spring 2010-RLS 453 Seminar: Professional Development
Written Communication Results

Attributes of Written Communication	Number of Students			
	Expert	Practitioner	Apprentice	Novice
Meaning	4	3	3	-
Development	5	3	2	-
Organization	2	6	2	-
Language Use	2	5	3	-
Conventions	1	4	5	-
% Totals	14 = 28%	21 = 42%	15 = 30%	-

Criteria:

- 100% of students rate at the “Apprentice” level or above: MET
- 80% of students rate at the “Practitioner” level or above: NOT MET

Action Required

Because only 70% of the students scored at the “Practitioner” level or above, additional efforts are needed to support student learning in written communication. Efforts that are needed include (a) emphasizing the importance of written communication in RLS courses, (b) giving constructive feedback on student papers, and (c) encouraging or requiring students to consult with the Writing Center.

Fall 2009: During the fall semester 2009 the instructor for ***RLS 453 Seminar: Professional Development*** applied the attached rubric to the student papers to measure student competency at written communication. Six students were enrolled in the course.

Five variables related to written communication were measured: Meaning, Development, Organization, Language Use, and Conventions. Each student was assessed at one of four levels of competency: Novice, Apprentice, Practitioner, or Expert.

Criteria

RLS faculty have determined the following two criteria for student competency in the area of written communication:

- 100% of students need to rate at the “Apprentice” level or above
- 80% of students need to rate at the “Practitioner” level or above

Results

The table below shows how the ten students rated in written communication:

Table 7.9
Fall 2009 - RLS 453 Seminar: Professional Development
Written Communication Results

Attributes of Written Communication	Number of Students			
	Expert	Practitioner	Apprentice	Novice
Meaning	0	4	1	1
Development	1	3	2	-
Organization	4	2	-	-
Language Use	-	3	1	2
Conventions	1	2	1	2
% Totals	6 = 20%	14 = 46%	5 = 17%	5 = 17%

Criteria:

- 100% of students rate at the “Apprentice” level or above: NOT MET
- 80% of students rate at the “Practitioner” level or above: NOT MET

Action Required

Because only 70% of the students scored at the “Practitioner” level or above, additional efforts are needed to support student learning in written communication. Efforts that are needed include (a) emphasizing the importance of written communication in RLS courses, (b) giving constructive feedback on student papers, and (c) encouraging or requiring students to consult with the Writing Center.

Spring 2009:

Method

To measure student competency at written communication the course instructor applied the written communication rubric to the student papers. Eleven students were enrolled in the course. The Written Communication Rubric can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/writerubric.pdf>

Five variables related to written communication were measured: Meaning, Development, Organization, Language Use, and Conventions. Each student was assessed at one of four levels of competency: Novice, Apprentice, Practitioner, or Expert.

Criteria

Expert. RLS faculty have determined the following two criteria for student competency in the area of written communication:

- 100% of students need to rate at the “Apprentice” level or above
- 80% of students need to rate at the “Practitioner” level or above

Results

The table below shows how the eleven students rated in written communication:

Table 7.10
Spring 2009 - RLS 453 Seminar: Professional Development
Written Communication Results

Attributes of Written Communication	Number of Students			
	Expert	Practitioner	Apprentice	Novice
Meaning	4	6	1	-
Development	4	7	-	-
Organization	5	5	1	-
Language Use	4	6	1	-
Conventions	4	5	2	-
% Totals	21 = 38%	29 = 53%	5 = 9%	-

Criteria:

- 100% of students rate at the “Apprentice” level or above: MET
- 80% of students rate at the “Practitioner” level or above: MET

Action Required

Because student-learning outcomes in written communication greatly exceeded the criteria, the current support of student learning by faculty in this area

appears successful. Thus, current practices of providing feedback and encouragement to students to write well, and recommending the Writing Center as a resource, will be continued.

RLS 33200: Research Methods

Fall 2009: RLS 332 Research Methods is a required course for all Recreation and Leisure Studies majors. The students are required to develop a research proposal as his/her major course assignment. The students are evaluated on their ability to effectively communicate in writing through the use of a rubric adapted by the School of Health Sciences and Human Performance to evaluate the student's general education written communication ability. This rubric is used across all departments in the school of HSHP.

Method

The student assignment used to evaluate the students ability to effectively prepare written materials that address recreation, park, and leisure issues was evaluated on the following attributes; meaning, development, organization, language use, and conventions..

Assessment Artifact: Individual Student Research Proposal

Assessment Instrument: The Written Communication Rubric can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/writerubric.pdf>

Total students: 16

Total majors: 16

Criteria

RLS faculty have determined the following two expectations for student competency

- 100% of students need to rate at the "Apprentice" level or above
- 80% of students need to rate at the "Practitioner" level or above

Results

Assessment results indicate that students met the 100% target level in two of the five attributes measured (meaning and language use). The target level of 80% at the practitioner level or above was met for two of the five attributes measured (meaning and organization).

Target levels were not met at the 100% level for the attributes of development, organization, and conventions. Target levels were not met at the 80% level for the attributes of development, language use, and conventions.

Table 7.11
Fall 2009- RLS 332 Research Methods
Final Evaluation Results

Attributes of Written Communication	Number of Students			
	Expert	Practitioner	Apprentice	Novice
Meaning	-	13 = 81%	3 = 19%	-
Development	-	11 = 69%	3 = 19%	2 = 12%
Organization	-	13 = 81%	3 = 19%	-
Language Use	-	10 = 62%	6 = 18%	-
Conventions	10 = 62%	5 = 32%	1 = 6%	-

Criteria:

- 100% of students rate at the “Apprentice” level or above: MET
- 80% of students rate at the “Practitioner” level or above: MET

Action

In almost all cases the research proposal course assignment is the first time the student has ever been asked to write at the level required of a research proposal. To aid the student in developing the writing skills required for a research proposal the instructor will require three additional assignments for the class. The additional assignments will allow the students to develop each of the

three chapters as individual assignments to be assessed and returned to the student with comments to allow the student to further develop each chapter before turning in the final assignment.

7.01.03

RLS Goal 3: RLS graduates will be able to demonstrate entry-level knowledge of the scope of the profession along with entry-level professional practices.

RLS 24800 Service Learning I: Program Planning

Method

The Final Evaluation Form used by the agency supervisor to evaluate the students Service Learning I experience includes seven attributes related to the ability to demonstrate entry-level knowledge of the scope of the profession along with entry-level professional practices. Following is a list of the seven attributes to include the individual student evaluation results in each of the seven attributes. The student final evaluation form includes five ratings: expert, practitioner, apprentice, novice, pre-novice, and a rating of N/A. For evaluation purposes expert rankings will be included as practitioner or above levels and rankings of pre-novice will be included as novice or below rankings. The final evaluation form can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/sl1rubric.pdf>

Table 7.12
Spring 2010- RLS 24800 Service Learning I: Program Planning
Evaluation of Seven Attributes Measuring Entry Level Knowledge

Item/Attribute	Practitioner and Above	Apprentice	Novice and Below
Knowledge of Position	8 = 87%	3 = 33%	0
Productivity	9 = 100%	0	0
Quality of Work	9 = 100%	0	0
Responsibility	9 = 100 %	0	0
Independent Functioning	6 = 67%	3 = 33%	0
Attendance and Punctuality	9 = 100%	0	0
Demonstrates an understanding of agency's operating procedures	7 = 77%	2 = 23%	0
Consistently models ethical and professional behavior required of leisure service delivery systems	7 = 77%	2 = 23%	0

Note: One student did not complete the course resulting in only 9 of 10 students being evaluated by his/her supervisor.

Criteria

Target levels for this outcome are that 100% students would be at Apprentice level or above and at least 80% at Practitioner level.

Results

Based on the individual student evaluations, target levels were met at the 100% level (Apprentice) for all of the eight attributes and the 80% target level (Practitioner) was met in five of the eight attributes.

Target levels were not met at the 80% level for the independent functioning, "demonstrates an understanding of agency's operating procedures", and "consistently models ethical and professional behavior required of leisure service delivery systems" attributes.

Action

Due to the small class size no action will be implemented for the fall 2010 semester. It is felt that the small class size and relative increase/decrease in percentage that could be initiated in movement (novice/apprentice) by only one student does not warrant any action at this time. The fall 2010 class will be evaluated and analyzed with the spring 2010 and fall 2009 data to identify any consistent trends.

Fall 2009: This learning objective is partly measured in the course. At the end of the course, the students' agency supervisors complete a final evaluation, which rates the students on their service learning experience (see evaluation attached). Ten students were enrolled in the course in fall 2009.

Table 7.13
Fall 2009-RLS 24800 Service Learning I: Program Planning
Evaluation of Seven Attributes Measuring Entry Level Knowledge

Item/Attribute	Practitioner and Above	Apprentice	Novice and Below
Knowledge of Position	9 = 90%	1 = 10%	0
Productivity	9 = 90%	1 = 10%	0
Quality of Work	6 = 60%	4 = 40%	0
Responsibility	8 = 80%	2 = 20%	0
Independent Functioning	9 = 90%	0	1 = 10%
Attendance and Punctuality	7 = 70%	3 = 30%	0
Demonstrates an understanding of agency's operating procedures	10 = 100%	0	0

Criteria

Target levels for this outcome are that 100% students would be at Apprentice level or above and at least 80% at Practitioner level.

Results

Based on the individual student evaluations, target levels were met at the 100% level (Apprentice) for six of the seven items/attributes and the 80% target level (Practitioner) were met in five of the seven items/attributes.

Target levels were not met at the 100% level for the independent functioning item. Target levels were not met at the 80% level for the quality of work item as well as the attendance and punctuality item

Action

The instructor will emphasize the importance of adhering to professional practices regarding productivity, quality of work, responsibility, independent functioning and attendance/punctuality. This will be accomplished through a lecture and exercise to introduce the student to personal characteristics of leisure service professionals as related to those attributes.

RLS 10500 – Fundamentals of Leadership

Note: Data has not been collected from this class to date.

Basic concepts in leadership. Examination of sources required for authentic leadership: connections, identity, integrity, and personal power. Analysis of effective leadership practices and the application to collaborative environments.

Artifact

The artifact to assess the above student-learning outcome is the culminating product produced by students at the end of the course. The artifact is titled Leadership Action Plan and can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/assignments/rls105/action.pdf>. The Leadership Action Plan is a tool that will help the student establish short and long-term goals for personal leadership development. The student will self assess their strengths and weaknesses as a leader and structure a plan to develop the competencies needed to become a well-rounded leader. The student will complete an in-depth analysis of themselves in relation to their leadership style, temperament, and potential. This includes how the students' self-assessment and characteristics relate to their future professional development. The written work incorporates class and

reading content that compares, contrasts, and connects the student with the things they have heard, seen, and felt in class.

Measurement

A Critical Thinking Literacy Rubric was designed to assess this student-learning outcome. The rubric is to be used by the instructor to evaluate the written work. The rubric can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/ctrubric.pdf>

Each element is rated on a scale of 1-4 with:

- 1 Novice
- 2 Apprentice
- 3 Practitioner
- 4 Expert

Adding up the scores and dividing that by the number of competencies assessed will determine a combined score.

The criteria for determining whether students have achieved the outcome are that 100% of the students should score at the Apprentice level or higher on the assignment as a whole. The Apprentice level is appropriate as this is a 100 level course and it is intended to introduce the student learning outcome.

This course was just recently redesigned to be implemented fall 2010 therefore there is no data to analyze at this time.

7.02 Provision of services and experiences for the public, guests, visitors, and clients

Students graduating from the Program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human services and that embrace personal and cultural dimensions of diversity.

7.02.01 RLS Goal 4: RLS Graduates will be able to demonstrate the ability to plan programs for a diverse clientele.

RLS 24800: Program Planning

Spring 2010

Students enrolled in RLS 24800 during the fall 2010 semester worked in a variety of agencies with a diverse clientele as identified by age, socio-economic status, and physical/mental abilities. In addition, students enrolled in RLS 24800 worked in diverse agencies with diverse missions.

1. American Red Cross
2. Cornell Outdoor Education (3 students)
3. Cayuga Nature Center
4. Longview Older Adult Residential Community
5. South Hill School Age Program
6. GIAC After School Program

Method

The student assignment used to evaluate the student's ability to plan programs for a diverse clientele was evaluated on the following attributes; needs assessment, program description, program goal, program objectives, program resources, program promotion, program pricing, risk management, and program evaluation.

Criteria

Target levels of evaluation are that 100% of the students would meet Apprentice level or above and 80% would meet Practitioner level or above.

Results

Results indicate that 100% target levels were met in the following attribute areas; program description, and program promotion. Eighty percent target levels were met in the attribute of risk management.

Overall target levels were not met in the following attribute areas; needs assessment (4 students), program goals (1 student), program objectives (3 students), program resources (1 student), program pricing (1 students), risk management (1 student) and program evaluation (2 students).

Action

Although the basic philosophy regarding having students use his/her Service Learning I agency to develop, implement, and evaluate an individual event/activity is sound, the reality is not practical due to the range in the types of agencies, and agency missions students work within. An agency offering after

school programs does not offer the same opportunity to develop the level of an event/activity as working within an agency such as a YMCA. Opportunities vary on resources available, funding, and ability to implement an activity appropriate for evaluating student abilities in design, implementation, and evaluation of programs. As such, future event/activity assignments will be to develop an event/activity within the agency operating procedures and policies with the understanding that the event/activity may never be implemented. The event/activity must be designed to offer enough program depth to adequately evaluate the student's ability to develop all phases of the program.

It is recommended that the reasoning behind the co-requisite requirement of RLS 24800 Service Learning I: Programming and RLS 23200 Program Planning be revisited. In an informal discussion with the class it was felt that Service Learning I would be a better programming experience opportunity once the student had completed both RLS 10500 Leadership and RLS 23200 Program Planning. Based on this the co-requisite requirement of RLS 23200 and RLS 24800 will be presented to the faculty for elimination. In addition, it will be recommended that the pre-requisite requirement of RLS 10500 Leadership for RLS 23200 Program Planning be presented to the faculty for elimination. Both recommendations will require appropriate documentation and approval by the Department of RLS Curriculum Committee, HSHP Curriculum Committee, and College Academic Policy Committee.

Based on the problem in agency diversity and the student's ability to design, implement, and evaluate an individual event/activity within the service learning experience, it is highly recommended that the all class event be continued. In addition, the development and design of the student's individual event/activity will be implemented on the same time table as the all class event based on separate student assignments related to needs assessment, development of goals and objectives, program resources, program promotion, program pricing, risk management, and program evaluation. Through these individual assignments the instructor will be able to assess the individual students ability in all the assignment areas and the student will have the opportunity to revise each step accordingly prior to handing in the final project incorporating each of the individual assignments.

Fall 2009: Students enrolled in RLS 24800 during the fall 2010 semester worked in a variety of agencies with a diverse clientele as identified by age, socio-

economic status, and physical/mental abilities. In addition, students enrolled in RLS 24800 worked in diverse agencies with diverse missions.

1. American Red Cross
2. Cornell Outdoor Education (3 students)
3. Cayuga Nature Center
4. Longview Older Adult Residential Community
5. South Hill School Age Program
6. GIAC After School Program

The student assignment used to evaluate the student's ability to plan programs for a diverse clientele was evaluated on the following attributes; needs assessment, program description, program goal, program objectives, program resources, program promotion, program pricing, risk management, and program evaluation.

Criteria

Target levels of evaluation are that 100% of the students would meet Apprentice level or above and 80% would meet Practitioner level or above.

Results

Results indicate that 100% target levels were met in the following attribute areas; program description, and program promotion. Eighty percent target levels were met in the attribute of risk management.

Overall target levels were not met in the following attribute areas; needs assessment (4 students), program goals (1 student), program objectives (3 students), program resources (1 student), program pricing (1 students), risk management (1 student) and program evaluation (2 students).

Action

The fall 2009 data was first assessed in the spring of 2010 as part of the School of Health Sciences and Human Performance program assessment plan. At the time of assessment the data could not be acted upon. However, the data provided was assessed in comparison to the spring 2010 and used in developing the action plan described in the spring 2010 action plan and will be first assessed the fall semester of 2010.

RLS 34000 Inclusive Community Leisure Services

Fall 2009

Method and Measurement

All RLS students are required to take the course, *RLS 34000 Inclusive Community Leisure Services*. Eighteen students were enrolled in the course in fall 2009. Two measures were used to assess this learning outcome, as follows:

1. The “Inclusion U” curriculum, designed by the New York State Inclusive Recreation Resource Center, is a component of this course. Through this curriculum students gain knowledge related to designing programs for programmatic and architectural accessibility by individuals with disabilities. To earn “Inclusion U” certification, students must be present for the entire training, conduct an architectural and programmatic assessment of an existing community recreation program, and, once those two steps are completed, pass a final exam.

Criteria: 80% of students pass “Inclusion U” final exam and earn certification

2. As part of the course requirements, students design an inclusive recreation program that meets the needs of individuals with diverse abilities. A rubric is used to evaluate this assignment, which covers the following areas, for a total of 10 points:
 - Program justification/rationale
 - Goals and objectives
 - Assessment of individual needs and abilities
 - Programmatic adaptations and modifications
 - Staffing
 - Staff Training
 - Collaboration and networking
 - Programmatic and social inclusion strategies
 - Documentation and evaluation measures

Criteria: 80% of students rate 70% (C-) or better on rubric applied to inclusive recreation program plan

Results

1. 100% of the students earned “Inclusion U” certification. This learning outcome was met.

2. A table is presented on the following page that shows the students' scores on their inclusive recreation program plan (10 points possible). The student who did not rate 70% (C-) or better is highlighted.

Table 7.14
Fall 2009- RLS 34000 Inclusive Community Leisure Services
Scores on Inclusive Recreation Program Plan

Student	Score	Student	Score	Student	Score	Student	Score
1	10	6	10	11	9.5	16	10
2	10	7	9.5	12	9.5	17	7.5
3	10	8	9.5	13	7.5	18	10
4	7.5	9	10	14	9.5	-	-
5	9.5	10	10	15	5	-	-

These results show that only one student (Student #15) did not meet the criteria, which means that 94% of the students did meet the criteria. Thus, this learning outcome was met.

Action Required

The high percentage of students (100%) who earned Inclusion U certification as well as the high percentage of students (94%) who successfully met the criteria for designing an inclusive recreation program indicates that the students are competent in this learning objective. Faculty will continue to use the instructional techniques and Inclusion U curriculum in this course, since they appear to be highly effective in supporting students in meeting this learning objective.

RLS 10500 – Fundamentals of Leadership

Note: This course was just recently redesigned to be implemented fall 2010 therefore there is no data to analyze at this time.

Basic concepts in leadership. Examination of sources required for authentic leadership: connections, identity, integrity, and personal power. Analysis of effective leadership practices and the application to collaborative environments.

Artifact

The students are responsible for designing an initiative activity which can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/assignments/rls105/development.pdf> .

The purpose of the assignment is for the student to lead a group through a self designed interactive learning experience. The student is assessed on their ability to design, facilitate, and debrief the experience. The activity must run 15 minutes in length and consist of 5 minutes of discussion afterwards. The group consists of approximately 24 students.

Measurement

A Facilitation Rubric was designed to assess this student-learning outcome. The rubric is to be used by the instructor and two peers to evaluate the written work. The grade is determined by averaging the peers' score with the instructors score. The rubric can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/facilrubric.pdf>

Each element is rated on a scale of 1-4 with:

- 1 Novice
- 2 Apprentice
- 3 Practitioner
- 4 Expert

Adding up the scores and dividing that by the number of competencies assessed will determine a combined score.

Criteria

The criteria for determining whether students have achieved the outcome are that 100% of the students should score at the Apprentice level or higher on the assignment as a whole. The Apprentice level is appropriate as this is a 100 level course and it is intended to introduce the student learning outcome.

7.02.02

RLS Goal 6: RLS graduates will be able to demonstrate the ability to implement recreation and leisure experiences for a diverse clientele.

RLS 12500 Understanding Disability

Spring 2010: All students in the Department of RLS are required to take the course RLS 12500 Understanding Disability. Integrated into this course is a swim program in which students are paired up with students with disability from the Franziska Racker Center. Students are assigned to swim buddies and work with them one-on-one in the pool once a week. They are also required to attend a recreation program for adults with disabilities. The students are required to write a reflective paper on both of these experiences.

Method and Measurement

The assessment instrument utilized for this outcomes assessment was an Attitude Assessment and the reflective paper. The results of the Attitude Assessment indicated that students came into class with a healthy attitude towards individuals with disabilities. Based on the results of this initial assessment, it was determined that no post test was necessary. The Attitude Assessment and Data can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/disabilityattitudes.pdf>

Table 7.15

Spring 2010- RLS 12500 Understanding Disability - Attitude Assessment

Number of Students Reporting that knowledge was gained in the objective	Course Objective
40	To develop the knowledge of the etiology, classification, characteristics, and scope of specific kinds of disabilities.
17	To develop an understanding of physical and psycho-social barriers that people with disabilities encounter in today's society.
3	List the impact of historical events and legislation on attitudes toward and treatment of individuals with disabilities
5	To experience a supervised recreation program for adults with disabilities.
12	To increase the student's comfort level in interacting with people with disabilities
8	To understand the significance of education, therapeutic, and community services in the lives of individuals with disabilities.
15	To develop knowledge of the "spectrum of services" for people with disabilities and the roles of various members of the rehabilitative and human services team.
40	To experience the development of an individual therapeutic relationship in a swim program for preschoolers with disabilities.

Results

The attitude survey indicates that students who take the course already have an interest in or healthy attitude towards individuals with disabilities.

The Reflective paper indicated that students felt like they learned about disabling conditions and that they had the opportunity to develop a therapeutic relationship with preschoolers with disability. They seem to have less memory of having learned about the historical, legislative and significance of education, therapeutic and community services for individuals with disability. It is difficult to discern if, in fact the materials were not covered sufficiently or that the students' direct experience with people with disabilities just impacted them more.

Action Required

Identify and implement an attitude survey at the beginning of class prior to any engagement with individuals with disability or exposure to course materials. In the survey ask what involvement the student has had working with or exposure to individuals with disability. This would help to determine if the student came to class with healthy attitudes and prior experience prior to the class. A separate analysis could then be done on those who did not have prior experience.

In the reflective piece assessment the instructor could add questions indicating what they regarding laws, history, programs

Spring 2010

RLS 23200 Program Planning

Method

The student individual programming activity was developed to assess the student understanding of program design to include program description, statement of goals and objectives, marketing, pricing, identification of needed resources, risk management, and evaluation. Underlying the ability to design a program is that the student should understand that the process is applicable to diverse clients and working within diverse agencies. Throughout the semester the class is exposed to the process of programming for diverse clients and agencies through class discussion of individual student programs/event development.

Evaluation Artifact: Individual Activity/Event Assignment

Results

Due to the nature of the varied agencies students worked in, and based on agency needs, 2 of 9 students implemented their individual activity/event program with the remaining 7 students having developed the activity/event to be implemented by the agency at a future date. As such, the Individual Activity/Event assignment is not an adequate evaluation of the ability to implement recreation and leisure experiences for a diverse clientele.

Action

Based on the results of the spring 2010 assessment of the Individual Activity/Event Assignment in assessing Standard 7.02.02 it is recommended that this artifact be eliminated. It is not an appropriate artifact "to demonstrate the ability to implement recreation and leisure experiences for a diverse clientele".

Evaluation Model: Instructors Evaluation – RLS Pow Wow 2010. (Expert Judgment Model)

A class assignment in RLS 23200 Program Planning was a class project to develop an all department event. As a class, the students developed an event based on the general goal of developing an all department event to promote a sense of community and camaraderie between the three RLS majors. As a class, the students developed goals and objectives for the event, identified a theme, and in teams developed activities around the theme. Class planning included event promotion and marketing, identifying and gathering resources, development of policies/procedures, pricing, risk management, and evaluation. Team planning included activity development, resource identification, development of policies/procedures/rules, activity leadership, and activity evaluation.

Criteria

The criteria established for the RLS 23200 Programming Planning class project was that 100% of the class were active participants and that the event was determined to be a success. Success was established as the development of a sustainable event that would be continued by future classes.

Results

Based on the event planning process, event implementation, and event evaluation it is the instructors assessment that 100% of the class performed at or above the apprentice level and 80% of the class performed at or above the practitioner level. The students, as a class, developed and lead a program that included demonstrating an understanding of programming for diverse clients.

Action

The class project is an opportunity for the student to gain an understanding of the programming process, which is instrumental in the student's ability to develop programs for diverse clients. It is recommended that the student project be continued and that programming for diverse clients be emphasized in regard to the programming process.

Spring 2010

RLS 24800 Service Learning I: Programming

Method

Evaluation Artifact: Service Learning I: Programming Student Final Evaluation

The Final Service Learning I Evaluation Form used by the agency supervisor to evaluate the students Service Learning I experience includes four attributes related to the student's ability to implement programs. The Final Service Learning I Evaluation Form can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/sl1rubric.pdf>

- (1) Demonstrates an understanding of the tasks associated with the planning, implementation, and evaluation of programs.
- (2) Demonstrates an understanding of client needs assessment.
- (3) Demonstrates an understanding of the agency's program pricing strategies.
- (4) Demonstrates an understanding of the agency's program marketing plan.

Results

Based on student final evaluations, results indicate that the 100% (apprentice or above) and 80% (practitioner or above) target levels were not met in any of the four attribute areas. Failure to meet target levels are the result of at least one

student receiving N/A in each of the four attribute areas. The number of students receiving N/A in each of the four attribute areas are as follows: attribute 1, two students; attribute 2, three students; attribute 3, one student; attribute 4, one student. Percentage of students that received at least practitioner or above ratings are as follows; attribute 1 – 55%, attribute 2 – 55%, attribute 3 – 44%, attribute 4 – 44%.

Action

It is recommended that RLS 24800 Service Learning I: Programming be further evaluated based on the student final evaluations at the conclusion of fall 2010 to identify any common outcomes. Based on the assessment of the additional data trends should be identified and presented to the faculty for discussion.

7.03

Management/Administration

Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration, marketing, finance and human resource management in the park recreation, tourism or related profession.

Table 7.16
Recreation Professional Disposition Items

Recreation Professional Disposition Items	Average Student Rating
1. Knowledge of Position: Understanding of the agency's mission and work, each staff member's place in the organization, and expectations of staff.	4.6
2. Productivity: Use of time, facilities, and available resources; volume and nature of work produced; planning and follow-through.	4.6
3. Quality of Work: Organization, thoroughness, accuracy, neatness, foresight, soundness of decisions.	4.6
4. Communication: communicates effectively with staff members, and secures acceptance of ideas, methods, and plans by other staff members. Considers viewpoints of others.	4.6
5. Relationships with agency staff: Respect, tact, insight, effectiveness, and courtesy. Ability to coordinate and cooperate with other departments.	4.7

6. Relationship with participants: Respect, fairness, equity, tact, insight, effectiveness, courtesy.	4.9*
7. Writing ability and expression: Degree of skill and ability to express thoughts on paper, reports, projects; command of language.	4.4
8. Responsibility: Dependability, ability to meet schedules, follow-through, and attends to instructions.	4.6
9. Independent functioning: Performs without constant supervision and functions constructively on own initiative when necessary.	4.7
10. Attendance and punctuality: Regularity of attendance; promptness of reporting absence, tardiness and time off for illness or personal business.	4.6
11. Attitude: enthusiasm, loyalty, interest, and approach to the agency, agency staff, clients, and public. Ability to comply with established procedures and policies.	4.8
12. Judgment: Possesses common sense, distinguishes important from unimportant, ability to reason through situations, evaluates problem before making decisions.	4.6
Total Average Score (5 points possible)	4.6

7.03.01 ***RLS Goal 5: RLS graduates will be able to apply entry-level concepts, principles and procedures of administration and management.***

RLS 34800 Service Learning II: Administration

Spring 2010

Method and Measurement

This learning objective is partly measured in the course, RLS 34800 Service Learning II: Administration. At the end of the course, the students' agency supervisors complete a final evaluation, which rates the students on their dispositions and learning objectives. The final evaluation form can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/sl2rubric.pdf>

Ten students were enrolled in the course in fall 2009. One student needed to take an incomplete, so data is available for nine of the students.

Criteria: 80% of students will average 3.5/5 (70% or C-) or better on dispositions and learning objectives

Results

The following table shows the average of student final evaluation ratings on dispositions related to administration and management, as given by their service learning agency supervisors.

* This average was obtained from 8 students (1 student received N/A on this item)

The following table shows the average of student final evaluation ratings on learning objectives related to administration and management, as given by their service learning agency supervisors.

Table 7.17
Service Learning II: Administration Course Objective Evaluation Items

Service Learning II: Administration Course Objective Evaluation Items	Average Student Rating
1. Demonstrates an understanding of administrative and management theories and concepts.	4.6*
2. Demonstrates an understanding of roles and responsibilities of leisure service manager(s) related to the delivery of leisure experience opportunities.	4.9**
3. Demonstrates an understanding of personnel management related to recruitment, hiring, compensation, performance appraisal, staff development, management style, and employee motivation.	4.6**
4. Demonstrates an understanding of fiscal management and budgetary skills.	4.4*
5. Demonstrates an understanding of public relations and marketing concepts related to the delivery of leisure services.	4.6**
6. Demonstrates comprehension of legal concepts and risk management issues.	4.4**
7. Demonstrates an understanding of the agency's operating procedures.	4.6*
8. Consistently models ethical and professional behavior required of leisure service delivery systems.	4.7
Total Average Score (5 points possible)	4.6

* This average was obtained from 8 students (1 student received N/A on this item)

** This average was obtained from 7 students (2 students received N/A on this item)

These results indicate that all students received a score of 3.5/5 or better. In fact, they averaged 4.6/5 on both the dispositions and the learning objectives. Thus, this learning outcome was met.

Action Required

The results reveal that the students have far surpassed the departmental expectation for learning to apply entry-level concepts, principles, and procedures of administration and management, as rated by agency personnel who have closely supervised their work. Faculty will continue to teach and reinforce the importance of professional dispositions and the relevance of their learning about administration and management to the workplace.

7.03.02

RLS Goal 7: RLS graduates will be able to demonstrate the ability to evaluate services and to use the evaluation data to improve the quality of services.

Spring 2010

RLS 232: Programming Planning

Method

Assessment Artifact: Individual Activity/Event Assignment

Evaluation Model: Instructors Evaluation – RLS Pow Wow 2010. (Expert Judgment Model).

Students were required to develop appropriate evaluation instrument(s) for his/her individual activity/event. Target levels were not met. Sixty-six percent of the class met the target level of Apprentice or higher (6 students) and 44% of the class met the target level of Practitioner (4 students), two students were rated at the Novice level. Due to the diversity of the agencies and opportunity for students to develop an event/activity that would require significant planning components, the individual activity/event is not an adequate assessment of the student's ability to implement an evaluation plan and develop recommendations based on the evaluation.

As a class the students developed appropriate evaluation instruments for the event and for the team activity. Based on the results of these evaluations, the class developed recommendations for improving the event in design, marketing, pricing, and implementation. Student teams developed recommendations for

either improving or eliminating their team activity if the event is held again in the future.

Criteria

Target levels of evaluation are that 100% of the students would meet Apprentice level or above and 80% would meet Practitioner level or above.

Results

Based on the event and activity evaluations and recommendations it is the instructors assessment that 100% of the class performed at or above the apprentice level and 80% of the class performed at or above the practitioner level.

7.03.03

RLS Goal 8: RLS Graduates will be able to demonstrate the ability to acquire practical experience through the application of recreation, park principles, Theories and analytical methods by successfully completing service learning experiences.

RLS 232: Programming Planning

Fall 2009

Method

The Final Evaluation Form used by the agency supervisor to evaluate the students Service Learning I experience includes five attributes related to the ability to acquire practical experience through the application of recreation and park principles, theories and analytical methods by successfully completing service learning experiences. The Final Evaluation Form can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/sl1rubric.pdf> Following is a list of the five attributes to include the individual student evaluation results in each of the five attributes. The student final evaluation form includes five ratings: expert, practitioner, apprentice, novice, pre-novice, and a rating of N/A. For evaluation purposes expert rankings will be included as practitioner or above levels and rankings of pre-novice will be included as novice or below rankings.

Table 7.18
Fall 2009-RLS 232: Programming Planning
Final Evaluation Results

Item/Attribute	Practitioner and Above	Apprentice	Novice and Below
Relationship with Participants	10	0	0
Attitude	9	1	0
Judgment	9	1	0
Demonstrates an understanding of public relations	8	2	0
Demonstrates comprehension of legal concepts and risk management issues.	7	3	0

Criteria

Target levels for this outcome are that 100% students would be at Apprentice level or above and at least 80% at Practitioner level.

Results

Based on the individual student evaluations, target levels were met at the 100% level (Apprentice) for all of the five items/attributes and the 80% target level (Practitioner) were met in four of the five items/attributes.

Target levels were not met at the 80% level for the “demonstrates comprehension of legal concepts and risk management issues” attribute (2 students short).

7.03.04

RLS Goal 9: RLS Graduates will be able to demonstrate the skills necessary to successfully collaborate with others in varied work environments.

Spring 2010

RLS 24800: Service Learning I: Programming

Method

The Final Evaluation Form used by the agency supervisor to evaluate the students Service Learning I experience includes two attributes related to the ability demonstrate the skills necessary to successfully collaborate with others in varied work environments. The Final Evaluation Form can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/sl1rubric.pdf>

Following is a list of the two attributes to include the individual student evaluation results in each of the attributes. The student final evaluation form includes five ratings: expert, practitioner, apprentice, novice, pre-novice, and a rating of N/A. For evaluation purposes expert rankings will be included as practitioner or above levels and rankings of pre-novice will be included as novice or below rankings. Nine (9) students were enrolled in this class.

Table 7.19
Spring 2010-RLS 24800: Service Learning I: Programming
Final Evaluation Results

Item/Attribute	Practitioner and Above	Apprentice	Novice and Below
Communication	7	2	0
Relationship with Agency Staff	9	0	0

Criteria

Target levels for this outcome are that 100% students would be at Apprentice level or above and at least 80% at Practitioner level.

Results

Based on the individual student evaluations, target levels were met at the 100% level (Apprentice) for both of the attributes and the 80% target level (Practitioner) were also met in one of the two attributes. The 80% target level was not met for the attribute of communication (1 student short)

Action Required

Target levels were not met in any of the three student learning outcomes. It should be noted that for the student learning outcome of “RLS graduates will be able to acquire practical experience through the application of recreation, park principles, theories and analytical methods by successfully completing service learning experiences”, investigation of the data indicates that three students assigned to different positions with Cornell Outdoor Education were rated as N/A for different attributes. The instructor will discuss this with the Cornell Outdoor Education supervisor to determine if those attributes rated as N/A can be incorporated into the student experiences.

Although the evaluation summary indicates that none of the three student learning outcomes target levels were met it does not appear to require any major re-organization in the course. It should be noted that the small class size greatly influences the required student numbers for each attribute with one student skewing the data such that target levels are not met. In addition, it should be remembered that for some students this may be his/her first experience working in a leisure service agency and the student has the opportunity to grow and improve in Service Learning II.

Fall 2009

RLS 24800 Service Learning I: Program Planning.

At the end of the course, the students’ agency supervisors complete a final evaluation, which rates the students on their service learning experience. The final evaluation form can be viewed by choosing the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/sl1rubric.pdf> Ten students were enrolled in the course.

Method

The Final Evaluation Form used by the agency supervisor to evaluate the students Service Learning I experience includes two attributes related to the ability demonstrate the skills necessary to successfully collaborate with others in varied work environments. Following is a list of the two attributes to include the individual student evaluation results in each of the attributes. The student final evaluation form includes five ratings: expert, practitioner, apprentice, novice, pre-novice, and a rating of N/A. For evaluation purposes expert rankings will be

included as practitioner or above levels and rankings of pre-novice will be included as novice or below rankings.

Table 7.20
Fall 2009-RLS 24800 Service Learning I: Program Planning
Final Evaluation Results

Item/Attribute	Practitioner and Above	Apprentice	Novice and Below
Communication	10	0	0
Relationship with Agency Staff	10	0	0

Criteria

Target levels for this outcome are that 100% students would be at Apprentice level or above and at least 80% at Practitioner level.

Results

Based on the individual student evaluations, target levels were met at the 100% level (Apprentice) for both of the attributes and the 80% target level (Practitioner) were also met for both of the attributes.

Action

The instructor will emphasize the importance of adhering to professional practices regarding productivity, quality of work, responsibility, independent functioning and attendance/punctuality. This will be accomplished through a lecture and exercise to introduce the student to personal characteristics of leisure service professionals as related to those attributes.

RLS 34000 Inclusive Community Leisure Services

Fall 2009

Method and Measurement

This learning objective is partly measured in the course, ***RLS 34000 Inclusive Community Leisure Services***, which all RLS students take. Students are required

to collaborate with each other to design an inclusive community recreation program plan and, after the plan is completed, rate themselves and their teammates on four dimensions of collaboration: attitude, responsibility, participation, and communication (see evaluation form attached). Students are rated from 1 (poor) to 5 (excellent). Eighteen students were enrolled in the course in fall 2009.

Criteria: 80% of students will average 3.5/5 on collaboration skills and attitudes

Results

The following table shows the individual collaboration scores of the eighteen students.

Table 7.21
Fall 2009- RLS 34000 Inclusive Community Leisure Services
Dimensions of Collaboration Summary Scores

Student	Score	Student	Score	Student	Score	Student	Score
1	5	6	5	11	5	16	5
2	5	7	4	12	4.5	17	3.5
3	5	8	4.5	13	3.5	18	5
4	4	9	4	14	5	-	-
5	3.5	10	4.5	15	5	-	-

These results indicate that all students received a score of 3.5 or better. The average of the scores equaled 4.5, an entire point above the criterion. Thus, this learning outcome was met.

Action Required

While the results reveal that the students have, on average, “good” to “excellent” collaboration skills, there is still room for improvement. Faculty will continue to teach collaboration skills, lay out expectations for collaborative attitudes and behaviors, and reinforce positive collaboration in group projects to strengthen collaboration skills even more.

RLS 10500 – Fundamentals of Leadership

This course was just recently redesigned to be implemented fall 2010 therefore there is no data to analyze at this time.

Basic concepts in leadership. Examination of sources required for authentic leadership: connections, identity, integrity, and personal power. Analysis of effective leadership practices and the application to collaborative environments.

Artifact

In a group of three students will choose a leadership theory or concept provided and prepare a 5 minute presentation about the topic as well a paper. The leadership theory assignment can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/assignments/rls105/research.pdf> The students must give a brief but complete summary of the topic, highlight the major points that stood, and make connections between these points and their own established or developing leadership practices and theories, course content, assigned readings, etc. Upon completing this assignment the students assess the collaborative work of their peers and share this with each group member. This assessment is not graded but used as a developmental tool.

Measurement

A Group Collaboration Rubric was designed to assess this student-learning outcome. The rubric is to be used by the instructor to evaluate the written work. The Group Collaboration Rubric can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/7seriesartifacts/rubrics/gcrubric.pdf>

Each element is rated on a scale of 1-4 with:

- 1 Novice
- 2 Apprentice
- 3 Practitioner
- 4 Expert

Adding up the scores and dividing that by the number of competencies assessed will determine a combined score.

The criteria for determining whether students have achieved the outcome are that 100% of the students should score at the Apprentice level or higher on the assignment as a whole. The Apprentice level is appropriate as this is a 100 level course and it is intended to introduce the student learning outcome.

Chapter 8

THERAPEUTIC RECREATION OPTION

9.00, 7D.00, & 9D.00 STANDARDS

In addition to requiring the core courses identified in the preceding 7.0 standards, all students majoring in therapeutic recreation need to complete seven additional courses offered by the department, five courses offered by the School of HSHP, and one course in Developmental Psychology, Abnormal Psychology and Bioethics. Descriptions of these courses appear in Table 8.5 Therapeutic Recreation Option required Coursework below. (Three courses included in the 7.00 series reappear here because they also satisfy standards related to the Therapeutic Recreation Option. These courses include RLS-12500 Understanding Disability; RLS-34000 Inclusive Community Leisure Services; and RLS-45300 Seminar: Professional Development.)

Outcome assessment data has been collected in RLS 350 Therapeutic Recreation Process I (Fall 2009) and RLS TR Process II (Spring 2010) on the goal: Students graduating from RLS shall be able to demonstrate entry-level knowledge about management/administration of recreation, park resources, and leisure services. The specific learning outcome addressed was: Students graduating from the Therapeutic Recreation Major shall be able to demonstrate documentation skills. The Outcome data for this goal appears below.

Therapeutic Recreation Outcome Data

Collected: Spring 2010

Submitted by: Janice Elich Monroe

Program Goal:

Students graduating from RLS shall be able to demonstrate entry-level knowledge about management/administration of recreation, park resources, and leisure services.

Student Learning Outcome:

Students graduating from the Therapeutic Recreation Major shall be able to demonstrate documentation skills.

This student learning outcomes are addressed in the RLS Assessment Plan Matrix. The matrix can be viewed by using the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/matrix.doc>

Measurement: Two measurements are used to assess student outcomes for this objective. The first is the National Council for Therapeutic Recreation Certification (NCTRC) Exam and the second is a documentation skills rubric. Each of these methods of assessment will be discussed in the following sections.

NCTRC Certification Exam

The National Council for Therapeutic Recreation Certification Exam is designed and administered by an independent testing firm Prometric. As part of their services, Prometric provides an analysis of each school's performance on the exam components. The report is sent to the school each year if a minimum of 10 students has taken the certification exam.

The School Report for the testing period of May 2008 and October 2008 reported that four (4) TR Majors had taken the exam and had a 100% pass rate compared to a national pass rate of 66.7%. The mean for Ithaca College TR Majors was 78% compared to a national average of 66.7%.

The School Report also provides Diagnostic Scaled Score information that is broken into four categories of professional performance. The category, Practice of TR/RT is aligned with the documentation skill outcomes, which are the focus of this analysis.

In this area a diagnostic scaled score of 1 indicated that the performance is below the level of minimum competency and a score of 2 indicates that the performance is at or above the minimum acceptable competency level.

75% of the Ithaca College TR Majors who took the test (4) received a scaled score of 2 during this testing period. This indicates that one student did not meet the NCTRC competency area but met as a whole the departmental criteria of 70%. The objective was met and exceeded. It is not possible to determine the specific reason for this score.

In the NCTRC Prometric testing report for the Testing Years 2006, 2007, and January 2008 (22 students) Ithaca College TR Majors had an 86.4% pass rate with a national average pass rate of 73.1%. This test report provided more specific diagnostic information that broke down the Practice of TR/RT category into three sub-categories that included: Implementing the Individualized Education Plan and Documentation and Evaluation.

The following link can be used to view NCTRC Reports:

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/8seriesartifacts/nctrcreport2009.pdf>

Table 8.1
Implementing the Individualized Education Plan and Documentation and Evaluation

Diagnostic Score	Implementing Individualized Intervention Plans	Documentation and Evaluation
1	(4) 18.2%	(9) 40.9%
2	(18) 81.8%	(13) 59.1%

Note: The number in parenthesis is the number of students.

Analysis: An improvement in the scores from the May and October 2008 scores compared to the scores for the testing years 2006-January 2008 indicates that some improvement has been made in achieving student outcomes in the area of documentation.

There is a 33.3% difference between the Ithaca College TR pass rate in the May 2008 and October 2008 pass rate compared to a 13.3% difference in the school and national pass rate in the 2006-January 2008. The fact that the national pass rate decreased 6.5% indicated that the test was more difficult or that students were less prepared for the exam. Ithaca College TR Majors however demonstrated a 100% pass rate (33.3% higher than the national pass rate).

Rubric

A **documentation skills rubric** was designed to assess this student-learning outcome.

Artifacts utilized to access this student-learning outcome are gathered from the experiential learning opportunity that the students have at the Center for Life Skills. These artifacts include the interdisciplinary treatment plan, progress notes and final summaries/discharge plans that are part of the participant's charts.

The Documentation Skills Rubric was designed to assess the student's competence in all aspects of documentation including:

The establishment of long term goals.

The establishment of short term goals.

The development of client specific interventions

Progress Notes: Initial, SOAP, FOCUS, PIE, Narrative Formats

Mechanics

Each of these elements is rated on a scale of 1-5 with

1. representing does not meet criteria,
2. minimally meets criteria
3. meets criteria (entry level for professional practice)
4. exceeds criteria
5. substantially exceeds criteria

Adding up the individual scores and dividing that by the number of competencies assessed in that category will determine a combined score.

The criteria for determining whether students have achieved the outcome is that

70% of the students should score 3 on each criterion.

Table 8.2
Rubric Summary Table

Student	1	2	3	4	Total
Long Term Goals	3	3.3	3	3	3.08
Short Term Goals	3.25	3.5	3.25	3.25	3.31
Interventions	4	3.3	3	4	3.58
Initial Note	N/A	2	N/A	2.2	2.1
Narrative Note	N/A	3.5	4.25	3.5	3.75
SOAP Note	3.2	N/A	2	N/A	2.6
FOCUS Note	2.6	N/A	3.1	4	3.23
PIE Note	N/A	4.5	N/A	N/A	4.5
Discharge Summary	4	3.25	3.7	2.5	3.36
Mechanics	3	3.8	3	3.2	3.25
Total	3.29	3.39	3.16	2.83	3.28

Based on the analysis of the rubric scores, 75% of the TR Majors have met the criteria for determining if the outcome was met, thus exceeding the criteria.

Specific areas that students did not meet the criteria are in writing SOAP Notes and Initial Notes. This factor can be due in part to having some missing assignments that could not be included in the data set.

Therapeutic Recreation Outcome Data

Data Collected: Fall 2009

Date of Report: Spring 2010

Submitted by: Janice Elich Monroe

Program Goal:

Students graduating from RLS shall be able to demonstrate entry-level knowledge about management/administration of recreation, park resources, and leisure services.

Student Learning Outcome:

Students graduating from the Therapeutic Recreation Major shall be able to demonstrate documentation skills.

This student learning outcomes are addressed in the RLS Assessment Plan Matrix. The matrix can be viewed by using the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/matrix.doc>

Measurement: Two measurements are used to assess student outcomes for this objective. The first is the National Council for Therapeutic Recreation Certification (NCTRC) Exam and the second is the documentation skills rubric. Each of these methods of assessment will be discussed in the following sections.

NCTRC Certification Exam

The National Council for Therapeutic Recreation Certification Exam is designed and administered by an independent testing firm Prometric. As part of their services, Prometric provides an analysis of each schools performance on the exam components. The report is sent to the school each year if a minimum of 10 students has taken the certification exam.

The School Report for the testing period of May 2008 and October 2008 reported that four (4) TR Majors had taken the exam and had a 100% pass rate compared to a national pass rate of 66.7%. The mean for Ithaca College TR Majors was 78 compared to a national average of 66.7.

The School Report also provides Diagnostic Scaled Score information that is broken into four categories of professional performance. The category, Practice of TR/RT is aligned with the documentation skill outcomes, which are the focus of this analysis.

In this area a diagnostic scaled score of 1 indicated that the performance is below the level of minimum competency and a score of 2 indicates that the performance is at or above the minimum acceptable competency level.

75% of the Ithaca College TR Majors who took the test (4) received a scaled score of 2 during this testing period. This indicates that one student did not meet the NCTRC competency area but met as a whole the departmental criteria of 70%. The objective was met and exceeded. It is not possible to determine the specific reason for this score.

In the NCTRC Prometric testing report for the Testing Years 2006, 2007, and January 2008 (22 students) Ithaca College TR Majors had an 86.4% pass rate with a national average pass rate of 73.1%. This test report provided more specific diagnostic information that broke down the Practice of TR/RT category into three categories that included: Implementing the Individualized Education Plan and Documentation and Evaluation. The following link can be used to view NCTRC Reports:

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/8seriesartifacts/nctrcreport2009.pdf>

Table 8.3
Individualized Education Plan and Documentation and Evaluation

Diagnostic Score	Implementing Individualized Intervention Plans	Documentation and Evaluation
1	(4) 18.2%	(9) 40.9%
2	(18) 81.8%	(13) 59.1%

Note: The number in parenthesis is the number of students.

Analysis: An improvement in the scores from the May and October 2008 scores compared to the Scores for the testing years 2006-January 2008 indicates that some improvement has been made in achieving student outcomes in the area of documentation.

There is a 33.3% difference between the Ithaca College TR pass rate in the May 2008 and October 2008 pass rate compared to a 13.3% difference in the school and national pass rate in

the 2006-January 2008. The results of the NCTRC Reports can be viewed at the following link:
<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/8seriesartifacts/nctrcreport2009.pdf>

The fact that the national pass rate decreased 6.5% indicated that the test was more difficult or that students were less prepared for the exam. Ithaca College TR Majors however demonstrated a 100% pass rate (33.3% higher than the national pass rate).

Rubric

A **documentation skills rubric** was designed to assess the following student-learning outcome. Students graduating from the Therapeutic Recreation Major shall be able to demonstrate documentation skills.

Artifacts utilized to access this student-learning outcome are gathered from the experiential learning opportunity that the students have at the Center for Life Skills. These artifacts include the interdisciplinary treatment plan, progress notes and final summaries/discharge plans that are part of the participant's charts.

The Documentation Skills Rubric was designed to assess the student's competence in all aspects of documentation including:

The establishment of long term goals.

The establishment of short term goals.

The development of client specific interventions

Progress Notes: Initial, SOAP, FOCUS, PIE, Narrative Formats

Mechanics

Each of these elements is rated on a scale of 1-5 with

1. representing does not meet criteria,
2. minimally meet criteria
3. meet criteria (entry level for professional practice)
4. exceeds criteria
5. substantially exceeds criteria

Adding up the individual scores and dividing that by the number of competencies assessed in that category will determine a combined score.

The criteria for determining whether students have achieved the outcome is that

70% of the students should score 3 on each criterion.

Table 8.4
Rubric Summary Table

Student	1	2	3	4	5	6	Total
Long Term Goals	4	2.7	2	3.7	3	4	3.23
Short Term Goals	4	2.25	3.7	3	3	4	3.32
Progress Notes	4	3	3.5	4	3	3.5	3.5
Discharge Summary	4	3	3	4	3	5	3.67
Mechanics	5	3	2.8	5	3	4	3.8
Total Scores	4.4	2.79	3	3.9	3	4.1	3.51

Based on the analysis of the rubric scores, 83% of the TR Majors have met the criteria for determining if the outcome was met, thus exceeding the established target levels.

Table 8.5
Therapeutic Recreation Option - Required Coursework

Course Number	Course Title and Catalog Description	Credits
RLS-12500	<p>Understanding Disability: Characteristics, Causes, Services</p> <p>Introduction to the wide spectrum of disabilities—including cognitive disability, mental illness, physical disability, and sensory impairment—within home, school, community, and therapeutic settings. Course focuses on abilities, rights, characteristics, and needs of people with diverse abilities. Issues are discussed in light of social, cultural, and historical barriers. Self-advocacy, family perspectives, technological developments, and current trends in educational and rehabilitative services are also considered. Includes an experiential swim program with children of varying abilities during class time. (Groome)</p>	3

RLS-13300	Introduction to Therapeutic Recreation An in-depth study of the scope of therapeutic recreation. Students study the historical and philosophical foundations of the profession. The role of therapeutic recreation professionals in the spectrum of health care settings serving clients with a variety of disabilities is explored. Students participate in field visits and interact with professionals in the field throughout the course. Prerequisites: RLS-12500. (Heyne)	3
RLS-24300	Interventions and Protocols in Therapeutic Recreation Explores ways in which arts and related activities can aid in the rehabilitation process of individuals with disabling conditions, develop individual creativity, and enhance the quality of life. Programming areas include art, music, dance, drama, writing, literacy readings, movement, reminiscence, horticulture, pet therapy, and biofeedback. Prerequisites: RLS-12500. (Peppel)	3
RLS-33400	Leisure Education The recreation professional is considered a facilitator of his or her clients' expanded leisure awareness. Focus is on enabling clients to evaluate the individual and social dynamics of leisure and to assess their leisure attitudes, skills, and opinions. Prerequisites: RLS-10100 or RLS-10300. (Heyne)	3
RLS-34000	Inclusive Community Leisure Services Principles and techniques to include people with disabilities in regular, community leisure services. Rationale for inclusion, historical context, and legislative initiatives are addressed. Strategies highlighted include needs assessment, staff training, environmental analysis, sensitization training for peers without disabilities, trainer advocacy, behavioral teaching techniques, cooperative learning, friendship development, and evaluation techniques. A 20-hour volunteer experience is required. Prerequisites: RLS-12500; junior standing. (Heyne)	3
RLS-35000	Therapeutic Recreation Process I Introduction to the therapeutic recreation process, including the application of theory, client assessment, individualized treatment plan development, intervention planning, and documentation procedures. Focuses on the development and application of knowledge and skills necessary for meeting professional standards of practice, accreditation requirements, and third-party payment criteria. Prerequisites: RLS-12500, RLS-13300. (Monroe)	3

RLS-35300	Clinical Applications in Therapeutic Recreation An interdisciplinary learning lab at which students apply the knowledge they learn in RLS-35000 Therapeutic Recreation Process I and RLS-36000 Therapeutic Recreation Process II. Students are assigned a caseload and are responsible for assessment, treatment plan development, intervention planning, and documentation on assigned client(s). Prerequisites: RLS-13300. Corequisites: RLS-35000, RLS-36000. (Monroe)	0.5 (course is taken twice)
RLS-36000	Therapeutic Recreation Process II Advanced study of the therapeutic recreation process, including the design and implementation of agency-specific assessments, standardized interdisciplinary assessment instruments, and systems design program planning and evaluation. Focuses on interdisciplinary treatment plan development and intervention planning. Prerequisites: RLS-35000. (Monroe)	3
RLS-43300	Administration of Therapeutic Recreation Provides an awareness and working knowledge of the skills needed to administer a therapeutic recreation department. Topics to be discussed include standards of practice, accreditation standards, third-party reimbursements, alternate funding sources, team involvement and intervention, marketing, clinical supervision, and continuous quality management as it relates to the therapeutic recreation process. Prerequisites: RLS-33000. (Peppel)	3
RLS-45300	Seminar: Professional Development Capstone course to develop skills necessary for professional involvement after graduation. Topics include an in-depth study of the national certification processes, professional organization and committee involvement, and legislative and consumer advocacy skills. Students also learn to develop proposals for presentations at professional conferences and develop presentation skills, including the use of handouts, overheads, and multimedia presentations. Professional publications and publication requirements are discussed. Prerequisites: RLS-33000. (Heyne, Monroe)	3
Additional Required Courses		
PSYCH-10400	Introduction to Developmental Psychology Introduction to the study of the developmental processes, with an emphasis placed on the genetic and environmental influences on the organism's physical, cognitive, social, and personality development across the lifespan.	3

PHIL-23000	Bioethics Bioethics focuses on moral questions about life, human and non-human. It explores the reasoning and moral principles at stake in medical decisions.	3
PSYC-32100	Abnormal Psychology Introduction to dynamics of normal and abnormal behavior, with special emphasis on causes, patterns, and dynamics of inefficient and inadequate behavior.	3
HPS-10200	Medical Terminology The language of medicine is explored through study of the structure, use, and pronunciation of medical terms used to describe human anatomy, disease conditions, diagnostic tests, and treatment methods.	3
HPS-20500	Critical Health Issues Examination of the health workforce, medical education, medical specialization, the rising cost of care, voluntary and governmental health insurance, health care delivery systems, and health care for the poor.	3
EXSS-12000	Anatomy and Physiology I & Lab Develops a comprehensive understanding of the close interrelationship between anatomy and physiology as seen in the human organism. Covers the cells and tissues: epithelial, connective, muscle, and nerve.	4
EXSS - 12100	Anatomy and Physiology II & Lab Continuation of EXSS-12000. Covers the circulatory, endocrine, ventilatory, renal, digestive, and reproductive systems. Also reviews the muscular system from both a functional and structural perspective. Prerequisites: EXSS-12000.	4

Table 8.6 presents an overview matrix of how the RLS curriculum meets the standards in the 9.00, 7D.00, and 9D.00 series. The letter “P” represents “Primary,” indicating that the identified course contributes in a substantial way to the student’s learning in the standard area.

Table 8.6
Matrix of TR Option Standards and RLS Curriculum

STANDARDS	TRLS COURSES										ADDITIONAL COURSES						
	RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	PSYC-10400	PHIL-23000	PSYC-32100	HPS-10200	HPS-20500	EXSS-12000	EXSS-12100
	STANDARDS TO BE MET BY ALL OPTIONS																
9.01																	
9.02																	
9.03																	
9.04																	
9.05																	
	ADDITIONAL 7D.00 SERIES STANDARDS																
7D.01																P	P
7D.02	P					P	P	P			P		P				
7D.03													P				
7D.04	P	P	P		P	P	P	P		P							
7D.05		P			P												
7D.06		P			P	P	P	P									
	ADDITIONAL 9D.00 SERIES STANDARDS																
9D.01		P	P		P	P	P	P							P		
9D.02		P			P												
9D.03	P	P	P		P												
9D.04	P	P		P	P				P								
9D.05	P	P			P												

9D.06					P	P	P	P										
9D.07		P			P	P	P	P	P									
9D.08		P							P	P								
9D.09	P	P		P	P	P	P	P										
9D.10		P			P	P	P	P	P									
9D.11		P		P	P	P	P	P										
9D.12	P				P													
9D.13				P	P	P	P	P										
9D.14		P	P	P	P	P	P	P										
9D.15			P	P		P	P	P										
9D.16	P	P	P		P	P	P	P										
9D.17					P				P									
9D.18		P				P	P	P	P									
9D.19		P	P		P	P	P	P	P									
9D.20		P			P	P	P	P	P									
9D.21		P				P	P	P	P	P		P						
9D.22	P				P													

The following narrative explains how the RLS program and courses respond to the standards in the 9.00, 7D.00, and 9D.00 series. The curriculum worksheet for the therapeutic recreation major and can be found at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/8seriesartifacts/troview.pdf>

RLS course syllabi as well as syllabi of other department courses required for the TR Option appear in numerical order at the following link

<http://www.ithaca.edu/hshp/depts/rls/accreditation/nrpa/trcoursesyllabi/>

Relevant standards are noted in the learning objectives.

9.0**THERAPEUTIC RECREATION OPTION - 9.00 STANDARDS****9.01****There shall be a written statement of purpose and goals for each Option offered.**

The purpose of the therapeutic recreation major at Ithaca College is to provide students with a professional competency-based curriculum that will enable them to secure therapeutic recreation certification and positions in a wide spectrum of environments. This preparation includes developing an in-depth understanding of the philosophical, theoretical, and historical basis of therapeutic recreation and the leisure sciences, and interfacing this knowledge with an appreciation of the arts and humanities. Students are given opportunities to experience interdisciplinary learning and interaction with health care and human services professionals from other disciplines. In addition to furthering RLS Strategic Plan's Goal 1 "to support excellence in learning and teaching," the therapeutic recreation major has the following goals:

1. To develop an understanding of the historical, philosophical, and theoretical aspects of leisure sciences and the therapeutic recreation profession.
2. To develop professional therapeutic recreation competencies as delineated in the Job Analysis Study conducted by NCTRC and as reflected in the NRPA Council on Accreditation Standards including assessment, intervention planning and implementation, documentation, and evaluation.
3. To facilitate the development of a wide range of intervention strategies and techniques that contribute to client/participant outcomes related to functional abilities and quality of life.
4. To provide a strong liberal arts background to enable students' understanding of their roles and contributions in the general health and well being of society.
5. To instill awareness of and appreciation for diversity.
6. To promote ethical practices in the therapeutic recreation profession.
7. To educate students on the importance of interdisciplinary and transdisciplinary collaboration and professional practice.
8. To provide a wide range of experiential educational opportunities in a variety of therapeutic recreation settings.

9.02

There shall be written evidence of the academic unit's progress toward completing its stated goals.

The therapeutic recreation major was approved by the State Education Department in the fall of 1995. TRLS began accepting majors into the therapeutic recreation degree program during the fall semester of 1995. At the time of the last accreditation review, approximately 33% of RLS students were therapeutic recreation majors. The percentage of students today remains at 33%.

Evidence of meeting each of the goals of the therapeutic recreation major follows:

9.02.01

Goal 1: To develop an understanding of the historical, philosophical, and theoretical aspects of leisure sciences and the therapeutic recreation profession.

The department believes that students must have a strong foundation in the leisure sciences to be effective therapeutic recreation professionals. To support this philosophy, students in the therapeutic recreation major are required to take 27 credits in general recreation courses including History and Philosophy of Leisure, Leadership, Understanding Disability, Program Planning, Design and Operation of Areas and Facilities, Administration of Recreation, Inclusive Community Leisure Services, Research Methods, and a recreation elective. These courses enable the students to acquire knowledge about the leisure service profession and help to prepare them to work within a variety of community, clinical, or residential settings.

9.02.02

Goal 2: To develop professional therapeutic recreation competencies as delineated in the Job Analysis Study conducted by NCTRC and as reflected in the NRPA Council on Accreditation standards including assessment, intervention planning and implementation, documentation, and evaluation.

The Coordinator of the Therapeutic Recreation Major is responsible for monitoring changes in the NRPA Council on Accreditation Standards, NCTRC eligibility requirements, and trends within the field of therapeutic recreation and making recommendations for changes within the curriculum.

Students who graduate from the therapeutic recreation major have been successful in meeting NCTRC eligibility standards for certification. The NCTRC Test Score Analysis for testing years 2006 to 2009 shows an 89% pass rate for

Ithaca College graduates compared to a 72% national average. In 2009 a NCTRC School Report was completed and can be viewed at the following link.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/8seriesartifacts/nctrcreport2009.pdf>

Therapeutic Recreation majors have received both national and regional recognition for their contributions to the profession. In addition, a number of students have been accepted into graduate school. Graduates in the therapeutic recreation major also have a very good employment placement rate. Students seeking employment in therapeutic recreation typically secure positions within a few months of graduation. The following link delineates some of the positions recent graduates have secured.

<http://www.ithaca.edu/hshp/depts/rls/accreditation/docs/nrpa/8seriesartifacts/alumnijobs.pdf>

9.02.03 **Goal 3: To facilitate the development of a wide range of intervention strategies and techniques that contribute to client/participant outcomes related to functional abilities and quality of life.**

RLS-24300 Interventions and Protocols focuses on enhancing student knowledge of interventions, establishing professional relationships with clients, and group process strategies. RLS-34000 Inclusive Community Leisure Services addresses the mandate of the Americans with Disabilities Act. In addition, the School of HSHP has recently developed an assistive technology lab that is available for our use. Students are also provided with numerous opportunities to apply intervention strategies during field placements and at the Center for Life Skills (CLS). CLS is an interdisciplinary learning lab for RLS students as well as students from occupational, physical, speech and recreational therapies. Students are assigned clients from the community who have experienced stroke or other neurological impairment and are required to implement all aspects of the therapeutic recreation process with them. This includes assessment, establishment of client-centered goals and interventions, interdisciplinary treatment plan development, and client summaries. Students also have the opportunity to implement a variety of interventions while participating in the CLS program.

9.02.04 **Goal 4: To provide a strong liberal arts background to enable students' understanding of their roles and contributions in the general health and well being of society.**

In keeping with the liberal arts mission of the college, and as accredited by the Middle States Association of Schools and Colleges, therapeutic recreation majors are required to take 60 credits of liberal arts.

9.02.05

Goal 5: To instill awareness of and appreciation for diversity.

Students receive their first exposure to diversity in RLS-12500 Understanding Disability where they work with a child with a disability in a swim program. Students are required to develop goals for their assigned child and pool-based interventions that they implement on a weekly basis. RLS-13300 Introduction to Therapeutic Recreation and RLS-34000 Inclusive Community Leisure Services also provide students with field experiences working with people with differing abilities. In RLS-45300 Seminar: Professional Development, students are provided with opportunities to explore diversity through research and the development of class presentations. Students are also encouraged to become involved in diversity related activities on campus.

9.02.06

Goal 6: To promote ethical practices in the therapeutic recreation profession.

In PHIL-23000 Bioethics, students learn the basic principles of ethics and their application in health related environments. In RLS-43300 Administration of Therapeutic Recreation students learn about both NTRS and ATRA Ethical Guidelines and are given assignments through which they apply the principles. In addition, students have numerous field experiential opportunities where they are able to apply these principles with support from faculty. Ethics are also discussed in RLS-45300 Seminar: Professional Development through case studies. Students also find readings and share them in class.

9.02.07

Goal 7: To educate students on the importance of interdisciplinary and transdisciplinary collaboration and professional practice.

Interdisciplinary education is very important in the department, school, and college strategic and institutional plans. Therapeutic recreation students take several courses that reinforce interdisciplinary learning, including PHIL-23000 Bioethics, EXSS-12000/12100 Anatomy and Physiology I & II, HPS-10200 Medical Terminology, and HPS-20500 Critical Health Issues. In RLS-13300 Introduction to Therapeutic Recreation, students learn about various teaming models including multidisciplinary, interdisciplinary, and transdisciplinary practices. Students are also encouraged to enroll in the elective course, RLS-46000 Seminar: Health Care Teams.

With the support of a special initiatives grant from the college, the School of HSHP has developed the CLS, in which students are engaged in interdisciplinary practice as noted under Goal 3. This program has been supported since 2000 through a Department of Health and Human Resources Grant. Although this funding ended in June 2006, the School of HSHP has incorporated the program into its ongoing budget process. The School of HSHP has also established a standing committee, Interdisciplinary Internship Coordinators Committee, which focuses on interdisciplinary collaboration between internship coordinators. This committee was originally formed to provide a conference every two years for internship supervisors. The work of this committee has expanded to include the development of joint affiliation agreements and strategies to enable successful field placement for students with identified learning disabilities.

9.02.08 Goal 8: To provide a wide range of experiential educational opportunities in a variety of therapeutic recreation settings.

In addition to the RLS-24800 Service Learning I, RLS-34800 Service Learning II, and internship experiences, students are required to complete several field experiences. These experiences include the RLS-12500 Understanding Disability swim program, 20-hour field experiences in both RLS-13300 Introduction to Therapeutic Recreation and RLS-34000 Inclusive Community Leisure Services, two consecutive semesters of involvement at CLS in conjunction with RLS-35000/36000 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in Therapeutic Recreation, and a variety of observation and/or program planning projects in required core courses.

9.03 At least one member of the full-time faculty shall have teaching research, service and/or practical experience in the Option.

There are two full-time faculty responsible for implementing the therapeutic recreation curriculum. Both have the appropriate terminal degree (i.e., Ph.D.) and are Certified Therapeutic Recreation Specialists by the National Council on Therapeutic Recreation Certification. They share the responsibility of teaching the therapeutic recreation core courses. Each faculty member has had the opportunity to teach many of the core courses.

Dr. Janice Elich Monroe, CTRS is the Coordinator of the therapeutic recreation major. She is primarily responsible for teaching upper level therapeutic recreation courses. She has 25 years of teaching experience in therapeutic recreation programs and has had the responsibility of designing the therapeutic

recreation majors for both Old Dominion University and Ithaca College. In addition, she has over 19 years of clinical experience as a recreation therapist in the areas of stroke rehabilitation, psychiatry, developmental disabilities, and long-term care. Since the last accreditation she has been involved in the establishment of the Center for Life Skills. This involvement included acting as the curriculum coordinator and therapeutic recreation faculty supervisor during the 4-year grant from the Department of Health and Human Services. She regularly delivers conference presentations at the ATRA and NYSTRA annual conferences. The most recent conference presentations have been co-presentations with students and alumni that focus on the topics of service learning, leadership development and mentorship. Jan is currently on the editorial board for the *Journal of Gerontology and Geriatric Education*. She has also served on the Board of Directors for the National Council for Therapeutic Recreation Certification for two consecutive terms, with her last 2 years as chair. She served as a member of the American Therapeutic Recreation Association Board of Directors from September 2007 – September 2009. In May of 2004 Jan received the Excellence in Service Award from Ithaca College. She has also received the New York State Therapeutic Recreation Association's Distinguished Service Award and the School of Health Science and Human Performance Dean's Merit Award for Excellence in and Innovation in Teaching (2008) and The Dean's Merit Award for Excellence in Service (2010).

Dr. Linda Heyne, CTRS, has expertise in the areas of inclusive recreation, strengths-based therapeutic recreation practice, developmental disabilities, therapeutic recreation in schools, parent-practitioner collaboration, and qualitative research. She has 5 years experience as an inclusion coordinator at a community recreation center and has coordinated federal research grant projects, supervising masters and doctoral students investigating inclusive recreation best practices. She has been a research associate at the University of Minnesota for 5 years and has taught in therapeutic recreation for 20 years. Dr. Heyne regularly delivers conference presentations at the National Recreation and Park Association Congress, the Cortland Recreation Conference, the New York State Therapeutic Recreation Association Conference. She has published numerous articles and chapters on inclusive recreation and is an associate editor for the *Therapeutic Recreation Journal*. In 2005 Sagamore published the text, *Problem-Solving: Tools and Techniques for the Park and Recreation Administrator* (4th edition), which she co-authored with Dr. Margaret Arnold and Dr. James Busser. A new textbook entitled Therapeutic Recreation Practice: A Strengths

Approach, co-authored with Dr. Lynn Anderson is scheduled to be released by Venture Publishing in spring 2011.

9.04 *Each Option should be served by an equitable distribution of faculty consistent with enrollments.*

Prior to 2009-2010 academic year, three FTE faculty members (Heyne, Kennison, Monroe) were designated as full-time positions with their focus being therapeutic recreation. When Dr. Kennison retired in 2009-2010, two FTE faculty members (Heyne, Monroe) were assigned chiefly to the therapeutic recreation major. This number of faculty corresponds roughly to the current enrollment pattern in the department, with 33% of the students majoring in therapeutic recreation.

9.05 *There shall be adequate library and educational materials for the Option.*

Currently the library has adequate resources to support the therapeutic recreation major. This includes up-to-date journals, monographs, texts, and audiovisual resources. A complete list of library resources will be available for the site visitor in the document room. In addition, the departmental budget allows for the acquisition of video recordings, assessment instruments, and adaptive equipment and games that can be used in courses. The Departments of Occupational Therapy, Physical Therapy, Speech-Language Pathology and Audiology, and Therapeutic Recreation also have an interdisciplinary assistive technology lab that can be utilized for classroom instruction and lab experiences.

THERAPEUTIC RECREATION OPTION - 7D.00 STANDARDS

7D.01 Understanding of human anatomy and physiology

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
															P	P

EXSS-12000 Anatomy and Physiology I is designed to familiarize students with the fundamental principles of human anatomy and physiology in a stimulating environment. Students start with studying the cell, the basic functional unit of all life, and proceed to studying tissues, organs, and organ systems. Students study cell, bone, nerve, and muscle anatomy and physiology, with an emphasis on the relationship between structure and function. EXSS -12100 Anatomy and Physiology II students study the anatomy and physiology of the cardiovascular, respiratory, endocrine, renal, digestive, and reproductive systems. Students then look at the relationship between structure and function. Students also examine how each system contributes to the maintenance of a stable internal environment, either at rest or during times of stress.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
P					P	P	P			P			P			

HPS-10200 Medical Terminology provides the student with knowledge of basic medical terminology. Principles of medical word building are emphasized by using a body systems approach. The student learns the component parts of words as they directly relate to a specific system of the body in order to master an extensive medical vocabulary. RLS-12500 Understanding Disability students are introduced to basic medical terminology regarding disabilities and disorders, and pharmacological terminology related to the treatment of these disabilities/disorders. In RLS-35000/RLS-36000 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR students complete initial assessments on their assigned client(s) at the CLS, students are required to research all drugs that the client is taking and determine their impact on participation in therapeutic recreation interventions. In addition, students apply their understanding of medical terminology as they review client charts, participate in interdisciplinary team meetings, and develop client treatment plans, plan intervention programs and document outcome data. In PSYC-10400 Introduction to Developmental Psychology students learn about the developmental processes, with an

emphasis placed on the genetic and environmental influences on the organisms physical, cognitive, social, and personality development across the lifespan.

7D.03 Understanding of abnormal psychology

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
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PSYC-32100 Abnormal Psychology students learn the dynamics of normal and abnormal behavior, with special emphasis on causes, patterns, and dynamics of inefficient and inadequate behavior.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
P	P	P		P	P	P	P			P						

Throughout the course, RLS-12500 Understanding Disability, students are provided with information about medical and disabling conditions including cognitive, physical, emotional, and social functioning. Some of these conditions include mental retardation, cerebral palsy, mental illness, vision loss, hearing loss, autism, and learning disabilities. Students also learn about some of these conditions through interactions with preschool children in the swim program and guest speakers with disabilities. RLS-13300 Introduction to Therapeutic Recreation builds upon information presented in RLS-125000 by requiring students to apply the therapeutic recreation process to individuals with prevalent disabilities (e.g., cognitive disabilities, physical disabilities, people with hearing or visual impairments, older adults with limitations), considering how to address individual needs and abilities in a holistic way across the lifespan. Students also engage in a 20-hour field experience to gain firsthand exposure and interaction with individuals with disabilities in therapeutic recreation oriented facilities. RLS-24300 Interventions and Protocols students plan and facilitate a therapeutic recreation intervention with classmates as participants. This assignment requires students to be aware of a variety of medical and disabling conditions. In RLS-34000 Inclusive Community Leisure Services students learn how to meet the needs of individuals with a variety of disabilities in the context of inclusive recreation settings. In RLS-35000/RLS-36000 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications TR students have the opportunity to apply their understanding of neurological disabilities at the CLS. Students are assigned a client(s) from the community who has experienced a stroke or other neurological impairment. Under the

supervision of the faculty supervisor, students complete all aspects of the therapeutic recreation process over the course of the semester. Students are required to do an assignment in which they identify behaviors related to neurological impairments and develop a list of interventions that enable clients to demonstrate outcomes related to increased function. In PSYC-10400 Introduction to Developmental Psychology students learn about the developmental processes, with an emphasis placed on the genetic and environmental influences on the organisms physical, cognitive, social, and personality development across the lifespan.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
	P			P												

RLS-13300 Introduction to Therapeutic Recreation students learn about changing theoretical concepts that have moved the profession from a largely medical model orientation to a more holistic orientation that emphasizes wellness, health promotion, and a strengths-based approach to practice. Students learn about the national goals of Healthy People 2010/2020 and the World Health Organization's International Classification of Functioning, Disability and Health (ICF), both of which focus on disease prevention and health promotion. Students are also introduced to therapeutic recreation practice models, which focus on holistic outcomes related to improved health, wellness, and quality of life. In RLS-34000 Inclusive Community Leisure Services students study the concepts of deinstitutionalization, normalization, self-determination, and inclusion and how they relate to health, wellness, and independent/interdependent living.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
	P			P	P	P	P									

RLS-13300 Introduction to Therapeutic Recreation students engage in discussions about the use of self in therapeutic relationships, read a chapter entitled "Developing Therapeutic Relationships" (Shank & Coyle, 2002), and compose a reflective essay on "Developing a Positive Therapeutic Relationship." Their 20-hour field experience gives them an opportunity to interact with and develop a relationship with an individual(s) with a disability. RLS-34000 Inclusive Community Leisure Services requires students to apply course concepts in a 20-hour field

experience in which they form a relationship with and facilitate inclusive recreation experiences for an individual with a disability. RLS-35000/RLS-36000 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR students have the opportunity to apply and refine their ability to develop therapeutic relationships with clients at the CLS. Students are assigned to one or more clients each semester with whom they develop one-on-one relationships as they design treatment and interventions plans, implement programs, and report on client progress in treatment teams.

THERAPEUTIC RECREATION OPTION - 9D.00 STANDARDS

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
	P	P		P	P	P	P							P		

HPS-20500 Critical Health Issues presents information about a variety of health care issues including health care systems in the U.S., financing health care and other economic factors, social determinants of health and disease, current health problems, and envisioning a better health policy in the U.S. and world. RLS-13300 Introduction to Therapeutic Recreation students learn basic theories related to health care and human services (e.g., psychosocial theory of development, social cognitive theory, concept of self-efficacy) to reinforce their studies in psychology courses (i.e., Introduction to Developmental Psychology, Abnormal Psychology). Students are also introduced to six therapeutic recreation practice models through student and instructor presentations. RLS-24300 Interventions and Protocols provides two sessions (5-1/2 hours) that discuss the schools of therapy and theories of therapies. In RLS-34000 Inclusive Community Leisure Services students learn to apply the therapeutic recreation process in the context of inclusive community recreation settings, drawing upon the concepts of normalization, social role valorization, and self-determination. RLS-35000/RLS-36000 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR involve the application of therapeutic recreation theory in an applied setting at the CLS, an interdisciplinary outpatient clinic and learning laboratory for students in the School of Health Sciences and Human Performance. In didactic sessions, students are taught all aspects of the therapeutic recreation process including assessment, treatment plan development, intervention planning, documentation, and program evaluation. As concepts are introduced, the students apply them as members of an interdisciplinary team working with individuals from the community who have experienced a stroke.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
	P			P												

RLS-13300 Introduction to Therapeutic Recreation provides students with an overview of the history of the development of the profession through readings, video, and discussion. The psychological, social, and physiological significance of the profession is an underlying theme of this course. RLS-34000 Inclusive Community Leisure Services covers the historical treatment of people with disabilities, emphasizing sociological, attitudinal, and psychological changes over time and the role therapeutic recreation services have played in fulfilling these changes.

9D.03 Understanding of the significance of multiculturalism in therapeutic recreation

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
P	P	P		P											

RLS-12500 Understanding Disability includes a unit on culture and disability. Through lecture and readings, topics include the impact of culture on services, cultural attitudes toward disability, inappropriate labeling due to cultural issues, and multicultural education. Discussion of inclusion recognizes similarities of inclusiveness as related to culture and inclusiveness in meeting the diverse needs of people with disabilities. In RLS-13300 Introduction to Therapeutic Recreation, cultural considerations of the delivery of therapeutic recreation services are infused throughout the class whenever relevant—and particularly when discussing assessment, intervention planning, and services for individuals who identify with the Deaf culture. RLS-24300 Interventions and Protocols devotes 2½ hours to providing knowledge and theory about multicultural issues related to effective therapeutic communication. In RLS-34000 Inclusive Community Leisure Services students learn the concepts of normalization and social role valorization as they reflect diverse cultures and social customs. The course emphasizes how inclusive practices, though typically designed with people with disabilities in mind, also apply to people from diverse backgrounds and cultures.

9D.04 Understanding of the roles, functions, and trends in health and human service agencies and the role of therapeutic recreation in these settings

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
P	P		P	P				P								

RLS-12500 Understanding Disability students learn about the spectrum of services for people with disabilities and the role of various team members in delivering these services. The interdisciplinary nature of the course attracts students from a variety of health-related professions, including physical therapy, occupational therapy, speech therapy, and recreational therapy. Through sharing in small group discussions, students learn about the roles of these different professions as well as trends in a variety of settings. RLS-13300 Introduction to Therapeutic Recreation students learn about the various settings in which therapeutic recreation is practiced and the role of the professional within each of these settings. Students also learn about health and human service models, and trends within those services are touched on throughout the course. In RLS-33400 Leisure Education students learn how individuals can benefit from leisure education in a variety of settings, including clinical, institutional, community, human services, and educational settings. RLS-34000 Inclusive Community Leisure Services addresses the roles therapeutic recreation specialists and leisure services professionals play in accomplishing inclusive recreation services. The course also considers the historical and evolving trends that support inclusive philosophies and practices. RLS-43300 Administration of Therapeutic Recreation discusses current issues in therapeutic recreation in the introductory session of this course. These issues include outcomes in therapeutic recreation practice, defining therapeutic recreation, and the definition's impact on managing TR services.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
P	P			P												

RLS-12500 Understanding Disability students participate in simulations of disabilities and write about physical, social, and psychological barriers encountered by individuals with disabilities. This includes using a wheelchair to navigate a specific route on campus and wearing industrial earplugs for a 24-hour period. Students view one of a number of videos selected by the instructor and answer questions about the impact of social attitudes on the individual with disability, including the concept of "self-fulfilling prophecy." This class also addresses the significance of recreation and play as it relates to the history of the treatment of people with disabilities. RLS-13300 Introduction to Therapeutic Recreation addresses the social implications of illness and disability when examining theories related to therapeutic recreation practice.

Attitudes and self-concept are addressed when discussing assessment practices and intervention planning. RLS-34000 Inclusive Community Leisure Services discusses how negative social attitudes can perpetuate stigma, stereotyping, and segregation that pose barriers for people with disabilities. Person First language is emphasized throughout the course, and students gain competencies in using current terminology and recognizing when respectful language is not used by others.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
				P	P	P	P									

RLS-34000 Inclusive Community Leisure Services students learn the importance of their roles as advocates for the rights of individuals with disabilities to participate in recreation programs of their own choosing with appropriate supports. Students also learn about the concept of self-advocacy as well as legislation (e.g., ADA, IDEA) that supports advocacy efforts. RLS-35000/RLS-36000 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR students are responsible for the planning and implementation of community reintegration outings with clients at the CLS. A significant aspect of this assignment is to identify barriers to community participation, advocate for changes within the community, and help clients learn to advocate for themselves.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
	P			P	P	P	P	P								

RLS-13300 Introduction to Therapeutic Recreation students are introduced to professional standards and ethical issues related to the profession. RLS-34000 Inclusive Community Leisure Services provides information about legislation such as the Architectural Barriers Act, Rehabilitation Act of 1973, ADA, and IDEA and how this legislation has set the stage for the delivery of inclusive therapeutic recreation services in community settings. In RLS-35000/RLS-36000 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR, students learn systems designed program planning and develop a comprehensive level program that requires an understanding of the nature and implications of governmental regulations,

professional standards of practice, external accreditation, and agency standards relative to therapeutic recreation service. As members of the interdisciplinary team at the CLS, students are required to apply standards of practice in the areas of assessment, intervention planning, documentation, and evaluation. They also have the opportunity to apply their knowledge of governmental regulations and agency standards as they follow ADA guidelines, implement community integration programs, and follow the CLS Policies and Procedures. RLS-43300 Administration of Therapeutic Recreation focuses on the ATRA and NTRS Standards of Practice and how they impact the organization and recognition of therapeutic recreation services. Students are required to interview a TR professional to determine how standards are incorporated into agency policy, procedures and practice. The role of external accreditation and governmental regulations is also presented.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
P								P	P							

RLS-13300 Introduction to Therapeutic Recreation introduces students to an overview of the National Council for Therapeutic Recreation Certification (NCTRC) process and standards for certification. RLS-43300 Administration of Therapeutic Recreation discusses the importance of including professional credentials in job descriptions in the unit on personnel issues and staff management. RLS-45300 Seminar: Professional Development students are required to access the NCTRC Credentialing Guidelines online, review them, and write a summary paper delineating the educational and internship requirements, an overview of the credentialing process, the personal and professional costs of credentialing, and the value and worth of the credential.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
P	P		P	P	P	P	P									

RLS-12500 Understanding Disability students work with preschool children with disabilities in a weekly swim program. Through observation and the use of a checklist, the children's needs are assessed. Examples of assessment techniques, primarily checklists, are also discussed. RLS-

13300 Introduction to Therapeutic Recreation students gain knowledge about basic principles related to conducting assessment, the purposes of assessment, potential areas of functioning to assess, and general types of assessments. In RLS-33400 Leisure Education students are exposed to a variety of curricula with a wealth of assessment instruments and exercises to determine an individual's leisure awareness, self-awareness, and use of leisure resources. Students are required to develop an individual leisure education plan and a group leisure education program. Students in RLS-34000 Inclusive Community Leisure Services learn assessment principles, techniques, and instruments as part of delivering the therapeutic recreation process in the context of inclusive programming. RLS-35000 Therapeutic Recreation Process I introduces students to the Accountability Model as described by Stumbo and Peterson. Students learn the assessment planning process, categories of assessment including participation patterns, measuring attitudes, and measuring functional skills. Students also learn how to utilize client charts and observations as a means of collecting assessment data. They apply the theories and concepts that they learn in class while participating as an interdisciplinary team member at the CLS. RLS-36000 Therapeutic Recreation Process II and RLS-35300 Clinical Applications in TR students learn advanced assessment techniques including the Leisure Competence Measure, the Functional Improvement Measure, MARRCC, MDS, the Bruininks-Oseretsky Test of Motor Proficiency and assessment of Community Integration. They are required to implement the MARRCC and the Leisure Competence Measure with their assigned clients at the CLS. They are also taught to develop agency specific assessments and are required to design one for a specific agency. In addition, each student is required to research and implement an assessment specific to the needs of their assigned client and write a summary report.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
	P			P	P	P	P	P								

RLS-13300 Introduction to Therapeutic Recreation students learn how therapeutic recreation specialists interface with various health care and human service professionals. Students receive overviews of speech-language pathology, occupational therapy, and physical therapy in relation to how these disciplines compare and contrast with therapeutic recreation. Students are also introduced to various teaming models used in health and human services (e.g., transdisciplinary, interdisciplinary, multidisciplinary). RLS-34000 Inclusive Community Leisure Services emphasizes the importance of collaboration between recreation professions and a

range of “key players” in the inclusion process across home, school, and community environments. RLS-35000/RLS-36000 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR students work as members of an interdisciplinary team at the CLS. They are required to work with students and faculty in other disciplines (Occupational, Physical or Speech Therapy) to design, implement, and evaluate co-treatments for clients in both individual and group settings. Students also attend team meetings where they are responsible for developing interdisciplinary treatment plans for the clients. RLS-43300 Administration of Therapeutic Recreation discusses the role of management in developing and promoting interdisciplinary teams.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100	
	P		P	P	P	P	P										

Students in RLS-13300 Introduction to Therapeutic Recreation learn about the important roles and contributions of the individual, family members, and significant others in the assessment and evaluation process. In RLS-33400 Leisure Education students learn how essential it is to develop a client’s self-awareness of leisure attitudes, patterns, and functioning, as well as the importance of support from family and significant others during the assessment and implementation processes. In RLS-34000 Inclusive Community Leisure Services students learn the importance of involving “key players” (e.g., participant, family members, others who know the individual well) in providing assessment input and providing ongoing and summative evaluation feedback. RLS-35000/RLS-36000 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR students are required to prepare reports for and attend family conferences for their assigned clients at the CLS. At these conferences students discuss the client treatment goals, discipline-specific interventions, as well as the progress the client is making toward the accomplishment of his or her goals. Students are encouraged to engage the client and their family members in the treatment planning process.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100	
	P			P													

RLS-12500 Understanding Disability introduces the concept of as it related to education. The preschool class that participates in the swim program is inclusive and this aspect is discussed by students. The entire RLS-34000 Inclusive Community Leisure Services course addresses the reasons why inclusion is important and provides an array of best practices to accomplish physical and social inclusion in recreation programs. Students work in teams to design a zero-exclusion program for individuals with differing abilities.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
			P	P	P	P	P									

RLS-33400 Leisure Education students are required to develop an individual leisure education plan with specific goals and enabling objectives. They are also required to design, implement, and evaluate a leisure education program at a local human services agency. Leisure education in the context of inclusive programming is covered in RLS-34000 Inclusive Community Leisure Services as a component of delivering the therapeutic recreation process. RLS-35000/RLS-36000 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR students apply their knowledge of leisure education while planning intervention programs at the CLS. Each student is required to design, implement, and evaluate a minimum of one intervention program per semester.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
	P	P	P	P	P	P	P									

RLS-13300 Introduction to Therapeutic Recreation introduces the elements and rationale for the therapeutic recreation process. Students also complete an assignment that requires them to apply the process to individuals with prevalent disabilities/limitations. RLS-24300 Interventions and Protocols students learn to utilize activity and task analysis as an integral part of planning client-centered interventions. Students are exposed to the theoretical applications and apply the principles through the Weekly Therapeutic Activities assignment. RLS-33400 Leisure Education focuses on the leisure education aspect of therapeutic recreation

programming. Students are exposed to a variety of curricula suited to a range of settings suitable for therapeutic recreation practice. RLS-34000 Inclusive Community Leisure Services addresses the delivery of the therapeutic recreation process within the context of inclusive community settings. RLS-35000/RLS-3600 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR students plan, implement and evaluate group and individual treatment interventions at the CLS. These programs are client-focused and are designed to enable clients to achieve their treatment goals. Students are required to develop treatment goals for their assigned clients and to write them in the interdisciplinary treatment plan in the client's chart. Students are also introduced to systems design program planning and are required to design a comprehensive and specific level program plan.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
		P	P		P	P	P									

RLS-24300 Interventions and Protocols begins with asking the students, "What makes you tick?" as a means of analyzing their personal style and approaches to working with individuals. This question is revisited throughout the course and culminates in a two-page paper. Students are also required to plan and implement a therapeutic activity for the class. The instructor provides feedback on the strengths and weakness of the student's presentation skills and the effectiveness of the intervention. In addition, discussion of different therapeutic approaches is held, culminating in the student submitting a paper describing three approaches and how they can be utilized in the therapeutic recreation process. RLS-33400 Leisure Education focuses on planning and implementing leisure education, counseling, and facilitation techniques to attain individual goals and outcomes in one-on-one and group situations. Students design an individual lesson plan as well as design, implement, and evaluate a leisure education group program at a community agency. RLS-35000/RLS-3600 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR students demonstrate their ability to develop and implement programs, leadership, and facilitation techniques when they lead or co-lead individual and group sessions at the CLS.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
P	P	P		P	P	P	P									

RLS-12500 Understanding Disability provides information about assistive techniques, adaptive devices, and equipment for each disability that is discussed. Several guest lecturers from the Finger Lakes Independence Center discuss their particular disability and the assistive devices they use. Another guest lecture is provided by individuals who raise and train helping dogs. When students in RLS-13300 Introduction to Therapeutic Recreation complete the assignment on applying the therapeutic recreation process to individuals with disabilities or other conditions, they research relevant assistive devices to facilitate functioning and independence. RLS-24300 Interventions and Protocols includes a unit on “meeting client needs; integrating assistive techniques, adaptive devices and equipment in the protocol development process” in which students learn about a variety of assistive devices and how they can be integrated into the design and development of programs. RLS-34000 Inclusive Community Leisure Services students are exposed to a variety of programmatic accommodations and adaptive equipment to facilitate participation. Students demonstrate their understanding of accommodations by completing an environmental/discrepancy analysis and designing an inclusive program that uses adaptive recreation equipment and programmatic accommodations. Students also attend an assistive technology fair sponsored by the Finger Lakes Independence Center in which they learn about and use a variety of adaptive devices. When planning and implementing individual and group interventions at the CLS in RLS-35000/RLS-3600 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR, students utilize their knowledge of assistive techniques and adaptive equipment. The CLS has a variety of adaptive equipment for recreational activities and activities of daily living that the students integrate into their planned interventions to enable the clients to maximize their independent functioning.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
								P								

RLS-34000 Inclusive Community Leisure Services students learn about administrative barriers to inclusion as well as strategies to promote sustainable systems change to support inclusion. Students design an inclusive program which encompasses administrative aspects such as working with boards of directors, mission statements, marketing, budget, and staffing. RLS-43300 Administration of Therapeutic Recreation students are introduced to strategic management principles as they relate to the provision of therapeutic recreation services. In addition they review financial management, third party reimbursement, and managed care. Students are required to write a paper on selected strategic planning approaches. Students also learn strategies and techniques for effective risk management in a TR setting.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
	P				P	P	P	P								

RLS-13300 Introduction to Therapeutic Recreation students learn about the importance of discharge and transition processes as part of the therapeutic recreation process. At the end of each semester in RLS-35000/RLS-3600 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR, students complete a Client Summary that includes recommendations for community reintegration related to continued involvement in recreation-based activities and related resources. RLS-43300 Administration of Therapeutic Recreation explores the role of management in developing and supporting referral, discharge, and transition planning is discussed as they relate to Standards of Practice and accreditation standards.

9D.19 Understanding of various evaluative tools and methods and the ability to collect and utilize evaluative information to document client outcomes and program outcomes

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
	P	P		P	P	P	P	P								

RLS-13300 Introduction to Therapeutic Recreation students are introduced to basic evaluation principles and techniques as part of an overview of the therapeutic recreation process. RLS-24300 Interventions and Protocols has a unit on protocol development which focuses on the importance of delineating clear program and client goals for the purpose of program evaluation and outcome measurement. RLS-34000 Inclusive Community Leisure Services addresses evaluative principles, approaches, and instruments as part of the therapeutic recreation process. RLS-35000/RLS-3600 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR students learn a variety of documentation techniques including the development of long and short-term goals, initial, narrative, soap, pie, and focus notes, and case histories. At the CLS students are required to keep and record outcome data on assigned clients in bi-weekly progress notes that go into the client's chart. Students are also taught the Formative Program Evaluations Procedure and utilize the process every time they implement a program at the CLS. This process gives them both client performance and program effectiveness outcome data. RLS-43300 Administration of Therapeutic Recreation presents quality management principles, providing strategies for effective outcome measurement and

accountability of therapeutic recreation services. Chapter 20 of the O'Morrow and Carter textbook is utilized as the reading for this discussion.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
	P			P	P	P	P	P								

When RLS-13300 Introduction to Therapeutic Recreation students learn about the therapeutic recreation process, they are introduced to the need for systematic documentation for measuring outcomes, evaluation, improving services, and quality assurance. RLS-34000 Inclusive Community Leisure Services addresses the importance of documentation and various techniques to measure outcomes related to individual goals and objectives as part of the therapeutic recreation process. RLS-35000/RLS-36000 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR students learn a variety of documentation techniques including the development of long and short-term goals, initial, narrative, SOAP, PIE, and focus notes, and case histories. At the CLS they are required to keep and record outcome data on their assigned clients in bi-weekly progress notes that go into the client's chart. RLS-43300 Administration of Therapeutic Recreation discusses ethics in relation to how consumers of therapeutic recreation services are protected. Based on the lecture and related readings, students respond to a selected ethical dilemma and defend their responses based on the ATRA or NTRS Code of Ethics and their preferred professional ethic. Additionally, quality management principles are presented, providing strategies for effective outcome measurement and accountability of therapeutic recreation services. Chapter 20 of the O'Morrow and Carter textbook is utilized as the reading for this discussion.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
	P			P	P	P	P	P			P					

PHIL-23000 Bioethics focuses on moral questions about life, human and non-human. Students explore the reasoning and moral principles behind medical decisions and reflect on the nature of morality, rights, and the value of life. RLS-13300 Introduction to Therapeutic Recreation students are introduced to the concept of ethical practice related to establishing therapeutic

relationships, implementing the therapeutic recreation process, standards of practice, and certification requirements. RLS-35000/RLS-3600 Therapeutic Recreation Process I & II and RLS-35300 Clinical Applications in TR students complete a minimum of three hours per week of intervention with clients at the CLS. During this time they are required to practice professional ethics particularly as they relate to the provision of services to consumers. Students are required to maintain confidentiality and to provide services in an equal and just manner. RLS-43300 Administration of Therapeutic Recreation addresses ethics in reference to consumer protection. Pat Shank's reading on ethics (in Sylvester, Chapter 7) is utilized for this discussion. Students are also required to write a paper asserting their position on a selected ethical dilemma and defending that position based on the ATRA or NTRA Codes of Ethics and their personal ethical perspectives. Ethics are also discussed in RLS-45300 Seminar: Professional Development through case studies. Additionally, students find readings and discuss them in class.

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

RLS-12500	RLS-13300	RLS-24300	RLS-33400	RLS-34000	RLS-35000	RLS-35300	RLS-36000	RLS-43300	RLS-45300	330-10400	314-23000	330-32100	640-10200	640-20500	663-12000	663-12100
P				P												

RLS-12500 Understanding Disability provides students with an introduction to legislation impacting individuals with disabilities (e.g., ADA, IDEA) through readings, lecture, and discussion. Included in this information are the ramifications on the provision of therapeutic recreation as well as leisure services. RLS-34000 Inclusive Community Leisure Services expands upon this information by discussing the impact of legislation on delivering community-based therapeutic recreation inclusive services.

APPENDIX A – WEB PAGE INDEX

1.0 - Eligibility Criteria

1.01 - Artifacts

- [HSHP Organizational Chart](#)
- [RLS Organizational Chart](#)
- [Visitation Report](#)

1.03 - Artifacts

- [Teaching Schedules](#)

1.04 - Artifacts

- [Abbreviated Department CV's](#)

1.05 - Artifacts

- [Full-time Faculty Full CV's](#)
- [Part-time Faculty CV'S](#)

2.0 Mission, Vision, Values, and Planning

2.01.02 - Artifacts

- [Strategic Plan](#)
- [Annual Reports](#)

2.04 & 2.04.03 - Artifacts

- [Assessment Matrix](#)

3.0 Administration

3.01.01 - Artifacts

- [HSHP Organizational Chart](#)
- [RLS Organizational Chart](#)

- [Chair Evaluation Template](#)

3.01.02 - Artifacts

- [RLS Budget](#)

3.01.03 - Artifacts

- [RLS Policy and Procedures Manual](#)

3.01.04 - Artifacts

- [RLS Internship Manual](#)
- [RLS Student Handbook](#)

3.02 - Artifacts

- [Dr. Arnold CV - Chair](#)

3.04 - Artifacts

- [Department Minutes](#)

3.05 - Artifacts

- [Service Learning Sites](#)
- [Advisory Committee](#)

4.0 Faculty

4.05 - Artifacts

- [RLS Tenure and Promotion Policies](#)

5.0 Students

5.01 - Artifacts

- [Student Advisory Council](#)
- [Sample Course Evaluation](#)

- [Sample Adviser Evaluation](#)

5.03 - Artifacts

- [RLS Majors Fact Sheets](#)
- [Marketing Strategies](#)

7.0 Student Learning Outcome Artifacts

- [Attitudinal Assessment Towards Adults with Disabilities](#)
- [RLS Rubrics](#)
- [RLS Assignments Related to Rubrics](#)

8.0 Therapeutic Recreation Option Artifacts

- [2009 NCTRC School Report](#)
- [Therapeutic Recreation Alumni Placements](#)
- [Therapeutic Recreation Course Syllabi](#)