

7.0 Series Learning Outcome Reporting Chart AY 2021-2022 (02/16/23)



The Recreation Therapy program at the University of Toledo is pleased to submit this Learning Outcomes Reporting Chart in partial fulfillment towards its reaccreditation by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) in 2023. Learning outcomes specifically assessed in this reporting chart include the following Guidelines for Therapeutic Recreation Education:

Standard 7.01: Historical, philosophical, theoretical, and scientific foundations of therapeutic recreation: Students graduating from the program shall demonstrate entry-level knowledge of the therapeutic recreation profession in history, theory, philosophy, and sciences and the scope and practices of recreation therapy/therapeutic recreation across diverse delivery systems.

7.01a: Students graduating from the program shall demonstrate entry-level knowledge of the scope of the Therapeutic Recreation profession.

Fundamental Element Assessed: *Publications that define the scope of Therapeutic Recreation Profession.*

7.01b: Students graduating from the program shall demonstrate entry-level knowledge of the practice of Recreational Therapy.

Fundamental Element Assessed: *Relevant laws, regulations, and guidelines.*

7.01c: Students graduating from the program shall demonstrate entry-level knowledge of the historical, philosophical, theoretical, and scientific foundations of the Therapeutic Recreation and contributory sciences.

Fundamental Element Assessed: *Related sciences such as psychology, sociology, medicine, public health, education, environmental sciences, and pharmacology as each applies to Therapeutic Recreation Practice.*

Standard 7.02: Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

7.02a: Students graduating from the program shall demonstrate the ability to create/select, conduct, and interpret individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional recreation therapy practice, science, and philosophy.

Fundamental Element Assessed: *Focus on Leisure, Physical, Social, Cognitive, Psychological/Emotional, and Spiritual Domains of Human Functioning and Well-Being.*

7.02b: Students graduating from the program shall demonstrate the ability to create/build an individualized recreation therapy service plan that clearly reflects the application of knowledge from relevant facets of contemporary professional recreational therapy practice, science, and philosophy.

Fundamental Element Assessed: *Develop plans that meet professional expectations of the related service delivery system.*

7.02c: Students graduating from the program shall demonstrate the ability to ***implement and facilitate*** recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.

Fundamental Element Assessed: *Demonstrate individual and group leadership, facilitation, and processing skills.*

7.02d: Students graduating from the program shall demonstrate the ability to ***document*** recreation therapy services according to regulatory, professional, and system requirements.

Fundamental Element Assessed: *Prepare assessment results*

7.02e: Students graduating from the program shall demonstrate the ability to ***evaluate*** recreation therapy services at the participant and program level and to use evaluation data to improve the quality of services.

Fundamental Element Assessed: *Apply/use statistical/psychometric measures to interpret evaluation data.*

Standard 7.03:

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

Fundamental Element Assessed: *Knowledge of management theories and functions, organizational structures, and ethical management.*

Standard 7.04: Students graduating from the program shall demonstrate, through an internship consistent with NCTRC requirements for completed hours and weeks (or state requirements if more stringent), the sustained ability to apply the therapeutic recreation process, engage in advocacy, stimulate innovation, and use diverse and structured ways of thinking to solve problems related to different facets of professional practice.

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

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

COAPRT Standard 7.01	<p><i>Historical, Philosophical, Theoretical, and Scientific Foundations of Therapeutic Recreation:</i></p> <p>Students graduating from the program shall demonstrate entry-level knowledge of the therapeutic recreation profession in history, theory, philosophy, and sciences and the scope and practices of recreation therapy/therapeutic recreation across diverse delivery systems.</p>
COAPRT Learning Outcome 7.01a	<p>Students graduating from the program shall demonstrate entry-level knowledge of the <i>scope</i> of the Therapeutic Recreation profession. Fundamental Element Assessed: <i>Publications that define the scope of Therapeutic Recreation Profession.</i></p>
Course Assessed	<p>RCRT 4450 Research Applications in Recreational Therapy</p>
Course Specific Learning Outcome	<p>Upon completion of the EBP Research Paper students will demonstrate an understanding of publications that define the scope of therapeutic recreation practice.</p>
7.01.01 Evidence of Learning Outcome	<p>Direct: EBP Research Paper. Indirect: Course Syllabus & Curriculum Analysis.</p>
7.01.02 Assessment Measure	<p>Direct: EBP Research Paper Assignment Rubric. Indirect: Course Syllabus & Curriculum Analysis Review.</p>
Performance Level / Metrics	<p>Direct: 85% of students will receive and 80% or higher on the EBP Research Paper. Indirect: Review of Course Syllabus & Course Curriculum.</p>
7.01.03 Assessment Results	<p>Fall 2021 Direct: 86% of students received a grade of 80% or higher on the Discussion Board Assignment. Fall 2021 Indirect: Course Syllabus & Course Curriculum support developing an understanding of the publications that define the scope of TR profession.</p>
7.01.04 Evidence of Continued Program Improvement	<p>Performance Level / Metric Met Fall 2021. Continue to monitor for one more academic year.</p>
Present Emerging Absent	<p>Present</p>

COAPRT Standard 7.01	<i>Historical, Philosophical, Theoretical, and Scientific Foundations of Therapeutic Recreation:</i> Students graduating from the program shall demonstrate entry-level knowledge of the therapeutic recreation profession in history, theory, philosophy, and sciences and the scope and practices of recreation therapy/therapeutic recreation across diverse delivery systems.
COAPRT Learning Outcome 7.01b	Students graduating from the program shall demonstrate entry-level knowledge of the <i>practice</i> of Recreational Therapy. Fundamental Element Assessed: <i>Relevant laws, regulations, and guidelines.</i>
Course Assessed	RCRT 3310 Inclusive Recreation
Course Specific Learning Outcome	Upon completion of the legislative worksheet assignment, students will demonstrate an understanding of relevant laws, regulations, and guidelines. those pursuits. <i>(Bloom's Taxonomy: Analyzing, Understanding & Applying)</i>
7.01.01 Evidence of Learning Outcome	Direct: Legislation Chart Worksheet Assignment. Indirect: Course Syllabus & Curriculum Analysis.
7.01.02 Assessment Measure	Direct: Legislation Chart Worksheet Assignment and Rubric. Indirect: Course Syllabus & Curriculum Analysis Review.
Performance Level / Metrics	Direct: 85% of students will receive a grade of 80% or higher on the Legislation Chart Worksheet Assignment. Indirect: Review of Course Syllabus & Course Curriculum.
7.01.03 Assessment Results	Spring 2022 Direct: 93% of students received a grade of 80% or higher on the Legislation Worksheet Assignment. Spring 2022 Indirect: Course Syllabus & Course Curriculum support developing an understanding of relevant law, regulations, and guidelines.
7.01.04 Evidence of Continued Program Improvement	Performance Level / Metric Met Spring 2022 . New fundamental element for assessment of COAPRT Learning Outcome 7.01b will be identified.
Present Emerging Absent	Present

COAPRT Standard 7.01	<p><i>Historical, Philosophical, Theoretical, and Scientific Foundations of Therapeutic Recreation:</i></p> <p>Students graduating from the program shall demonstrate entry-level knowledge of the therapeutic recreation profession in history, theory, philosophy, and sciences and the scope and practices of recreation therapy/therapeutic recreation across diverse delivery systems.</p>
COAPRT Learning Outcome 7.01c	<p>Students graduating from the program shall demonstrate entry-level knowledge of the <i>historical, philosophical, theoretical, and scientific foundations</i> of the therapeutic recreation and contributory sciences.</p> <p>Fundamental Element Assessed: <i>Related sciences such as psychology, sociology, medicine, public health, education, environmental sciences, and pharmacology as each applies to Therapeutic Recreation Practice.</i></p>
Course Assessed	RCRT 4730 Medical and Clinical Aspects of Therapeutic Recreation
Course Specific Learning Outcome	<p>Upon completion of the Diagnostic Notebook Assignment, students will demonstrate an understanding of related sciences that apply to Therapeutic Recreation. <i>(Bloom’s Taxonomy: Remembering, Understanding & Applying)</i></p>
7.01.01 Evidence of Learning Outcome	<p>Direct: Diagnostic Notebook Assignment.</p> <p>Indirect: Course Syllabus & Curriculum Analysis.</p>
7.01.02 Assessment Measure	<p>Direct: Diagnostic Notebook Assignment.</p> <p>Indirect: Course Syllabus & Curriculum Analysis Review.</p>
Performance Level / Metrics	<p>Direct: 90% of students will receive a grade of 85% or higher on the Diagnostic Notebook Assignment.</p> <p>Indirect: Review of Course Syllabus & Course Curriculum.</p>
7.01.03 Assessment Results	<p>Fall 2021 Direct: 100% of students received a grade of 85% or higher on the Behavior Modification Assignment.</p> <p>Fall 2021 Indirect: Course Syllabus & Curriculum support developing an understanding of related sciences.</p>
7.01.04 Evidence of Continued Program Improvement	<p>Performance Level / Metric Met Fall 2021. New fundamental element for assessment of COAPRT Learning Outcome 7.01c will be identified.</p>
Present Emerging Absent	Present

COAPRT Standard 7.02	<p><i>Use of the Therapeutic Recreation Process:</i></p> <p>Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.</p>
COAPRT Learning Outcome 7.02a	<p>Students graduating from the program shall demonstrate the ability to create/select, conduct, and interpret individualized <i>assessment</i> for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional recreation therapy practice, science, and philosophy.</p> <p>Fundamental Element Assessed: <i>Focus on Leisure, Physical, Social, Cognitive, Psychological/Emotional, and Spiritual Domains of Human Functioning and Well-Being.</i></p>
Course Assessed	RCRT 4740 Assessment & Documentation in Therapeutic Recreation
Course Specific Learning Outcome	<p>Upon completion of three (3) Case Study Assignments, the students will engage in and demonstrate an understanding of assessment procedures and how therapeutic domains are impacted by disabling conditions. (<i>Bloom's Taxonomy: Remembering, Understanding & Applying</i>)</p>
7.02.01 Evidence of Learning Outcome	<p>Direct: Three (3) Case Study Assignments.</p> <p>Indirect: Course Syllabus & Curriculum Analysis.</p>
7.02.02 Assessment Measure	<p>Direct: Case Study Rubrics.</p> <p>Indirect: Course Syllabus & Curriculum Analysis Review.</p>
Performance Level / Metrics	<p>Direct: 90% of students will receive an aggregate grade of 85% or higher on the three (3) Case Study Assignments. Indirect: Review of Course Syllabus & Course Curriculum.</p>
7.02.03 Assessment Results	<p>Fall 2021 Direct: 80% of students received an aggregate grade of 85% or higher on the three (3) Case Study Assignments.</p> <p>Fall 2021 Indirect: Course Syllabus & Course Curriculum support developing an understanding of domains of human functioning and well-being but could be improved. See "Evidence of Continued Program Improvement" for changes made to curriculum.</p>
7.02.04 Evidence of Continued Program Improvement	<p>Performance Level / Metric Not Met Fall 2021. Case Study Rubrics were updated, and course instructor will continue to work one-on-one with assigned case study groups to further develop student understanding of assessment procedures and how therapeutic domains are impacted by disabling conditions. Performance will be reassessed fall 2022.</p>

Present Emerging Absent	Emerging
COAPRT Standard 7.02	<p><i>Use of the Therapeutic Recreation Process:</i></p> <p>Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.</p>
COAPRT Learning Outcome 7.02b	<p>Students graduating from the program shall demonstrate the ability to create/build an individualized recreation therapy service <i>plan</i> that clearly reflects the application of knowledge from relevant facets of contemporary professional recreational therapy practice, science, and philosophy. Fundamental Element Assessed: <i>Develop plans that meet professional expectations of the related service delivery system.</i></p>
Course Assessed	RCRT 4870 Comprehensive Program Planning in Recreational Therapy
Course Specific Learning Outcome	<p>Upon completion of the Analysis Mapping Assignment, students will demonstrate ability to develop plans that meet professional expectations of the related service delivery system. <i>(Bloom's Taxonomy: Remembering, Understanding, Applying & Analyzing)</i></p>
7.02.01 Evidence of Learning Outcome	<p>Direct: Analysis Mapping Assignment. Indirect: Course Syllabus & Curriculum Analysis.</p>
7.02.02 Assessment Measure	<p>Direct: Analysis Mapping Assignment Rubric. Indirect: Course Syllabus & Curriculum Analysis Review.</p>
Performance Level / Metrics	<p>Direct: 90% of students will receive a grade of 85% or higher on the Analysis Mapping Assignment. Indirect: Review of Course Syllabus & Course Curriculum.</p>
7.02.03 Assessment Results	<p>Spring 2022 Direct: 100% of students received a grade of 85% or higher on Analysis Mapping Assignment. Spring 2022 Indirect: Course Syllabus & Course Curriculum support ability to develop plans that meet professional expectations of the related service delivery system.</p>

<p>7.02.04 Evidence of Continued Program Improvement</p>	<p>Performance Level / Metric Met Spring 2022. New fundamental element for assessment of COAPRT Learning Outcome 7.02b will be identified.</p>
<p>Present Emerging Absent</p>	<p>Present</p>

<p>COAPRT Standard 7.02</p>	<p><i>Use of the Therapeutic Recreation Process:</i> Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.</p>
<p>COAPRT Learning Outcome 7.02c</p>	<p>Students graduating from the program shall demonstrate the ability to <i>implement and facilitate</i> recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts. Fundamental Element Assessed: <i>Demonstrate individual and group leadership, facilitation, and processing skills.</i></p>
<p>Course Assessed</p>	<p>RCRT 1310 Introduction to Recreational Therapy Programming</p>
<p>Course Specific Learning Outcome</p>	<p>Upon completion of the Protocol Assignment, students will demonstrate individual and group leadership, facilitation, and processing skills. <i>(Bloom's Taxonomy: Remembering, Understanding & Applying)</i></p>
<p>7.02.01 Evidence of Learning Outcome</p>	<p>Direct: Protocol Facilitation Assignment. Indirect: Course Syllabus & Curriculum Analysis.</p>
<p>7.02.02 Assessment Measure</p>	<p>Direct: Protocol Facilitation Assignment Rubric. Indirect: Course Syllabus & Curriculum Analysis Review.</p>
<p>Performance Level / Metrics</p>	<p>Direct: 90% of students will receive a grade of 80% or higher on the Protocol Facilitation Assignment. Indirect: Review of Course Syllabus & Course Curriculum.</p>
<p>7.02.03 Assessment Results</p>	<p>Fall 2021 Direct: 87% of students received a grade of 80% or higher on the Protocol Assignment. Fall 2021 Indirect: Course Syllabus & Curriculum support demonstration of individual and group leadership, facilitation, and processing skills. Spring 2022 Direct: 94% of students received a grade of 80% or higher on the Protocol Assignment.</p>

	Spring 2022 Indirect: Course Syllabus & Curriculum support developing an understanding of interactions, boundaries, & expectations
7.02.04 Evidence of Continued Program Improvement	Performance Level / Metric Met Fall 2021 and Spring 2022. New fundamental element for assessment of COAPRT Learning Outcome 7.02c will be identified.
Present Emerging Absent	Present

COAPRT Standard 7.02	<i>Use of the Therapeutic Recreation Process:</i> Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.
COAPRT Learning Outcome 7.02d	Students graduating from the program shall demonstrate the ability to document recreation therapy services according to regulatory, professional, and system requirements. Fundamental Element Assessed: <i>Write Progress Notes Specific to Goals and Objectives.</i>
Course Assessed	RCRT 4740 Assessment & Documentation in Therapeutic Recreation
Course Specific Learning Outcome	Upon completion of SOAP Note, DA(R)P Note and Narrative Note Assignments, students will demonstrate an ability to successfully write progress notes specific to goals and objectives. (Bloom's Taxonomy: Remembering, Understanding, Applying & Analyzing)
7.02.01 Evidence of Learning Outcome	Direct: SOAP Note, DA(R)P Note and Narrative Note Assignments.

	Indirect: Course Syllabus & Curriculum Analysis.
7.02.02 Assessment Measure	Direct: SOAP Note, DA(R)P Note and Narrative Note Assignment Rubrics. Indirect: Course Syllabus & Curriculum Analysis Review.
Performance Level / Metrics	Direct: 90% of students will receive an aggregate grade of 85% or higher on the SOAP Note, DA(R)P Note and Narrative Note Assignments. Indirect: Review of Course Syllabus & Course Curriculum.
7.02.03 Assessment Results	Fall 2021 Direct: 98% of students received an aggregate grade of 85% or higher on the SOAP Note, DA(R)P Note and Narrative Note Assignments. Fall 2021 Indirect: Course Syllabus & Course Curriculum support developing an understanding of domains of human functioning and well-being but could be improved. See “Evidence of Continued Program Improvement” for changes made to curriculum.
7.02.04 Evidence of Continued Program Improvement	Performance Level / Metric Met Fall 2021 . New fundamental element for assessment of COAPRT Learning Outcome 7.02d will be identified.
Present Emerging Absent	Present

COAPRT Standard 7.02	<i>Use of the Therapeutic Recreation Process:</i> Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.
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<p>COAPRT Learning Outcome 7.02e</p>	<p>Students graduating from the program shall demonstrate the ability to <i>evaluate</i> recreation therapy services at the participant and program level and to use evaluation data to improve the quality of services. Fundamental Element Assessed: <i>Use of Appropriate Research and Evaluation Designs and Methods to Conduct Formative and Summative Evaluation to Document Outcomes from Services.</i></p>
<p>Course Assessed</p>	<p>RCRT 4870 Comprehensive Program Planning in Recreational Therapy</p>
<p>Course Specific Learning Outcome</p>	<p>Upon completion of the Program Evaluation Assignment, students will design, develop, and apply evaluation tools to conduct formative and summative evaluations to document outcomes from services. <i>(Bloom’s Taxonomy: Remembering, Understanding & Applying)</i></p>
<p>7.02.01 Evidence of Learning Outcome</p>	<p>Direct: Program Evaluation Assignment. Indirect: Course Syllabus & Curriculum Analysis.</p>
<p>7.02.02 Assessment Measure</p>	<p>Direct: Program Evaluation Assignment Rubric. Indirect: Course Syllabus & Curriculum Analysis Review.</p>
<p>Performance Level / Metrics</p>	<p>Direct: 90% of students will receive a grade of 85% or higher on the Program Evaluation Assignment Indirect: Review of Course Syllabus & Course Curriculum.</p>
<p>7.02.03 Assessment Results</p>	<p>Spring 2022 Direct: 84% of students received a grade of 85% or higher on the Program Evaluation Assignment. Spring 2022 Indirect: Course Syllabus & Course Curriculum support developing an understanding of the <i>use of appropriate research and evaluation designs and methods to conduct formative and summative evaluation to document outcomes from services.</i></p>

<p>7.02.04 Evidence of Continued Program Improvement</p>	<p>Performance Level / Metric Not Met Spring 2022. Instructor will review the assignment and identify areas of improvement. Monitor for one more academic year.</p>
<p>Present Emerging Absent</p>	<p>Emerging</p>

<p>COAPRT Standard 7.03</p>	<p><i>Management and Administration of Therapeutic Recreation Services:</i></p> <p>Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services.</p>
<p>COAPRT Learning Outcome 7.03</p>	<p>Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services.</p> <p>Fundamental Element Assessed: Knowledge of management theories and functions, organizational structures, and ethical management.</p>
<p>Course Assessed</p>	<p>RCRT 4330 Administration in Recreation & Recreation Therapy</p>
<p>Course Specific Learning Outcome</p>	<p>Upon completion of Discussion Board #2 students will demonstrate knowledge and understanding of management theories and function, organizational structure, and ethical management. (Bloom's Taxonomy: Remembering, understanding, Applying)</p>
<p>7.03.01 Evidence of Learning Outcome</p>	<p>Direct: Discussion Board #2. Indirect: Course Syllabus & Curriculum Analysis.</p>

7.03.02 Assessment Measure	Direct: Discussion Board #2 assignment rubric. Indirect: Course Syllabus & Curriculum Analysis Review.
Performance Level / Metrics	Direct: 85% of students will receive grade of 85% or higher on Discussion Board. Indirect: Review of Course Syllabus & Course Curriculum.
7.03.03 Assessment Results	Spring 2022 Direct: 81% of students received a of 85% or higher on Discussion Board two. Spring 2022 Indirect: Course Syllabus & Course Curriculum support developing an understanding of awareness of management theories and functions, organizational structure, and ethical management.
7.03.04 Evidence of Continued Program Improvement	Performance Level / Metric Not Met Spring 2022 . Assignment reviewed, and instructor identified ways to improve outcomes through modification of learning module.
Present Emerging Absent	Emerging

COAPRT Standard 7.04	Internship: Students graduating from the program shall demonstrate, through an internship consistent with NCTRC requirements for completed hours and weeks (or state requirements if more stringent), the sustained ability to apply the therapeutic recreation process, engage in advocacy, stimulate innovation, and use diverse and structured ways of thinking to solve problems related to different facets of professional practice.
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COAPRT Learning Outcome 7.04a	<p>Before commencing an internship, students shall demonstrate a readiness for the internship as determined by meeting criteria set by the program (e.g., fieldwork hours prior to the internship, competency testing, GPA requirements in core coursework, professional and ethical conduct, basic certifications in first aid/CPR, other dispositions or candidacy benchmarks set by the program).</p>
Course Assessed	<p>RCRT 4850 Recreational Therapy Internship Preparation</p>
Course Specific Learning Outcome	<p>Upon completion of Professional Portfolio Documents and the Internship Approval Application, students will demonstrate a readiness for internship as determined by meeting the criteria for commencing the internship sequence as set by the Recreational Therapy program.</p>
7.04.01 Evidence of Learning Outcome	<p>Direct: Professional Portfolio Documents. Direct: Internship Approval Application.</p>
7.04.02 Assessment Measure	<p>Direct: Professional Portfolio Documents Rubrics. Direct: Approved Internship Application.</p>
Performance Level / Metrics	<p>Direct: 90% of students will receive an aggregate grade of 85% or higher on completed Professional Portfolio Documents. Direct: 100% of students will have their Internship Application approved.</p>
7.04.03 Assessment Results	<p>Fall 2021 Direct: 91% of students received an aggregate grade of 85% or higher on completed Professional Portfolio Documents. Fall 2021 Direct: 100% of Internship Applications were approved.</p>

<p>7.04.04 Evidence of Continued Program Improvement</p>	<p>Performance Level / Metric Met Fall 2021. No improvement action needed. Performance metric will be raised to 95% of students will receive an aggregate grade of 85% or higher on completed Professional Portfolio Documents. Internship Application will continue to be used to verify internship eligibility.</p>
<p>Present Emerging Absent</p>	<p>Present</p>

<p>COAPRT Standard 7.04</p>	<p><i>Internship:</i></p> <p>Students graduating from the program shall demonstrate, through an internship consistent with NCTRC requirements for completed hours and weeks (or state requirements if more stringent), the sustained ability to apply the therapeutic recreation process, engage in advocacy, stimulate innovation, and use diverse and structured ways of thinking to solve problems related to different facets of professional practice.</p>
<p>COAPRT Learning Outcome 7.04b</p>	<p>Students graduating from the program shall demonstrate, through a <i>comprehensive and culminating internship</i>, the ability to progressively apply the therapeutic recreation process, demonstrate ethical decision-making, communication, and interpersonal skills, engage in advocacy, stimulate innovation, and use diverse and structured ways of thinking to solve problems related to different facets of professional practice. The internship must meet current professional standards for credentialing with the state, national, or international credentialing bodies, whichever is most stringent.</p>
<p>Course Assessed</p>	<p>RCRT 4950 Recreation Therapy Internship I RCRT 4960 Recreation Therapy Internship II</p>
<p>Course Specific Learning Outcome</p>	<p>Upon completion of the Recreation Therapy Internship sequence students will demonstrate the ability to progressively apply the therapeutic recreation process as outlined in Outcome 7.04b.</p>
<p>7.04.01 Evidence of Learning Outcome</p>	<p>Direct: Final aggregate grade across RCRT 4950 Recreation Therapy Internship I & RCRT 4960 Recreation Therapy Internship II.</p>

	Indirect: Course Syllabus & Curriculum Analysis.
7.04.02 Assessment Measure	Direct: All academic assignments and evaluations completed across RCRT 4950 Recreation Therapy Internship I & RCRT 4960 Recreation Therapy Internship II. Indirect: Course Syllabus & Curriculum Analysis Review.
Performance Level / Metrics	Direct: 100% of students will receive a final aggregate grade of 90% or higher across RCRT 4950 Recreation Therapy Internship I & RCRT 4960 Recreation Therapy Internship II. Indirect: Review of Course Syllabus & Course Curriculum.
7.04.03 Assessment Results	Summer 2022 Direct: 87% of students received a final aggregate grade of 90% or higher across RCRT 4950 Recreation Therapy Internship I & RCRT 4960 Recreation Therapy Internship II. Summer 2022 Indirect: Course Syllabus & Course Curriculum support providing the student an opportunity to demonstrate ability to progressively apply the therapeutic recreation process as outlined in Outcome 7.04b.
7.04.04 Evidence of Continued Program Improvement	Performance Level / Metric was Not Met summer 2022. Assessment measure will be reviewed. 100% of students did achieve an 85% or higher, meaning everyone successfully completed internship. Faculty will discuss an appropriate measure of success for next academic year.
Present Emerging Absent	Emerging

Following the review of assessment data for the learning outcomes specifically assessed in this reporting chart, the Recreation Therapy Program will focus on assessing the following Guidelines for Therapeutic Recreation Education during AY 2022-2023:

Standard 7.01: Historical, philosophical, theoretical, and scientific foundations of therapeutic recreation: Students graduating from the program shall demonstrate entry-level knowledge of the therapeutic recreation profession in history, theory, philosophy, and sciences and the scope and practices of recreation therapy/therapeutic recreation across diverse delivery systems.

7.01a: Students graduating from the program shall demonstrate entry-level knowledge of the scope of the Therapeutic Recreation profession.

Fundamental Element Assessed: *Publications that define the scope of Therapeutic Recreation profession.*

7.01b: Students graduating from the program shall demonstrate entry-level knowledge of the **practice** of Recreational Therapy.

Fundamental Element Assessed: *Professional Involvement and professionalism.*

7.01c: Students graduating from the program shall demonstrate entry-level knowledge of the **historical, philosophical, theoretical, and scientific** foundations of the Therapeutic Recreation and contributory sciences.

Fundamental Element Assessed: *Play, recreation, and leisure.*

Standard 7.02: Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

7.02a: Students graduating from the program shall demonstrate the ability to create/select, conduct, and interpret individualized **assessment** for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional recreation therapy practice, science, and philosophy.

Fundamental Element Assessed: *Focus on Leisure, Physical, Social, Cognitive, Psychological/Emotional, and Spiritual Domains of Human Functioning and Well-Being.*

7.02b: Students graduating from the program shall demonstrate the ability to create/build an individualized recreation therapy service **plan** that clearly reflects the application of knowledge from relevant facets of contemporary professional recreational therapy practice, science, and philosophy.

Fundamental Element Assessed: *Include/integrate stakeholders to enhance the plan.*

7.02c: Students graduating from the program shall demonstrate the ability to **implement and facilitate** recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.

Fundamental Element Assessed: *Take into consideration contraindications related to specific diagnostic groups, interventions, and related potential health, safety, and risk management issues.*

7.02d: Students graduating from the program shall demonstrate the ability to **document** recreation therapy services according to regulatory, professional, and system requirements.

Fundamental Element Assessed: *Prepare assessment results.*

7.02e: Students graduating from the program shall demonstrate the ability to **evaluate** recreation therapy services at the participant and program level and to use evaluation data to improve the quality of services.

Fundamental Element Assessed: *Use of Appropriate Research and Evaluation Designs and Methods to Conduct Formative and Summative Evaluation to Document Outcomes from Services.*

Standard 7.03: Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services.

Fundamental Element Assessed: *Knowledge of Management Theories and function, organizational structures, and ethical management practices.*

Standard 7.04: Students graduating from the program shall demonstrate, through an internship consistent with NCTRC requirements for completed hours and weeks (or state requirements if more stringent), the sustained ability to apply the therapeutic recreation process, engage in advocacy, stimulate innovation, and use diverse and structured ways of thinking to solve problems related to different facets of professional practice.

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

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