**COAPRT 7 Series Template**

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| **7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.** |
| **Course Specific Learning Outcome:** *What is the learning outcome identified in the course syllabus that meets this standard?*   1. Rec 240: Students will better understand the role of recreation in the rehabilitation process |
| **Evidence of Learning Opportunity (7.01.01)** *How are students given opportunities to show they have learned the outcome?*  REC 240 Term Paper: Overview of the importance of recreation and TR in the life of persons with disabilities |
| **Performance Measure (7.01.02)** *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics,**portfolios, alumni surveys, etc.*  Grading Rubric |
| **Performance levels/metrics:** *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*  80% of students will score 80% or above on the assigned content areas on the rubric |
| **Assessment Results (7.01.03***) Based on the performance levels/metrics set above, at the end of the semester, what were the results?*  Spring 2016: 80% of students scored an 80% or higher  Fall 2016: 85% of students scored an 80% or higher |
| **Evidence of Programmatic Decisions (7.01.04)** *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*  Spring 2015 Changes: Class taught as hybrid class.  Fall 2016 Changes: Course now taught completely in the classroom, no longer hybrid. |
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| **COAPRT 7 Series Template**   |  | | --- | | **7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.** | | **Course Specific Learning Outcome:** *What is the learning outcome identified in the course syllabus that meets this standard?*  Rec 240: Students will gain knowledge in the use of activities for people with disabilities; students will learn diverse resources to use when working with individuals with disabilities | | **Evidence of Learning Opportunity (7.01.01)** *How are students given opportunities to show they have learned the outcome?*  REC 240 Course Exam: discrimination and barriers, programming for people with disabilities | | **Performance Measure (7.01.02)** *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics,**portfolios, alumni surveys, etc.*  Assessed by exam questions | | **Performance levels/metrics:** *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*  80% of students will score 80% or above on the assigned content areas on the rubric | | **Assessment Results (7.01.03***) Based on the performance levels/metrics set above, at the end of the semester, what were the results?*  Fall 2016 – 93% scored 80% or higher on the assignment | | **Evidence of Programmatic Decisions (7.01.04)** *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*  Fall 2016 Changes: Course now taught completely in the classroom, no longer hybrid | | * ABSENT * EMERGING * PRESENT   **This column for visitors use only** |   **COAPRT 7 Series Template**   |  | | --- | | **7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.** | | **Course Specific Learning Outcome:** *What is the learning outcome identified in the course syllabus that meets this standard?*  Rec 240: Students will gain an understanding of therapeutic recreation delivery models; students will  learn the legal rights of individuals with disabilities | | **Evidence of Learning Opportunity (7.01.01)** *How are students given opportunities to show they have learned the outcome?*  REC 240 Course Exam Recreation and TR services | | **Performance Measure (7.01.02)** *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics,**portfolios, alumni surveys, etc.*  Exam questions | | **Performance levels/metrics:** *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*  80% of students will score 80% or above on the assigned content areas on the rubric | | **Assessment Results (7.01.03***) Based on the performance levels/metrics set above, at the end of the semester, what were the results?*  Fall 2016 – 56% scored 80% or higher on the assignment | | **Evidence of Programmatic Decisions (7.01.04)** *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*  Changes: Providing more evidence based information about TR services to help students gain a better understanding of current and effective TR based services. | | * ABSENT * EMERGING * PRESENT   **This column for visitors use only** | |
| **7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.** |
| **Course Specific Learning Outcome:** *What is the learning outcome identified in the course syllabus that meets this standard?*  REC 469: Students will learn how to design, implement and assess therapeutic recreation facilitation techniques for a variety of populations based on assessed needs. |
| **Evidence of Learning Opportunity (7.02.01)** *How are students given opportunities to show they have learned the outcome?*  REC 469: Mosaic Project-students plan and implement interventions for individuals with developmental and intellectual disabilities |
| **Performance Measure (7.02.02)** *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics,**portfolios, alumni surveys, etc.*  Project – Comprehensive Therapeutic Recreation Program Plan and Design  Assess by grading rubric. |
| **Performance levels/metrics:** *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*  80% of students will score 80% or above on the assigned content areas on the rubric |
| **Assessment Results (7.02.03***) Based on the performance levels/metrics set above, at the end of the semester, what were the results?*  95% of students scored 80% or above on the assigned content areas on the rubric |
| **Evidence of Programmatic Decisions (7.02.04)** *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*  Fall 2016: No changes |
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| **7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.** |
| **Course Specific Learning Outcome:** *What is the learning outcome identified in the course syllabus that meets this standard?*  REC 471: Students will demonstrate the ability to design therapeutic recreation programs and implement the TR process including selection of activity content and facilitation/intervention, method of finance, marketing techniques and evaluating client and program outcomes |
| **Evidence of Learning Opportunity (7.03.01)** *How are students given opportunities to show they have learned the outcome?*  REC 471: Comprehensive Therapeutic Recreation Program |
| **Performance Measure (7.03.02)** *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics,**portfolios, alumni surveys, etc.*  Assessed by grading rubric |
| **Performance levels/metrics:** *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*  80% of students will score 80% or above on the assigned content areas on the rubric |
| **Assessment Results (7.03.03***) Based on the performance levels/metrics set above, at the end of the semester, what were the results?*  90% of students scored 80% or above on the assigned content areas on the rubric |
| **Evidence of Programmatic Decisions (7.03.04)** *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*  Spring 2016: Provided more examples of TR programs found within various TR organizations. |
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| **7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.** |
| **Course Specific Learning Outcome:** *What is the learning outcome identified in the course syllabus that meets this standard?*  Students will learn basic skills needed to be successful in their chosen field upon completion of their internship. |
| **Evidence of Learning Opportunity (7.04.01)** *How are students given opportunities to show they have learned the outcome?*  Completion of a minor and major project during internship  Completion of internship notebook. |
| **Performance Measure (7.04.02)** *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics,**portfolios, alumni surveys, etc.*  Mid-term and final evaluations completed by internship supervisor  Grading rubric for the final notebook |
| **Performance levels/metrics:** *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*  *80% of the students will get a score of 80% or higher on the assignment* |
| **Assessment Results (7.04.03***) Based on the performance levels/metrics set above, at the end of the semester, what were the results?*  Spring 2016: 100*% of the students satisfactorily completed the weekly reports with a score of 80% or higher on the minor and major projects and final notebook*  Fall 2016: 100*% of the students satisfactorily completed the monthly reports with a score of 80% or higher on the minor and major projects and final notebook* |
| **Evidence of Programmatic Decisions (7.04.04)** *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*  Fall 2016: No changes recommended.  Spring 2016: Discussed and changed wording in the internship manual to stress students must purchase liability insurance if required by internship agency. The university does not provide liability insurance for students. |
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