

**Assessment Plan for Therapeutic Recreation Online Graduate Certificate Program
2015-16**

1. Students completing the graduate certificate program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation profession and its associated service delivery systems, and the foundations of the therapeutic recreation profession in history, theory, science, and philosophy.

Course Specific Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics
REC 603: a) Students graduating from the program shall demonstrate entry-level knowledge of the <u>historical, philosophical, and theoretical foundations</u> of play, recreation, and leisure, from varying theoretical lenses (psychological, social psychological, sociological, health, economic, etc.).	Syllabus, course calendar, online learning materials	Students demonstrate familiarity with historical, theoretical, and philosophical foundations of leisure, recreation and play as evidenced by classroom discussion boards, assignments, book reviews, and examinations (including certification examinations),	80% of students will earn a "C" or better on assignments, quizzes, and tests
REC 604: b) Students graduating from the program shall demonstrate entry-level knowledge of the <u>scientific foundations</u> of the therapeutic recreation profession. Fundamental elements include: - Theoretical foundations of therapeutic recreation service delivery (e.g., foundational models and theories) - Theoretical and scientific foundations of the systems in which therapeutic recreation is delivered, including the impact of technology and globalization on those systems - Human services supportive areas (e.g., medical terminology, pharmacology, counseling approaches, therapeutic communication, community development, positive behavioral supports)	Syllabus, course calendar, online learning materials	Students demonstrate familiarity with scientific foundations as evidenced by classroom assignments, quizzes, and examinations (including certification examinations).	80% of students will earn a "C" or better on assignments, quizzes, and tests
REC 604: c) Students graduating from the program shall demonstrate entry-level knowledge of the <u>scope and practice</u> of the therapeutic recreation. Fundamental elements include: - Professionalism, including standards of practice, credentialing, and codes of ethics of therapeutic recreation service - Role and function of therapeutic recreation professionals in health, human, recreation, education, and other relevant systems - Models of service delivery and best practices in the profession	Syllabus, course calendar, online learning materials	Students demonstrate familiarity with the scope and practice of therapeutic recreation as evidenced by class assignments, quizzes, examinations (including certification examinations)	80% of students will earn a "C" or better on assignments, quizzes, and tests

REC 604: d) Students graduating from the program shall demonstrate entry-level knowledge of the <u>techniques and processes</u> of the therapeutic recreation profession in decision-making. Fundamental elements include: • Use of best professional practices based on theoretical, philosophical, and scientific foundations of the field • Adherence to laws, regulations, standards of practice and codes of ethics • Professional involvement	Syllabus, course calendar, online learning materials	Students demonstrate entry-level knowledge of the techniques and processes of professional practice and the historical, scientific, and philosophical foundations as evidenced by classroom assignments, examinations (including certification examinations)	80% of students will earn a "C" or better on assignments, quizzes, and tests
2. Students completing the graduate certificate 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.			
Course Specific Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics
REC 530: a) Students graduating from the program shall demonstrate the ability to create/select, conduct, and evaluate individualized <u>assessment</u> for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy. Fundamental elements of assessment: • Focus on leisure, physical, social, cognitive, psychological/emotional, and spiritual domains of human well-being • Encompass standardized assessments, observation, interview, and record review • Are team-based and inter/transdisciplinary • Ascertain participants' abilities, strengths, goals, and aspirations	Syllabus, course calendar, online learning materials	Students demonstrate familiarity with and ability to conduct therapeutic recreation assessment as evidenced by classroom assignments, quizzes, and examinations (including certification examinations).	80% of students will earn a "C" or better on assignments, quizzes, and tests
REC 533: b) Students graduating from the program shall demonstrate the ability to conduct individualized <u>planning</u> of therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy. Fundamental elements of individualized planning: • Utilize assessment results to generate person-centered contextualized plans • Use appropriate and correctly formatted goals and objectives • Use culturally relevant evidence-based interventions, strategies, facilitation techniques, modalities, activities, and adaptations • Are team-based and involve the family/community • Are contextualized to the service delivery system (e.g., health care, human services, recreation, education)	Syllabus, course calendar, online learning materials	Students demonstrate familiarity with and ability to conduct individualized planning as evidenced by classroom assignments, quizzes, and examinations (including certification exams).	80% of students will earn a "C" or better on assignments, quizzes, and tests

REC 533: c) Students graduating from the program shall demonstrate the ability to <u>implement and facilitate</u> therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts. Fundamental elements of implementation and facilitation include: • Individual and group leadership skills • Helping relationship skills • Activity/task analysis, adaptation, and assistive technologies • Team and family participation • Advocacy • Contextualization to the service delivery system (e.g., health care, human services, recreation, education)	Syllabus, course calendar, online learning materials	Students demonstrate the ability to implement therapeutic recreation services as evidenced by classroom assignments, quizzes, and examinations (including certification exams).	80% of students will earn a "C" or better on assignments, quizzes, and tests
REC 533: d) Students graduating from the program shall demonstrate the ability to <u>document</u> therapeutic recreation services according to regulatory, professional, and system requirements. Fundamental elements of documentation include: • Assessment results • Individualized plans • Progress notes • Discharge/transition summaries • Compliance with agency, accreditation, and professional standards for documentation	Syllabus, course calendar, online learning materials	Students demonstrate the ability to document therapeutic recreation services as evidenced by classroom assignments, quizzes, and examinations (including certification exams).	80% of students will earn a "C" or better on assignments, quizzes, and tests
REC 533: e) Students graduating from the program shall demonstrate the ability to <u>evaluate</u> therapeutic recreation services at the participant and program level and to use evaluation data to improve the quality of services. Fundamental elements include: • Use of appropriate research and evaluation designs and methods to conduct formative and summative evaluation to document outcomes from services • Use of evaluation results to improve services or programs and show accountability • Quality assurance/quality improvement contextualized to the service delivery system	Syllabus, course calendar, online learning materials	Students demonstrate the ability to evaluate participant and program outcomes as evidenced by assignments, quizzes, and examinations (including certification exams).	80% of students will earn a "C" or better on assignments, quizzes, and tests
REC 535: f) Students graduating from the program shall demonstrate the ability to <u>facilitate</u> therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts. Fundamental elements of implementation and facilitation include: • A variety of common therapeutic recreation interventions, facilitation techniques, activities, and modalities • Contextualization to the service delivery system (e.g., health care, human services, recreation, education)	Syllabus, course calendar, online learning materials	Students demonstrate the ability to facilitate therapeutic recreation interventions as evidenced by classroom assignments, quizzes, and examinations (including certification exams).	80% of students will earn a "C" or better on assignments, quizzes, and tests

3. Students completing the graduate certificate program shall be able to demonstrate entry-level knowledge about management/administration of therapeutic recreation services.

Course Specific Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics
REC 538: a) Students graduating from the program shall be able to demonstrate entry-level knowledge about facts, concepts, principles, and procedures of management/administration in therapeutic recreation. Fundamental elements include: - Regulatory and legal compliance contextualized to the service delivery system (e.g., health care, human services, recreation, education) - Operations and maintenance - Finance and budgeting, reimbursement - Marketing and advocacy - Strategic and other agency/program level planning - Risk and safety management - Quality management - Human resource development and management - Professional development - Evidence- theory-based practices Research and technological impacts	Syllabus, course calendar, online learning materials	Students demonstrate entry-level knowledge of management, marketing, and finance in therapeutic recreation services as evidenced by assignments, quizzes, and examinations (including certification exams).	80% of students will "C" or better on self assignments, quizzes tests
Overall Program Outcome Measures			
1. Students graduating from the online certificate program will apply to sit for the national certification examination.	Assistance with application for exam in REC 538 (final course in program)	Students complete the application for certification	80% of graduates will for NCTRC Exam
2. Students graduating from the online certificate program will pass the national certification exam	--	Students provide a copy of certification exam results to program coordinator	95% of graduates will national certification
3. Students graduating from the program will be satisfied with their educational experience	Course/teacher evaluations at the end of each course	Student satisfaction with each course and with overall program on CTEs and program evaluation	95% of students will satisfaction with the education al experi

