**Council on Accreditation**
Parks, Recreation, Tourism and Related Professions

## Self-Study Format and Template

The Self-Study should be created using the following format:
First page specifying:

      Name of the Institution
      Name and contact information for the CEO of the Institution
      Name of the Parks, Recreation, Tourism and Related Professional Specializations Program
      Title of the Report in the format "Self-Study Report in Preparation for X-Year Review."
      Date of the Report

Second page specifying
Foreword
The Foreword includes a description of the process used in the development of the self-study (e.g., who was involved, how evidentiary artifacts were identified and collected); the scope of the program offerings and specializations for which accreditation is being sought; and if the Self-Study Report is for continuing accreditation, briefly mention significant events since the previous accreditation.

Additional pages will utilize the template below.

This template is designed to generate your interpretation of your Program's status with respect to compliance with each of the COAPRT accreditation standards. The template also includes space where you can, as appropriate, include one or more links to external sites that provide supportive evidence directly related to your discussion. The size of the cells provided in the template may be increased or decreased, and page breaks altered, but discussion should be concise. Use the links cells to direct reviewers to lengthy documentation. Please keep in mind three key points as you complete the template:

1) *It is critically important that your discussion justifies specifically how the standard is addressed.* Be specific; focus upon interpretation and evaluation of evidence of your Program's status with respect to compliance with each standard.

2) *When links are used, they must point to specific applicable portions of a document instead of its first page thereby requiring reviewers to search for applicable evidence.* When links do not point to specific applicable portions of a document it makes it difficult for all reviewers to identify the applicable evidence and significantly increases the possibility that a standard will be judged as not met.

3) *Links must be readily accessible to Council members AND visitors without the use of additional passwords or third-party website registration.*

## 1.0 Eligibility Criteria

A unit will be considered for accreditation only when the following 1.0 series of standards are met. Eligibility criteria apply throughout the accreditation period. Thus, institutions should note that upon notification of a deficiency in the 1.0 series, the Council may withdraw accreditation at any time.

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|---|
| **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. <br> *Suggested Evidence of Compliance:* An organizational chart and documentation of existence of a university-approved curriculum (e.g., degree description from the University catalog). |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE** <br><br> The Department of Kinesiology, Sport and Leisure Studies (KSLS) is an academic unit located within the College of Education (now College of Educational, Organizational chart of College of Education. The Leisure Studies Program (LSP) is one of two major tracks within the KSLS Department and serves as the authorized academic unit to administer and manage the curriculum. The LSP curriculum has two concentrations: General Recreation and Therapeutic Recreation. Students from both concentrations are required to take all recreation core classes Leisure Studies Academic Curriculum Sheet. The LSP was established at Grambling State University in 1959 and was last accredited with the Council on Accreditation for Recreation, Park Resources and Leisure Services in 2012 (Appendix A insert here). The requirements for earning a degree in the Leisure Studies Program is listed in the GSU 2013 – 2015 General Catalog (Degree requirements in 2013 – 2015 General University Catalog) beginning on p. 149. The approved curriculum has been approved by the Louisiana Board of Regents' List of approved degree programs (Appendix B insert here) at Grambling State University (GSU). |
| **LINK(S)** <br><br><br> |

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|---|
| **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. <br> *Suggested Evidence of Compliance:* Documentation of institution's status and review dates. |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE** <br><br> GSU is fully accredited by the Commission on Colleges of the Southern Association for Colleges and Schools Commission On Colleges (University's SACSCOC Accreditation Status). The University has maintained its accreditation since its initial accreditation in 1949. GSU's most recent visit was in 2020 with their next SACS Reaffirmation Visit scheduled for 2030. <br><br> The College of Education houses the Department of Kinesiology, Sport and Leisure Studies is located--maintains accredited degree program by CAEP (i.e., the National Council for Accreditation of Teacher Education) and respective SPAs (Specialized Professional Associations). NCATE Accreditation has been continuous since early 1960s. Until 2009 Fall Semester, GSU has maintained 100% accreditation of all academic programs that have an accrediting agency. |
| **LINK(S)** <br><br><br> |

**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.
*Suggested Evidence of Compliance:* A record of faculty assignments to the unit.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

Currently, the department consists of three full-time members and one part-time faculty who teach courses within the Leisure Studies core curriculum. Full-time faculty also teach courses within each concentration. Teaching assignments of full-time departmental faculty members and adjunct faculty are recommended by the Leisure Studies Coordinator to the Department Head. LSP and other academic programs within the University have a teaching load determined by SACS Standards; that is, undergraduate faculty teach 12 credit hours per semester. Academic Policy as approved by the University of Louisiana System are outlined in the Grambling State University Faculty Handbook (see GSU HR Policy & Procedures Handbook (Faculty Handbook) The following link provides a complete record of department faculty teaching loads and assignments for the period of 2019 through 2021-22 (see Faculty Teaching Loads).

**LINK(S)**

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**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.
*Suggested Evidence of Compliance:* Curriculum vitae of faculty.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

Curriculum vitae of faculty. Full-time Leisure Studies faculty members possessing either a terminal degree or Master's degree from regionally accredited institutions are identified in Table 1.04 (see below). Complete curriculum vitae of all Leisure Studies faculty members are also provide in Exhibit 1.04.

Table 1.04: Full-Time Faculty Degrees Earned

| Faculty/Rank | Degree(s)/Yr | Area of Concentration | Institution |
|---|---|---|---|
| Rodney Blackman | Ph.D. M.S./2008 B.A./1971 | Leisure Studies (Therapeutic Recreation) Sociology | Southern University Dillard University |
| Breleisha Gilbert | Ph.D./1982 M.S./1972 B.S./1966 | Recreation Administration Secondary School Administration Recreation Administration | Oklahoma State University Lincoln University of MO Grambling State University |
| *Theresa Gray-Jacobs | M.S./1983 B.S./1974 | Sports Administration Health and Recreation | Grambling State University Grambling State University |
| Catalina Palacios | Ph.D/ M.S./2013 B.S./2003 | Youth and Family Recreation Recreation Leadership | Brigham Young University Brigham Young University-Idaho |

[**Note**: Mrs. Theresa Gray-Jacobs currently serves as an Adjunct faculty member and is CTRS Certified.]

**LINK(S)**

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**1.05** All faculty members shall have competency and credentials in the subject matter for which they are responsible.
*Suggested Evidence of Compliance:* Curriculum vitae of faculty.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

While the list of credentials is identified below, information provided in Table 1.05 serves as evidence supporting Sub-standard 1.05. As part of our most recent NCATE Self-Study and Leisure Studies Academic Program Review, Table 1.05 also serves to validate the competence and credentials required to demonstrate mastery of the requisite subject matter in the Leisure Studies Program.

**Table 1.05: Competency & Credentials of Full-Time Faculty**

| Faculty | Agency | Area of Certification or Specialized Training | Certificate No. (Exp Date) |
|---|---|---|---|
| Rodney Blackman | | | N/A |
| Breleisha Gilbert | | Certified Therapeutic Recreation Specialist (CTRS) | To Be Determined |
| Theresa Gray-Jacobs | | Certified Therapeutic Recreation Specialist | To Be Determined |
| Catalina Palacios | | Certified Therapeutic Recreation Specialist (CTRS) | To Be Determined |

**LINK(S)**

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**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 three years prior to submission of the self-study.
*Suggested Evidence of Compliance:* A record of attendance at COAPRT training

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

A record of attendance at COAPRT Training attendance by faculty that serve the program is located in Appendix 2a – 2d. Current (and former) full-time faculty in the LSP have attended several COAPRT training sessions including: Mrs. Theresa Jacobs; … and Dr. ? ? at the 2019 NRPA Conference in ? ?; Dr. Breleisha Gilbert and Dr. Catalina Palacios attended the 201? NRPA Conference in Dallas (TX); and Ms. Yvonne Calvin attended the recent 201? COAPRT training in ? ?. Attached are the continuing education units for the training sessions.

**LINK(S)**

# 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.
*Suggested Evidence of Compliance:* Copies of the pertinent documents or specific URL locations.

> **2.01:01** Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**Mission, vision, and values statements of Grambling State University**

The **mission** of the University states that: Grambling State University is a comprehensive, historically-black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. Through its undergraduate major courses of study, which are under girded by a traditional liberal arts program, and through its graduate school, which has a decidedly professional focus, the University embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the University seeks to reflect in all of its programs the diversity present in the world. The university advances the study and preservation of African American history, art and culture.

Grambling State University is a community of learners who strive for excellence in their pursuit of knowledge and who seek to contribute to their respective major academic disciplines. The University prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. The University provides its students a living and learning environment which nurtures their development for leadership in academics, athletics, campus governance, and in their future pursuits.

The University affords each student the opportunity to pursue any program of study provided that the student makes reasonable progress and demonstrates that progress in standard ways. Grambling fosters, in its students, a commitment to service and to the improvement in the quality of life for all persons. The University expects that all persons who matriculate and who are employed at Grambling will reflect through their study and work that the University is indeed a place where all persons are valued, "where everybody is somebody."

The **Vision** of Grambling State University is: "To be one of the premiere universities in the world that embraces educational opportunity and diversity."

The **Core Values** of Grambling State University are "Integrity, Student Success, Academic Excellence, Pride, Commitment, and Accountability."

Additionally, the mission of the College of Educational, Professional, and Graduate Studies states: The College of Education, the oldest college in the University, has been nationally accredited since 1964. The College of Education (COE) seeks to produce graduates who are competent and compassionate professionals. In preparing students for work in P-12 and higher education settings, the faculty and staff in the College of Education strive to produce graduates who value academic excellence, diversity, equity, and fairness.

The faculty members in the college endeavor to ensure that their students acquire the professional skills, dispositions, and knowledge-bases that reflect best practices in research, service, and teaching within the field of education.

**LINK(S)**

Mission and vision statements of the College of Educational, Professional, and Graduate Studies (College of Education)

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**2.01:02** 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.
*Suggested Evidence of Compliance:* Copies of the pertinent documents or specific URL locations.

> **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) measurable 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.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The vision of the College of Educational, Professional, and Graduate Studies is: Producing knowledgeable, skilled, and compassionate educators and other school professionals in the place "Where Everybody is Somebody."

Mission of the Department of Kinesiology, Sport and Leisure Studies

The Department of KSLS embraces the mission of the College of Education and Grambling State University. The Department's mission entails a commitment to academic excellence, quality assurance and accreditation of degree programs, as well as preparation of competent, skilled professionals in kinesiology and leisure studies at the undergraduate level, and sports administration at the graduate level.

The Department of Kinesiology, Sport, and Leisure Studies has an established five-year strategic plan for the department. In addition, Grambling State University's 5 year strategic plan is also included

**LINK(S)**

KSLS Department's 5 Year Strategic Plan
GSU's 5 Year Strategic Plan
LSP Assessment Plan

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

*Suggested Evidence of Compliance:* Documentation of course additions, deletions, and modifications; updated degree plans; and other evidence of curriculum improvement and faculty ownership. This documentation shall include summary information about the sources of input (e.g., faculty, students, professionals).

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

Prior to 2018, three (3) Level Tests were administered to Leisure Studies majors designed to test their Specialized Academic Program (SPA) at the Sophomore, Junior and Senior level. Two of the tests, Level Tests I & II, have since been eliminated and only the Level III is currently being administered at the Senior Level. The reason for this change was due principally to the difficulty of administering a seamless test at all three levels to test students who matriculated in such varied ways. As of now, only Level Test III is administered that consists of 100 Multiple Choice questions with 25 questions randomly selected from Level Tests I and 25 randomly selected questions from Level Test II for inclusion on the "new" Level Test III.

In addition to the Level Test III, the LSP program has been proactive in updating needed changes on the curriculum sheets.

**LINK(S)**

LSP curriculum updates in degree program

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

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

Degree requirements for the B.S. degree in Leisure Studies in both General Recreation and Therapeutic Recreation concentrations are detailed in the 201?-20?? General Catalog for Grambling State University and on the Leisure Studies Curriculum Sheets. The LSP faculty participate in curricular development, update activities, advisory boards and other curricular activities. Changes are made in accordance with updates in Standards and Evaluative Criteria for Baccalaureate Programs in Recreation, Park, Recreation, Tourism and Leisure Services. By attending professional meetings in the subject field, LSP faculty stay abreast of COAPRT Updates and best practices in the discipline.

**LINK(S)**

KSLS Departmental Minutes

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**2.04** The COAPRT accreditation decisions shall apply only to those degree requirements for which the institution or program seeks accreditation and do not extend to other offerings at the institution or within the program.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The Leisure Studies website indicates the core curriculum for Therapeutic Recreation and General Recreation are accredited by COAPRT. COAPRT Accreditation solely applies to the Leisure Studies Program (LSP) and does not extend to additional concentrations, programs, degrees, minors, or certifications that do not fall under the accreditation standards.

**LINK(S)**

LSP COAPRT Annual Report Submission(s)

**2.05** The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.

    **2.5:01** The Program shall demonstrate that its assessment plan is compatible with expectations of the regional accrediting association and the institution.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The LSP Assessment Plan via the KSLS Departmental Unit Assessment Plan is contained in the link above. It should be noted here that this particular plan was based on the previous University Strategic Plan which was updated in 2015-16 prior to the change in University Leadership. As such, the LSP Unit Plan along with the KSLS Departmental Plan will undergo revision prior to the end of 201?-??.

**LINK(S)**


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**2.05** The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.

    **2.05:02** 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.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The LSP has updated its learning outcomes and assessment plan periodically in accordance with the institutional policy. The program has made every effort to maintain an assessment plan, which is updated and carried out each academic year. An assessment report for the current year and predictions for the next year are given to the Department Head in an Annual End-of-Year Faculty Report.

The LSP program has made every effort to enhance the learning outcomes and assessment plan to stay in compliance with COAPRT standards. There are challenges with the assessment process (i.e. faculty turnover, limited training of adjunct faculty in assessment procedures and limited administrative resources to support data collection, analysis and reporting) the department will need to improve our assessment system. During the fall of 2014, the department began updating the assessment plan which included taking the Level Test, majors must have earned a "C" grade or better in LSP course and have completed the LSP courses series for 200, 300, and 400 level courses.

The goal is to have the General Recreation and Therapeutic Recreation majors better prepared (competence and skills) at the point of graduation to take and pass certification examinations. Students are expected to sit for the exam at the next opportunity after graduation.

**LINK(S)**

GSU QEP Plan via SACSCOC
University's SACS-COC Accreditation Status


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**2.05** The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0.

    **2.05:03** Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

No part of the assessment plan is used to evaluate faculty performance or other functions unrelated to learning outcomes assessment. In the 2016 annual report, none of the measures are used for instructor evaluation.

**LINK(S)**


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**2.05** The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0.

    **2.05:04** Evidence shall be provided to demonstrate that the Program uses learning outcomes data to inform decisions.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The Annual Assessment Report includes recommendations based on data collected from our learning outcomes. These data guide the faculty in making decisions on curricular updates, course content and revised learning outcomes.

**LINK(S)**

Annual Assessment Report 2016
KSLS Departmental Minutes


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**2.05** The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0.

    **2.05:05** The program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with FERPA requirements.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Grambling State University has consistently reported academic quality and student achievement on the Leisure Studies website since this standard was in place. The website and information on student and program achievement can be found here.

**LINK(S)**

www.gram.edu/academics/kinesiology/leisurestudies

# 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.
> *Suggested Evidence of Compliance:* Formal written policy concerning the scope of responsibility and authority of the chair, director, or administrator and a written evaluation from that administrator of the extent to which that policy and institutional practice afford her or him the opportunity to succeed in the mission of the unit.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The Department Head/Director is the head administrator over the Department of Kinesiology, Sport and Leisure Studies (KSLS). Dr. Obadiah Simmons, Jr., currently serves in this capacity. Upon the retirement of Dr. Willie Daniel as Department Head/Director, Dr. Simmons was initially appointed by former Interim President Dr. Cynthia Warrick as recommended by the Dean and Interim Provost and Vice President for Academic Affairs in August 2014. The interim tag was removed in January 2016 with Dr. Simmons selected as Head/Director by former President Dr. Willie Larkin as recommended by the Interim Provost and Vice President for Academic Affairs and the Dean of the College of Educational, Professional and Graduate Studies.

The Department Head/Director oversees all academic, administrative, and personnel concerns within the department. His role and responsibilities within Leisure Studies includes hiring personnel, retention and evaluation of current personnel, course scheduling, overseeing accreditation, and allocating budgets and administering finances.

**LINK(S)**

GSU Faculty Handbook via Department Head Duties

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**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:

> **3.01:02** Adequacy of financial resources.
> *Suggested Evidence of Compliance:* Appropriate financial documents and an evaluation of adequacy of financial resources assigned to the Program indicating an opportunity to succeed in the mission of the unit.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The Leisure Studies Program's financial resources stem from the allocation to the Department of Kinesiology, Sports & Leisure Studies (KSLS) from GSU's Operating Budget as shown below. The link below provides the funding levels for the department as a unit within the College of Education.

While funding levels for faculty are consistent with the University of Louisiana System institutions, there continues to be debate regarding meeting levels consistent with similar institutions in the Southern Region of the United States. Gradual decreases in the Operating Budgets of "all" UL System institutions have been persistent since 2010.

**LINK(S)**

? ? (GSU Operating Budget … perhaps)

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**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:

> **3.01:03** Implementation of personnel policies and procedures.
> *Suggested Evidence of Compliance:* Policy and procedure manual of the institution with appropriate pages highlighted, unit policy and procedure documents, or specific URL locations.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

Information about employee policies and procedures is detailed throughout the Unclassified Personnel Handbook and Faculty Handbook. The policies and procedures are set in place by administration to ensure the faculty are supported and also maintain appropriate terms while working.

The Faculty Handbook and the Unclassified Personnel Handbook can be reviewed at the following link:

**LINK(S)**

GSU HR Policy & Procedures Handbook (Faculty Handbook)
Unclassified Personnel Handbook

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**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:

> **3.01:04** Development and implementation of academic policies and procedures for the unit.
> *Suggested Evidence of Compliance:* Policy and procedure manual of the institution with appropriate pages highlighted, unit policy and procedure documents, or specific URL locations.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

Academic policies and procedures are highlighted throughout the GSU Faculty Handbook and the GSU Unclassified Personnel Handbook, both were created by the administration at Grambling State University. Both handbooks give detailed policies to ensure the integrity of the academics and compliance with standards.

**LINK(S)**

GSU HR Policy & Procedures Handbook (Faculty Handbook)
Unclassified Personnel Handbook

**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.

*Suggested Evidence of Compliance:* Curriculum vita of the administrator or coordinator.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The Department Head/Director caries the rank of **Associate Professor** and is **tenured** in the KSLS Department. In this capacity, the Department Head also serves as Program Administrator.

**LINK(S)**

Table 1.04 (also on p. ??)
Faculty Credential Table

**3.03** The Program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution.

*Suggested Evidence of Compliance:* A description of the process through which workloads are established, along with actual assignments of the administrator or coordinator. Some Programs may have formal, written policies regarding workload. In those cases, the policy statements should be provided.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The program administrator has a workload assignment that is conducive to regular full-time faculty, consisting of 12 hours, per semester. Additional compensation is given for teaching an extra course, but an additional course is rarely, if ever given.

**LINK(S)**

Policy on Faculty Workloads

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

*Suggested Evidence of Compliance:* Documentation of faculty participation in administrative policy development within the unit (e.g., minutes of faculty meetings, records of correspondence).

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The LSP faculty meet regularly (one or two times monthly) throughout the academic year under the leadership of the Department Chairperson and maintain minutes. The faculty and chairperson discuss matters consistent with University policies, and policies relative to the LSP Program. Matters considered in these meeting include but are not limited to, curriculum development, graduation requirements, strategic planning, resource allocation, marketing, advising policies and procedures, course scheduling, assessment planning and reporting, community relations, and outreach, faculty recruitment, and alumni affairs.

The LSP Coordinator convenes meetings once a week with the LSP faculty and maintains minutes. Issues discussed are but not limited to, strengths and weakness of the program, trends and issues in the field that may impact the program, curriculum development, opportunities for improvement, assessment, planning and   evaluation procedures.

**LINK(S)**

KSLS Departmental Minutes
LSP Minutes

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

*Suggested Evidence of Compliance:* Minutes of interactions and meetings, and/or correspondence, with practitioners and documentation of how that input was used in curriculum development and improvement.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

LSP faculty are consistently engaged with practitioners. The following methods are examples of compliance to this standard and the outreach LSP faculty have with Leisure Practitioners.

- Advisory Board: Many practitioners are on the LSP advisory board. During these advisory board meetings, the practitioners and LSP faculty discuss adjustments needed in the LSP curriculum or within the program in general. The practitioners are also able to call/visit at any time to offer suggestions.
- Internship Site-Visits: Each semester the LSP Internship Coordinator visits interns who are within one hour of the university. This gives the LSP Internship Coordinator and the practitioner (i.e. internship site supervisor) an opportunity to discuss the positive and the needed changes within the Leisure Studies Program.
- Internship Phone Calls: The LSP Internship Coordinator regularly contacts practitioners in the field and discusses items that can improve the program.
- Guest Practitioner Speakers: Practitioners are invited to the LSP to speak to students in courses and as special guests for lectures. Practitioners are able to interact directly with students and grasp the overall structure of the LSP and evaluate where strengths and weaknesses lie.

Throughout these different interactions, a tremendous amount of feedback has been received. Practitioners consistently praise the hands-on experience that our LSP majors receive. They are impressed with the core curriculum and feel it addresses a general grasp of the profession. One major improvement the LSP implemented was to bring in more guest and keynote speakers. This improvement is currently being addressed and will continue to be addressed in the future as LSP faculty schedule more guests to come.

**LINK(S)**

Advisory Board Members
Advisory Board Minutes

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**3.06** The program has a practice of informing the public about the harm of degree mills and accreditation mills.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The following statement appears on the LSP's webpage:

> Important Information Regarding Degree Mills Please watch this important video (http://youtu.be/a1voHNMQDrk) regarding degree and accreditation mills. According to CHEA, "Degree mills and accreditation mills mislead and harm. In the United States, degrees and certificates from mills may not be acknowledged by other institutions when students seek to transfer or go to graduate school. Employers may not acknowledge degrees and certificates from degree mills when providing tuition assistance for continuing education. "Accreditation" from an accreditation mill can mislead students and the public about the quality of an institution. In the presence of degree mills and accreditation mills, students may spend a good deal of money and receive neither an education nor a useable credential." Read more on CHEA's website located at:
> http://www.chea.org/degreemills/

A public warning about the harm of degree mills and accreditation is located at www.gram.edu/academics/majors/education/kinesiology/leisure on the Grambling State University Leisure Studies website.

**LINK(S)**

http://www.chea.org/degreemills/

| **3.07** The program has a practice of informing the public about their COAPRT accreditation status. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**<br><br>Grambling State University's Leisure Studies Program is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT).  This information is found on the KSLS Departmental website here. |
| **LINK(S)**<br>? ? |

# 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.
*Suggested Evidence of Compliance:* A description of professional development resources and an evaluation of the adequacy of those resources, in terms of the mission and values of the unit.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

GSU is very supportive of faculty professional development. GSU financially supports professional development activities of full-time faculty members who are eligible to participate in a faculty development program that entitles the faculty funding for: the pursuit of and/or completion of terminal degrees; conferences; workshops; seminars, scholarly projects; and, sabbaticals. The GSU Faculty Senate also provides funding for faculty who are identified as Presenters at domestic and international conferences. Decisions of financial allocations to support professional development activities are determined and controlled by faculty members through the University Title III program and faculty Professional Development Committee. Additionally, KSLS Departmental funding via the University's Operating Budget supports LSP faculty professional development activities, when available, on an as needed basis (i.e. BOR/ULS meeting, SACSCOC Meeting, etc.). At times, the Offices of the Provost and Dean (COE) provides funding support when appropriate.

LINKS(S)

Title III via QEP
GSU Faculty Senate

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

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The LSP faculty are continually encouraged to seek professional development experiences in the discipline of practice. It is the responsibility of the LSP to honor the encouragement. Although funds for the professional development (university-wide) were not at the overall level expected, the university support was equitable and representative across disciplines.

Faculty Development, Accreditation and Reaffirmation Program (FDARP), a Title III Funded Activity, is linked to the University's Strategic Five-Year Strategic Plan. It provides for faculty development opportunities that address the improvement of instruction, assist faculty with grant development, encourages interdisciplinary collaborations and provides for more faculty development opportunities with emphasis on research.

Additionally, FDARP provides professional development opportunities that include:

- Support of faculty travel to strengthen academics. Funds are available to support faculty attendance to conferences, meetings, workshops, and symposiums to secure information, training, or materials that will strengthen identified academic areas in the department, college/school and/or university;
- Support of faculty to obtain the doctorate degree in their subject field;
- Support to host faculty workshops; and,
- Support to infuse technology in the classroom such as Smart Boards, equipment checkouts, laptops, for instruction and student presentations.

Instructional support through training is also available for LSP (and all) faculty. Table 4.02 below notes specific training that has taken place involving KSLS/LSP faculty

**LINK(S)**

**4.02** Faculty development activities shall impact Program quality, consistent with the missions of the institution and the academic unit.
*Suggested Evidence of Compliance:* Documentation of how faculty development activities have influenced curriculum design, content, and/or delivery, and/or Program operations or initiatives.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**Table 4.02 – LSP Faculty Information Technology Training**

| Name(Last, First) | Dates(s) | Location | No. | Title |
|---|---|---|---|---|
| Blackman, Rodney | | | | |
| Gilbert, Breleisha | | | | |
| Palacios, Catalina | | | | |
| Simmons, Jr., OJK | | | | |

**LINK(S)**

**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.
*Suggested Evidence of Compliance:* A description of hiring practices and processes or associated policies at the institution.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The department utilizes institutional recruitment and hiring practices when searching for hiring vacancies intended to attract a diverse pool of applicants. Per the Employee Policy Manual:

**LINK(S)**

HR Office employment (hiring) practices and policies
Position Announcement

**4.04** The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units.
*Suggested Evidence of Compliance:* A copy of workload policy and evidence of policy conformity.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The University uses SACSCOC Standards to assign faculty workloads (teaching loads). With regards to the undergraduate degree program in Leisure Studies, all full-time faculty have a workload (teaching load) equal to 12 credit hours per semester. Faculty have the option to accept additional assignments including course overloads and/or duties for supplementary compensation. Compensation is based on an established pay grade according to faculty rank and noted on pages 25 – 29 of the 2009 GSU Faculty Handbook. The workload (teaching load) process and extra service amounts—also noted in the GSU Faculty Handbook—are administered consistently between units across campus throughout the University.

**LINK(S)**

GSU Faculty Handbook
Faculty Workload policy
Faculty Teaching Loads

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**4.05** Salaries, promotion and tenure privileges, university 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.
*Suggested Evidence of Compliance:* A copy of pertinent policies or specific URL locations, evidence of policy adherence, and an evaluation of the adequacy of those resources in terms of the mission and values of the academic unit.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

University policies governing promotion, tenure, leaves, workloads (teaching loads) and financial support are applied uniformly throughout the University. Governance is through GSU Faculty Handbook. To determine faculty salaries, the University uses SREB and CUPA based on disciplines. Applicable forms cited can be located on the University's web page.

**LINK(S)**

HR Office employment (hiring) practices and policies
Position Announcement

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**4.06** Full-time faculty members with appointments to the parks, recreation, tourism, and related professions Program shall instruct at least 60 percent of the required courses within the curriculum.
*Suggested Evidence of Compliance:* Last three years of teaching assignments of all staff responsible for teaching in the Program.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

Faculty in the Leisure Studies Program teach 60% of courses in the core curriculum as evidenced by teaching load forms for all Instructors-of- Record. Copies of the LSP faculty Teaching Load Forms for the period beginning with 2013-14, 2014-15 and 2015-16 are available below.

**LINK(S)**

Faculty Teaching Loads

| **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. <br> _Suggested Evidence of Compliance:_ Documentation of ways that the curriculum has been significantly informed by scholarly productivity of faculty and staff. |
| --- |

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

Faculty in the Leisure Studies Program are fully engaged in professional development and scholarly activity to the extent of available institutional resources. Below provides a glimpse of the activity of Leisure Studies Program faculty through 2015-16.

**Table 4.07 Scholarly and Professional Development (2019 – 2022)**

| **Dr. Rodney Blackman** | **Professional Memberships:** <br> - Louisiana Recreation and Park Association <br> - National Recreation and Park Association <br> - Phi Epsilon Kappa (PEK) Honors Fraternity, Advisor <br><br> **Presentations:** <br> - LRPA Conference, Presentation: "Don't Forget About Me," New Iberia, LA, April 2014 <br> - LRPA Conference, Presentation: "The Internship Experience," Shreveport, LA, April 2013 <br> - Shreveport Park and Recreation, Presentation: "Inclusive Recreation," Shreveport, LA, March 2012 <br> - LAHPERD Conference, Presentation: "Inclusive Recreation," Baton Rouge, November 2013 <br><br> **Conference Attendance:** <br> - Gulf Coast Therapeutic Recreation Conference, Hattiesburg, MS, April 8, 2016 <br> - LRPA Conference, Baton Rouge, LA, April 2016 <br> - National Intramural-Recreational Sport Association Conference, Jackson, MS, February 25-27, 2016 <br> - NRPA Conference, St. Louis, MS, 2016 <br> - LRPA Conference, Lake Charles, LA, April 2015 <br> - National Council for Therapeutic Recreation Certification (NCTRC) Webinar, Overview of NCTRC Requirements and standards for national exam, October 2015 <br> - NRPA Conference, Las Vegas, NV, 2015 <br> - LRPA Conference, New Iberia, LA, April 2014 <br> - NRPA Conference, Charlotte, NC, 2014 <br> - LRPA Conference, Shreveport, LA, April 2013 <br> - LAHPERD Conference, November, 2013 <br> - NRPA Conference, Houston, TX, 2013 <br> - LRPA Conference, Grambling, LA, April 2012 <br> - NRPA Conference, Anaheim, CA, October 16-18, 2012 <br><br> **Workshop Attendance:** <br> - A Quest for Licensure, GSU, October 16, 2014 <br><br> **Certification:** <br> - CTRS Certification, Expiration: November 2017 |
| --- | --- |
| **Dr. Breleisha Gilbert** | **Professional Memberships:** <br> - Louisiana Recreation and Park Association <br> - National Recreation and Park Association <br> - Life Member of Delta Sigma Theta <br><br> **Research Published:** <br><br><br> **Presentations:** <br> Quartermann, Harris, & Chew. African American Students Participation of Value of Basic Physical Education Activity Programs at Historically Black Colleges and Universities. <br><br> **Conference Attendance:** <br><br> - Texas State Missionary Baptist Convention, Conference Planning Committee, 2016 <br> - LRPA Conference, Baton Rouge, LA, April 2016 <br> - LAHPERD Conference, 2016 <br> - LAHPERD Conference, 2015 <br> - National Association of African American Studies, Session Moderator, 2015 <br> - NRPA Conference, Las Vegas, NV, 2015 <br> - NRPA Conference, Charlotte, NC, 2014 <br> - LAHPERD Conference, 2014 <br> - LRPA Conference, Shreveport, LA, April 2013 <br> - LAHPERD Conference, November, 2013 <br> - NRPA Conference, Houston, TX, 2013 <br> - LRPA Conference, Grambling, LA, April 2012 |

**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.

_Suggested Evidence of Compliance:_ Documentation of ways that the curriculum has been significantly informed by scholarly productivity of faculty and staff.

|  |  |  |
|---|---|---|
|  | - NRPA Conference, Anaheim, CA, October 16-18, 2012<br>- LAHPERD Conference, 2012<br><br>**Workshop Attendance:**<br><br>- Workshop Participant, SPAR, Title: Inclusive Recreation: Programs and Service, 2015<br>- Classroom Crisis, GSU<br>- Best Practices for Effective On-line Instructions, GSU<br>- Canvas Training Instructions, GSU, 2016<br><br>**Certifications:**<br>- Alcohol/Tobacco, 2017<br>- Human Growth and Development, Texas Teaching<br>- Nutrition and Your Health, Texas Teaching<br>- Building Health and Wellness, Texas Teaching<br>- Human Sexuality, Texas Teaching |  |
| **Theresa Gray-Jacobs, M.S., C.T.R.S.** | **Scholarly  and Professional Development**<br>**Research Published:**<br>Russell, M., Widmer, M., Lundberg, N., & Ward, P. (2015). Adaptation of an Adolescent Coping Assessment for Therapeutic Recreation and Outdoor Adventure Settings. _Therapeutic Recreation Journal, 49_(1). Retrieved from http://js.sagamorepub.com/trj/article/view/5287<br><br>**Conference Attendance:**<br>- Therapeutic Recreation Symposium for the Southwest, Dallas, TX, November 10-12, 2016<br>- Gulf Coast Therapeutic Recreation Conference, Hattiesburg, MS, April 8, 2016<br>- National Intramural-Recreational Sport Association Conference, Jackson, MS, February 25-27, 2016<br>- National Council for Therapeutic Recreation Certification (NCTRC) Webinar, Overview of NCTRC Requirements and standards for national exam, October 2015<br><br>**Workshop Attendance:**<br>- A Quest for Licensure, GSU, October 16, 2014<br>- Best Practices for Effective On-line Instruction, Faculty Professional Development Workshop, Grambling State University (GSU), October 15, 2015<br>- Task Stream Training Session, COEGPS, GSU, October 22, 2015<br><br>**Certification:**<br>- CTRS Certification, Expiration: June 2017 |  |

The University continues to support faculty professional development opportunities and encourage all full-time faculty to engage in scholarship.  The University Title III grant supports the following: 1) faculty travel, 2) faculty skilled enhancement workshops, 3) a faculty computer laboratory, 4) short-term equipment loaner initiative, 5) faculty support for obtaining the doctorate in critical-academic areas and 6) retention of consultants with special expertise. Through the grant, faculty (university-wide) have been able to travel for professional development as linked to skills and competencies needed for program accreditation and reaffirmation.

**LINK(S)**

# 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.
*Suggested Evidence of Compliance:* Documentation of student input on issues of professional preparation.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The Leisure Studies Program is collects information from graduating seniors in their *Exit Survey* administered through the Office of Career and Professional Development. This survey is administered by the Office of Career Services. The online survey is available after entering the Office of Career and Professional Development website under the Software Support links in the left-hand column. Information from the exit survey solicits feedback from the students' overall undergraduate experience, especially within the classroom, internship, and interactions with faculty. In addition to the exit questionnaire, the faculty feel more student involvement can and should be rendered. Therefore, the following changes will be put into place starting in 2017. Student representatives will have the opportunity to come to staff meetings monthly and are encouraged to share concerns and also participate in the discussion. In addition, more questionnaires will be given to students to analyze their academic experiences and to evaluate where faculty and staff can improve.

Input from students is also received by way of dialogues with members of the undergraduate clubs namely the KSLS Majors Club along with members of Phi Epsilon Kappa Professional Fraternity. LSP majors have an opportunity to converse with Club Advisors who typically share any and all concerns, issues or challenges encountered by students during KSLS Departmental Meetings. Students also have the opportunity to provide input on any item or concern through call meetings, social media via the KSLS Facebook page or scheduling a meeting with any faculty member and/or the department head.

**LINK(S)**

Link to KSLS Majors Club
Link to PEK web page

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**5.02** Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.
*Suggested Evidence of Compliance:* Materials or specific URL locations documenting policies and procedures for admission, retention, and dismissal of students from the academic unit, and evidence of adherence to the policies and procedures.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

Policies relative to admission, retention and dismissal of students from the Leisure Studies Program typically mirror those required for all students majoring in a degree program from the College of Education *insert here from CAEP Hyperlinks*.

**LINK(S)**

LSP Policy Manual
Admission process - Catalog (GSU Page 20, College of Education Page 125)
Advisement Flow Chart

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**5.03** Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:

    **5.03:01** Academic advising.
    *Suggested Evidence of Compliance:* Degree planning documents, policies, and a description of procedures.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The LSP faculty are responsible for advising majors assigned to them according to areas of concentration. A LSP Advisement Handbook was developed with Advisors input to provide Advisors with information and act as a guide to Advisors to make a positive impact on the matriculation of the KSLS Student. Each Advisor is required to maintain an updated (by semester) list of advisees. This list is available upon request of the department head via the GSU Help Desk operated by the Information Technology Center (ITC). Advisors are required to reconcile their list of advisees each semester in light of the arrival of new students, students changing their majors, transfer students arriving each semester, and related items that impact retention (i.e. academic, economic, etc.). GSU operates a revolving admissions process that enables new students to begin their studies at the beginning of each semester or summer session.

The Advisors Handbook contains several forms of utmost importance to the Advisor. These forms include an:

- Admissions Criteria for Louisiana High School Graduates;
- Undergraduate Advisement Flowchart to include Leisure Studies Program Advisors Advisee Assignments;
- Senior Comprehensive Application Process;
- Internship Application Process;
- Advisors Evaluation Form;
- Undergraduate Curriculum Sheets;
- Advisee Check-List;
- Academic Advising Contract;
- Protocol- COE and Degree Program Admission; and,
- Additional Forms that include the KSLS and Leisure Studies Course Substitution Forms, Request for Permission to Audit Course, Major/ Minor Declaration Form, and a detailed Semester Advisee Check-List.

LSP utilizes an Advisement Evaluation Form modified from the GSU Advisement Evaluation Form. Developing the LSP Advisement Evaluation Form was a recommendation of the COA Onsite Visiting Team a(in 2011) for the LSP Advisement Evaluation Form and Academic Advisement Forms. To be considered complete, forms require signatures of the Academic Advisor and Advisee. After completion of the advisement process, the Advisement Forms are filed in the Advisee's folder and locked in a file in the advisor's office. Any breach of a signed Advisement Form listing the Schedule of Classes for any semester or summer school session of enrollment is the consequence of the advisee. Any change in the Schedule of Classes for any semester or summer session must be approved by the academic advisor "before the change is made".
Additionally, a course identified as ED 201 (Advisee Report) is designed to enhance the advisement system within the College of Education. Although this is a zero (0) credit hour course, LSP majors along with all majors in the College of Education are required to complete 4 units and is included in their degree program. Students enroll in a specific section offered according to the area of concentration in their degree program. All faculty in the KSLS Department are assigned a specific section of ED 201: Advisee Report according to the area of concentration that is described in the 201?–20?? General Catalog, SP majors meet periodically throughout the semester to monitor their progress toward degree, reviewing their degree plan making adjustments where appropriate, and pre-registering for the subsequent semester when period for pre-registration begins each semester.

**5.03** Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:

**5.03:01** Academic advising.
*Suggested Evidence of Compliance:* Degree planning documents, policies, and a description of procedures.

**LINK(S)**

GSU General Catalog (2019 – 2022)
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**5.03** Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:

**5.03:02** Professional and career advising. *Suggested Evidence of Compliance:* Professional/career portfolios, resumes, employment documents, participation in seminars, and plans for acquisition of professional credentials.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Student professionalism and career success are top priorities with the LSP faculty. The following are examples of the evidence to demonstrate:

- **Resume and Cover Letter**: Students are prepared before their internship to develop a resume and cover letter. Students are first taught how to make a resume and cover letter by the LSP internship coordinator. The student then brings the first draft of their resume and cover letter to the Career Services Office. Career Services gives the students additional tips and then also corrections. After the student makes adjustments to their resume and cover letter after their visit to the Career Services, the student then meets with the LSP Internship Coordinator one-on-one to finish a final draft. This process helps students apply for internships, but is also essential for finding jobs after graduation.

- **Internship Portfolios**: Each student is required to put together an internship portfolio. This includes their professional work as an intern, including their weekly journals, capstone project, and weekly reports of experience. Students are instructed that their portfolio can be used as a resource for a future job interview or as a reference when working in the field.

- **Social Media (Facebook)**: Most LSP students use social media, including Facebook. In 2015, the LSP began a Facebook page for students and alumni. Through Facebook, students and alumni are able to connect and therefore, increase networks. In addition, the LSP internship coordinator posts job opportunities on the Facebook page. Facebook has shown to be a great avenue to reach out to more students and alumni and increase visibility in the profession.

- **Professional Credentialing**: Students are encouraged throughout their undergraduate studies and after their graduation to obtain sit for national exams and acquire their credentials in their field.

In addition to services provided to Leisure Studies Program majors by faculty advisors, the University's Office of Career and Professional Development provides an array of services to "all" students irrespective of major (www.gram.edu/student-life/services/career-center). With an obvious slant toward upperclassmen, staff from the Office of Career and Professional Development interface with a number of academic departments regarding the services available along with providing support for items such as resume building, etiquette and interviewing skills just to name a few.

**LINK(S)**

Career Services Calendar of Events
Career Services Newsletter
Student Exit Survey

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**5.04** Student records shall be maintained in compliance with accepted confidentiality practices.
*Suggested Evidence of Compliance:* A copy of the relevant policy or specific URL locations and evidence of compliance with the policy.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

See Grambling State University's FERPA statement below

**LINK(S)**

Confidentiality Practices for student records (FERPA)

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**5.05** There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service.
*Suggested Evidence of Compliance:* Records of attendance at conferences, as well as participation in such activities as delivery of presentations, service as room hosts, involvement in majors' clubs, and service in professional program planning and logistics.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Leisure Studies Program majors—as are all KSLS majors—are provided opportunities to participate in professional conferences, meetings and workshops as frequently along with funding will permit. Students are also encouraged to be involved in professional organizations. The following are examples of student involvement in professional organizations:

- 2018: ? students attended the National Conference for Therapeutic Recreation.
- 2019: ? people attended the local LRPA conference.
- 2020: ? students attended the state LRPA conference.
- 2021: ? students attended the stat LAPHERD conference.
- 2022: ? students attended the NIRSA Conference
- 2023: ? students attended the Gulf Coast Therapeutic Recreation.

| **5.04** Student records shall be maintained in compliance with accepted confidentiality practices. |
| :--- |
| *Suggested Evidence of Compliance:* A copy of the relevant policy or specific URL locations and evidence of compliance with the policy. |

| **LINK(S)** |
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# 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. |
| :--- |
| *Suggested Evidence of Compliance:* A description of administrative support services and an evaluation of the adequacy of those services, in terms of the mission and values of the unit. |
| DISCUSSION OF STATUS RELATIVE TO COMPLIANCE<br><br>The Kinesiology, Sport & Leisure Studies (KSLS) Department has access to administrative support from various entities. The KSLS Department has an Administrative Assistant who directly assists the Department Head and Leisure Studies faculty with clerical and office support. The Administrative Assistant assigns/monitors all students assigned to the KSLS Department for their College Work-Study assignment inclusive of assigning these students to assist and/or support faculty as may be requested. The College of Education also provides academic support to departments in the college via an Administrative Aide or a Laboratory Technicians upon approval of the Dean. Additionally, Leisure Studies faculty utilize staff from the Departments of Information Technology Center (ITC) and the Office of Distance Learning (ODL) for any technical issues and training including training the Learning Management Systems (LMS).<br><br>Leisure Studies faculty have desktop computers/printers in their respective offices and are provided laptops and/or projectors as needed from Academic Support areas. Five (5) classrooms (Rooms 164 -165 & 167 - 169) located in the Fredrick C. Hobdy Assembly Center are equipped with smartboards and wall-mounted technology screens that are set-up for class instruction. Grambling State University is also moved to a new LMS via Canvass in 2017 and has since updated classroom technology features that appear to be more user friendly for both faculty and students. |
| **LINK(S)**<br><br>N/A |

| **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. |
| :--- |
| *Suggested Evidence of Compliance:* Documentation of appropriate location and size to adequately address privacy and confidentiality issues. |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**<br><br>The KSLS department is housed in the Fredrick C. Hobdy Assembly Center at Grambling State University. The LSP faculty each have an office adequate and equal to other disciplines in the university. The office space is adequate to store student information, textbooks, etc. In addition, these offices are sufficient in size to effectively work and to maintain confidentiality with classroom information and when addressing students' overall privacy. Furthermore, the KSLS department also maintains an equipment room with supplies for classroom activities. |
| **LINK(S)**<br><br>Photos here … or links to photos. |

| **6.03** There shall be adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations. |
| :--- |
| *Suggested Evidence of Compliance:* Description of such resources and documentation of adequacy of these areas. |
| DISCUSSION OF STATUS RELATIVE TO COMPLIANCE<br><br>LSP students and faculty have access to the KSLS Departmental Conference Room, eight classrooms, a computer laboratory along with a dance studio. The establishment of an Exercise Physiology Laboratory is in progress for student instruction, practice, research, and study. Meeting spaces for student organizations and announcements of activities is facilitated through Student Affairs. Additional spaces for study is provided in the student lounge area located in the Favrot Student Union and in the Fredrick C. Hobdy Assembly Center located in the Mary A. Hobdy Foyer on the main corridor of the Second Level. |
| **LINK(S)**<br><br> |

| **6.04** There shall be classrooms, laboratory and teaching areas, and appropriate content- specific instructional areas for the academic unit. |
| :--- |
| *Suggested Evidence of Compliance:* Schedules documenting appropriate assignments of classes to laboratories and classrooms of adequate size and resources. |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**<br><br>The Fred C. Assembly Center, which has Wi-Fi capacity, has sufficient instructional resources to facilitate the program. Noted previously, the Assembly Center has eight well equipped class rooms. Two of the rooms are equipped with a Smart Board. There is an Exercise Physiology Laboratory that is currently being updated with specialized instructional equipment from Title III funds, an Academic Enhancement Resource Center via computer laboratory. Each classroom has heavy duty desk and chairs. The Mary A. Hobdy Foyer is spacious enough to accommodate multipurpose movement-oriented activities, lectures and classes.<br><br>In instances where a student with special needs will be attending a course, the Instructor-of-Record will receive notification from the University's Student Counseling Center regarding needs of the student. The student is instructed to identify her/himself to the Instructor-of-Record for plans to be developed to address the needs.<br><br>The Assembly Center meets all ADA requirements to include lavatories, elevators, Braille markings and parking. Planned modernization, renovation and restoration of select outdoor spaces at Grambling State University will provide additional opportunities for students majoring in both the General Recreation and Therapeutic Recreation programs to enroll in additional courses specifically geared toward Leisure Studies programming and enhance the overall quality of instruction in the KSLS Department. In terms of off-campus opportunities, the LSP also has access to the Methodist Children's Home Outdoor Sanctuary that includes rope courses, equestrian therapy, hiking trails, gardening, etc. Other venues available to students enrolled in the LSP include the Ruston Park and Recreation Association (RPAR) and the Shreveport Park and Recreation Association (SPAR). |

**6.04** There shall be classrooms, laboratory and teaching areas, and appropriate content- specific instructional areas for the academic unit.
*Suggested Evidence of Compliance:* Schedules documenting appropriate assignments of classes to laboratories and classrooms of adequate size and resources.

**LINK(S)**

Links of photos

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**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 special services for individuals with disabilities.
*Suggested Evidence of Compliance:* A description of the adequacy of resources to the unit and services for individuals with disabilities and an evaluation of the adequacy of those resources and services, in terms of the mission and values of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Fredrick C. Hobdy Assembly Center is equipped with sufficient technology to implement the basic curriculum.  The classrooms include up-to-date laptop computers, smartboards with audio and video conference capabilities and the building has excellent Wi-Fi services.  The computer Lab, located on the first floor of the assembly center, is available for classroom usage.

The Office of Disability Services, located in the GSU Student Counseling Wellness and Resource Center is to ensure access for students with documented disabilities be able to contribute to the development of self-advocacy.  We encourage students to take control of their own learning and to discuss the means for arranging types of appropriate support.  The center serves as an advocate for students in determining appropriate consideration.

**LINK(S)**

**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.

*Suggested Evidence of Compliance:* Proof of compliance with current ADA requirements.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The Fredrick C. Hobdy Assembly Center was opened in 2007, where the Department of Kinesiology, Sport & Leisure Studies is housed. The KSLS Main Office is located in Room 148 and houses offices for the Coordinator of Kinesiology along with the Coordinator of Leisure Studies. Immediately upon entering the main office, hard copies of all undergraduate and graduate curriculum sheets are available for GSU students and the general public. All official departmental documents (i.e. curriculum sheets, student files etc.) are maintained in secure file cabinets; a designated locked room is also home to secured student's records. The faculty corridor serves as home to all faculty offices in Suite 173 (A-U). The building is in compliance with the City of Grambling, State and federal building codes and the ADA guidelines.

**LINK(S)**

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? ?

**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.

*Suggested Evidence of Compliance:* Documentation of the adequacy of library resources (financial, materials, reference, staffing, etc.) and services and an evaluation of the adequacy of library resources, in terms of the mission and values of the unit.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

Grambling State University has been serviced by the A.C. Lewis Memorial Library which is the main library centrally located on the campus. This two-story structure, initially constructed in 1961 and updated in 2000 and 2002, has adequate library resources and electronic databases to support the LSP. The LSP annually has an opportunity to place request to update the library collection with new books and related resources consistent with the LS discipline. After fall 2016 request, the program was granted a book purchase budget of $1,500.00. It should be noted here that all academic departments are provided an annual book allocation. Specifically, the KSLS Department has received hard-copies and electronic copies of select journals related to recreation, park, and tourism on a regular basis.

**LINK(S)**

Links to photos here
Library Collection of Park, Recreation, and Tourism Books and Journals

**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.

*Suggested Evidence of Compliance:* Documentation of computing and computing support services and an evaluation of the adequacy of those resources, in terms of the mission and values of the unit.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

Grambling State University (GSU) has many options for Information Technology. Technology support and services are considered a major strength in the delivery of educational program offerings at GSU. LSP faculty have a desktop computer and printer, as well as access to other state of the art equipment and technologies, including Smart Boards, laptops, projectors, copy/scanner machines, scantron machine for exams, etc. Students have a computer technology fee assessed each semester that supports student computer equipment and laboratories. The largest computer laboratory is located in Jacob T. Steward, with approximately 100 computers, specifically for student use. This computer center remains open throughout the week until midnight, with different hours of operation on weekend. In addition, the Kinesiology, Sport Management, and Leisure Studies Department has a separate computer laboratory specifically for our majors housed in the Assembly Center Room 176. This computer laboratory is used for classes to meet in when necessary and for individual use for students.

**LINK(S)**

Links to photos here.

# 7.0 Learning Outcomes

Three learning outcomes comprise the majority of this series of standards:

**7.01** Students graduating from the program shall demonstrate the following foundational 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.

**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.

**7.03** Students graduating from the program shall be able to demonstrate entry-level knowledge about operations management and strategic management/administration in parks, recreation, tourism and/or related professions.

It is incumbent upon the Program to determine the specific bodies of knowledge applicable to these three learning outcomes. That decision must reflect current literature and current practice in each of the three areas. *As an example*, a hypothetical program might define each of the learning outcomes as follows.

*7.01, Foundational Knowledge,* includes background, nature, and scope of the profession, and its history, philosophy, and social and behavioral science underpinnings.

*7.02, Provision of Services and Experiences,* includes recreation programming, event management, interpretation, and site design and management

*7.03, Management/Administration,* includes planning, organizing, leading, staffing, directing, controlling, reporting, financial management, resource acquisition, marketing, pricing, strategy, partnerships, and positioning.

| *Learning Outcome* | *Your Program's Interpretation* |
|---|---|
| **7.01 Foundational Knowledge** | |
| **7.02 Provision of services that facilitate targeted human experiences and embrace personal and cultural dimensions of diversity** | |
| **7.03 Management/ Administration** | |

**7.01** Students graduating from the program shall demonstrate the following foundational 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.

**7.01:01** Students are provided with sufficient opportunities to achieve this learning outcome.
*Suggested Evidence of Compliance*
*Description of curriculum relevant to the standard*
*Link to syllabi of relevant courses and required readings*
*Sample assignments and exams relevant to the standard*
*Degree plan confirming that relevant class(es) are required*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

The Leisure Studies program has evident of meeting standard 7.01 according to the attached COAPRT 7 Series Templates

**LINK(S)**

**7.01** Students graduating from the program shall demonstrate the following foundational 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.

**7.01:02** Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.
*Suggested Evidence of Compliance*
*Links to tests, assignments, rubrics and brief explanation of their relevance to the standard*
*Description of content validity, i.e., relevance and representativeness of each assessment tool or process*
*Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

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**7.01** Students graduating from the program shall demonstrate the following foundational 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.

**7.01:03** Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.
*Suggested Evidence of Compliance*
*In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

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**7.01** Students graduating from the program shall demonstrate the following foundational 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.

**7.01:04** Results of learning outcomes assessment are used for monitoring and improving quality.
*Suggested Evidence of Compliance*
*List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

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**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.

**7.02:01** Students are provided with sufficient opportunities to achieve this learning outcome.
*Suggested Evidence of Compliance*
*Description of curriculum relevant to the standard*
*Link to syllabi of relevant courses and required readings*
*Sample assignments and exams relevant to the standard*
*Degree plan confirming that relevant class(es) are required*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

**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.

    **7.02:02**  Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.
    *Suggested Evidence of Compliance*
    *Links to tests, assignments, rubrics and brief explanation of their relevance to the standard*
    *Description of content validity, i.e., relevance and representativeness of each assessment tool or process*
    *Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

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**LINK(S)**

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**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.

    **7.02:03**  Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.
    *Suggested Evidence of Compliance*
    *In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

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**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.

    **7.02:04**  Results of learning outcomes assessment are used for monitoring and improving quality.
    *Suggested Evidence of Compliance*
    *List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

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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.

    **7.03:01**  Students are provided with sufficient opportunities to achieve this learning outcome.
    *Suggested Evidence of Compliance*
    *Description of curriculum relevant to the standard*
    *Link to syllabi of relevant courses and required readings*
    *Sample assignments and exams relevant to the standard*
    *Degree plan confirming that relevant class(es) are required*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

**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.

    **7.03:02** Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.
*Suggested Evidence of Compliance*
*Links to tests, assignments, rubrics and brief explanation of their relevance to the standard*
*Description of content validity, i.e., relevance and representativeness of each assessment tool or process*
*Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

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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.

    **7.03:03** Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.
*Suggested Evidence of Compliance*
*In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

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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.

    **7.03:04** The program shall demonstrate that it uses data from assessment of Learning Outcome 7.03 for continuous program improvement.
*Suggested Evidence of Compliance*
Evidence must include a written explanation of how the data associated with Learning Outcome 7.03 are used to inform decision making.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

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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.

    **7.04:01** Students are provided with sufficient opportunities to achieve this learning outcome.
*Suggested Evidence of Compliance*
Evidence might include a) the internship handbook; b) student reflection papers that describe internship opportunities to solve problems, the processes involved, and results; c) student developed innovations; d) documentation of evidence

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

**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.

**7.04:02** Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.
*Suggested Evidence of Compliance*
*Links to tests, assignments, rubrics and brief explanation of their relevance to the standard*
*Description of content validity, i.e., relevance and representativeness of each assessment tool or process*
*Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

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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.

**7.04:03** Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.
*Suggested Evidence of Compliance*
*In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful*

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

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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.

**7.04:04** The program shall demonstrate that it uses data from assessment of Learning Outcome 7.04 for continuous program improvement.
*Suggested Evidence of Compliance*
Evidence must include a written explanation of how the data associated with Learning Outcome 7.04 are used to inform decision making.

**DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**

**LINK(S)**

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**Examples of Direct and Indirect Measures of Learning Outcomes**

| Direct Measures of Learning Outcomes | Indirect Measures of Learning Outcomes |
|---|---|
| Capstone assignment quality | Advisory Board Evaluation |
| Comprehensive Examination | Alumni Survey Benchmarking |
| Internship evaluation | Curriculum Review Results |
| Performance of relevant skills | Employer Survey Results |
| Portfolio Evaluations | Exit Interview Results |
| Pre/Post Test Results | Focus Group Results |
| Presentation Quality | Graduate School Acceptance Rates |
| Project Quality | Honors/Awards Received by the Program |
| Standardized Test Results | Placement Data |
| Thesis/Project Quality | Satisfaction |
| Video/Audiotape Production | School Performance |
| Written Assignment Evaluations | Student Evaluations of their Learning |
| Writing Exam Results | Transfer Acceptance Rates |