

**Eastern Illinois University
NEW/REVISED COURSE PROPOSAL**

Please check one; ___ New Course Revised Course

PART I: CATALOG DESCRIPTION

1. **COURSE PREFIX AND NUMBER:** REC 2250
2. **TITLE:** RECREATION/ PPL W/DISABILITIES
3. **LONG TITLE:** RECREATION SERVICES FOR PEOPLE WITH DISABILITIES
4. **CLASS HOURS:** (2-2-3)
5. **TERMS TO BE OFFERED:** X Fall X Spring
6. **INITIAL TERM OF OFFERING:** FALL 2012
7. **COURSE DESCRIPTION:** This course introduces the student to social and psychological implications of disability, concepts of inclusion, special recreation and other terminology, legal concerns/implications and recreation service delivery issues. There is also a Service Learning component to this course.
8. **REGISTRATION RESTRICTIONS:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses**

There are no equivalent courses.
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes No
 - b. **Prerequisites**
 - Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

There are no prerequisites.
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ___ Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite?**
NA
 - d. **Co-requisites?**
None
 - e. **Repeat Status:**
X Course may not be repeated.
 - f. **Degree, college, major(s) , level, or class to which registration in the course is restricted, if any:**
Registration is intended for recreation majors, therapeutic recreation majors, and those interested in the major.
 - g. **Degree, college, major(s), level, or class to be excluded from the course, if any:**
9. **SPECIAL COURSE ATTRIBUTES** [cultural diversity, general education, honors, remedial, writing centered or writing intensive] Service Learning

10. GRADING METHODS X STANDARD LETTER

Please check any special grading provision that applies to this course:

The grade for this course will not count in a student's grade point average.

The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. INSTRUCTIONAL DELIVERY METHOD: (Check all that apply.)

lecture lab lecture/lab combined independent study/research

internship performance practicum or clinical study abroad

Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING**1. List the student learning objectives of this course:**

As a result of completing this course, the student will:

Foundations

1. Identify personal and societal attitudes related to health, illness and disability.
2. Identify and describe principles of normalization, inclusion, self-determination, social role valorization, empowerment and personal autonomy.

Assessment

3. Identify the impact of limitations in physical, cognitive, social and emotional functioning upon independence in life activities including work/school, self maintenance and leisure.

Planning

4. Apply skill in activity and task analysis.
5. Apply ability to write recreation participation outcome goals for individuals with disabilities.

Implementation

6. Describe principles underlying the therapeutic/helping process, with emphasis on interaction with the participant.
7. Describe individual and group leadership and helping theories and techniques. This includes basic sign language and basic wheelchair use.
8. Describe adjustment or activity modification principles for adaptation to the needs of the participant.
9. Compare and contrast multicultural considerations when implementing activities.
10. Compare and contrast behavior management strategies and helping techniques.

Management

11. Identify practices of managing resources including facilities, supplies and equipment.
12. Compare and contrast ethical and conduct standards to practice.
13. Identify and apply safety, emergency, infection control, and risk management techniques.
14. Compare and contrast ways to adapt physical and environmental barriers to optimize participant independence in recreation activities.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university wide assessment:

This is not a general education course.

b. If this is a graduate level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

This course cannot be taken for graduate credit.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives.

- a. Disability Presentation: Students will explore one disability and the social and psychological implications in small groups and present it to the class.
- b. Reflection Papers: Each student will write 3 short papers that reflect on issues tied to disability and leisure opportunity; for example Special Recreation Associations and their role in Illinois.
- c. 3 Quizzes that measure competence in assistive techniques such as basic sign language, wheelchair transfer, etc.
- d. Gym Rec Night Activity Plan and Implementation: Each student will write an activity plan that gets readjusted and evaluated over the course of the semester and is implemented through the service learning that occurs on Wednesday nights in McAfee Gym.
- e. Exams: A midterm and a final will measure the understanding achieved from lectures, readings, class exercises and discussions.

3. Explain how the instructor will determine students' grades for the course:

Learning Objective	Disability Presentation	Reflection papers	3 Quizzes	Gym Rec Night Plan and Leading	Exams	Participation
	10%	10%	15%	30%	25%	10%
1					X	
2	X	X			X	
3	X				X	
4		X		X	X	
5		X		X		X
6				X	X	X
7			X		X	X
8		X	X			X
9				X	X	X
10		X		X	X	X
11				X	X	X
12				X		X
13				X	X	X
14	X			X		X

4. For technology-delivered and other non-traditional courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess student’s achievement of the specified learning objectives;
- b. Describe how the integrity of student work will be assured;
- c. Describe provisions for and requirements of instructor- student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g. email, web-based discussions, computer conferences, etc.)

NA

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

NA

6. If applicable, indicate whether this course is writing active, writing intensive, or writing centered, and describe how the course satisfies the criteria for the type of writing course identified. (See appendix*)

NA

Part III. OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g. for a 3-0-3 course, 45 fifty minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on campus semester hour units of time described above.

This course will meet two times a week for fifty minutes for lectures and discussion and will meet for 2.5 hours for 1 day a week (Wed Night) to provide the Service Learning Opportunity.

COURSE SCHEDULE:

Week 1	Topic 1:	Introductory Concepts in Disability and Recreation
Week 2	Topic 2:	ADA and Other Laws Affecting Recreation Opportunity
Week 3	Topic 3:	Implications for Recreation Across Various Disabilities
Week 4	Topic 4:	Barriers to Participation
Week 5	Topic 5:	Attitudes/Terms/Societal Aspects of Disability
Week 6	Topic 6:	Environmental/Universal Design
Week 7	Topic 7:	Inclusion/Special Rec Definitions/SRA’s
Week 8	Topic 8:	Assessing for Recreation Participation

Week 9	Topic 9:	Developing Goals and Objectives
Week 10	Topic 10:	Evaluation of Activity Service Provision
Week 11	Topic 11:	Techniques in Serving the Disabled
Week 12	Topic 12:	Example Programs – Cultural Arts/Sports/Spec Olympics
Week 13	Topic 13:	Example Programs – Leisure Education
Week 14	Topic 14:	Example Programs- Outdoor/Adventure
Week 15	Topic 15:	Future Trends/Community Resources

PART IV: PURPOSE AND NEED**1. Explain the department’s rationale for developing and proposing the course.**

This course has been redesigned to provide learning and experiences for students to better able serve those with disabilities who live in the community in relation to their recreation, health and leisure needs. The redesigned course also better meets student standards for them to be able to sit for the exam for either or both the CPRP (Certified Park and Recreation Professional) requirements and the CTRS (Certified Therapeutic Recreation Specialist) requirements. It also meets the accreditation requirements for the National Recreation and Parks Accreditation as well as ATRA (American Therapeutic Recreation Association) and CARTE (Council on Recreation Therapy Education) requirements. The Service Learning component along with providing irreplaceable learning experiences for the student, provides one of the few professionally organized recreation opportunities for individuals who reside in residential homes in Charleston and the surrounding communities.

- a. **If this is a general education course, you must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

NA

- b. **If the course or some sections of the course may be technology delivered, explain why.**

NA

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

The requirement for this course to be enrolled in by majors or those considering the major is important due to the Service Learning component. We need a certain level of interest and dedication to successfully deliver the Community Recreation Program provided through this course. The content is entry level and therefore a 2000 level number is appropriate for this course.

3. **If the course is similar to an existing course or courses, justify its development and offering.**

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

NA

- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

This course is a redesign and update of a currently offered course in the department. A redesign is needed for new accreditation and certification requirements.

4. Impact on Programs:

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This will continue to be a required course for the Recreation Administration major and the Therapeutic Recreation major.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

NA

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Undergraduate faculty with CTRS Certification is recommended.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

- 2. Additional cost to students:** NA

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council)

- 3. Text and supplemental materials to be used (Include publication dates):**

Bullock, C. 2010, *Introduction to Recreation Services for People with Disabilities* (3rd Ed.), Champaign, IL: Sagamore Publishing.

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course may be judged equivalent to this course.

PART VII: APPROVALS

DATE APPROVED BY THE DEPARTMENT OR SCHOOL: 8/18/11

DATE APPROVED BY THE CEPS CURRICULUM COMMITTEE: 10/24/11

DATE APPROVED BY THE HONORS COUNCIL if this is an honors course):

DATE APPROVED BY CAA:

CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

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Services

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Disability
Services

<http://www.eiu.edu/~disablt/>

581-6583