

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

Please check one: New Course Revised Course

PART I: CATALOG DESCRIPTION

1. **COURSE PREFIX AND NUMBER:** REC 3000
2. **TITLE:** FND OF THERAPEUTIC RECREATION
3. **LONG TITLE:** FOUNDATIONS OF THERAPEUTIC RECREATION
4. **CLASS HOURS:** (3-0-3)
5. **TERMS TO BE OFFERED:** Fall Spring even-numbered years
6. **INITIAL TERM OF OFFERING:** FALL 2012
7. **COURSE DESCRIPTION:** This course is designed to examine the history, philosophies, models and process of service and settings in therapeutic recreation. Advocacy, credentialing and other aspects of therapeutic recreation's role in the health care arena are also examined.
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.

REC 1320; REC 2250
 - 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?**
Chair
 - d. **Co-requisites?**
NA
 - e. **Repeat Status:**
 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 therapeutic recreation majors, and those interested in the therapeutic recreation 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] None

10. GRADING METHODS 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. Describe the historical foundations and evolution of the Therapeutic Recreation (TR) profession.
2. Describe the philosophical concepts/definitions of Therapeutic Recreation and implications for service delivery.
3. Describe and analyze the health care and human service systems and the role and function of Therapeutic Recreation and allied disciplines within each and the role of collaboration, and of the treatment team.
4. Identify and compare Therapeutic Recreation service models and practice settings.
5. Describe the APIE(Assessment, Planning, Implementation and Evaluation) process.
6. Identify and describe theories and principles of therapeutic/helping relationships and related multicultural issues.
7. Compare and contrast professional aspects such as: advocacy, professional organizations, standards of practice, ethical issues, credentialing and accreditation.

Management

8. Describe the organization and delivery of health care and human services.
9. Identify governmental, professional, agency, and accreditation standards and regulations.
10. Describe legal requirements pertaining to delivery of health care and human services and recreational therapy, and laws such as ADA (Americans with Disabilities Act).
11. Describe emergency preparedness in therapeutic recreation settings.

- 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. Interview of a TR professional; This is an interview done by the student of a practicing TR professional, examining types of service, client base, and health care system aspects.
- b. Models of Service paper: This paper requires the student to articulate their preferred model of service and explain and discuss their choice.
- c. Advocacy presentation; Each student will present a “practice” in- service training about the role and importance of TR in a particular setting on a identified treatment team.
- d. Multicultural issues project; Each student will get in a group that will explore one type of TR health care setting and examine the range and types of multicultural issues in that setting. This effort will result in a group presentation.
- e. A midterm and a final will also be given and assess understanding of a wide variety of Foundational concepts as presented in readings, lectures and class discussions.

- 3. Explain how the instructor will determine students’ grades for the course:**

Learning objective	Interview	Models of Service	Advocacy presentation	Group project	Exams	Participation
	12%	16%	20 %	12%	25%	15%
1					X	
2		X			X	
3	X		X		X	X
4	X	X		X		X
5	X				X	X
6			X	X	X	X
7			X		X	X
8	X				X	X
9					X	
10			X		X	
11					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. e,mail, 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 three times a week for 50 minutes each over 15 weeks.

COURSE SCHEDULE:

Week 1	Topic 1:	Definitions of (TR) Therapeutic Recreation
Week 2	Topic 2:	History of the TR Profession
Week 3	Topic 3	Allied Health and Health Care systems
Week 4	Topic 4	TR Models of Service/Philosophies
Week 5	Topic 5	Disability and Barriers to Leisure and Recreation
Week 6	Topic 6	Social and Psychological Implications of Disability
Week 7	Topic 7	Community Services/Clinical Services
Week 8	Topic 8	A Helping Profession/Standards of Practice
Week 9	Topic 9	Accreditation and Professional organizations
Week 10	Topic 10	Certifications and Settings
Week 11	Topic 11	Advocacy and Empowering the Client
Week 12	Topic 12	Multicultural and Culture Change Implications
Week 13	Topic 13	NCTRC(National Council on Therapeutic Recreation Certification) and The job analysis.

Week 14 Topic 14 Legal issues and Therapeutic Recreation

Week 15 Topic 15 Risk management/Emergency Preparedness

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This course has been designed to provide learning and experiences that are foundational for students who are entering the profession of therapeutic recreation. The course also meets student standards for them to be able to sit for the exam for the CTRS (Certified Therapeutic Recreation Specialist) requirements. It also meets the accreditation requirements for the National Recreation and Parks Association as well as the American Therapeutic Recreation Association (ATRA) and the Council on Recreation Therapy Education (CARTE) requirements.

- 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 its focus on preparing entry level professionals in the field of TR. The content is entry level, but assumes the student has made a commitment to the field. This usually happens about the junior year and therefore a 3000 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.**

Current requirements have the TR major taking 3 credits of a business elective. That requirement would be dropped and this course would then be a required course for the same number of credit hours. The information in this course is needed for a student to become certified and therefore is more appropriate than business content.

- 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 be a required course for 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.

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):**

Carter, M.J., Van Andel, G.E. & Robb, G.M., (2011). Therapeutic Recreation; A Practical Approach, (4th Ed.), Long Grove, IL: Waveland Press.

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course may not 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/>

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581-3413

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