

Eastern Illinois University

**NEW/REVISED COURSE PROPOSAL FORMAT**

(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  New course  Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000: REC 1200**
2. **Title (may not exceed 30 characters, including spaces): Opportunities in Recreation**
3. **Long title, if any (may not exceed 100 characters, including spaces): Discovering Opportunities in Recreation**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 1-0-1**
5. **Term(s) to be offered:**  Fall  Spring  Summer  On demand
6. **Initial term of offering:**  Fall  Spring  Summer **Year:** 2013
7. **Course description:** An investigation into the field of parks and recreation. Topics covered in the course include: the significance of recreation in society, careers in parks and recreation, and an exploration of outdoor recreation, camp services, resort industries, park districts/public agencies, private, non-profit and campus recreation services, and therapeutic recreation professions.
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
    - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  Yes  No
  - b. **Prerequisite(s)**
    - **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. NONE
    - 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(s)?**  
 No one  Chair  Instructor  Advisor  Other (Please specify)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
  - e. **Repeat status:**  Course may not be repeated.  
 Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

- f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
- g. Degree, college, major(s), level, or class to be excluded from the course, if any: Recreation Administration majors.

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. **Grading methods** (check all that apply):  Standard letter     CR/NC     Audit     ABC/NC  
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**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:

At the conclusion of the course, the student will be able to demonstrate knowledge of the opportunities within the field of parks and recreation. To achieve this goal, the following objectives will be addressed:

1. Students will recognize the leisure, recreation, and play concepts.
2. Students will discuss the significance of recreation in society.
3. Students will review the characteristics of the various leisure service agencies and their processes of service delivery.
4. Students will identify careers in the parks and recreation profession.

- 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:
- EIU graduates will write and speak effectively.
  - EIU graduates will think critically.
  - EIU graduates will function as responsible citizens.
- 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:
- Depth of content knowledge
  - Effective critical thinking and problem solving
  - Effective oral and written communication
  - Advanced scholarship through research or creative activity

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

	Experiential Reflection Assignments (40%)	Class Activities (40%)	Self-Reflection Paper (20%)
Students will recognize the leisure, recreation, and play concepts.	X	X	
Students will discuss the significance of recreation in society.	X	X	
Students will review the characteristics of the various leisure service agencies and their processes of service delivery.	X	X	X
Students will identify careers in the parks and recreation profession.	X	X	X

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

<u>Evaluation Criteria</u>	<u>Total Possible Points</u>	<u>Cumulative Grading Scale</u>
Experiential Reflection Assignments (4)	100 points	A = 250 – 225 points
Class Activities (10)	100 points	B = 224 – 200 points
Self Reflection Paper (1)	50 points	C = 199 - 175 points
		D = 174 – 150 points
		F = below 149 points
<b>Point Total:</b>	<b>250 points</b>	

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
  - a. Describe how the format/technology will be used to support and assess students' 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.):
  
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.
  
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 \*.)

**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.

**Course layout/overview:** The course will meet one time per week (100 minutes per session) for 8 weeks. A course outline is provided below:

Week 1	Course introduction Conceptualization of leisure, recreation, and play
Week 2	Recreation & society – the development of a profession Experiential Learning Activity
Week 3	Outdoor recreation Commercial recreation – resorts, cruise lines, amusements parks, etc.
Week 4	Public recreation – park districts and park and recreation departments Experiential Learning Activity
Week 5	Public recreation – state & federal agencies Camps – day and residential
Week 6	Private & non-profit recreation – country clubs, YMCAs/YWCAs, boys/girls clubs, etc. Experiential Learning Activity
Week 7	Campus recreation Therapeutic recreation
Week 8	Careers in parks and recreation Experiential Learning Activity

## **PART IV: PURPOSE AND NEED**

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

- a. If this is a general education course, you also 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.**

The recreation profession is, oftentimes, one of discovery. In particular, research has found that a majority of recreation professionals learned of (and later pursued) careers in recreation through a mentor, academic experience (i.e., enrolled in a course), or family/friend (Parr, 2005). Guided by this research, the purpose of this 1-hour introductory level course is to explore the profession through experiential learning methods such as, interpretation exercises in outdoor recreation, leading recreation programs, activities, etc., and a scientific investigation of the concepts, various service sectors, and career opportunities in the field of parks and recreation. It is also worth mentioning that during annual meetings with the academic advising staff at EIU, a need for a 1-hour introductory level course was identified and recommended. The course will provide students interested in recreation administration an opportunity to learn more about the profession and its opportunities.

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

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

This course provides an overview of the leisure, recreation, and play concepts and careers within the parks and recreation profession. The content and requirements are consistent with courses at the 1000-level.

### **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.**

- 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.**

### **4. Impact on Program(s):**

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

The course is intended for undergraduate students interested in discovering the recreation profession and its opportunities. The course will be added to the list of recreation elective requirements for recreation administration majors.

- 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.**

**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:**

Qualified faculty in Recreation Administration (William Higelmire, Peggy Holmes-Layman, James Barkley, & Michael Mulvaney)

**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 costs to students:**

No additional costs beyond textbook rental.

**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 supplementary materials to be used (Include publication dates):**

Stevens, C. A., Murphy, J. F., Allen, L.R., & Sheffield, E.A. (2010). *A career with meaning: Recreation, parks, sport management, hospitality, and tourism*. Champaign, IL: Sagamore Publishing.

**PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

A community college course will not be judged equivalent to this course.

**PART VII: APPROVALS**

**Date approved by the department or school: October 23, 2012**

**Date approved by the college curriculum committee:**

**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**

**Career  
Services**

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

**581-2412**

**Disability  
Services**

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

**581-6583**