

**Eastern Illinois University  
New Course Proposal  
REC 4710, Therapeutic Recreation Seminar**

Please check one:  New Course     Revised Course

**PART I: CATALOG DESCRIPTION**

1. **COURSE PREFIX AND NUMBER:** REC 4710
2. **TITLE:** TR Seminar
3. **LONG TITLE:** THERAPEUTIC RECREATION SEMINAR
4. **CLASS HOURS:** (1-0-1)
5. **TERMS TO BE OFFERED:**  Fall  Spring
6. **INITIAL TERM OF OFFERING:** SPRING 2014
7. **COURSE DESCRIPTION:** This summary course reviews issues and targeted knowledge that will be needed in student's upcoming internship and first position in the field. This includes medical terminology review, and an agency targeted diagnosis and typical intervention review. Also covered will be topics essential to success on the NCTRC exam, and a review of the TR Portfolio.
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 3000, REC 3111, REC 3250, REC 3360, REC 4355.  
REC 3111, REC 3360 and REC 4355 can be taken concurrently with REC 4710.
    - 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: Grade of C or better; no other equivalent courses.
  - c. **Who can waive the prerequisite?**

Chair
  - 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 restricted to therapeutic recreation majors.
  - 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:

1. Analyze the medical terminology of a particular agency type that serves a certain range of clients, tied to their chosen internship site.
2. Analyze typical diagnoses for agency type where they will be doing internship.
3. Analyze and evaluate current issues and contextual concerns for their identified agency group and the TR field (EX: latest assessment procedures in long term care; latest issues in Autism TR/Special Rec Services)
4. Analyze and evaluate latest issues that affect the field such as The Affordable Care Act; World Health Organization Initiatives; TR Licensure, etc.
5. Analyze process to apply for the TR exam and evaluate related issues such as licensing and NCTRC additional certifications.
6. Analyze NCTRC Job Analysis Categories as they relate to their identified focus and internship agency.
7. Summarize and evaluate the student's involvement through attendance and organizational participation in the ILRTA Therapeutic Recreation workshop. (Student Cost is \$5.00-\$10.00 for 1 day workshop and includes lunch). Benefits include networking, and professional development. Involvement in other TR Conferences during other semesters can be substituted as the topic of the summarization/evaluation if student desires.
8. Evaluate and analyze TR Portfolio items to showcase in intern/job interviews.

- b. 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.

- c. 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. 4 Papers: Four papers will be written that examine the following topics as it relates to their chosen area of practice; medical terminology, diagnoses, agency contexts, and issues in the field.
- b. Certification Plan: a written plan developed by the student to outline steps for their own Certification process, from application to exam completion.
- c. Portfolio Review: Discussion and review of each student’s collected papers/projects from earlier TR classes with opportunity to revise/update.
- d. Summary paper: Summarize and evaluate their attendance and participation at one TR conference/workshop.

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

Learning Objective	4 Papers	Certification Plan	Portfolio Review Project	Conference Involvement		Participation
	50%	15%	10%	15%		10%
1	X					
2	X					
3	X					
4	X			X		
5		X				
6						X
7				X		X
8			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 for fifty minutes, one time a week for fifteen weeks.

**COURSE SCHEDULE:**

Week 1	Topic 1:	Diagnoses in Typical Agencies
Week 2	Topic 2:	Diagnoses in Typical Agencies
Week 3	Topic 3	Medical Terminology in Selected Agencies
Week 4	Topic 4	Medical Terminology in Selected Agencies
Week 5	Topic 5	Contextual and other Issues in Selected Agencies
Week 6	Topic 6	Contextual and Other Issues in Selected Agencies
Week 7	Topic 7	NCTRC Job Analysis Categories
Week 8	Topic 8	NCTRC Job Analysis Categories
Week 9	Topic 9	Pressing Issues in the Field of TR/RT
Week 10	Topic 10	Pressing Issues in the field of TR/RT
Week 11	Topic 11	Pressing Issues in the Field of TR/RT

Week 12	Topic 12	Portfolio Review
Week 13	Topic 13	Portfolio Review
Week 14	Topic 14	Conferences/Professional Development
Week 15	Topic 15	Conferences/Professional Development

**PART IV: PURPOSE AND NEED**

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

This course has been designed to provide focused capstone learning related to the student’s choice of TR/RT Practice area. This course will help students to refocus and gather information as it relates to their chosen career path within the field of Therapeutic Recreation, and includes preparation for successful passing of the exam.

- 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 is important due to its focus on pre-graduation content needed to prepare professionals for the field of TR. This course builds upon information taught in the Therapeutic Recreation courses; therefore a 4000 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.**

NA

**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 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:**

One of the assignments is to summarize and evaluate attendance and participation at a workshop or conference. Every Spring the Illinois Recreational Therapy Association holds a one day workshop that costs 5-10 dollars for a student. (\$5.00 if a member, \$10.00 for a non-member). The location is in Champaign, IL. (Dr. Holmes-Layman has developed this workshop with a practitioner every Spring for the last 12 years.). Students will be asked to participate through attendance and organizational help as needed. Other workshop/conference attendance completed during other semesters can be substituted in order to complete the assignment.

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

Stumbo, N.J. and Folkerth, J. (2012) *Study Guide for the Therapeutic Recreation Specialist Certification Examination*. Champaign, Il: Sagamore Publishing.

Other readings as determined by the instructor.

#### **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: February 6, 2013**

**DATE APPROVED BY THE CEPS 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