



**Course Prefix/Number/Title:** RLS 290 Introduction to Inclusive Recreation

**Number of Credits:** 3

**Course Description:** This course will introduce the student to the concepts, methods, and settings for developing inclusive recreation services for individuals with disabilities. These concepts and methods can be applied to individuals and groups that may need adaptations for inclusive recreation services. Some examples of individuals that may want/need adaptations for inclusive recreation services are people with mental illness, physical disabilities, and emotional disabilities.

**Pre-/Co-requisites:** None

**Course Objectives:** It is expected that students will be able to:

- Demonstrate an increased awareness of inclusive recreation experiences
- Express an understanding of of Public Policy in relation to individuals with disabilities
- Recognize disabling conditions such as mental illness, physical disabilities, and other disabilities
- Identify the barriers that individuals with disabilities may confront when engaging in leisure activity
- Facilitate abilities of individuals with disabilities to overcome barriers to leisure involvement
- Develop, implement, and evaluate an inclusive recreation program for an individual with disabilities

**Instructor:** Jim Holben LMSW, CTRS, CPRP

**Office:** Instructor will check course mail daily. Can be reach through course e-mail or through Dakota College e-mail

**Office Hours:** The course is checked daily throughout the semester and will answer questions at that time.

**Phone:** N/A

**Email:** Jim.Holben@dakotacollege.edu

**Lecture/Lab Schedule:** On-Line follows course calendar and weekly schedule posted in the course

**Textbook:**

*Inclusive & Special Recreation-Opportunities for Diverse Populations* David R. Austin, Youngkhill Lee, Sagamore, Sixth Edition/2013, 978-1-57167-757-0

**Recommended reading:**

*Inclusion-Including People with Disabilities in Parks and Recreation Opportunities*, Lynn Anderson, PhD CTRS; Carla Brown Kress, MEd CTRS, Venture Publishing, Inc. State College, PA, First Edition/2003, 1-892132-33-8

*Inclusive & Special Recreation-Opportunities for Persons with Disabilities*, Ralph W. Smith, David R. Austin, Dan W. Kennedy, Youngkhill Lee, Peggy Hutchison, McGraw Hill, Fifth Edition/ 2005, 0-07-284387-X

**Course Requirements:**

Students must read assigned chapters from the textbook and other resources, complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. Students must have access to a computer with specific versions of Internet Explorer, Microsoft Edge, Google Chrome, or Fire Fox. To see which versions are compatible, please refer to our pages.

**Tentative Course Outline/ Course Content**

This course follows the traditional on-campus semester timeline. It begins the first day of the semester and concludes at the end of the semester. Students are expected to complete the course in that timeframe. Should an emergency occur, students need to contact the instructor. If a student elects to discontinue the course at any time, s/he must complete the online drop/withdraw form found on Dakota College Online Campus homepage.

Students must read assigned chapters from the textbook and other course material and resources, complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. There will be one leisure paper, one article review paper and one reaction paper. There will be a total of 3 tests that include a midterm exam and a comprehensive final, as well as 10 quizzes, 10 forum questions, 1 semester project outdoor developed areas assignment/ADA Assignment/Introduction to IRRC (Inclusion Recreation Resource Center) Inclusivity Assessment.

**General Education Goals/Objectives:**

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

General Education Competency: Competency/Goal 4: Communicates effectively

CTE Competency: Employs industry specific skills in preparation for work place readiness.

**Relationship to Campus Focus:** Introduction to Inclusive Recreation provides the opportunity for students to explore inclusive recreation to further their knowledge in the field.

## Classroom Policies:

- Regular participation in the class is expected.
- Every assignment is done online or in your community and then sent to the Instructor through an assignment drop box located within the course. Quizzes/Tests are completed online. Students are NOT expected to come to the campus at any time.
- All quizzes and exams can be taken on any computer with Internet access.
- Quizzes and exams can be taken at home, in a library, and/or some other setting that has a suitable testing environment.
- Students need to select a testing environment conducive for testing such as a distraction-free area at home, a computer lab at a library, etc.
- Exams may be taken during set dates and times. The dates and time period are posted on the course calendar.
- Each quiz/test will be available for a 3-5 day period on a date set by the instructor. Students can take a quiz/test at any time during the 3-5 day period.
- Quizzes and test are given for a limited time only.
- Each quiz/test will be available for a limited period of time (15-90 minutes) depending upon the number of questions.
- Expectations: There are ten quizzes, and three test that are given during the course of the semester. The type of questions on the quizzes and tests are multiple choice, true/false, fill in the blank, short essay, essay and matching. The final is comprehensive.
- Tests are comprised primarily of multiple choice, true/false, fill in the blank and matching. Quizzes have approximately 5 questions each and tests have around 25 questions each. A comprehensive final of 100 points is given at the end of the course.
  
- Students must read the assigned lecture note and review other resources identified in the course complete assignments that reinforce learning and demonstrate by exam knowledge of the topics covered.

## Evaluation:

- Your final grade is determined by dividing total points earned by total points possible. There are a total of 450 points possible for this course.
  
- Leisure Paper: (worth 25 points)
- 10 Discussion Board/Forum Questions: (5 points each for a total of 50 points)
- 10 Quizzes (5 points each for a total of 50 points)
- 2 Article Reviews: (worth 25 points each)
- Semester Project: (worth 50 points)
- Volunteer Service Hours: (worth 50 points)
- 3 Tests (worth 25 points each)
- Final Exam (worth 100 points)

-----  
450 Points Total

Grades will be calculated using the following criteria:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

### **Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

### **Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.