INDIANA UNIVERSITY
SCHOOL OF HEALTH, PHYSICAL EDUCATION, AND
RECREATION
Department of Recreation, Parks, and Tourism Studies
Fall 2011
(Syllabus is available online at https://oncourse.iu.edu/portal/site/FA11-BL-HPER-R270-3967)

HPER-R 270: Inclusive Recreation Services
(Course 3967)
3 Credit Hours

INSTRUCTOR & COURSE INFORMATION

Instructor Information
Dr. Jennifer Piatt, CTRS
HPER 133B
Office: 855-7819
Office Hours: Tuesday and Thursday 10:00 am to 12:00 pm, or by appointment
jenpiatt@indiana.edu

Course Information
Class Days and Times: Tuesday and Thursday 2:30 pm – 3:45 pm
Class Location: HPER-C 100

COURSE DESCRIPTION

This course will provide an overview and rationale for the provision of recreation, park, and tourism services for all populations and ages with a focus on individuals with disabilities. Moral and legal issues, relevant terminology, accessibility guidelines, awareness of needs and abilities of under-represented groups, and techniques for the inclusion of individuals of all abilities will be presented. This course is designed to provide you with the opportunity to learn ways to alter preconceptions, respond to civil rights legislation, and address individual characteristics of people with disabilities in a variety of leisure services.

COURSE QUESTION

You can think of almost everything in this course as helping you to answer the following question:

- How can I best provide leisure services for individuals of all abilities and backgrounds?

REQUIRED MATERIALS

  (This can be purchased online)
- Assigned readings (Available in Oncourse to be downloaded and printed)
- Course classroom clicker (IU Bookstore, or you can download the app to your cell phone)
METHOD OF DELIVERY

Lecture, class discussion

COURSE GOAL

Students will be able to develop a foundational knowledge of inclusive recreation services for under-represented populations by understanding terminology, legislation, and accessibility within a variety of leisure services.

COURSE LEARNING OUTCOMES

Developing a solid knowledge base of legislation, terminology, accessibility and future trends in relationship to disability and diversity is an important component of facilitating leisure experiences. Based on this foundation, the following learning outcomes have been developed for this course:

1. Explain the civil rights movement and diversity in relationship to disability
   a. Students will be able to identify disability as a class of diversity with 80% accuracy by quiz 1
   b. Students will be able to interpret how different legislation has impacted leisure services and individuals with disabilities with 80% accuracy by Quiz 2.
   c. By the end of the semester, students will decide how the philosophy of inclusion relates to his/her specific career in the leisure industry with 80% accuracy on the final examination.

2. Understand the conceptual foundations of inclusive recreation services
   a. Students will identify concepts related to the philosophy of inclusion with 80% accuracy by completion of quizzes 2-3, midterm exam, and final exam.
   b. Students will apply terms and concepts of inclusion to their own career goals with 80% accuracy by completion of 2 inclusion knowledge audits.

3. Define theoretical foundations of inclusive recreation.
   a. Students will recall specific theories that explain inclusive recreation with 80% accuracy by quiz 3, midterm examination, and final exam.
   b. Provided with in class participation activities, students will apply specific theories to different leisure services 3 out of 5 times.

4. Examine the basic characteristics of various disabling conditions.
   a. Provided with in class participation activities, students will discuss how to adapt leisure services with various disability conditions by the completion of case studies 4 out of 6 times.
   b. Students will be able to identify basic characteristics of various disabling conditions with 80% passing rate on quiz 7-9, midterm and final exams.

5. Demonstrate the ability to facilitate inclusion in a variety of leisure settings.
   a. By the end of the semester, students will discuss current and future trends related to inclusion with 80% passing rate on quiz 10 and final exam.
   b. Upon completion of Inclusion Project will use inclusion as the framework for providing leisure for all individuals with 80% passing rate on the overall project.
GLOBAL COURSE LEARNING OUTCOMES

Developing a solid knowledge base of legislation, terminology, accessibility and future trends in relationship to disability and diversity is an important component of facilitating leisure experiences. Based on this foundation, the following learning outcomes have been developed for this course:

1. Explain the civil rights movement and diversity in relationship to disability
2. Understand the conceptual foundations of inclusive recreation services
3. Define theoretical foundations of inclusive recreation.
4. Examine the basic characteristics of various disabling conditions.
5. Demonstrate the ability to facilitate inclusion in a variety of leisure settings.

COURSE REQUIREMENT/ASSESSMENT OF LEARNING

Each one of the following assignments will be explained in detail during class. A complete overview of each assignment is also posted in OnCourse for you to download and print.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Attendance</td>
<td>50</td>
<td>11</td>
<td>Class attendance will be taken regularly. Participation includes being able to examine and discuss different topics related to both inclusion and student’s personal career interest by involvement in class discussion and group activities.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
<td>11</td>
<td>The purpose of the quizzes is to determine if students are able to connect course readings with lecture and class discussion. Quizzes will occur periodically at the end of class to assess students’ knowledge of class content. Quizzes will not be announced ahead of time. (10 Quizzes @ 5 points each)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>22</td>
<td>The midterm exam assesses if students can identify and explain different terms and concepts within the framework of inclusive recreation. Questions will be multiple choice, matching, true or false, short answer and short essay. Exams will cover assigned reading, all guests, films, handouts, class discussions and lectures.</td>
</tr>
<tr>
<td>Inclusion Project</td>
<td>150</td>
<td>33</td>
<td>The Inclusion Project is developed to provide you with the opportunity to “apply” course information to your specific career. Students will have the opportunity to choose 1 of the 3 Inclusion Project options [2 of the options are Service Learning experiences within the community]. Inclusion Project option must be chosen by September 15th.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>22</td>
<td>The final exam assesses if the student has gained a solid foundation of inclusion and how it relates to different aspects of the leisure industry. Comprehensive in nature, this exam will be multiple choice, and short answer. Students will be tested on all terminology, legislation, and disabling conditions presented throughout the course of the semester in relationship to the leisure industry.</td>
</tr>
<tr>
<td>Total Points</td>
<td>450</td>
<td>100</td>
<td></td>
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</table>
The following grading scale will be used in this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97%</td>
</tr>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>59% &amp; Below</td>
</tr>
</tbody>
</table>

COURSE POLICIES

1. **Assumptions.** My goal for you is to walk away from this class with a solid knowledge on the topics of this class, therefore I assume: (a) you will complete all of the readings by the date indicated on the course schedule; (b) you are prepared for discussion because you have completed the readings on time (c) I will not cover all of the material in the readings that you will be responsible for on both the quizzes and examinations.

1. **Office hours.** I enjoy meeting with students outside of the classroom and I encourage you to utilize my office hours to help with clarification on assignments, or discuss questions you have about the course. If you would like to talk with me, please see/phone me during office hours. In spite of all our best efforts, misunderstandings can occur. If my scheduled office hour days and times do not work for you, please contact me and we can schedule an alternative time. When communicating with me outside of office hours and class:

   - I ask you be very selective when emailing me and keep emails to 1) emergencies; 2) pending questions that cannot wait until class; or 3) answering an email from me.
   - If you do have a question, I prefer you try to problem solve on your own by first consulting the documentation for this class (syllabus, assignment overviews, etc.), and/or discussing your question with another class member before emailing me.
   - **Please note:** I only check email Monday-Friday 8:00 am – 5:00 pm.

2. **Class Attendance and Participation:** Effective participation and contribution goes beyond just showing up for class. It provides students with the opportunity to examine and discuss topics applicable to the course. Attendance is required and will be graded. Small assignments and in class activities will be given regularly to reinforce course material by use of clickers. **It is your responsibility to bring your clicker to each class meeting (or use the app on your phone). Failure to come to class with the clicker will result in no points for that class period.** If you are not in class or arrive late you will not be allowed to make up these points.

2. **Oncourse:** This course will be using Oncourse to communicate with students as well as post important documents associated with this class (announcements, assignments, exam reviews, class notes, etc.). It is your responsibility to check Oncourse on a weekly basis.

3. **Digital Citizenship:** The use of technology is encouraged for in-class activities and note taking. It is each person’s responsibility to model positive digital citizenship by participating in appropriate technology behavior. Any electronic devices that disturb the learning experience for students or the teaching experience for the instructor are not allowed in class. This includes everything that
makes noise or causes you to make noise. In addition any text messaging or any computer use unrelated to the course will be considered a class infraction and will result in the use of personal technology for all students to be removed from the classroom.

4. **Writing Requirements**: The School of Health, Physical Education and Recreation follows the APA guidelines for writing. I recommended that you use Purdue’s OWL at [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/) as a guideline when writing papers. All written assignments must be typed in 12 point font with 1 inch margins. Please proof your writing for grammar and content. Points will be deducted from assignments if the paper is messy, or contains several spelling and grammatical errors. All papers must be turned in directly to the instructor, unless it is noted on the assignment to be turned in via OnCourse. **Emailed assignments will not be accepted.**

5. **Late Assignments**: Late assignments will not be accepted unless there is a death in the family or a medical emergency and documentation is provided to the instructor. (This includes ALL assignments, so please plan accordingly).

6. **Quizzes and Exams**: No make-up quizzes or exams will be given unless there is a death in the family or medical emergency and documentation is provided to the instructor.

7. **Incomplete**: will be considered (by instructor) only on receipt of a written request from the student and only in compliance with university guidelines for use of Incompletes

8. **Extra Credit**: While there is no official extra credit assignment given, there may be an opportunity for extra credit available through community volunteer opportunities, additional writing assignments, or some other opportunity. Extra credit will only be given if all major course assignments have been completed – it may not be used to substitute points for missing an assignment. Students may only earn up to a total of 10 points extra credit in this course. Extra credit will not be accepted the last two weeks of the semester.

9. **Academic Honesty and Plagiarism**: Indiana University policies on academic misconduct as presented in the most current Code of Student Ethics will be followed (available on line at [http://dsa.indiana.edu/Code/Code%20of%20Student%20Rights,%20Responsibilities,%20and%20Conduct%202005.pdf](http://dsa.indiana.edu/Code/Code%20of%20Student%20Rights,%20Responsibilities,%20and%20Conduct%202005.pdf)). It is your responsibility to understand what constitutes plagiarism. You can find this information at the above site for academic misconduct or on the internet.

10. **Accommodations for students with disabilities**: Indiana University seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need special accommodations, please inform the instructor at the beginning of the semester and present documentation from the Office of Disabled Student Services, Franklin Hall, Room 096 (855-7578).

11. **Religious Observation**: In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course professor by the end of the second week of the semester. A separate form must be submitted for each day. The form must be signed by the instructor, a copy retained by instructor, and original returned to the student. You can download the request form at: [http://www.indiana.edu/~deanfac/download/rel_obs.html#holreq](http://www.indiana.edu/~deanfac/download/rel_obs.html#holreq).

12. **Drop/Withdrawal Dates for Semester**: Please check the University Schedule for last day to drop or withdrawal from this course.
13. **Copy Assignments.** Make a copy of all assignments for yourself before handing them in. Keep your graded papers until you receive your final grade. You should also keep track of all of your grades throughout the semester so that your final grade will come as no surprise.

14. **Course Evaluations:** It is the policy of HPER to evaluate all courses taught through the School. Final course evaluations will be conducted in a manner that maintains the integrity of the process and guarantees the anonymity of evaluators.

15. Finally, this syllabus has been created as a guide for our class and is as accurate as possible. However, all information is subject to change, as class needs change. Any changes will be discussed during class session and will be documented in writing.

**Note.** Class schedule (SEE ATTACHED) is subject to change

*Have a wonderful Holiday Break!*