FLORIDA INTERNATIONAL UNIVERSITY
Online
LEI 3707: Inclusive Recreation Services
SPRING 2014

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TEXT: Dattilo, J. (2012). *Inclusive leisure services.* (3rd Ed). State College, PA: Venture.

COURSE DESCRIPTION:
This course is designed to provide Parks and Recreation, Recreational Therapy and Sports Management majors with an opportunity to enhance knowledge of the characteristics and leisure needs of individuals with disabilities; examine personal and societal attitudes toward individuals with disabilities; advocate positive attitudes toward individuals with disabilities, and enhance knowledge of accessibility issues.

PURPOSE OF COURSE:
To provide students with an opportunity to enhance knowledge of the characteristics and leisure needs of individuals with disabilities; examine personal, societal, and global attitudes toward individuals with disabilities; advocate positive attitudes toward individuals with disabilities; enhance knowledge of accessibility issues in the US and internationally; and understand how leisure and disability transcend culture and geography.

Course Objectives: Upon completion of this course, students should:
1. demonstrate understanding of the concept of disability;
2. demonstrate understanding of the meaning of recreation and leisure for all people, including individuals with disabilities;
3. describe personal and societal attitudes toward individuals with disabilities;
4. demonstrate understanding of the value of diversity and the benefits for everyone when individuals with disabilities are integrated into community leisure services;
5. demonstrate knowledge of and ability to apply methods to facilitate the development and continued expression of a personal leisure lifestyle for all individuals;
6. acquire knowledge of the legal foundations and responsibilities of leisure service agencies in serving the needs of individuals with disabilities, and
7. understanding of unique characteristics of various disabilities, and leadership strategies to enhance leisure experiences for individuals with disabilities.

Global Learning Course Outcomes:

Global Awareness: Students will be able to describe the interrelated dynamics (e.g. legislative, attitudinal, linguistic, sociocultural, globalization) that influence accessibility for individuals with disabilities in communities across the world.
Global Perspective: Students will be able to conduct a multi-perspective analysis (locally and internationally) of physical and programmatic accessibility for people with disabilities within the context of recreation, leisure and sport facilities.
Global Engagement: Students will be able to demonstrate a willingness to self-evaluate their attitudes and learn strategies for improving others' pertaining to accessibility for people with disabilities in communities across the world.

Course Expectations:

1. Participation:
As this is an online course, it is highly recommended that you read and/or watch assigned class materials and participate in the Blackboard weekly assignments on a regular basis. Your level of participation will determine a portion (15%) of your total grade for the course. Participation will include six scheduled assignments referred to as *Learning Activities* (see syllabus schedule) and additional assignments related to the other weekly module topics and readings. Please note, most of these participation assignments will be interactive, meaning it will be required to respond to your classmates' and/or the instructors responses in order to generate discussion and to receive full participation credit. The participation assignments will take place in various technical formats: discussion board forums, journals, wikis, and blogs. Please familiarize yourself with each of these formats in the Blackboard tutorial during the first week of the course. Also, please read the directions, expectations, and due dates/times in each module as to what is required for the participation assignments. This may also include the technical format in which the assignment should be uploaded so pay close attention. If your assignment is not uploaded in the correct format, it will not be graded or included for participation points.

2. Individual Work & University Policy:
Each student is expected to do his or her own work for individual course assignments, tests, and quizzes and to contribute equitably to online discussions and group projects (if applicable). Any student found cheating, plagiarizing a written assignment, or falsifying course requirements would either receive a failing grade for the course to be referred for University disciplinary action. ***Please be advised that the services of Turnitin will be used for this course. This means papers will be submitted and will reside in Turnitin's database for verification of originality.***

FIU: "*Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the*

quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism."

Accommodations

For policies on accommodations for students with disabilities please visit the Disability Resource Center website at http://drc.fiu.edu

3. Teaching Strategies:

A variety of online instructional techniques will be utilized to stimulate student interest and accommodate a full range of learning styles. These techniques include online lecture notes/chapter highlights, additional reading assignments, videos, quizzes and tests, assignments, and online interactive discussions.

4. Assignments:

Detailed descriptions of the accessibility and wheelchair simulation assignments will be posted on Blackboard in individual folders at the top of the Course Content*.* Please note an announcement will also be posted on Blackboard when an assignment description is available.

As mentioned earlier, participation assignments will count as a significant part of this course as well.

All assignments are due by the date and time indicated on the schedule below and/or in your weekly module. **Ten percentage points per day** (including weekends and holidays) will be deducted for late assignments. **NO LATE ASSIGNMENT WILL BE ACCEPTED AFTER THE 3-DAY GRACE PERIOD AND WILL RECEIVE A GRADE OF ZERO.**

All papers **must** be formatted in accordance to the 6th edition of the *Publication Manual of the American Psychological Association.* Go to http://www.apastyle.org/ to learn more about APA. The FAQ page at http://www.apastyle.org/learn/faqs/index.aspx is a good resource, as well.

Additionally, a free comprehensive guide to APA format can be found at
http://owl.english.purdue.edu/owl/resource/560/01/

Grading of **all** assignments will focus on what is being presented (**content**), as well as how the information is presented (**process**) in relation to what is required to complete the assignment. Students are expected to present their ideas neatly and effectively by using appropriate terminology (e.g. person-first language), **proofreading** their work, and concentrating on **grammar and spelling**. Assignments will be evaluated on their thoroughness, appropriateness, and accuracy of the information and on the correct use of grammar and spelling.

5. Tests and quizzes:

Scheduled "open book" quizzes and tests will be administered and will be due by the date and time indicated on Blackboard. Generally, "make-up" tests will not be given in this course. Failure to complete a quiz or test on the scheduled date and time without prior arrangement with the instructor will result in a zero. Check the class schedule, the *Announcements* section, and the *Module* of the week for quiz and test content coverage and dates. In addition, the quiz or test will only be posted and available to complete during a set time period (just as you would in a face to face classroom setting) and this time will be indicated when you take the quiz or test. Pay attention to these dates and times!!!
You are expected to work **alone** on each quiz and test and will be upheld to the section policies above under *Individual Work and University Policy*.

Also, it is *highly* recommended to take the **practice quiz** (**no** official points towards your grade are given for this) as provided by Blackboard so as to become familiar with the process. Please do this *before* taking the first graded quiz (which will be given Week Two!)

6. TaskStream:

This course **requires** you to use a TaskStream account for uploading your critical assignment (which will be the Accessibility Assignment- paper only) for the Florida Teacher Certification and other College of Education purposes. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

College of Education website at http://education.fiu.edu/taskstream provides detailed information and downloadable instructions about:
- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
- COE provided training workshop schedule

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course is **LEI3707-RVCSP14 (or for the fully online degree students LEI 3707-RPCSP14).**

You will upload your assignment (the Accessibility Assignment- paper only) into TaskStream in October. However, it is highly recommended to sign up for an account in the <u>first two weeks</u> of the semester in case you have any questions or problems. There are also scholarship opportunities with the College of Education to cover the TaskStream sign-up fee and they are given out earlier in the semester. For help, go to:

- TaskStream
    1-800-311-5656
    help@taskstream.com
    (Monday – Thursday, 8:00 am – 11:00 pm ET, Friday, 8:00 am – 7:00 pm ET)
- COE TaskStream Website
    http://education.fiu.edu/taskstream/
- COE IT Department, ZEB 269
    305-348-6305
    coesupport@fiu.edu
- COE Computer Lab, ZEB 165
    305-348-6134

- All students in courses with critical tasks on *TaskStream* must purchase accounts and upload artifacts
- Faculty must specify in course syllabi the *TaskStream* assignment, rubric, and upload policy
- If pedagogically feasible, students should upload course artifacts two weeks before the end of classes; final deadline for all uploads is 48 hours before grades are due
- Students who earn an "Unacceptable" rating on the course critical task will be provided with one (1) remediation to achieve the Acceptable level. If students are unable to achieve Acceptable, the rating of "Unacceptable" will remain and students will receive a non-passing grade in the course
- Students who fail to upload artifacts by the deadline will receive an "I" (Incomplete) or a non-passing grade in the course, at the discretion of the instructor
- Faculty must provide final *TaskStream* evaluation before final grades are submitted
- *TaskStream* will be inactivated by the end of the first week of the subsequent semester and students who have not uploaded as required will no longer be able to do so without email confirmation from the instructor.

7. Grading:

The total number of points earned during the semester will determine the course grade. The points earned for each assignment, quiz, and test will be totaled and a final grade computed on a percentage basis.

Course Requirements Summary: Points

1.   Accessibility Assignment (30 points total)
              Paper (Also assignment for TaskStream)   20
              Letter to Manager   5
              Checklist, Floor Plan/Map, and Photos   5

2.   Six Quizzes (5 points each)   30

3.   Two Tests (10 points each)   20

4.   Participation (15 points total)
              Six scheduled Learning Activities (2 points each) 12
              Additional participation assignments   3

5.   Wheelchair Simulation-Video & Paper   5
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                                  Total Points: 100

Probable Grading Scale

92 - 100% = A
90 - 91% = A-
89% = B+
82 - 88% = B
80 - 81% = B-
79% = C+
72 - 78% = C
70 – 71% = C-
69% = D+
62 - 68% = D
60 – 61% = D-
<60% = Failure

Tentative Class Schedule

Week and Dates	Text Chapters and Assignments (Note: Additional readings for each week will be assigned)
Week 1/Module 1 January 6 – 12	Introduction and Overview of Course
Week 2/Module 2 January 13 - 19	Chapter 1: Be Ethical Chapter 2: Celebrate Inclusion **Quiz 1**
Week 3/Module 3 January 20 - 26	Chapter 3-5 Attitudes **Learning Activity 1** *Holiday- No classes on Monday, January 20th*
Week 4/Module 4 January 27 - February 2	Chapter 7: Uphold Human and Civil Rights Chapter 8: Respond to the ADA Chapter 9: Embrace People with Disabilities Chapter 16: Employ Principles of Universal Design **Quiz 2**
Week 5/Module 5 February 3 – 9	Chapter 18: Sensitive Terminology Chapter 19: Support Families **Learning Activity 2** *Accessibility Assignment- Turn in Building Site for Approval*
Week 6/Module 6 February 10 – 16	Chapter 6: Be Aware of Psychological Barriers to Leisure Chapter 10-12: Diversity: Culture, Aging and Socio-Economic **Quiz 3**
Week 7/Module 7 February 17 - 23	Chapter 13: Encourage Self-Determination Chapter 15: Promote Social Interaction and Friendships **Learning Activity 3**
Week 8/Module 8 February 24 – March 2	Chapter 14: Develop Comprehensive Leisure Education **Test 1**
Week 9/Module 9 March 3 - 9	Chapter 17: Advocate for Services Chapter 20: Make Reasonable Accommodations Video: *The Music Within* **Learning Activity 4**
Week 10/Module 10 March 10 - 16	*SPRING BREAK*
Week 11/Module 11 March 17 - 23	Chapter 17 and 20 (continued) **Quiz 4** *Accessibility Assignment Due: Paper, Letter, Checklist, Map, & Photos*
Week 12/Module 12 March 24 – 30	Chapter 21: People, Inclusion, & Physical Limitations **Learning Activity 5**
Week 13/Module 13 March 31 – April 6	Chapter 22: People, Inclusion, & Cognitive Limitations Video: *The Loretta Claiborne Story* **Quiz 5** *Wheelchair Simulation Due: Video & Paper*
Week 14/Module 14 April 7 – 13	Chapter 23: People, Inclusion, & Sensory Limitations **Learning Activity 6**
Week 15 /Module 15 April 14 – 20	Chapter 24: People, Inclusion, & Assistive Technology **Quiz 6**
Week 16/Module 16 April 21 - 26	**Last week of classes/finals week** **Test 2**