Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College): CHHS</th>
<th>Academic Organization (Department): RLS</th>
<th>Date: 4-16-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Dr. Beth Kivel</td>
<td>Submitted by: Dr. Kath Pinch</td>
</tr>
<tr>
<td>New ___ Change X _ Deletion ___</td>
<td>For Catalog Copy: Yes X No ___</td>
<td>Semester Effective:</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No X</td>
<td>CCE: Yes ___ No X</td>
<td>Fall X Spring __, 2007</td>
</tr>
</tbody>
</table>

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):

This Catalog Number (course number) is being replaced:

<table>
<thead>
<tr>
<th>Change from: Subject Area (prefix) &amp; Catalog No. (course no.): RLS 106</th>
<th>Title: Leisure Services and Persons with Disabilities</th>
<th>Units: 3</th>
</tr>
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</table>

Change to:

<table>
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<tr>
<th>Change to: Subject Area (prefix) &amp; Catalog No. (course no.): RLS 106</th>
<th>Title: Inclusive and Therapeutic Recreation</th>
<th>Units: 3</th>
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</table>

JUSTIFICATION:
The content and focus of the course will remain unchanged. The new title is a more positive depiction of leisure services provided to underrepresented populations and addresses the trend toward inclusive recreation services. The old name suggested a segregated view of leisure services. The catalog description has also been modified to address this issue.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/aacademic/curricular/curpil.htm - Guidelines for Catalog Course Description)

Addresses the etiology and nature of common disabling conditions and examines issues of leisure participation and inclusion for underrepresented populations. Topics include: attitudinal barriers, advocacy, normalization, universal design, activity analysis and modification, and legislation. Emphasis on leadership, supervision and organizational development of inclusive and therapeutic recreation programs.

Note:

<table>
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<tr>
<th>Prerequisite: None</th>
<th>Enforced at Registration: Yes ___ No</th>
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<tbody>
<tr>
<td>Corequisite: None</td>
<td>Enforced at Registration: Yes ___ No</td>
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CAN (California Articulation Number):

<table>
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<tr>
<th>Graded: Letter X Credit/No Credit ___</th>
<th>Instructor Approval Required? Yes ___ No X</th>
</tr>
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Course Classification (e.g., lecture, lab, seminar, discussion):

<table>
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<tr>
<th>C-02 Title for SIS+/CMS (not more than 30 characters)</th>
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<td>Inclusive and Therapeutic Rec</td>
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Cross Listed? Yes ___ No X

If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes ___ No X
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/aca6/example.htm

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<td>2. Understand and articulate the conceptual foundations and historical/philosophical background of therapeutic recreation and inclusive recreation. (NRPA 8.01, 8.07, 8.11)</td>
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<td>3. Develop an awareness of the general characteristics and unique problems of individuals with special needs. (NRPA 8.02)</td>
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<td>4. Develop awareness of one's own attitudes toward individuals with special needs, as well as reach a better understanding of others' attitudes and how they can affect the provision of recreation for those individuals. (NRPA 8.04)</td>
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<td>5. Understand and apply the concepts and processes of accessibility, normalization, mainstreaming, integration, inclusion, and advocacy. (NRPA 8.14, 8.18)</td>
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<td>6. Understand and articulate legislation affecting leisure services for with persons with disabilities to include: Civil Rights, Rehabilitation Act, and the Americans with Disabilities Act. (NRPA 8.37, 8.38)</td>
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<td>7. Increase one's potential to provide all people with leisure services by assessing client's needs, activity analysis, new leadership techniques, guidelines for program design, individualized accommodation, and methods of resource development. (NRPA 8.15, 8.17, 8.19, 8.20, 8.21, 8.22, 8.23)</td>
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<tr>
<td>8. Analyze current issues and trends and how they impact delivery of services related to special populations, therapeutic recreation, and inclusive recreation. (NRPA 8.08)</td>
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<td>9. Gain exposure to recreation service for individuals with disabilities through service learning. (NRPA 8.16, 8.41)</td>
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<tr>
<td>10. Understand appropriate public relations techniques related to inclusive recreation (NRPA 8.29, 8.34)</td>
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<td>11. Identify principals and procedures for planning and designing accessible services and facilities. (NRPA 8.23, 8.24, 8.14)</td>
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<td>12. Understand the process of community development of inclusive recreation programs to include use of community, fiscal and human resources. (NRPA 8.21, 8.22, 8.27)</td>
</tr>
<tr>
<td>13. Understand the nature of common disabling conditions and implications for leisure participation. (NRPA 8.18, 7D.03, 7D.04)</td>
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**Department Set Student Outcomes:**

| 1. Critical Thinking – Primary Level – Skills shown through 1) inclusive recreation community development process, and 2) Accessibility Analysis Assignment (Possible portfolio inclusion.) |
| 2. Written Communication – Introductory Level – Skills shown through service learning and accessibility assignment. |
| 3. Oral Communication – Introductory Level – Skills shown through non-verbal/sign language introduction and oral participation in class activities. |
| 4. Interpersonal skills – Introductory Level – Skills shown through satisfactory documentation of required service learning (10 hours). |
| 5. Global View – Primary Level – Understanding evidenced by passing all exams. |

**NCTRC Outcomes** – Refer to Job Task Analysis, 1997; 7,24,38,44, 45, 46, 47, 48, 49,50, and 51,53. NCTRC Knowledge Areas: 10,11,12, 14, 15 (17,18,19 – Introduction), 39, 40, 41, 42, 46, 50, 70, 74, 75, 76, 81, 85, and 86.
**Attend a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

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For whom is this course being developed?
- Majors in the Dept [x]  
- Majors of other Depts [ ]  
- Minors in the Dept [ ]  
- General Education [ ]  
- Other [ ]

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes [x] No [ ]

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes [ ] No [x]

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any).

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

**Signatures:**

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Dean or Associate Dean:</td>
<td>04/19/07</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td>04/24/07</td>
</tr>
</tbody>
</table>

**Associate Vice President and Dean for Academic Programs**

**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mall zip 6016. An electronic copy must also be sent.
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Health and Human Services
Department of Recreation and Leisure Studies

RLS 106 Course Outline
Inclusive and Therapeutic Recreation

Instructor: Arlene Krause
Phone: 278-6753
Office: Solano Hall, 5008
Office Hours: Wednesday, 11:00 -11:45, Tuesdays by Appointment
Email: Arloon@aol.com

Course Description: Addresses the etiology and nature of common disabling conditions and examines issues of leisure participation and inclusion for underrepresented populations. Topics include: attitudinal barriers, advocacy, normalization, universal design, activity analysis and modification, and legislation. Emphasis on leadership, supervision and organizational development of inclusive and therapeutic recreation programs.

Placement in the Curriculum: RLS 106 is an introductory level therapeutic recreation course and a core requirement for all RLS Students. No pre-requisites.

Purpose: The purpose of this course is to expose the student to the scope of recreation services offered to marginalized individuals in clinical, transitional and community-based settings. The primary focus will be on the responsibility of the recreation and leisure services profession to enhance accessibility and inclusion. Topics include foundations of therapeutic recreation and inclusive recreation, normalization theory, integration, mainstreaming, inclusion, legislation, advocacy, accessibility, communication techniques, activity analysis, introduction to specific disabilities, development of recreation programs serving individuals with disabilities, and community resources.

Required Materials

- Krause, Arlene. RLS 106 guide to course requirements
- Throughout the semester readings will be assigned as either handouts or on-line.
- The following booklets, which can be downloaded from: http://www.unitedspinal.org/disability-publications-resources/disability-publications/
  - Disability Etiquette: Tips on Interacting with People with Disabilities
  - Accessible Air Travel
  - The Americans With Disability Act
- Any handouts provided by faculty or guests.

Web CT

Elements of this course will be administered through WebCT. Please familiarize yourself with the Student Guide to WebCT available at: www.csus.edu/atcs/quikrefsite/PDFs/webct_students_qr_2up.pdf
**Course Objectives:**

1. To acquaint the student with an understanding of the value of the recreational experience for individuals with disabilities. (NRPA 8.01, 8.04)
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8. Increase awareness of current issues and trends and how they impact delivery of services related to special populations, therapeutic recreation, and inclusive recreation. (NRPA 8.08)
9. Gain exposure to recreation service for individuals with disabilities through service learning. (NRPA 8.16, 8.41)
10. Understanding of appropriate public relations techniques related inclusive recreation (NRPA 8.29, 8.34)
11. Knowledge of principal and procedures for planning and designing accessible services and facilities. (NRPA 8.23, 8.24, 8.14)
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California State University, Sacramento
School of Health and Human Services
Department of Recreation & Leisure Studies

RLS 106 COURSE POLICIES

1. Assignments
   • Assignments turned in late will be penalized 20%. Assignments turned in one month or more past
     the due date will be penalized 50%. Students who fall behind by two overdue assignments can be
     dropped from the course.
   • Legitimate excuses will be considered prior to the assignment’s due date. Appropriate
     documentation may be required (Doctor’s note, etc.)
   • Students are strongly advised to keep a copy of all assignments submitted.
   • Students are required to keep all returned assignments through the end of the semester.

2. Plagiarism: Plagiarism is the unauthorized or un-referenced use of the language, ideas, or creative
   expression of another person without acknowledging the source. Assignments written by another on
   behalf of the student, papers or passages copied from the internet or other sources, and papers
   purchased from a commercial source, all may constitute plagiarism. Plagiarism is considered a
   serious offense and often results in the offender facing University discipline. Under some
   circumstances it can lead to expulsion from the University. For additional details, please refer to
   the University’s policies and procedures regarding academic honesty which are available in the Schedule
   of Classes for each semester, in the University Catalog, and on the university’s web site.

3. Examination: There will be one quiz, a midterm, and a final. They will cover information from the
   assigned readings, class discussion, and handouts. They will consist of multiple choice, fill in the
   blank, matching, and short answer questions. Failure to take a quiz or exam on the scheduled date
   will result in a score of zero. If there are extreme circumstances preventing your attendance, make-up
   exams may be offered at the discretion of the instructor. Make up exams are to be taken at the
   CSUS Testing Center. Students are required to make testing arrangements and pay related fees.

4. Attendance:
   • Attendance and participation is an integral part of class. Attendance is required and will be
     graded. Formal documentation (doctor’s note, etc.) is required for excused absences.
   • Small assignments and in class activities will be given regularly to reinforce course material. Students missing class on these days will not be able to make up the missed activities.
   • Please arrive on time; leaving class early is strongly discouraged.

5. Non Completion of Course: If a student is unable to fulfill the course requirements and wishes to take
   an Incomplete grade (I), they must petition the RLS Department. An Incomplete grade will not be
   given without the required petition indicating the course requirements to be met and the date by which
   they will be completed. The student must be passing (have accumulated 600 or more points) to be
   eligible to apply for an incomplete grade. Reasons for the incomplete grade must be stated and proof
   of extenuating circumstance may be required. A "U" grade will be given if a student fails to complete
   course requirements and does not qualify for or arrange for an incomplete grade. An "I" will not be
   assigned when it is necessary for the student to attend additional class meetings to complete the
   course requirements.

6. Format: Assignments are to be written using APA format.

7. Reasonable Accommodation: If any student is in need of a reasonable accommodation due to
   a disability, it is suggested that they speak to the instructor as soon as possible so that appropriate
   arrangements can be made. It is also suggested that you work with the Office of Services to
   Students with Disabilities (SSWD) for coordination of academic accommodations. SSWD is located
   in Lassen Hall, Room, 1008.

8. Course and Instructor Evaluation: At mid-term students will complete an informal course/instructor
   evaluation. Formal course evaluations will be completed at the end of the semester. If you have
   questions, concerns, or ideas for class, please let me know.
### University Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>930-1000</td>
<td>Exemplary achievement of the course objectives. In addition to being clearly and significantly above the requirements, work exhibited is of an independent, creative, contributory nature.</td>
</tr>
<tr>
<td>A-</td>
<td>900-929</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
<td>Superior achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>830-869</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>800-829</td>
<td>Satisfactory achievement of the course objectives. The student is now prepared for advanced work or study.</td>
</tr>
<tr>
<td>C+</td>
<td>770-799</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>730-769</td>
<td>Unsatisfactory achievement of course objectives, yet achievement of a sufficient proportion of the objectives so that it is not necessary to repeat the course unless required to do so by the academic department.</td>
</tr>
<tr>
<td>D</td>
<td>630-669</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>600-629</td>
<td>Unsatisfactory achievement of course objectives to an extent that the student must repeat the course to receive credit.</td>
</tr>
<tr>
<td>F</td>
<td>0-600</td>
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### RLS 106 - ASSIGNMENTS OVERVIEW

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California State University, Sacramento
School of Health and Human Services
Department of Recreation & Leisure Studies

RLS 106  Leisure Services and Individuals with Disabilities

Article Review

1. Locate an article about recreation for people with disabilities. Your article could focus on inclusive programs, integration, mainstreaming, accessibility, adaptive equipment, the ADA and recreation, or a profile of an individual with a disability participating in community recreation. DO NOT use an advertisement for a company or product.

   Places to explore:
   • California Parks and Recreation Magazine
   • Parks and Recreation, NPRA
   • Sports and Spokes
   • Journal of Physical Education, Recreation, and Dance, AAHPERD
   • Mainstream magazines, The Sacramento Bee, and the Web

2. Photocopy the entire article and highlight the major points.

3. Write a typed summary/reaction paper of about one page.
   • Summary of key points
   • Were you aware of this recreation opportunity for people with disabilities before reading this article?
   • Did the article discuss modifications to the activity that were made to facilitate participation by people with disabilities?

4. Format: Your paper must be typed, using proper heading, title, etc.

5. Attach cover sheet to your assignment.
California State University, Sacramento  
School of Health and Human Services  
Department of Recreation & Leisure Studies  
RLS 106  Leisure Services and Individuals with Disabilities

Service Learning Assignment

One of the best ways to learn about people with disabilities is through direct interaction. To fulfill this assignment, you will spend at least 10 hours working with people with disabilities at an approved community partner. Please review all information and forms from the Office of Community Collaboration.

Required Hours: 10 hours

- All hours must be completed with the same community partner.
- These hours must be completed over at least three visits to the community partner throughout the semester.
- **Extra Credit:** 10 extra credit points may be earned for 5 additional service learning hours (2 points per hour).

Site Selection/Communication with Community Partner.

- You will be given a list of community partners including contact information and instructions on arranging for your service hours. You must complete your service learning hours with one of these community partners. (Only in EXTREME circumstances will other locations be allowed; prior written approval required.)
- It is your responsibility to secure your service learning opportunity. If you are having difficulties please let me know early in the semester.
- Each service learning location will provide you with an appropriate orientation to the agency and their services. Do not conduct any activity you have not received proper training for.
- During your service learning hours, you are a representative of CSUS. Remember the following:
  - Please be on time, professionally dressed for setting, and have a positive attitude.
  - In the event of an emergency or illness, call to inform your supervisor of your absence as soon as possible.
  - You are not just an observer, but are expected to become involved in the activities at the site. You will be providing much need assistance to these recreation programs.

Due Dates

- See class schedule for deadline for selection of your community partner and due date for your Service Learning Contract. By this time you are to have made arrangements for your hours.
- All hours are to be completed at least one week before your End of Experience Reflection is due.

Assignment/Reflection:

- Throughout the semester reflections will be completed in class. You must be in attendance to receive points for these exercises.
- End of Experience Reflection: Fully answer each question on the attached form. This may be hand written, but MUST be done neatly, in full sentences, and will be graded for format and spelling. Feel free to type your answers or use additional pages.
- Attach your completed site evaluation form to your reflection.
- 2 Copies of the documentation of your hours with supervisor's signature must be turned in with your End of Experience Reflection to receive credit for completion of hours.
- Failure to complete the full 10 hours will result in a reduction of your total score by a corresponding percentage. (For example, if only five hours are completed, the MAXIMUM you can receive on this assignment is 50%, or 80 out of 160 points.)
CALIFORNIA STATE UNIVERSITY, SACRAMENTO

School of Health and Human Services
Department of Recreation and Leisure Studies

Service Learning Reflection

Print or type neatly on this form, or attach a typewritten response. Fully answer each question.

Name: __________________________  Date: _______________________

Program Title: ___________________________________________________

Date(s) Visited: ___________________________________________________

Supervisor Name: ________________________________________________

1. Clientele Served
   Ages of clients: _________________________________________________
   Total number of individuals served by program: _______________________
   Typical number at session you attended: _____________________________
   Types of disabilities served by program: ______________________________
                                 _________________________________________________
   Participant’s interests and abilities: ________________________________
                                 _________________________________________________
                                 _________________________________________________
                                 _________________________________________________
                                 _________________________________________________

2. Program Organization
   How is this program funded? _______________________________________
                                 _________________________________________________
                                 _________________________________________________
Wrap up: Describe the program’s staffing structure (number of paid staff, volunteer, etc.) _______________________
                                 _________________________________________________
                                 _________________________________________________
What training/orientation did you receive? Did you receive sufficient training? __________________________

__________________________________________________________________________________________

Goals of Programs: ________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Why did you choose this location? What did you hope to learn? ________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

3. Description of program activities observed: ________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

4. How did you participate? Describe your interaction with people with disabilities in detail. _______

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
5. Does this program follow normalization keys and rules? (Consult ADA pg 28-31)

Why and/or why not?

What could be done to improve the level of normalization? (Be specific)

6. Describe the type and level of integration utilized by the program. (refer to ADA pgs 32-38)

What specific ideas do you have to increase the level of integration?

7. What accommodations/modifications/adaptive equipment did you observe?
8. Best aspects of program observed: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

9. Suggestions - If you were the leader, is there anything you would do differently? _________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

10. Did this experience alter/reinforce your views on people with disabilities? ____________
    ____________________________________________
    ____________________________________________
    ____________________________________________
    ____________________________________________

11. Major points that were learned by this experience: ________________________________
    ____________________________________________
    ____________________________________________
    ____________________________________________
    ____________________________________________

12. Other comments: _____________________________________________________________
    ____________________________________________
    ____________________________________________
    ____________________________________________
    ____________________________________________
California State University, Sacramento
School of Health and Human Services
Department of Recreation & Leisure Studies

RLS 106 Leisure Services and Individuals with Disabilities

Wheelchair Experience

Instructions

- Sign-up for a date and time for your wheelchair experience in the RLS office.
  - Do this early - the wheelchair not being available is not an excuse for a late submission of your assignment.
  - You may wish to reserve the same date and time as a classmate to complete this experience with you.
  - There are chairs of different sizes – be sure to reserve the chair best suited to you.

- Pick up wheelchair ON TIME on scheduled date. If your plans change, be sure to let the office know so someone else can check out the chair.

- Spend four hours in the wheelchair on campus.
  - Complete the attached checklist by gathering required signatures.
  - You are to be in the wheelchair for the entire four hours.
  - Activities may include going to class, time in the Union, Library, etc.
  - It may take you longer than usual to get places, so plan accordingly.
  - You will have a more meaningful experience, and will be able to write a better paper, if you go places and try a variety of activities (order lunch, make copies, get a book at the library, etc).
  - Do not take the wheelchairs off campus.

- You may want to bring gloves with you – it can make using the wheelchair easier on your hands.

- Treat the wheelchair with care! No rough play. Treat this experience seriously.

- Return the wheelchair to RLS office on time. Others will be waiting for its return. Late return of wheelchair will result in a reduction in your grade.

Paper

Fully address the following questions in a paper of at least three pages. This assignment must be typed and will be graded for quality of analysis, as well as format, spelling, and grammar. (This must be completed independently, even if you and a classmate completed your wheelchair experience together).

- Explain where you went and what you did while using the wheelchair.

- Did you encounter any personal physical difficulties? What tasks were more challenging to accomplish while using a wheelchair?

- Did you encounter any physical or environmental barriers? How did the places you visited comply with the ADA?

- Did you encounter any attitudinal barriers? Explain. What was your personal reaction to these barriers?

- How would you make the locations you visited more accessible to persons with disabilities?

- Discuss your overall experience in the wheelchair – both positive and negative.

- How will this experience impact the way in which you deliver recreational services in the future?
California State University, Sacramento
School of Health and Human Services
Department of Recreation & Leisure Studies

RLS 106  Leisure Services and Individuals With Disabilities

ACCESSIBILITY ASSIGNMENT

This assignment will give you a first hand experience in analyzing the accessibility of a recreation facility on campus. You will act as a surveyor using the attached accessibility checklist provided.

Site Selection: You are to conduct your accessibility survey on the CSUS campus. Items to be evaluated include:

- A parking lot
- A pathway (For example, the route between the parking lot and the Union)
- A campus building that is used for recreational activities/social gatherings. Locations can include the Union, Gym, Stadium, Pool, Pub, Theater, etc. Here you will evaluate an entryway, a bathroom, a drinking fountain, and signage.

Conduct Survey:

- Review the accessibility checklist before you start – it is a good idea to have an extra copy for notes, etc.
- Think about total accessibility issues not just wheelchair access.
- Complete access survey— bring a measuring tape, your checklist, & notepad. To do not estimate the measurements unless directed to do so.
- Drawings show the ADAAG requirements. Where indicated, write the actual measurements obtained during your survey.
- If Unsure/NA is answered, explain why in the general comments area of each section.

Written Assignment

- Submit a clearly written checklist with your measurements and analysis. Watch for spelling and neatness.
- Write a 2 to 3 page report of your findings including:
  1. Highlights of your survey – What was accessible? What problems did you notice?
  2. A list of eight specific recommendations for improving access on the campus.
The Access Check List

Student Name: ____________________________________________

Date of Visit: ____________________________________________

Did you complete this with another classmate? If yes, who? ____________________________________________

Drawings show the ADAAG requirements. Where indicated, write the actual measurements obtained during your survey. Estimations may only be used on the questions indicated. If Unsure/NA is answered, explain why in the general comments area of each section.

Parking Facilities

Describe parking lot evaluated (location on campus): ____________________________________________

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Unsure/NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>One accessible space designated for every 25 spaces (Estimated if needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One van accessible space for every 8 accessible spaces (Estimated if needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessible spaces are signed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Sign at head of stall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Tow away sign at entrances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access aisles serving car and van parking spaces:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are at least 60 inches (1525 mm) wide.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Are be marked to discourage parking in them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General comments/observations on accessibility of parking: ____________________________________________

__________________________________________
__________________________________________
__________________________________________
__________________________________________
Walkways, Sidewalks

Describe specifically where you did this evaluation: ____________________________________________________________

<table>
<thead>
<tr>
<th>Condition</th>
<th>Yes</th>
<th>No</th>
<th>Unsure/NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walks are firm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walks are free from bumps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walks are least 4'-0&quot; wide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Object overhanging the path are at least 6ft. 8 inches above the walk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dangerous drops along walk are identified with raised curbs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tactile markers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General comments/observations on accessibility of pathways: ___________________________________________________

________________________________________________________________________

________________________________________________________________________

Did you notice any locations with a greater than ¼ change in level? If so, describe:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Figure 303.2 Vertical Change in Level. Changes in level between 1/4 inch (6.4 mm) high minimum and 1/2 inch (13 mm) high maximum shall be beveled with a slope not steeper than 1:2.
**Building Evaluation:**

What building are you evaluating?  
Recreational activity that occurs here:  
This location is where you will evaluate an entryway, a restroom, a drinking fountain, and signage.

**Entryways**

Identify Building & Entryway Evaluated:  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Unsure/NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doors can be opened with 5 pounds of force (Estimated)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space on both sides of door allows person in wheelchair to approach and open door.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The door opening hardware is usable with closed fist.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum height of any change at entry is 1/2 inch or less.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ramps provided are accessible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 12 to 1 grade (Estimated)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ramps are at least 4ft. wide</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General comments/observations on accessibility of entryways:  

(choose the drawing above appropriate for the door you evaluated)
**Restrooms**

Describe restroom evaluated (location in building):

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Unsure/NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Door is at least 32 inches wide</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Travel**

- Passage to accessible toilet is 44 inches wide
- Path not blocked by trashcans, etc.

**Sinks**

- Lever-type faucet controls
- All hot water lines insulated

**Other**

- Mirrors can be used by someone using a wheelchair
- Waste disposal opening at 40 inches
- The following are accessible at 40 inches:
  - Soap
  - Towels

General comments/observations on accessibility of restrooms:

---

![Diagram of restroom layout](image-url)
**Drinking Fountains**

Describe drinking fountain evaluated (location on campus):

General comments/observations on accessibility of drinking fountains:

---

*equipment permitted in shaded area*
## Signage

<table>
<thead>
<tr>
<th>Was the following signage posted?</th>
<th>Yes</th>
<th>No</th>
<th>Was placement appropriate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol of Accessibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Symbol of Accessibility" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access for Hearing Loss</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Access for Hearing Loss" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTY/TTD Symbol</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="TTY/TTD Symbol" /></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Was the following information provided in Braille?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Was placement appropriate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room Numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bathrooms (including Gender)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: (Explain)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments on signage compliance with the ADA:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
California State University, Sacramento
School of Health and Human Services
Department of Recreation & Leisure Studies

RLS 106  Leisure Services and Individuals With Disabilities

Activity Adaptation

You will select a leisure activity of your choice, complete a task analysis. You will select a
disability/condition that interests you, and research it using outside sources. Then you will
discuss at least 3 specific modifications to your leisure activity that may permit a person with this
disability to fully participate and benefit

**Part One:** Choose a leisure activity of your choice. Preferably, it will directly relate to either
your personal leisure interests or your career choice. Briefly describe the activity and complete
a task analysis. Clearly indicate the 1) physical 2) social 3) intellectual skills required to
participate in this activity. This may be done in list form.

**Part Two:** Choose a disability you are interested in learning more about. Describe this disability
in about three detailed paragraphs. Use at least one outside source. Properly cite your source
using APA format.

**Part Three:** Discuss at least three ways you might modify the leisure activity to allow for more
complete participation by and individual who has the disability you researched.