

SACRAMENTO  
STATE

# Program Proposal Form B



<b>Academic Group (College):</b> <b>Health and Human Services</b>	<b>Date of Submission to College Dean:</b>
<b>Academic Organization (Department):</b> <b>Recreation, Parks and Tourism Administration</b>	<b>Requested Effective: Fall __, Spring_X__, 2011__.</b>
<b>Department Chair:</b> <b>Beth Kivel</b>	<b>Contact if not Department Chair:</b> <b>Greg Shaw</b>
<b>Title of the Program: Bachelor of Science: Recreation Administration</b> <b>Concentration: Recreation Therapy</b>	
<b>Type of Program Proposal:</b>	
<p><input checked="" type="checkbox"/> <b>Modification in Existing Program:</b></p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> <b>Substantive Change</b></p> <p style="padding-left: 40px;"><input type="checkbox"/> <b>Non-Substantive Change</b></p> <p style="padding-left: 40px;"><input type="checkbox"/> <b>Deletion of Existing Program</b></p> <p><input type="checkbox"/> <b>New Programs</b></p> <p style="padding-left: 40px;"><input type="checkbox"/> <b>Initiation (Projection) of New Program on to Master Plan</b></p> <p style="padding-left: 40px;"><input type="checkbox"/> <b>New Degree Programs</b></p> <p style="padding-left: 80px;"><input type="checkbox"/> <b>Regular Process</b></p> <p style="padding-left: 80px;"><input type="checkbox"/> <b>Fast Track Process</b></p> <p style="padding-left: 80px;"><input type="checkbox"/> <b>Pilot Process</b></p> <p style="padding-left: 40px;"><input type="checkbox"/> <b>New Minor, Concentration, Option, Specialization, Emphasis</b></p> <p style="padding-left: 40px;"><input type="checkbox"/> <b>New Certificate Program</b></p>	
<p><b>PLEASE NOTE:</b> Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at <a href="http://www.csus.edu/acaf/univmanual/index.htm">http://www.csus.edu/acaf/univmanual/index.htm</a></p>	

**Briefly describe the program proposal (new or change) and provide a justification.**

**Additional information to be added at the top of the program.**

Description

The National Council on Therapeutic Recreation now requires students to take a class based on Assessment and Documentation. This course will provide content necessary for students to enter the recreation therapy, including the recreation therapy process (APIE), basic assessment skills and how to complete medical documentation.

Justification:

The National Council on Therapeutic Recreation Certification (NCTRC) has changed the requirements for classes students must take to be eligible to sit for certification. The new class replaces the 3 units of elective for recreation therapy majors. Adding this course allows CSU to continue to be in compliance with National Certification requirements for recreation therapy.

Overview:

- New addition of Assessment and Documentation Course to Recreation Therapy Curriculum
- Omit 3 units of elective for Recreation Therapy students
- The names of the courses have been changed pending approval of form A's

**Approvals:**

Department Chair: B. Dana Kinnel Date: 9/22/10  
College Dean: [Signature] Date: 9-23-10  
University Committee: [Signature] Date: 10-13-10  
Associate Vice President and Dean  
for Academic Affairs: [Signature] Date: 10/14/10

**OLD PROGRAM****Therapeutic Recreation (43-48 units)**

This concentration focuses on recreation services for individuals who are ill, disabled, elderly or incarcerated. It can be applied in clinical, transitional and community based settings. Emphasis is on therapeutic recreation as it applies to children and adults who are physically, mentally, socially and/or emotionally challenged.

**Required TR Courses (22-27 units)**

- (3) RPTA 116 Therapeutic Recreation Principles and Practices (RPTA 106 or instructor permission; RPTA 106 may be taken concurrently)
- (3) RPTA 117 Therapeutic Recreation and Contemporary Aspects of Disability (RPTA 106 or instructor permission)
- (3) RPTA 118 Facilitation Techniques in Therapeutic Recreation (RPTA 106 or instructor permission)
- (3) RPTA 119 Therapeutic Recreation Service Systems (RPTA 106 or instructor permission)
- (10-15) RPTA 195D\* Internship: Therapeutic Recreation (The completion of all required classes for the TR option. Completion of required administrative paper work in the semester prior to internship, approval of major advisor)

**Electives (3 units)**

- ~~(3) RPTA 120 Leisure Education~~
- ~~(3) RPTA 128 Leisure Services for At Risk Populations~~
- ~~Other classes selected in consultation with a major advisor.~~

**Non-RPTA Electives (18 units)**

Elective units selected in consultation with a major advisor, including: A) at least 3 units each in Abnormal Psychology, Life span Human Development, and Human Anatomy/Human Physiology; B) 9 units of Human Service Classes, as defined by NCTRC. Advisor approval required to assure compliance with certification requirements.

\* Prerequisites: 600 hours of approved field experience.

**NEW PROGRAM****Recreation Therapy (43-48 units)**

This concentration focuses on recreation services for individuals who are ill, disabled, elderly or incarcerated. It can be applied in clinical, transitional and community based settings. Emphasis is on therapeutic recreation as it applies to children and adults who are physically, mentally, socially and/or emotionally challenged.

**Required RT Courses (22-27 units)**

- (3) RPTA 115 **Recreation Therapy Assessment and Documentation (RPTA 106 or concurrent Enrollment)**
- (3) RPTA 116 Recreation Therapy Principles and Practices (RPTA 106 or instructor permission; RPTA 106 may be taken concurrently)
- (3) RPTA 117 Recreation Therapy and Contemporary Aspects of Disability (RPTA 106 or Concurrent enrollment)
- (3) RPTA 118 Recreation Therapy Facilitation Techniques (RPTA 106 or concurrent enrollment)
- (3) RPTA 119 Recreation Therapy Management and Advancement of the Profession (RPTA 106 or instructor permission)
- (10-15) RPTA 195D\* Internship: Recreation Therapy (The completion of all required classes for the RT option. Completion of required administrative paper work in the semester prior to internship, approval of major advisor)

**Non-RPTA Electives (18 units)**

Elective units selected in consultation with a major advisor, including: A) at least 3 units each in Abnormal Psychology, Life span Human Development, and Human Anatomy/Human Physiology; B) 9 units of Human Service Classes, as defined by NCTRC. Advisor approval required to assure compliance with certification requirements.

\* Prerequisites: 600 hours of approved field experience.

California State University, Sacramento  
Department of Recreation, Parks, and Tourism Administration



**RPTA 115 Recreation Therapy Assessment and Documentation (3 credits)**

Instructor: XXXXX  
Office: XXXXX  
E-mail: XXXX  
Office Hours: XXXXX  
Phone: XXXX

**I. Accommodations**

*Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TTY).*

**II. Course Overview**

Assessment procedures and instruments used to assure competence in assessment of client function in leisure. Documentation, assessment, regulations in different settings (i.e., community, hospital, and clinical settings), protocols and development of individual treatment plans. Students are exposed to the Recreation Therapy process (APIE) in a variety of both clinical and community settings.

**III. Specific Student Outcomes**

This course provides students with learning opportunities that correspond with the following Council on Accreditation sponsored by the National Recreation and Park Association professional standards: 9D.09, 9D.18, 9D.20. At the completion of this course, the student will be able to:

- Describe the need for and use of client assessment tools, procedures and resources.
- Utilize a variety of data gathering techniques (e.g., interviewing, observations, etc.) for assessment purposes.
- Evaluate therapeutic recreation assessment instruments.
- Design components of an assessment that are connected to a comprehensive program plan.
- Design an individualized treatment program plan based on assessment results for the purpose of placing clients into programs.
- Design an individualized progress note to record client regression / stabilization or progression toward treatment goals.
- Design an individualized discharge / referral summary to record a summary of services and evaluate the effectiveness of treatment received at a facility.
- Discuss the need for client referrals to and from therapeutic recreation services.
- Understand the clinical supervision process.

**IV. Evaluation/IDEA Outcomes**

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to *apply* material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**V. To facilitate your success and the success of all students and this course:**

- **Attendance & Participation:**
  - i. Be Respectful to all members of the class and any guest speakers as well as to yourself and the instructor.

- ii. Attendance is highly valued by the instructor and ISU. If you are to miss class for any reason, please let the instructor know ahead of time. In-class activities, assignments, quizzes, or exams will NOT be made up if you miss class.
- iii. Excessive tardiness (not being in class at 9:00 am) and excessive absences will affect your success. If you are not in class you are not able to participate in any in-class activities.
- iv. If a student must be absent from class for **3** or more times for unexpected health or family reasons the student should contact the Office of Student Affairs (309-438-5451). The student will be responsible for providing verification for the reason of the absence to the instructor and for completion of required course work and assignments
- v. Turn your cell phone **completely off**. **IF YOU ARE CAUGHT TEXTING IN CLASS OR YOUR PHONE GOES OFF, YOU WILL BE ASKED TO LEAVE**

o **Course work, Assignments, Preparation:**

- i. All assignments, quizzes, and exams should be the students' own work. Academic Integrity and Honesty are valued by the instructor and ISU. Cheating, plagiarism, or other acts of academic dishonesty is not tolerated the instructor or ISU. Any student caught in academic dishonesty will receive a zero for that assignment, quiz, or exam. And, the instructor will follow University policy for academic dishonesty. See Undergraduate Catalog 2008-2010 for violations of academic integrity and honesty.
- ii. No late assignments, quizzes, or exams will be accepted. **Any student, who is late for a scheduled exam or quiz, will not be able to take the exam.**
- iii. All assignments, quizzes, in-class activities, and exams will be submitted via Blackboard (unless otherwise specified) by 9:01 am on the date it is due.
- iv. No assignments are to be submitted via email or via the instructor's mailbox unless prior approval has been obtained.
- v. All assignments are expected to be professional in nature. Assignments are to be typed in 12-point font times new roman, stapled or paper clipped on the upper left corner, APA format, free of grammatical and spelling errors, and 1" margins all the way around. Each assignment is to have the appropriate grading rubric attached at the time of submission. **Every time the rubric is not attached or it is turned in after the assignment, the assignment will have 5 points subtracted from it and will be graded last.**
- vi. You have a choice to be prepared. Being prepared is one of the best ways to increase your success in this class and program. Students are expected to read and study and keep up with all their work.

- o **Group Projects:** Group projects require **active participation by all members on all components of the assignment**. Group projects do not mean breaking an assignment into small parts that individual students will work on separately. Group projects are designed for students to work and learn together.

The instructor reserves the right to raise or lower individual grades on group projects based on individual effort, attitude, and learning achievement. These factors will be based on peer grades, the instructor's observations, and confidential peer evaluations.

Peer feedback should be constructive and demonstrate analysis of performance strengths and growth areas, as well as provide justification for the scores given. Students will receive copies of the evaluation forms completed by peers. **Evaluations that are not thorough can result in a deduction of points the evaluator's overall score.**

The instructor reserves the right, at anytime and for any assignment, to require team members to submit an individual version of the assignment if it is thought that group members are not contributing significantly to the project and the work.

**VI. Course/topical outline**

- Textbook:
  - Burlingame, J., & Blaschko, T.M. (2010). *Assessment Tools for Recreational Therapy and Related Fields (4<sup>th</sup> ed)*. Ravensdale, WA: Idyll Arbor, Inc. [**Red Book**]
  - Stumbo, N. & Peterson, C.A. (2009). *Therapeutic Recreation Program Design: Principles and Procedures (5<sup>th</sup> Ed)*. San Francisco: Pearson Benjamin Cummings. [**S & P**]
- Other readings: as assigned and posted on Blackboard. Other readings are posted at the end of the syllabus

Date	Topic	Reading	Assignment/Activities
1/11	<i>Introductions and expectations</i>		
1/13	Review of TR Program Design <ul style="list-style-type: none"> <li>• Review TRAM</li> <li>• Review LAM</li> <li>• Review Intervention Programs</li> <li>• Case Study/ Case History</li> </ul>	S & P Chap. 2 & 4 (skim); Stumbo 2002, Chap. 3 (skim)	
1/15	Overview of Documentation <ul style="list-style-type: none"> <li>• Definition</li> <li>• Rationale</li> <li>• Types</li> <li>• Flow Pattern</li> <li>• Confidentiality &amp; Other Legalities</li> <li>• HIPPA Privacy Standards</li> </ul>	<b>Red Book, chap. 8</b> <a href="http://www.hhs.gov/ocr/hipaa">www.hhs.gov/ocr/hipaa</a>	
1/18	Martin Luther King Day-see campus calendar for activities around campus	NO CLASS	
1/20	Client Assessment <ul style="list-style-type: none"> <li>• Purpose &amp; Use</li> <li>• Relationship between assess &amp; Program placement</li> </ul>	<b>Red Book Chap.1</b> <b>LeConey</b> S & C, Chap 7	

	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Principles of TR Client Assessment</li> <li>• Assessment Domains</li> <li>• Data Gathering Techniques, Sources</li> <li>• Assessment Planning Process &amp; Implementation</li> </ul>		
1/22	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• STILAP</li> <li>• Pros/Cons of Interest Inventories</li> <li>• Problems with TR Assessments</li> </ul>	Stumbo 93/94 (on Blackboard) Red Book, pp. 578-595	<i>Complete &amp; Discuss STILAP</i>
1/25	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• Measurement Characteristics (validity, reliability, usability)</li> <li>• Norm &amp; Criterion Reference</li> <li>• Review of Commercial Assessments</li> </ul>	Stumbo 2002 pp. 27-57; & appendix - skim <b>Red Book, pp. 27-33 (fairness)</b> Stumbo 1991, chap. 2- skim	
1/27	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• CERT</li> </ul>	Review CERT Psy pages	<i>Bring Red Book</i>
1/29	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• Discuss CERT</li> <li>• Selection of Assessment Instruments &amp; Procedures</li> <li>• Critiquing a Commercial Assessment for Purchase</li> </ul>	Stumbo 2002 Chap 5 & 6	
2/01	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• Developing an Agency Specific Assessment</li> </ul>	S 2002 Chap 7 (guide as you create your own)- skim S & P pp. 276-282 Red Book pp. 111-116; 130-134 (ten steps)	
2/03	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• Interviewing <ul style="list-style-type: none"> <li>○ Directive vs. Non-directive</li> <li>○ Open &amp; Closed Questions</li> <li>○ Motivational Interviewing</li> </ul> </li> </ul>	<b>Red Book, pp. 89-100,</b> Stumbo 2002, pp. 200-203, skim pp. 203-207, pp. 211-213	<i>Published Assessment name last day for approval</i>
2/05	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Recording Methods/Techniques</li> </ul>	Stumbo 2002 Chap 9 Red Book pp. 118-129 (prior to controlling the environment)	<i>Student observations Assessment Review #1 Due</i>
2/08	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• MARRC</li> </ul>	Boothman Red Book, pp. 447-459, FACTR	
2/10	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• Leisure Diagnostic Battery (LDB)</li> </ul>	Witt	

	<ul style="list-style-type: none"> <li>Leisure Barriers</li> </ul>		
2/12	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>Activity Analysis</li> <li>Task Analysis Assessment</li> <li>Performance Assessment</li> </ul>	S & C pp. 101-121	
2/15	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>Social Skills</li> </ul>		
2/17	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>Strengths-based Assessment</li> </ul>		
2/19	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>Environment Assessment</li> <li>Assessment Development Review</li> <li>Batteries</li> <li>Triangulation</li> <li>Agency Created Assessments</li> </ul>		
2/22	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>BASPLAC</li> <li>Score Assessment Results</li> <li>Analysis Assessment Results</li> <li>Interpretation Assessment Results</li> <li>Use of Results for Placement</li> </ul>	S & P Chap 10; <b>283-292</b>	
2/24	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>Assessment Summaries</li> <li>Leisure Competence Measure</li> </ul>	Red Book pp. 667-676	Bring Red Book to class <i>Assessment Review #2 Due</i>
2/26	<p>Client Assessment (Interdisciplinary)</p> <ul style="list-style-type: none"> <li>Resident Assessment Instrument (RAI)</li> <li>Minimum Data Set (MDS)</li> <li>Inpt Rehab Facility (IRF-PAI)</li> <li>Functional Independence Measure (FIM)</li> </ul>	Red Book, Chap 16, pp. 60-71, pp. 416-433, S & C, pp. 122-127	MDS Handout
3/01	<p>Client Assessment (International)</p> <ul style="list-style-type: none"> <li>World Health Organization (WHO)</li> <li>WHO Defined</li> <li>Importance to TR Practice</li> </ul>	Red Book, pp. 19-26 WHO Website: <a href="http://www.who.int/classifications/icf/en/">http://www.who.int/classifications/icf/en/</a>	
3/03	<p>Client Assessment (General)</p> <ul style="list-style-type: none"> <li>Global Assessment Functioning (GAF)</li> <li>ASIA AIS Scale</li> <li>Rancho Los Amigos</li> <li>Glasgow Coma Scale</li> </ul>	C & L Red Book, Chap. 9 specifically pp. 179-181 (signs); 183-184 (AIS); 186- (Brief cognitive rating scale); 187-190 (pain); 190 (functional independence and	



	<ul style="list-style-type: none"> <li>• Children's Coma Scale</li> <li>• Global Deterioration Scale (GDS)</li> <li>• Assessing Pain</li> <li>• Other Testing Issues</li> </ul>	Glasgow), 191 (GAF), 192 (GDS), 194 (mini-mental), 194 (multiaxial), 197 - 198(orientation x3), 198 (ranchos), 198 (ROM), 199 (three-step),	
3/05	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• Community Integration Program</li> <li>• Community Assessments</li> <li>• Klitzing Inclusion Assessment</li> </ul>	C & L Red Book, pp. 617-639	<i>Assessment Review #3 Due</i>
3/08-3/12	Spring Break		
3/15	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• Leisure Step-Up</li> </ul>	Red Book, pp. 555-570	<i>Bring book to class</i>
3/17	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• Review</li> <li>• Guidelines for writing policies and Procedures</li> </ul>	Red Book, pp. 85-87	
3/19	<p>Treatment Plans</p> <ul style="list-style-type: none"> <li>• Review of TRAM</li> <li>• Direction for Rest of Semester</li> <li>• Common Methods of Charting</li> <li>• Problem Oriented and Source Oriented Client Documentation</li> </ul>	S & P, Chap. 11	<i>Exam 1 Due</i>
3/22	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• <i>Assessment Presentations</i></li> </ul>		
3/24	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• <i>Assessment Presentations</i></li> </ul>		
3/26	<p>Client Assessment</p> <ul style="list-style-type: none"> <li>• <i>Assessment Presentations</i></li> </ul>		
3/29	<p>Treatment Plans</p> <ul style="list-style-type: none"> <li>• Need for and purpose</li> <li>• Components of</li> <li>• Agency Vs. TR Treatment Plans</li> <li>• Coordination with TR &amp; Agency Tx plans</li> </ul>	S & C, Chap. 8	
3/31	<p>Treatment Plans</p> <ul style="list-style-type: none"> <li>• Using Assessment Results to Create Client Goals</li> <li>• Matching client goals &amp; Objectives with Appropriate Program Plans</li> </ul>		
4/02	Treatment Plans	Sylvester, pp. 314-322	<i>Assessment</i>

	<ul style="list-style-type: none"> <li>• Blooms Taxonomy</li> <li>• Client Goals &amp; Objectives</li> <li>• Examples of Treatment Plans</li> </ul>	Red Book, pp. 26-27	<i>Development Due</i>
4/05	<b>Treatment Plans</b> <ul style="list-style-type: none"> <li>• Client Goals &amp; Objectives</li> </ul>	S & P, pp. 323-334	
4/07	<b>Progress Notes</b> <ul style="list-style-type: none"> <li>• Review TRAM</li> <li>• Need for</li> <li>• Purpose of</li> <li>• Content and Format of</li> <li>• Connection between assess., Tx. Plans, and notes</li> <li>• Regression, Stability, Progression</li> </ul>	S & P, pp. 340-346	
4/09	<b>Progress Notes</b> <ul style="list-style-type: none"> <li>• Charting Notation</li> <li>• Report Progress to Tx team</li> <li>• Connections to evaluation, accountability, &amp; payment services</li> </ul>	S & P, pp. 340-346, 362-366, Appendix D	
4/12	<b>Progress Notes</b> <ul style="list-style-type: none"> <li>• SOAP</li> <li>• Other types</li> <li>• Examples of Progress Notes</li> </ul>	S & P, pp. 346-349 S & C, Chap. 13	
4/14	<b>Discharge Notes/ Transition Plans</b> <ul style="list-style-type: none"> <li>• Need for and Purpose</li> <li>• Typical Format and Content</li> <li>• Examples</li> </ul>	S & P, pp. 346-349 S & C, pp. 245-247	<i>Treatment Plan Due</i>
4/16	<b>Referrals &amp; Other Forms of Documentation</b> <ul style="list-style-type: none"> <li>• Need for and Purpose</li> <li>• ITRS TR D/C &amp; Referral Process</li> <li>• Incident Reports</li> <li>• Other Reports</li> <li>• Computerized Documentation</li> <li>• Examples of</li> </ul>	S & P, pp. 346-349 S & C 245-247	
4/19	<b>Clinical Supervision</b> <ul style="list-style-type: none"> <li>• Professional Strengths &amp; Weaknesses</li> <li>• Definition</li> <li>• Process</li> </ul>	S & C, pp. 257-266 Other reading provided	
4/21	<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Higher Education</li> <li>• Continuing Education</li> </ul>		

	<ul style="list-style-type: none"> <li>• In-service staff training</li> <li>• Professional Organizations</li> <li>• Publications</li> </ul>		
4/23	Course Wrap-up & Catch up		
4/26	Midwest Symposium		
4/28	Midwest Symposium		
4/30	Final review		<i>Matthew Green Treatment Plan Due</i>
5/03-07	Finals	May 4th	7:50 am

*This syllabus has been created as a guide to the class and is as accurate as possible. However, all information to this outline and the syllabus are subject to change as class needs change. Any changes will be discussed during class session and may not be distributed in writing.*

## VII. Required Student Tasks/ Assignments

Student tasks/Assignments are the methods of evaluation used to determine the student's acquisition and comprehension of the class outcome. The following measures will be used.

### A. Examinations

Exam 1 (Take Home)	Points: 100	Due: 3/19
Final (Comprehensive)	Points: 100	Due: 5/4 7:50 am

### B. Assignments

a. Assessment Review #1- Grp. (Mundy)	Points: 10	Due: 2/5
b. Assessment Review #2 (Published)	Points: 50	Due: 2/24
c. Assessment Review #3- Grp (Agency)	Points: 15	Due: 3/5
d. Assessment Presentation	Points: 25	Due: 3/22, 3/24, 3/26
e. Assessment Development	Points: 100	Due: 4/2
f. Treatment Plan	Points: 25	Due: 4/14
g. Matthew Green Treatment Plan	Points: 50	Due: 4/30

**Directions:** See assignment sheet for requirements

### C. Quizzes, In-Class Activities/Assignments

Points: 100 Due: Ongoing

In-class/homework assignments or quizzes will be provided throughout the semester. Each will receive 5 points if it is completed and correct on the date and time due, 3 points for a good faith partial completion or partially correct, or 0 for non-completion or a poor faith effort. If you are not in class for these you will receive a 0. If this carry-over to another day and you miss one of the days the most you will receive is 3 points if correct and completed, 1.5 points for a good faith partial completion of partially correct, or 0 for non-completion or a poor faith effort.

Not all in-class activities, quizzes, or assignments will be provided with points.

## VIII. Evaluation Devices/ Grading

Due Date	Assignment	Points	Points Received
2/5	Assessment Review #1	10	
2/24	Assessment Review #2	50	

3/5	Assessment Review #3	15
3/19	Exam 1	100
3/22, 3/24, 3/26	Assessment Presentation	25
4/2	Assessment Development	100
4/14	Treatment Plan	25
4/30	Matthew Green Treatment Plan	50
5/4	Final Exam	100
<u>On-going</u>	<u>Quizzes, In-Class Assignments</u>	<u>50</u>
	Total	525

**Grading Scale**

A= 525-473    B= 472-420    C=419-368    D= 367-315    F= 314-0

\*\*Each assignment will be described in detail throughout the semester