

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: RECR 210

Year: 2024-2025

Course Title: Diversity and Inclusion in Recreation

Credit Hours: 3

I. Course Description: This course was created on the premise that all people deserve to be included in recreation and leisure services. Students consider the general impact of prejudice and discrimination on peoples' lives, most especially the potential impact they can have on the quality of peoples' leisure lives. Students are encouraged to celebrate differences, their own as well as others. RECR 210 fulfills the SUNY General Education Diversity: Equity, Inclusion, and Social Justice Knowledge and Skills Area. Prerequisites: RDNG 116 if required by placement; prior completion or concurrent enrollment in ENGL 100.3 Cr. (3 Lec.) Fall semesters.

II. Additional Course Information:

1. This is a required course in the Recreation Leadership A.S. and Outdoor Recreation A.S. degree programs.
2. RECR 210 can be used as a Social Sciences Elective, a Liberal Arts Elective, or an Unrestricted Elective
3. Students will develop their recreation leadership and programming skills by considering the importance of ensuring that the needs of all participants in a program are met. The topics of prejudice and discrimination will be useful to students who will be interacting with and providing service to the public.
4. Through the New York Inclusive Recreation Resource Center (IRRC), as partial requirements for the class, students will complete the on-line Inclusivity Assessor training, become a Certified Inclusivity Assessor, conduct an Inclusivity Assessment on an agency/facility and submit that data/information to the IRRC.
5. A course fee of approximately \$20 to \$40 is required to cover the cost of the IRRC Inclusivity Assessor Training.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the history, difference, and prejudice around issues of class, race, gender, age, sexual identity, and disability, as well as the intersection of differences within and between individuals.
2. Engage in self-examination with clarity, integrity, introspection, reflection, and contemplation to express an enhanced awareness of self.
3. Assess inclusivity and outline the issues related to inclusion recreation service delivery to ensure equal access (i.e., physical access and administrative and programmatic inclusion) for all people.
4. Communicate using positive and sensitive language that focuses attention on the uniqueness and worth of each individual and engage in conversation with as little judgment as possible.
5. Articulate an ideal against which inclusion and responsive services can be measured to design, deliver and evaluate inclusive recreation services.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs N/A

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

Recreation Leadership A.S.; Outdoor Recreation A.S.

PLO: Effectively communicate with others, both orally and in writing.

SLOs:

3. Assess inclusivity and outline the issues related to inclusion recreation service delivery to ensure equal access (e.g., physical access and administrative and programmatic inclusion) for all people.
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5. Articulate an ideal against which inclusion and responsive services can be measured to design, deliver, and evaluate inclusive recreation services.
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PLO: Describe/explain the role of the recreation professional as an advocate for leisure, diversity, human rights, and services for individuals with illnesses and disabilities.

SLOs:

1. Explain the history, difference, and prejudice around issues of class, race, gender, age, sexual identity and disability, as well as the intersection of differences within and between individuals;

3. Assess inclusivity and outline the issues related to inclusion recreation service delivery to ensure equal access (i.e., physical access and administrative and programmatic inclusion) for all people.
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PLO: Describe/explain the history, development, impact and value of leisure, recreation, and parks to individuals, society, and the environment.

SLO:

1. Explain the history difference and prejudice around issues of class, race, gender, age, sexual identity, and disability as well as the intersection of differences within and between individuals.

PLO: Design, implement, lead, analyze, and evaluate services that facilitate targeted human experiences, recreation, and leisure requirements using technology and equipment appropriate for the leisure experience.

SLOs:

3. Assess inclusivity and outline the issues related to inclusion recreation service delivery to ensure equal access (i.e., physical access and administrative and programmatic inclusion) for all people.
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5. Articulate an ideal against which inclusion and responsive services can be measured to design, deliver, and evaluate inclusive recreation services.
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SUNY General Education Competencies N/A

If this course assesses a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ **CRITICAL THINKING & REASONING-** Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ **INFORMATION LITERACY -** Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☐ **GENERAL EDUCATION Knowledge and Skills Area(s):**

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies and Knowledge and Skills Areas.

V. Essential Topics/Themes

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| 1. Defining diversity and inclusion |
| 2. Strategies for inclusion in recreational programs |
| 3. Accurate, sensitive, positive, and inclusive language |

4. Inclusive “U” training, certification, and agency assessment
5. Disability and ableism
6. Sexual orientation and heterosexism
7. Gender and sexism
8. Class and classism
9. Race and racism
10. Age and leisure
11. Attitude formation and change
12. Recreation constraints and benefits (research)

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Self-Reflection Papers	15-30%
2. Research Survey and Summary	0-30%
3. Inclusion U – Training and Assessment	20-40%
4. Exams	0-20%
5. Participation and Assignments	5-20%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation methods.	

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

Text	OER
1. Allison, M.T. & Schneider, I. <i>Diversity and the Recreation Profession</i> . 2008. Venture Publishing, Inc., State College, PA.	<input type="checkbox"/>
2. Anderson and Kress. <i>Inclusion: Including People with Disabilities in Parks and Recreation Opportunities</i> . Venture Publishing, Inc., State College, PA.	<input type="checkbox"/>
3. <i>The Inclusivity Assessment Tool – User Manual</i> . Inclusive Recreation Resource Center, SUNY Cortland. Latest Edition, provided through the Inclusion U training.	<input type="checkbox"/>

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Schneider and Kivel. <i>Diversity and Inclusion in the Recreation Profession: Organizational Perspectives</i> . 2016. Venture Publishing, Inc., State College, PA.
2. Mobily, K., & Ostiguy, L. <i>Introduction to Therapeutic Recreation: US and Canadian Perspectives</i> . 2004. Venture Publishing, Inc., State College, PA.
3. Robertson, T. and Long, T. (Eds.) <i>Foundations of Therapeutic Recreation</i> . 8 th ed., 2007. Human Kinetics.
4. Anderson, L., & Heyne, L. <i>Therapeutic Recreation Practice: A Strengths Approach</i> . 2012. Venture Publishing, Inc., State College, PA.

IX. Other Learning Resources

Audiovisual:

- YouTube Videos and TC3 Library Videos on Demand Collection
- Movie: *Including Samuel* (documentary)

Electronic:

- Inclusion U Training and application is directed through the New York State Inclusive Recreation Resource Center's Recreation Database and on-line training program
- Journal of Outdoor Recreation, Education, and Leadership

Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.