



Course Prefix/Number/Title: RLS 88 Accessibility and Public Policy in Leisure Services

Number of Credits: 3

Course Description: This Course will introduce students to the concepts of programmatic and physical accessibility in parks, recreation and leisure services. This course will discuss the American with Disabilities Act (ADA), The Rehabilitation Act of 1973 Section 504 and other laws that apply to parks, recreation and leisure services. This course will explore the history and value of accessibility for individuals with disabilities, and the responsibilities of the agency providing services.

Pre-/Co-requisites: RLS 290 Introduction to Inclusive Recreation

Course Objectives : It is expected that students will be able to:

- Critically analyze programmatic and physical accessibility for individuals with disabilities.
- Analyze laws that apply to persons with disabilities in parks, recreation and leisure services.
- Describe available resources that can assist with disability related questions.
- Describe the history and value of accessibility for individuals with disabilities, and the responsibilities of the agency providing services.
- Assess environmental, and financial factors that influence organizational based bias toward person with disabilities and community based policy development, planning, funding, delivery, and utilization of leisure services by persons with disabilities in local, regional, and global contexts.
- Analyze the skills necessary to develop accessible programs and physical accessible facilities.
- Describe the history and value of accessibility for individuals with disabilities, and the responsibilities of the agency providing services.
- Describe and evaluate the laws that apply to parks, recreation and leisure services. Define the Resource agencies available to assist with accessibility questions, and Department of Justice Complaints.

Instructor: Jim Holben LMSW, CTRS, CPRP

Office: Instructor will check course mail daily. Can be reach through course e-mail or through Dakota College e-mail

Office Hours: The course is checked daily throughout the semester and will answer questions at that time.

Phone: 701-269-8845

Email: Jim.Holben@dakotacollege.edu

Lecture/Lab Schedule: On-Line follows course calendar and weekly schedule posted in the course calendar

Textbook(s):

DVD- Access is Good Business- Utah State University & Rocky Mountain ADA Center

Pocket Guide- Service Animals- Provided by the Rocky Mountain ADA Center Operated By Meeting the Challenge (ADA National Network)

ADA Quiz Book 4th Edition; Edited by Sandy Lahmann, Rob Gilkerson and Jane Burke
Copyright 2012 by Meeting the Challenge

Disability Law Handbook Author Jacquie Brennan Published by DBTAC Southwest ADA Center Copyright 2009

2010 ADA Standards for Accessible Design Department of Justice Printed 2011

Outdoor Developed Areas: a Summary of Accessibility Standards for Federal Developed Areas And ABA Standards For Outdoor Developed Areas. <http://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas/a-summary-of-accessibility-standards-for-federal-outdoor-developed-areas/conditions-for-exceptions>

Inclusion U Online From the Inclusive Recreation Resource Center (IRRC) SUNY Cortland, NY. \$49.95 will need to go to this web address to access course: <https://www.inclusiverec.org/>

Website Resources for Course:

<https://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas/final-guidelines-for-outdoor-developed-areas/text-of-the-guidelines>

<https://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas/final-guidelines-for-outdoor-developed-areas>

<https://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas>

<https://www.access-board.gov/guidelines-and-standards/recreation-facilities>

<https://www.access-board.gov/guidelines-and-standards>

<https://adata.org/ada-publications>

<https://adata.org/region-8-rocky-mountain-ada-center>

<https://adata.org/find-your-region>

<http://www.fs.fed.us/recreation/programs/accessibility/pubs/pdfpubs/pdf12232806/pdf12232806Pdpi300.pdf>

https://www.ada.gov/2010ADAstandards_index.htm

<https://www.ada.gov/ta-pubs-pg2.htm>

https://www.ada.gov/enforce_current.htm

<http://www.ncaonline.org/education/index.shtml>

<http://www.swmodatr.com/>

<http://www.peninsulailc.org/programs/trails/>

<http://www.accessibilityonline.org/ao/archives/>

Course Requirements:

Students must read assigned chapters from the textbook and other resources, complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. Students must have access to a computer with specific versions of Internet Explorer, Microsoft Edge, Google Chrome, or Fire Fox. To see which versions are compatible, please refer to our pages.

Tentative Course Outline:

This course follows the traditional on-campus semester timeline. It begins the first day of the semester and concludes at the end of the semester. Students are expected to complete the course in that timeframe. Should an emergency occur, students need to contact the instructor. If a student elects to discontinue the course at any time, s/he must complete the online drop/withdraw form found on Dakota College Online Campus homepage.

Students must read assigned chapters from the textbook and other course material and resources, complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. There will be one leisure paper, one article review paper and one reaction paper. There will be a total of 3 tests that include a midterm exam and a comprehensive final, as well as 10 quizzes, 10 forum questions, 1 semester project outdoor developed areas assignment/ADA Assignment/Introduction to IRRC (Inclusion Recreation Resource Center) Inclusivity Assessment.

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

General Education Competency: Competency/Goal 4: Communicates effectively

CTE Competency: Employs industry specific skills in preparation for work place readiness.

Relationship to Campus Focus : The Accessibility and Public Policy in parks, recreation and leisure services course provides an introduction to physical accessibility and public policy in leisure services for individuals providing services in the field of Recreation, Parks Management, and Commercial Recreation

Classroom Policies:

- Regular participation in the class is expected.
- Every assignment is done online or in your community and then sent to the Instructor through an assignment drop box located within the course. Quizzes/Tests are completed online. Students are NOT expected to come to the campus at any time.
- All quizzes and exams can be taken on any computer with Internet access.
- Quizzes and exams can be taken at home, in a library, and/or some other setting that has a suitable testing environment.
- Students need to select a testing environment conducive for testing such as a distraction-free area at home, a computer lab at a library, etc.
- Exams may be taken during set dates and times. The dates and time period are posted on the course calendar.
- Each quiz/test will be available for a 3-5 day period on a date set by the instructor. Students can take a quiz/test at any time during the 3-5 day period.
- Quizzes and test are given for a limited time only.
- Each quiz/test will be available for a limited period of time (15-90 minutes) depending upon the number of questions.
- Expectations: There are ten quizzes, and three test that are given during the course of the semester. The type of questions on the quizzes and tests are multiple choice, true/false, fill in the blank, short essay, essay and matching. The final is comprehensive.
- Tests are comprised primarily of multiple choice, true/false, fill in the blank and matching. Quizzes have approximately 5 questions each and tests have around 25 questions each. A comprehensive final of 100 points is given at the end of the course.
- Students must read the assigned lecture note and review other resources identified in the course complete assignments that reinforce learning and demonstrate by exam knowledge of the topics covered.
- Your final grade is determined by dividing total points earned by total points possible. There are a total of 500 points possible for this course.
- 1 semester project outdoor developed areas assignment/ADA Assignment (125 Points)
- 10 Forum Questions (5 points each for a total of 50 points)
- 3 Tests for a total of 200 points)

Test 1 (DVD)- Access is Good Business, Pocket Guide- Service Animals, ADA Quiz Book 4th Edition, Disability Law Handbook,

Test 2/MidTerm Combo 4 pack 2010 Standard and Regulations, Outdoor Developed Areas: a Summary of Accessibility Standards for Federal Developed Areas And ABA Standards For Outdoor Developed Areas.

Test 3/ Comprehensive Final - Inclusion U Online From the Inclusive Recreation Resource Center

- 10 Quizzes (5 points each for a total of 50 points)
- Leisure Paper 25 Points
- Article Review 25 Points
- Reaction Paper 25 Points

Test 1	50 Points
Midterm Exam	50 Points
Final Exam	100 Points
Leisure Paper	25 Points
Article Review	25 Points
Reaction Paper	25 Points
Quizzes 1-10	50 Points (5 points each)
Forum Questions	50 Points (5 points each)
Semester Project	125 Points

500 Points Total

Grades will be calculated using the following criteria:

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 59 and below

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	<ul style="list-style-type: none">• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none">• Determine if the use of generative AI could enhance student learning in any assignment or project.• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.• If allowable, give specific parameters for how and when generative AI may be used.• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.