



## Recreation Programming for Diverse Populations – RECR 200

### Recreation Management Diploma Program

### Course Outline

COURSE IMPLEMENTATION DATE: Pre 1998  
OUTLINE EFFECTIVE DATE: September 2019  
COURSE OUTLINE REVIEW DATE: April 2024

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#### GENERAL COURSE DESCRIPTION:

This course explores the history and background of programming for diverse populations. Students examine the ways in which recreation and physical activity are structured in diverse groups (i.e., those with physical and mental disabilities) and learn to recognize and plan for the needs of these groups and individuals.

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**Program Information:** This is a required course for the Recreation Management Diploma Program.

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**Delivery:** This course may be delivered in both face-to-face and online formats.

**COTR Credits:** 3

**Hours for this course:** 45 hours

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
<b>Total</b>	45

#### Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
<b>Total</b>	

**Course Outline Author or Contact:**

Steve Kamps, BPE, MKin

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Signature

**APPROVAL SIGNATURES:**

Department Head  
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Department Head Signature

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EDCO

Valid from: September 2019 – April 2024

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Education Council Approval Date

**COURSE PREREQUISITES AND TRANSFER CREDIT:**

**Prerequisites:** A minimum grade of C- (55%) in RECR 150.

**Corequisites:** None

**Flexible Assessment (FA):**

Credit can be awarded for this course through FA  Yes  No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

**Transfer Credit:** For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

**Prior Course Number:** HKIN 207 ⇔⇔KNES 207 ⇔⇔TRMP 200 ⇔⇔ RECR 200

**Date changed:** September 2018

## **Textbooks and Required Resources:**

Textbook selection varies by instructor and may change from year to year due to the constant evolution of current issues relevant to course learning outcomes.

*Please see the instructor's syllabus or check COTR's online text calculator <http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.*

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## **LEARNING OUTCOMES:**

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

- demonstrate an appreciation of the disabled person's need for active physical, social and emotional involvement;
  - describe the recreation integration process and the implementation of such a process;
  - identify the intrinsic, environmental and communication barriers that affect participation of persons with disabilities;
  - develop recreation and physical activity programs which are applicable to the various disabling conditions and diverse populations studied;
  - understand various disabling conditions and what mental, physical and social challenges are encountered by persons with these conditions;
  - demonstrate an appreciation of special and diverse populations through simulated experiences; and
  - identify barriers to participation experienced by people with disabilities and other diverse populations.
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## **COURSE TOPICS:**

- Introduction and Overview
- Brief Historical Perspective of Disabled Persons
- Underlining Concepts and Attitudes
- Legislation Affecting Disabled Persons
- Various Disabilities and Special/Diverse Populations
- Barriers to Participation
- Recreation/Physical Activity Program Integration/Inclusion
- Design of Accessible and Usable Recreation/Physical Activity Environments

*See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.*

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## EVALUATION AND ASSESSMENT (Face-to-Face and Online):

Assignments	% Of Total Grade
Assignments	30%
Scenarios/ Case Studies	20%
Presentations	20%
Experiential simulations	30%
Total	100%

*Please see the instructor's syllabus for specific classroom policies related to this course, such as breakdown of evaluation, penalties for late assignments and the use of electronic aids.*

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### EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

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### COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	59-55	54-50	< 50

Certificate and diploma students are required to maintain a minimum course grade of C- (55%) in all program courses.

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### ACADEMIC POLICIES:

See [www.cotr.bc.ca/policies](http://www.cotr.bc.ca/policies) for general college policies related to course activities, including grade appeals, cheating and plagiarism.

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### COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.