Department of Health & Human Physiology Curricular Proposals

Proposal I: New Bachelor of Science Degree in Sport and Recreation Management

Proposal II: Rename Bachelor of Science Degree in Leisure Studies to Therapeutic Recreation

October 2013

Introduction

The purpose of this document is to propose two changes associated with the Leisure Studies Program in CLAS. The first request is to create a new Sport and Recreation Management Bachelor of Science (B.S.) Degree in the College of Liberal Arts & Sciences (CLAS) at The University of Iowa. This degree will be generated from an existing high-enrollment track (Recreation and Sport Business) within the Leisure Studies B.S. and will entail only limited changes to an existing curriculum. The second request is to rename the B.S. degree in Leisure Studies to Therapeutic Recreation and rename one of the tracks in this major. A schematic of the current major and proposed changes is included in Appendix I.

The Leisure Studies (LS) Program is located in the Department of Health & Human Physiology (HHP). LS currently consists of three undergraduate tracks: (1) Recreation and Sports Business (RSB), (2) Therapeutic Recreation (TR), and (3) Child Life (CL). The RSB track currently has ~380 majors, while the TR and CL tracks have approximately 100 majors combined. The LS graduate program (M.A. degree only) has an enrollment of 23 students, and the current proposal will not affect the graduate curriculum.

I. NEW SPORT AND RECREATION MANAGEMENT BACHELOR OF SCIENCE (B.S.) DEGREE

LS merged into the new HHP department in Spring 2010. Prior to this date, LS had been located in the Division of Interdepartmental Studies. The RSB track was approved in Spring 2010 and first offered to CLAS students in Fall 2011. Students in this track select a recreation business or sport business sub-track. Approximately 80 percent of the RSB majors are in the sport business sub-track. The recreation business sub-track was designed to meet competencies set by the National Recreation Park Association (NRPA). The sport business sub-track was designed to meet the competencies set by the North American Society for Sport Management (NASSM). The recreation business and sport business curricula prepare students for careers in high school and college sports, professional sports, amateur sports organizations, community recreation, private clubs, commercialized establishments, and military sport and recreation programs.
There are two sports-associated degree programs at the University of Iowa. The Sport Studies (SS) B.A. degree is located within the Department of American Studies. The Sport Studies degree is designed for students with a primary interest in the study of sport at sociological and cultural levels. The RSB track in the Leisure Studies B.S. degree is aimed at students interested in the business aspects of sport and recreation.

Professional preparation programs in the business sector of sport are commonly titled as sport management or sport administration. The distinction between these two areas was that administrators worked primarily in the public sector and managers in the private sector. In recent years, the line between administration and management has blurred, making it counterproductive to differentiate these two titles. Sport management has now become the more widely recognized title. NASSM identifies colleges and universities that offer sport management degrees. This identification is an important search tool for prospective students interested in sport management degrees. The degree title Sport and Recreation Management is much more aligned to NASSM identification than Leisure Studies. Additionally, the term Leisure Studies, popular in the late 1970s and 1980s, has become less popular in recreation management academic preparation programs. Most national preparation programs in recreation management have dropped ‘leisure’ from their title. Students interested in sport management and recreation management often find it confusing and challenging to obtain information about RSB since it is located as a track in a major entitled ‘Leisure Studies’ that is housed in a department (HHP) that is primarily health-based in focused. Thus, the proposed B.S. degree in Sport and Recreation Management will alleviate this confusion for students, parents, advisors and the general academic community.

Key points describing the new B.S. degree are provided below:

1. The administrative home for the B.S. degree is in the Department of Health and Human Physiology (HHP).
2. The B.S. degree requires 24 s.h. of foundation courses and 15 s.h. of emphasis courses in one of the following areas: entrepreneurship, business studies, coaching and sport instruction, sport and diversity, event management, or student-designated. Students in the B.S. degree will also have the option of completing field experiences for credit and participating in diverse service experiences.
3. The popularity of a new B.S. degree will be substantial. The RSB track was newly formed within the Leisure Studies Program in Fall 2011 and quickly grew to 200 majors in Fall 2012. There are currently 383 majors enrolled in the RSB track (Fall 2013). We expect the demand for this curriculum to continue to increase, and anticipate that the number of undergraduate majors in RSB will reach 450 by Spring 2014.
4. The faculty overseeing the Sport and Recreation Management B.S. will consist of two professors, three lecturers, and nine adjunct instructors. There is also a half-time advisor staff position and several administrative support staff members within HHP.

Description of the B.S.

The B.S. in Sport and Recreation Management will consist of 24 foundation s.h., and 15 s.h. in a selected emphasis area. There will be a total of 39 s.h. required in the major. The curriculum is designed to meet NASSM and NRPA competencies. These standards are based on an understanding of business principles such as finance, sales, marketing and promotion, risk management, and administration. The core courses will focus on the contemporary nature of recreation and sport enterprises. This focus will also serve as a means to introduce prospective students in CLAS to a degree in Sport and Recreation Management. The foundation courses will comprise a range of upper-level courses that develop a breadth of understanding and skills to meet job competencies in sport and recreation management areas.

Curriculum

The B.S. Curriculum is attached.

Overview of the Curriculum

The proposed B.S. entails a minimum of 120 s.h., including 39 s.h. of required coursework (24 foundation s.h and 15 emphasis area s.h.).

1. Core courses provide an overview of sport and recreation enterprises.
2. Foundation courses focus on the standards set by the NASSM and NRPA.
3. Emphasis area courses enable students to develop a specific area of concentration.

Rationale

We believe that the proposed B.S. appeals to a broad range of students in the College of Liberal Arts & Sciences because it provides a well-defined and integrated curriculum in the high-interest area of sport and recreation. The proposed degree title of Sport and Recreation Management is closely aligned with national programs, and the new title helps eliminate confusion for students interested in this degree. Iowa State University (ISU) and the University of Northern (UNI) Iowa do not offer degrees in sport management. In addition, ISU does not offer a degree in recreation management, and UNI focuses on a degree in youth recreation. Importantly, the degree can be completed on a Four-Year Graduation Plan.
B.S. With Honors

A B.S. degree with honors will be offered. Students must meet the criteria for honors set by the CLAS.

Courses

The B.S. will make use of existing courses; there will be no need for additional offerings based on current enrollments. Core and foundation courses are taught with two sections each in Fall and Spring sessions. Enrollments are capped in these courses at 35 to 40 students. These caps are based on the nature of the management-driven courses in the curriculum, where student-instructor discussion and group interactions are critical. A substantial increase in enrollment may require consideration of a cap on number of majors if additional resources are not available.

Advising

Freshmen will be advised by the Academic Advisement Center until students have earned 24 s.h.. Students who have attain between 25 s.h. and 89 s.h. will be advised by the program’s half-time advisor. Professors and lecturers have an advisement load of about 50 students, which is excessively high. We are requesting that the half-time advisor be moved to full-time.

Number of students

The current number of undergraduate students is approximately 380. We are projecting 450 to 500 students in the new B.S. degree within one year of its inception.

Resources

Existing resources are in place to offer this B.S. degree at the current level of 383 students in the RSB track. A projected increase to 450 to 500 majors would likely require a change of the half-time staff advisor to full-time, and the addition of another tenure-track faculty line.

Time-to-Degree

The B.S. degree will allow students to participate in the Four-Year Graduation Plan. Ideally, General Education and core courses are taken in the first two years, and courses in foundation and emphasis areas are then completed in the final two years. There are no pre-requisites in the foundation courses that will impede student progress through the major.

Student Outcomes

The B.S. in Sport and Recreation Management will prepare students for a variety of entry-level careers in high school and college sports, professional sports, community recreation, military recreation and sport, amateur sport organizations, private clubs, and commercialized sport and recreation areas.
II. RENAME THE B.S. DEGREE IN ‘LEISURE STUDIES’ TO ‘THERAPEUTIC RECREATION’

In conjunction with the proposal to form a separate B.S. degree in Sport and Recreation Management, it is requested that the name of the Leisure Studies degree be changed to ‘Therapeutic Recreation’ (TR). As noted in the previous section of this document, LS currently consists of three undergraduate tracks: (1) Recreation and Sports Business (RSB), (2) Therapeutic Recreation (TR), and (3) Child Life (CL). Within the proposed plan, the SRM track will be transformed to a stand-alone B.S. degree. The existing TR track will be renamed to ‘Inclusive Recreation,’ while the Child Life track will remain unchanged in name and focus.

Both the TR and CL tracks have well-established curricula that prepare students to successfully pass national certification exams in their focus areas (see Appendix III). The passing rate in TR is 90% (compared to a national average of 68%), while 100% of the CL graduates have passed their certification exams over the past three years. TR and CL graduates have also been extremely successful in job placement over the past several years.

While the areas represented in the renamed academic unit are well-defined and have established a history of favorable outcomes (certification, jobs, admission to graduate programs), it is an appropriate time to make some relatively minor modifications that will result in a more streamlined and efficient curriculum within the two remaining tracks. One primary change will be to provide internship opportunities in all semesters (fall, spring and summer) to help students complete their requirements for graduation as soon as possible (the internship is currently available only in spring and summer terms).

In addition, the existing TR track will be renamed to ‘Inclusive Recreation’ because of changes in the field of TR specifically and changes in health care and disability rights in general over the last several decades. The field of TR began as a clinical practice field at its inception, working primarily in mental health. In the middle part of the 20th century, the field expanded into some new areas, such as physical medicine and rehabilitation, pediatrics, eating disorders, etc. However, with health care reform and on-going cost-containment programs, some of the areas in which TR has practiced are yielding fewer job opportunities. TR remains strong in mental health and Skilled Nursing Facilities (nursing homes and assisted living), but with shorter hospital stays and de-institutionalization, there has been a gradual shift to community-based TR practice, recognizing that most people TR could serve reside in the community.

Second, passage of the Americans with Disabilities Act and the Individuals with Disabilities Education Act underscores that disabled persons have a right to the same educational, public and private services as any other citizen in a Democratic society. Both laws emphasize that the default preference for the disabled person is usual and customary services and programs in accessible facilities. As a result, we have seen the rise in community-based TR programs with
the purpose of adapting and accommodating all services to meet the demands of the disabled population in the community. The general term for this movement, both social and legal, is inclusion. Examples of exemplar programs include: the Adapted Recreation and Sport Program in the City of Fort Collins; the Special Populations Involvement Programs in Iowa City and Cedar Rapids; comparable programs in Des Moines, Dubuque, Davenport and other Iowa communities; and finally the model programs in the Chicago area (called Special Recreation Areas). We expect the area of inclusive recreation will continue to grow in the future as TR gradually migrates from a primarily clinical-based practice to a more community-driven practice. Noteworthy is the fact that many of our students have secured employment with the programs in the Chicago area and established a strong Iowa network for inclusive recreation in that region.

Because the degree title and course content will continue as TR, students will retain their ability to compete for both clinical and community-based jobs and be eligible for the national professional credentialing examination (certification). We have experienced great success in both certification (90% pass compared to the national average of 68%) and job placement (2/3rds have jobs within six months of graduation, and many go on to graduate school). Changing the emphasis area to inclusive recreation that will add value to the student’s degree, making them more competitive in the dynamic field of TR.

Faculty overseeing the Therapeutic Recreation B.S. will consist of three professors, two lecturers, and two adjunct instructors. There are several support staff members within HHP that assist with the administration of this major.
APPENDIX I: Schematic of Proposed Changes

Current

Major
Leisure Studies B.S.

Tracks
Recreation & Sport Business
Therapeutic Recreation
Child Life

Proposed

Majors
Sport & Recreation Management B.S.
Therapeutic Recreation B.S.

Tracks
Inclusive Recreation
Child Life
APPENDIX II: PROPOSED SPORT AND RECREATION MANAGEMENT CURRICULUM

SPORT AND RECREATION MANAGEMENT: FOUNDATION

One of these:

169:060 (LEIS:1060)  Contemporary Issues in Sport*  3 s.h.
169:065 (LEIS:2065)  The Experience Economy  3 s.h.

All of these:

169:151 (LEIS:3151)  Liability in Recreation and Sport (Req: 30 hrs)  3 s.h.
169:152 (LEIS:3152)  Sport and Recreation Facility Management*  (Req: 30 hrs)  3 s.h.
169:153 (LEIS:3153)  Sport Business Practices (Req: 30 hrs)  3 s.h.
169:156 (LEIS:3156)  Design Sport and Recreation Facilities*  (Req: 30 hrs)  3 s.h.

One of these:

169:157 (LEIS:3157)  Managerial Operations in Sport  3 s.h.
169:150 (LEIS:3150)  Recreation Administration  3 s.h.

Both of these:

169:158 (LEIS:3158)  Recreation and Sport Promotion (Req: 30 hrs)  3 s.h.
169:172 (LEIS:3172)  Finance in Sport & Recreation**  3 s.h.
(Prereq: 169:150 or 169:157; Req: leisure studies major)

Total Foundation Hours  24 s.h.

Optional (7-10 SH)

169:190 (LEIS:4190)  Pre-internship  1 s.h.
169:196 (LEIS:4196)  Internship  6-9 s.h.
(Req: Completion of all recreation sport business core courses, foundation courses, and elective concentration courses)
SPORT AND RECREATION MANAGEMENT: CONCENTRATION AREAS

Students must complete 15 semester hours in one of seven concentration areas.

**Business Studies**

At least 15 s.h. from these:

- 06A:001 (ACCT:2100) Introduction to Financial Accounting (Req: 30 hrs) 3 s.h.
- 06A:002 (ACCT:2200) Managerial Accounting 3 s.h.
  
  [Prereqs: 06A:001 (ACTG:2100), 06E:001 (ECON:1100), and 22M:017 (MATH:1380)]
- 06E:001 (ECON:1100) Principles of Microeconomics 4 s.h.
- 06E:002 (ECON:1200) Principles of Macroeconomics 4 s.h.
- 06E:165 (ECON:3390) Sports Economics 3 s.h.
  
  [Prereqs: 06E:001 (ECON:1100) and 06E:002 (ECON:1200)]
- 06F:100 (FIN:3000) Introductory Financial Management 3 s.h.
  
  [Prereqs: 06A:002 (ACTG:2200), 06E:001 (ECON:1100), and 06E:002 (ECON:1200)] (Req: 60 s.h.)
- 06J:047 (MGMT:2000) Introduction to Law (Req: 30 hrs) 3 s.h.
- 06J:048 (MGMT:2100) Introduction to Management (Req: 30 hrs) 3 s.h.
- 08N:113 (CNW:3640) Writing for Business and Industry 3 s.h.

**Entrepreneurship**

At least 15 s.h. from these:

- 06E:165 (ECON:3390) Sports Economics 3 s.h.
  
  [Prereqs: 06E:001 (ECON:1100) and 06E:002 (ECON:1200)]
- 06T:050 (ENTR:1000) Foundations in Entrepreneurship 2 s.h.
- 06T:120 (ENTR:2000) Entrepreneurship and Innovation 3 s.h.
  
  [Coreq: 06T:050 (ENTR:1000)]
- 06T:133 (ENTR:3100) Entrepreneurship Finance 3 s.h.
  
  [Prereqs: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100)]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>06T:134 (ENTR:3200)</td>
<td>Entrepreneurship Marketing</td>
<td>3 s.h.</td>
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<tr>
<td>06T:144 (ENTR:3595)</td>
<td>Nonprofit Organization Effectiveness I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:145 (ENTR:3300)</td>
<td>Legal Aspects of Entrepreneurship</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:146 (ENTR:3400)</td>
<td>Strategic Management of Technology and Innovation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:147 (ENTR:3500)</td>
<td>Social Entrepreneurship</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:148 (ENTR:3600)</td>
<td>E-Commerce Strategies for Entrepreneurs</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:150 (ENTR:4400)</td>
<td>Managing the Growth Business</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:151 (ENTR:4450)</td>
<td>Professional Sport Management</td>
<td>3 s.h.</td>
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</tbody>
</table>

### Event Management

**Courses required for concentration area:**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>169:154 (LEIS:3154)</td>
<td>Foundations of Event Management</td>
<td>3 s.h.</td>
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<tr>
<td>169:147 (LEIS:3147)</td>
<td>Sport Event Management</td>
<td>3 s.h.</td>
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(Recommendation: 169:154 (LEIS:3154))

At least 10 s.h. from these:

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>169:061 (LEIS:1061)</td>
<td>Recreation Leadership and Programming</td>
<td>3 s.h.</td>
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<tr>
<td>06T:050 (ENTR:1000)</td>
<td>Foundations in Entrepreneurship</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:120 (ENTR:2000)</td>
<td>Entrepreneur and Innovation</td>
<td>3 s.h.</td>
</tr>
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</table>

[Coreq: 06T:050 (ENTR:1000)]
<table>
<thead>
<tr>
<th>Course Code (Department:Year)</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>06T:147 (ENTR:3500)</td>
<td>Social Entrepreneurship</td>
<td>3 s.h.</td>
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<tr>
<td></td>
<td>[Prereqs: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100)]</td>
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</tr>
<tr>
<td>06T:148 (ENTR:3600)</td>
<td>E-Commerce Strategies for Entrepreneurs</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>[Prereqs: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100)]</td>
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</tr>
<tr>
<td>06T:151 (ENTR:4450)</td>
<td>Professional Sport Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>[Prereqs: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100)]</td>
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<tr>
<td>019:050 (JMC:1500)</td>
<td>Social Media Today</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06B:140 (BUS:3800)</td>
<td>Business Writing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>169:197 (LEIS:4197)</td>
<td>Recreation and Sport Business Practicum</td>
<td>1-3 s.h.</td>
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<td>[Prereqs: 07P:025 (PSQF:1020), 031:001 (PSY:1001), 034:001 (SOC:1010), and 169:060 (LEIS:1060)]</td>
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**Coaching and Sport Instruction***

At least 15 s.h. from these:

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<th>Course Title</th>
<th>Hours</th>
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<tr>
<td>027:039 (HHP:2200)</td>
<td>Physical Activity and Health</td>
<td>3 s.h.</td>
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<tr>
<td>027:044 (HHP:2130)</td>
<td>Human Development through the Lifespan</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:053 (HHP:1100)</td>
<td>Human Anatomy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:056 (ATEP:1000)</td>
<td>First Aid &amp; CPR</td>
<td>2 s.h.</td>
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<tr>
<td>027:057 (ATEP:2030)</td>
<td>Basic Athletic Training</td>
<td>3 s.h.</td>
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<tr>
<td>027:117 (HHP:3300)</td>
<td>Human Growth and Motor Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>(Recommendation: prior course in anatomy, human physiology, or biology)</td>
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<tr>
<td>027:127 (HHP:3020)</td>
<td>Nutrition in Health and Performance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:140 (HHP:3400)</td>
<td>Fundamentals of Exercise Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>[Prereqs: 027:050 (HHP:1300) or 027:130 (HHP:3500)]</td>
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<tr>
<td></td>
<td>(Recommendation: at least one prior human physiology course)</td>
<td></td>
</tr>
<tr>
<td>169:149 (LEIS:3149)</td>
<td>Coaching Interscholastic Athletics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07E:131 (EDTL:3131)</td>
<td>Movement Education</td>
<td>2 s.h.</td>
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<tr>
<td></td>
<td>[07E:127 (EDTL:3127)]</td>
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<tr>
<td>034:162 (SOC:4860)</td>
<td>Work and Family Institutions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>[Prereq: 034:001 (SOC:1010) or 034:002 (SOC:1020)]</td>
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</tr>
<tr>
<td>07E:114 (EDTL:3114)</td>
<td>Parent-Child Relationships</td>
<td>3 s.h.</td>
</tr>
</tbody>
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*Courses marked with an asterisk (*) have specific prerequisites. Please consult the university catalog for detailed information.*
**Sport and Diversity**

**At least 15 s.h. from these:**

- 169:070 (LEIS:1070) Perspectives on Leisure and Play 3 s.h.
- 169:072 (LEIS:1072) Leisure and the Liberal Arts 3 s.h.
- 169:040 (LEIS:1040) The Good Society 3 s.h.
- 027:076 (HHP:2500) Psychological Aspects of Sport and Physical Activity 3 s.h.
- 028:074 (SPST:1074) Inequality in American Sport 3 s.h.
- 129:060 (AFAM:1030) Introduction to African American Society 3 s.h.
- 129:097 (AFAM:2610) Race, Sport and Globalization 3 s.h.
- 129:122 (AFAM:3925) African Americans and the Media 3 s.h.
- 129:124 (AFAM:3000) Black Culture and Experience 3 s.h.
- 010:131 (RHET:2310) Classic Rhetoric and Greek Culture 3 s.h.
  
  (Req: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work)

- 016:040 (HIST:1040) Perspectives: Diversity in American History 3 s.h.
- 019:091 (JMC:1200) Media History and Culture 3 s.h.
- 019:095 (JMC:1300) Media and Consumers 3 s.h.
- 032:060 (RELS:2700) Sacred World of Native Americans 3 s.h.
- 034:162 (SOC:4860) Work and Family Institutions 3 s.h.
  
  [Prereqs: 034:001 (SOC:1010) or 034:002 (SOC:1020)]

- 035:070 (SPAN:2700) Introduction to Latin American Studies 3 s.h.
- 036:074 (COMM:1174) Media and Society 3 s.h.
- 113:014 (ANTH:1401) Language, Culture, and Communication 3 s.h.
- 113:051 (ANTH:1110) Diversity in Action in American Society 3 s.h.
- 20E:075 (CLSA:1875) Ancient Sports and Leisure 3 s.h.

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**Student-Designated**

Student-designated emphasis areas may be declared in consultation with academic advisor by submitting a two page proposal to the Recreation and Sport Business committee. The proposal provides a description and rationale for the student-designated emphasis area.

Total Required Hours 39 s.h.

*New course title: Sport added into course title
**New course
*** Includes all courses needed for state coaching certificate
APPENDIX III: Therapeutic Recreation Curriculum

Therapeutic Recreation BS (with tracks in Inclusive Recreation and Child Life)

**Pre-requisites**
- Intro Psychology
- Intro Sociology
- Human Anatomy
- Perspectives on Leisure and Play

**Common Core/Foundation**
- Recreation Leadership
- Intro TR
- Intro to CL
- Assessment and Evaluation
- TR: Clientele

**Inclusive Recreation Track**
- Growth and Development*
- Inclusive Rec. (new course)
- Concepts and Issues
- TR: Rehabilitation
- Abnormal Psych.

**Child Life Track**
- Growth and Development*
- CL Materials and methods
- CL Seminar
- CL Practicum
- New course in CL

**9 SH Support courses**

**TR Internship**

**Child Life Internship**

* The Growth and Development courses are not part of the common core because each sub-track requires a slightly different type of course content.