

## THERAPEUTIC RECREATION ADVISING GUIDE

The purpose of undergraduate education is general or liberal education. You are also preparing for a professional career in recreation and leisure services with a concentration in therapeutic recreation. While more specialized, professional preparation should complement principles of a liberal education. The Recreation Program curriculum is designed to provide professional preparation based on principles of liberal education while enabling you to develop both broadly-based and concentrated career interests. It is a fine arrangement between general education and gaining the specialized skills you will need. Keep in mind, however, that undergraduate education is intended to serve as a foundation for life-long learning. Learning does not stop when you complete your undergraduate education. More intensive and specialized training will occur throughout your life in such forms as graduate school and continuing professional education.

The main objective is to help you to become a life-long learner, responsive to an always changing world. Seek a program of study that provides you with the basic knowledge and skills required for entry-level professional positions and, at the same time, one that is flexible enough to allow you to grow in your career.

I will help as much as I reasonably can, and this guide is one aid. In the end, though, you must make the decisions about what you would like to become and what you want to do. While I can offer guidance and support, only you can make decisions between sometimes equally attractive alternatives. Therefore, expect me to hold you responsible for making the decisions regarding your education and career. I will assist by advising you of policies, by helping to keep you informed of professional developments, such as certification requirements, by sharing my professional judgments, and by being a receptive "ear" to your interests and concerns. Working together, advising can be rewarding and constructive. Take advantage of the opportunity and visit with me regularly.

The courses you decide to take depend on a number of factors. If you are fairly confident that you want to concentrate in one or two areas, then take course related to either one or both. Many professionals, however, make changes during their careers. It may be difficult to predict where you'll work one day; positions may not be readily available in your area of interest upon graduation. Other considerations such as family and geographic area may also come into play. In light of these and other factors, I recommend that you design a flexible program. Get a solid foundation in human growth and development. Learn as much as you can about different populations served by therapeutic recreation. Also gain programming knowledge and skills, some of which can be best achieved through independent study. Leadership, human relations, and knowledge of treatment and educational approaches and techniques are also important. Furthermore, management

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skills, in particular the abilities to think and to communicate, are imperative. Finally, do as much career related work, paid or unpaid, as you can. Employers are looking for educated graduates with experience.

I have listed courses taken from the most current catalogue related to your support area. Generally you can rely on the courses listed here. Not all of these classes may be offered, so be sure to check your schedule of classes. *Also, be alert for courses not listed in this guide.* Sometimes courses do not express their content in title alone. Therefore, I am open to a variety of possibilities, including independent study proposals. Obtain a copy of the course syllabus so we can discuss its relevance to your course of study. Be aware, too, that some courses require prerequisites. It is wise, then, to take introductory courses related to biology, psychology, sociology, etc., as part of your GURs. You can then avoid taking them as prerequisites when you're ready to move on to more advanced coursework, saving you time, energy, and possibly money. Also note that some courses are only offered once a year or every other year.

Planning is the key to academic preparation. Be sure to meet with me for a thorough planning before the end of Phase I and regularly thereafter.

Also, be sure to keep in mind National Council on Therapeutic Recreation Certification (NCTRC) requirements as you select courses. If you wish to be eligible for certification, you are responsible for meeting NCTRC requirements. I have enclosed certification information for you. Read it and be familiar with it. Be certain to see me if you have questions. You can also access NCTRC's website at [www.NCTRC.org](http://www.NCTRC.org). Also, you can access pertinent publications at <http://www.nctrc.org/standardsandpublications.htm>. Click on "Information for New Applicants" and check under the standards for the "academic path."

## SUPPORT AREA POLICIES

Keep in mind the following program policies when planning your support area:

1. The support area is 25 upper division (300 level or above). Some lower division courses may be applied, but check with me first. Courses may be selected from one or more departments.
2. I must approve your support area in writing. I must sign your support area approval form before you can register for courses. Any changes in your support area must also be cleared with me in writing. I will not accept any courses that have not been pre-approved.
3. For transfer students and students entering the Recreation Program from another major, some courses you have taken previously may be approved for your support area. Check with me.
4. An approved minor or second major may substitute for the support area requirement. It is planned and evaluated through the department from which you wish to obtain a minor or second major. For example, students in the therapeutic recreation concentration are increasingly using psychology as a minor.
5. GUR courses may *not* be used to satisfy support area requirements.

6. Support area courses must be graded (A-F).
7. "D" and "F" grades are unacceptable.
8. I must approve Independent study credits used in your support area. For independent study courses, provide a brief written proposal describing what you want to do and why you want to do it, a timeline for completion, and proposed requirements.

## THERAPEUTIC RECREATION CERTIFICATION

The National Council for Therapeutic Recreation Certification (NCTRC) was established for the certification of therapeutic recreation professionals. Listed below are its most current certification standards. The following only highlights the key certification standards. More extensive information regarding these standards is also included as part of this guide. *PLEASE NOTE THAT YOU ARE RESPONSIBLE FOR MAKING CERTAIN THAT YOU QUALIFY FOR NCTRC CERTIFICATION!* I am happy to answer your questions and otherwise assist you. Information can be obtained at [www.nctrc.org](http://www.nctrc.org) and important documents viewed at <http://www.nctrc.org/standardsandpublications.htm>.

Certified Therapeutic Recreation Specialist (CTRS) Standards (Professional Academic Path):  
The eligibility requirements are a baccalaureate degree or higher from an accredited college or university with a major in therapeutic recreation or a major in recreation with an option in therapeutic recreation. The degree must be verified on an official transcript and must include the following:

### TR/Recreation Coursework

1. A minimum of 18 semester or 27 quarter hours of therapeutic recreation and general recreation content coursework with no less than a minimum of 12 semester or 18 quarter hours in therapeutic recreation content. A minimum of 4 courses in therapeutic recreation is required and each course must be a minimum of 3 credit hours; AND
2. Supportive courses to include a total of 18 semester hours or 27 quarter hours of support coursework with a minimum of: (i) 3 semester hours or 3 quarter hours coursework in the content area of anatomy and physiology; (ii) 3 semester hours or 3 quarter hours coursework in the content area of abnormal psychology; and (iii) 3 semester hours or 3 quarter hours coursework in the content area of human growth and development across the lifespan. The remaining semester hours or quarter hours of coursework must be fulfilled in the content area of 'human services' as defined by NCTRC; AND
3. A minimum 480-hour, twelve (12) consecutive week field placement experience in therapeutic recreation services that uses the therapeutic recreation process as defined by the current NCTRC Job Analysis under the supervision of an on-site field placement supervisor who is both NCTRC CTRS certified and meets the standards for field placement supervision. An acceptable field placement experience is one which is completed after the majority of required therapeutic

recreation and general recreation coursework is completed as verified on the official transcript and the required fieldwork verification form.

### **Therapeutic Recreation Coursework**

- RECR 274 Introduction to Therapeutic Recreation (4)
- RECR 376 Therapeutic Recreation Program Design (4)
- RECR 378 Human Relations: Concepts and Skills (4)
- RECR 380 Therapeutic Recreation Principles, Practices, and Techniques (5)
- RECR 421 Therapeutic Recreation Trends and Issues (3)

### **Recreation Coursework**

- RECR 201 Foundations of Recreation and Leisure (4)
- RECR 271 Community Recreation and Leisure Services (4)
- RECR 276 Program Leadership (3)
- RECR 372 Management of Recreation and Leisure Services (4)
- RECR 373 Recreation Programming (4)
- RECR 444 Recreation Budgeting and Finance (4)
- RECR 450 Recreation Program Evaluation (4)
- RECR 480 Leisure and Society (4)

### **Supportive Coursework**

Twenty-seven quarter credits of supportive coursework are required with at least 3 hours in the content of abnormal psychology, 3 hours in anatomy and physiology, and 3 hours in human growth and development. The remaining hours of the total may be completed in any area of the human services, including adaptive physical education, related biological/physical sciences, psychology, sociology, and special education. The concept of human services also includes areas of education, ethics, and other disciplines of study supportive to the practice of therapeutic recreation.

*Courses from your support area, minor, and GURs may be applied to the NCTRC supportive coursework requirement.*

### **Internship/Field Placement**

A minimum 480-hour, 12 consecutive week field placement/internship in therapeutic recreation that uses the therapeutic recreation process as defined by the current NCTRC Job Analysis Study under the supervision of an on-site supervisor who is NCTRC CTRS certified.

## **REQUIRED THERAPEUTIC RECREATION COURSES**

The following courses are required for the therapeutic recreation concentration:

RECR 274 Introduction to Therapeutic Recreation (4) (Phase I)

RECR 376 Therapeutic Recreation Programming (4) (Phase II)

RECR 380 Therapeutic Recreation Principles, Practices, & Techniques (5)

Offered fall quarter only. The exact time will be announced so as not to conflict with anatomy & physiology, applied psychology, and human growth & development.

RECR 378 Human Relations: Concepts and Skills (4) (Phase II)

RECR 473 Internship (15) (Phase III)

The internship minimally consists of twelve consecutive weeks, 40 hours a week, for a total of 480 hours. Be aware that some agencies require longer commitments. The internship is typically done spring or summer term. Agencies usually have deadlines for application. Arrangements for your internship must be completed one full quarter prior to beginning it. Also, be aware that some agencies require that certain courses be completed as a condition for acceptance. Always read carefully the specific requirements for an internship. If you have questions, ask!

RECR 421 Therapeutic Recreation Trends and Issues (3) (Phase IV)

## SUPPORT AREA SUGGESTIONS

The following support area suggestions are listed by program/department. There will likely be additions/deletions when the new schedule of classes comes out next fall, so be sure to check it for the availability of classes. *You are not required to take each and every one of the following courses, although some, as noted, are required for certification.*

### BIOLOGY

#### 348 HUMAN ANATOMY AND PHYSIOLOGY (5)

Prereq: BIOL 101 or 205. Macroscopic and histological examination of human anatomical systems, and study of general neuromuscular and cardiopulmonary functions. Not available for credit to biology students receiving a bachelor of science degree. Includes lab.

#### 349 HUMAN PHYSIOLOGY (5)

Prereq: BIOL 348; CHEM 121 or 125. A comprehensive introduction to the study of integrated functions of cells, organs and organ systems in humans. Includes lab.

### COMMUNICATION

#### 224 SMALL GROUP PROCESSES (4)

Explores the dynamics of human interaction in small group settings. Group tasks include the development of problem-solving skills, utilizing topics of current interest.

#### 318 PROFESSIONAL COMMUNICATION (5)

Prereq: junior status. This course integrates business writing, public speaking, collaborative problem solving, and diversity training in a professional development context. Includes theory application and skill development. Students will work in collaboration with organizations on or off campus.

#### 325 INTRODUCTION TO INTERCULTURAL COMMUNICATION (5)

Prereq: four credits from Comparative Gender and Multicultural Studies block of the GUR or COMM 220. Introduction to intercultural communication. Principles, concepts and various topics in this rapidly growing, important field. Covers the needed skills in communicating effectively with people of diverse cultural backgrounds.

#### 327 INTERPERSONAL COMMUNICATION (5)

Prereq: junior status. Focuses on theory and practice in work, family, and social settings. Emphasizes observation, analysis, and skills training in relationship development. Topics include language use, listening, nonverbal behavior and conflict management.

### 331 ADVANCED PUBLIC SPEAKING (3)

Prereq: Com 101 or 235. Theory and practice in the art of public discourse.

## HEALTH

### 345 HEALTH PROMOTION/DISEASE PREVENTION (4)

Prereq: junior status. Investigation of chronic/degenerative diseases and infectious/communicable illnesses; intentional and unintentional injuries; relationship of lifestyle choices and personal beliefs to well-being.

## HUMAN SERVICES

### 303 HUMAN SERVICES PROFESSIONALS AND INTERPERSONAL SYSTEMS (4)

Prereq: HSP 301 or permission of instructor. Investigates interpersonal systems in relation to other systems, with an emphasis on communication models and professional strategies.

### 305 HUMAN SERVICES PROFESSIONALS AND SMALL GROUP SYSTEMS (4)

Prereq: HSP 303 or permission of instructor. A study of small groups in relation to other systems, with emphasis on theories of group dynamics, process, facilitation, and leadership.

### 311 HEALTH CARE AND HUMAN SERVICES (4)

Examines societal, cultural, and economic factors that affect characteristics of the health care system, analyzes policies, and assesses different organizational models that impact the skills and knowledge necessary for human services professionals to advocate for client access to the health care system and to influence health care policy.

### 315 HUMAN DEVELOPMENT AND HUMAN SERVICES (4)

An interdisciplinary examination of human development across the lifespan, with an emphasis on issues that are relevant to providing effective human services delivery. Examines theories related to physical, cognitive, social, and emotional development, normative and non-normative developmental processes, and the relationship between public policy, human services, and human development.

### 325 INTERVIEWING FOR HUMAN SERVICES (4)

Addresses the theory and practice of interviewing in a variety of settings including agencies, education, health care, and business. Examines ethics in the practice of interviewing. Emphasizes skill development.

### 331 CHILDREN, FAMILIES, AND COMMUNITIES (4)

Explores theories, research, and practices of child and family-centered development with an emphasis on child and family-centered support practices, home-school-community collaborations, interprofessional practice, and integrated services.

#### 345 CASE MANAGEMENT AND INTERVENTIONS (4)

Models and theories of case management, intake assessment, service planning and coordination, monitoring, documentation and use of technology, and termination of services. Continuum of interventions (i.e., prevention, treatment, maintenance, aftercare) are addressed within the context of a spectrum of service settings and ethical and culturally appropriate responses.

#### 410 MENTAL HEALTH: INDIVIDUALS & SYSTEMS (4)

Prereq: HSP 315 or permission of instructor. A survey of diagnostic criteria and an overview of theory and research describing the interactions of biological, environmental, psychosocial, cognitive, and sociocultural factors that relate to the development and maintenance of mental health. An emphasis is placed on understanding the major models used to integrate prevention, maintenance, and intervention, reduce recidivism and promote healthy functioning. Integrated services and resource and referral practices are examined within the context of mental health services and general human services delivery.

#### 443 DISABILITY: INDIVIDUALS AND SYSTEMS (4)

An exploration of disability issues relating to work in human services, including historical, legal, ethical, medical, psychosocial, employment, and independent living issues, in addition to a review of specific disabilities.

#### 450 SURVEY OF ADDICTIONS AND DEPENDENCIES (4)

Examines the etiology of chemical dependency and other compulsive behaviors and the impact of these behaviors on societal systems such as family, legal, education, work, social, and health services. Discusses roles of human services professionals in prevention and intervention.

#### 455 DIVERSITY & SOCIAL JUSTICE DYNAMICS (4)

Examination of the current complexity and historical context of diversity in relationship to human services systems. Topics include responses to institutional oppression and privilege as manifested in societal systems.

#### 484 PROGRAM FUNDING AND GRANT WRITING (4)

Prereq: HSP 435 or permission of instructor. Investigating optimum sources for funding the delivery of human services programs with an emphasis on planning, writing, marketing, and evaluating funding proposals. Determining funding strategies, selecting funding methods, researching grant funds, interpreting funding guidelines, and preparing grant proposals.

## PHYSICAL EDUCATION

### 308 HUMAN GROWTH AND MOTOR DEVELOPMENT (3)

The study of postnatal growth, maturation, and physical activity, their interrelationship with cognitive and psychosocial development, with application to health promotion and physical activity programs for children and youth.

### 309 PHYSICAL DIMENSIONS OF AGING (3)

Pre- or co-req: PE 301 or permission of instructor. A study of the physical and motoric changes that occur during the adult years, their interrelationship with physical activity, with application to health promotion and disease prevention. Includes theoretical perspectives on aging, the aging process in specific body systems, and how these processes may affect cognitive and emotional development.

### 311 BIOMECHANICS (4)

Pre- or co-req: PE 301; completion of math GURs. Application of basic mechanical principles to movement. Motion fundamentals, kinetics, kinematics, aerodynamics, hydrodynamics, equilibrium and external forces, rebound and spin, two-dimensional analysis, and the body as a machine; lab work is included.

### 312 KINESIOLOGY (5)

Prereq: PE 301 and BIOL 348. Important muscles of the body; origin, insertion and action; principles of human movement; performance analysis of basic locomotor movements, daily living activities and sports skills; lab work included.

### 443 ADAPTED PHYSICAL ACTIVITY (3)

Prereq: PE 308 or permission of instructor. A study of the physical and motoric needs of persons with disabilities, their interrelationship with physical activity, with application to the planning and implementation of adapted physical activity programs.

## PSYCHOLOGY

### 230 DEVELOPMENTAL PSYCHOLOGY (5)

Prerequisite: Psych 101. Basic principles of development. Topics include behavior genetics, early experience, language, cognition, personality and social development.

### 240 SOCIAL PSYCHOLOGY (5)

Prerequisite: Psych 101. Socialization (moral development, racial, ethnic and class differences), attitudes and attitude change, conformity, interpersonal attraction. Theories and methods of social psychology stressing applicability of social psychological research and knowledge to contemporary social problems.

### 250 INTRODUCTION TO PERSONALITY AND ABNORMAL PSYCHOLOGY (5)

Prerequisite: Psych 101. An overview of the research on individuals within social contexts.

Topics include models of personality development, stress and coping, social influence on behavior, the relationship between psychological and physical health and development adjustment issues. Also addresses common psychological problems.

### 301 OVERVIEW OF RESEARCH METHODS (5)

Prerequisite: 15 credits in psychology, with at least 5 credits at Western Washington University. Introduction to research psychology. A variety of research methodologies will be explored. Students will also learn basic description of research data and how to write psychology papers.

### 322 MOTIVATION (5)

Prerequisite: Psych 220 and 301. Theoretical and empirical study of human and subhuman motivational process. Topics covered range from basic physiological drives to achievement motivation and conformity. Emphasis on both biological and social sources of motivation.

### 330 SOCIAL AND COGNITIVE DEVELOPMENT IN CHILDREN (5)

Prerequisite: Psych 230 or 372, and 301. In-depth coverage of social and cognitive development in children and adolescents. Emphasis on the implications and practical applications of research findings in these areas.

### 331 ADULT DEVELOPMENT AND AGING (5)

Prerequisite: Psych 230 and 301. Examines developmental processes that occur in later life, with a focus on theory, research and practical issues. Topics include a) theoretical and methodological issues, b) biological changes and health issues, c) changes in memory and intelligence, d) personality across adulthood and e) death and dying.

### 332 ADOLESCENT DEVELOPMENT (5)

Prerequisite: Psych 230 and 301. Examines adolescent cognitive, social, physiological and intrapsychic development from a variety of theoretical perspectives. Emphasis on current research findings in this area. Note: Credit cannot be given for both Psychology 332 and Psychology 372 (Adolescent Psychology).

### 343 SOCIAL PROCESSES (5)

Prerequisite: Psych 240 and 301. Examination of selected topics related to formation and functioning of groups, as well as intergroup relations.

### 351 ABNORMAL PSYCHOLOGY (5)

Prerequisite: Psych 250 and 301. Human behavior patterns culturally labeled as abnormalities, or as mental illness; their etiology, incidence, treatment and social attitudes toward such patterns. Historical review of the concepts used to explain such behavior and of the research relating to the treatment of psychoses and neuroses.

## SOCIOLOGY

### 251 SOCIOLOGY OF DEVIANT BEHAVIOR (5)

A broad overview of concepts, issues and research findings in the sociological study of deviant behavior; how deviance is defined, reacted to and

punished in American society. Emphasis on contemporary theoretical perspectives, along with current issues in deviance.

### 260 THE FAMILY IN SOCIETY (5)

Introduction to the study of family as a social institution in society. Overview of social theories on the family and methodological underpinnings of the field of family study. Emphasis on the family as agent of stratification in society, changing roles of men and women in the context of the American family, contemporary issues relating to family social policy today, and the interplay between family and society across time and cultures.

### 330 INTRODUCTION TO SOCIAL PSYCHOLOGY (5)

Prereq: any Soc 221, 251, 255, 260, 268, 269. Interpersonal behavior, perception of others, attraction toward and liking of others, self evaluation, helping behavior, aggression, attitudes and their relationship to behavior, sexual behavior, types of interaction processes, childhood and adult socialization, deviance and conformity, personal space, environmental effects on behavior, sex role attitudes and behavior.

### 333 AGING IN AMERICA (5)

Prereq: any Soc 221, 251, 255, 260, 268, 269. Basic theories, methods and concepts in the field of social gerontology highlighting demographic trends in aging, the effects of longevity on the larger society, individual accommodations to the aging process, the social construction of old age, and social policy in relation to the stratification of the aged and an increasingly elderly population.

### 352 CRIMINOLOGY (5)

Prereq: any Soc 221, 251, 255, 260, 268, 269. The study of adult crime, defined as violation of legal norms. Focuses on problems of measurement and attempts to explain crime as a social phenomenon and a cultural product. Includes in-depth analysis of various forms and classes of crimes and their victims.

## SPECIAL EDUCATION

### 360 INTRODUCTION TO SPECIAL EDUCATION (4)

An introduction to characteristics and categories of exceptionality, and the rules and regulations concerning provision of special education and related services. Includes federal and Washington state legislation pertinent to special education from preschool through high school. Requires a minimum of 15 hours of practicum experience during the quarter.

### 470 VIOLENT AND AGGRESSIVE YOUTH (3)

This course is designed to present information on the problem of violent and/or aggressive youth in school. The class will stress an educative approach by focusing on what educators can do to prevent, respond to and

follow up on acts of violence.

## FAIRHAVEN

### 242r THE ART OF PLAY: RECLAIMING IMAGINATION AND SPONTANEITY FOR THE ADULT (4)

The practice of adult play with focus on methods to reclaim imagination and spontaneity. Providing an intellectual and interdisciplinary framework for understanding the nature of play through readings in philosophy, anthropology and psychology.

### 243t AWARENESS THROUGH THE BODY (4)

An experiential introduction to the discipline of somatics and sacred traditions of somatic practice, reclaiming the natural intelligence of sensory awareness.

### 252v INTRODUCTION TO DRAWING (4)

Studio course introducing experimental drawing mediums and style. Assigned projects emphasize the possibilities of extending traditional concepts concerning the parameters of drawing. Students set and solve their own experiential creative problems.

### 254x INTRODUCTION TO RELIEF PRINTING (4)

Introduction to basic relief printing techniques with emphasis on narrative image-making and composition. Woodblocks, linoleum blocks and plexiglass plates will be employed for understanding printing techniques.

### 256v DRAWING WITH FIVE SENSES (4)

Mixed media drawing for students at all levels with a focus on direct observation and experience as the input for creative expression.

### 257v MUSICAL/DRAMATIC PRODUCTION (1-5)

Prereq: permission of instructor. Rehearse, stage and perform a musical/dramatic theatre production. Repeatable with various topics.

### 387k GRANT WRITING WORKSHOP (4)

Focuses on the basics of grant writing, including seeking funding sources, reading and interpreting funding guidelines, developing and refining proposals, and tricks of the trade. Development of, either individually or as a group, two small grant proposals.

### 413e CURERS, CLIENTS AND CULTURE: CROSS-CULTURAL PERSPECTIVES ON HEALTH AND ILLNESS (5)

Prereq: cross-cultural studies or permission of instructor. Examines health belief systems in cross-cultural perspective, including the roles of practitioner and patient; explanation, diagnosis and treatment of disease; the impact of modernization on non-Western medical systems, and ethnicity and health

care in the United States.

## A SAMPLE SCHEDULE

Just for the sake of discussion and guidance, the following is a sample schedule that includes support area courses.

Let's assume that you are starting Phase I and have not taken any support classes. Here's what your schedule might look like:

### Spring

#### Phase I

Recreation 276 Introduction to Therapeutic Recreation (4)

### Fall

- Biology 348 Anatomy & Physiology (5)\* (*This course is offered fall only for PEHR majors. See me if you have questions.*)
- Psychology 230 Developmental Psychology (5)\*
- Psychology 250 Applied Psychology (5)\*
- Recreation 380 Therapeutic Recreation: Principles, Practices, & Techniques (4)

(to be offered twice a week in the afternoon at a time that does not conflict with Biology 348 and Psychology 230 or 250)

\*These courses meet NCTRC support requirements for coursework in anatomy & physiology, human growth & development, and abnormal psychology.

### Winter

#### Phase II

- Recreation 376 Therapeutic Recreation Program Design (4)
- Recreation 378 Human Relations (4)

### Spring

Additional support area courses selected from this guide or Phase III (internship)

Students desiring to combine therapeutic recreation and outdoor recreation may want to take the Huxley College "Block" during spring term. Students must apply to be considered for Huxley's "Block," so contact Huxley College directly or speak with me if you are unfamiliar with the program.

### Summer

Phase III (internship) or support area courses (You may even have a GUR course to complete, heaven forbid!)

Fall

Phase IV

- Recreation 421 Therapeutic Recreation Trends & Issues (3)

GRADUATION!!!

or

More support area credits/GUR credits winter term to complete your requirements

THEN GRADUATION!!!