

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

PRLS 503 - DL1–Disability Rights Law in Therapeutic Recreation (3)  
Fall 2015

DAY/TIME:	Web based Tele video	LOCATION:	Web based Tele video
INSTRUCTOR:	Dr. James C. Kozlowski	E-MAIL:	jkozlows@gmu.edu
OFFICE:	220a Occoquan Bldg.	CELL PHONE:	703.455.8474
OFFICE HOURS:	by appointment	PHONE:	703.993.2027

PREREQUISITES: graduate status or permission of instructor

COURSE DESCRIPTION: Overview of major law and policy issues related to therapeutic recreation services for people with disabilities. Primary focus is on the Americans with Disabilities Act and related federal legislation.

COURSE OBJECTIVES: At the completion of this course students should be able to:

- (1) To read a series of articles and case reports which illustrate general legal principles governing disability rights law applicable to therapeutic recreation in sports and recreation.
- (2) To identify general legal principles and rules of law governing disability rights law in therapeutic recreation within the context of sports and recreation as described in video lectures, review questions, objectives, and required reading material used in the course.
- (3) To identify definitions and terms which demonstrate a working knowledge of federal civil rights laws and their applicability to therapeutic recreation in sports, recreation, and physical education programs, specifically d the Americans with Disabilities Act and related legislation.

**PROFESSIONAL ASSOCIATION STANDARDS**

Further, upon completion of this course, students will meet the following professional accreditation standards:

2013 Council on Accreditation of Parks, Recreation, and Tourism Related Professions (COAPRT) standards met:

- 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

Further, upon completion of this course, students will meet the following professional (January 2011 accreditation standards for the National Council for Therapeutic Recreation Certification (NCTRC):

Required Knowledge Areas for the Certified Therapeutic Recreation Specialist  
Foundational Knowledge:

14. Architectural barriers and accessibility
15. Societal attitudes (e.g., stereotypes)
16. Legislation (e.g., Americans with Disabilities Act, Individuals with Disabilities Education Act, Older Americans Act)
17. Relevant guidelines and standards (e.g., federal and state regulatory agencies)

COURSE OVERVIEW: This course provides an overview of several major law and policy issues to meet law related professional competencies related to provision of community recreation and educational services to special populations. Primary focus is on the Americans with Disabilities Act (ADA) and related federal legislation (e.g., Section 504 of the Rehabilitation Act)

NATURE OF COURSE DELIVERY

Web-based televideo course

REQUIRED READINGS & CLASS ITEMS:

The "textbook" in this course is a compilation of case reports and related articles which I have written, in particular my monthly "NRPA Law Review" column in *Parks & Recreation* magazine (the official publication of the National Recreation and Park Association). These case reports and related articles will be available for reading, downloading and printing on the PRLS 503 site of my GMU homepage at the following address: <http://classweb.gmu.edu/jkozlows/503.htm>

EVALUATION: 3 EXAMS on Blackboard 9.1 (open book, weighted equally, each exam worth 33%)

Each exam is composed of approx. 50-75 multiple choice, true/false and short answer questions. The exams are based on required readings and class lectures. To prepare for the exams, students will be required to focus on the applicable rules of law illustrated and distinguished by the case reports and court opinions in the required readings.

**GRADING**

**Earned Percentage of Total Points Available**

90 - 100	A+
80 - 89	A
70 - 79	A-
60 - 69	B+
50 - 59	B
40 - 49	B-
30 - 39	C

(Since this is a 500 level course, there are no grades of D or C-.)

### TENTATIVE COURSE SCHEDULE:

The tentative course schedule is listed on the PRLS 503 course webpage:

<http://cehdclass.gmu.edu/jkozlows/503.htm>

Students are expected to read and study the required readings for each unit as well as view the televideo lecture which accompanies each unit. The following link to the video lectures is posted to the PRLS 503 course webpage: CLICK Webstream PRLS 503 Video Lectures (on demand) GMU-TV website. The web address is:

<http://www.gmutv.gmu.edu/PRLS503.asp>

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to complete their assignments.

and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITMENT:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

