

**George Mason University**  
**College of Education and Human Development**  
School of Recreation, Health & Tourism

PRLS 503 (DL1) - Administration and Disability Rights in Therapeutic Recreation  
3 Credits, Fall 2016  
Distance Education Blackboard on NET

**Faculty**

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**Prerequisites/Corequisites**

graduate status or permission of instructor

**University Catalog 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 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)

**Course Delivery Method**

This course will be delivered online (76% or more) using asynchronous format via the PRLS 501 Course Webpage at: <http://cehdclass.gmu.edu/jkozlows/503.htm> The Blackboard learning management system (LMS) housed in the MyMason portal will be used for exams and grading. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course webpage will be available on August 29, 2016.

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: <http://get.adobe.com/reader/>

Windows Media Player:

<http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>

Apple QuickTime Player: <https://support.apple.com/downloads/quicktime>

SKYPE: <http://www.skype.com/en/>

### *Expectations*

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.
- Log-in Frequency:
- Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all video lectures and course materials, completing all course activities and assignments.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is

the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor via telephone or web conference on Skype most afternoons and evenings, including weekends. Students should email the instructor to schedule a one-on-one session, including suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- (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 the Americans with Disabilities Act and related legislation.

### **Professional 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)

### **Required Texts**

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 460 Blackboard course site (In the event Blackboard is unavailable course materials are also available on my my GMU homepage at the following address:  
<http://cehdclass.gmu.edu/jkozlows/503.htm>

### **Course Performance Evaluation**

Students are expected to access and complete all examinations as scheduled on Blackboard.

### **Examinations Course Performance Evaluation Weighting**

3 EXAMS on Blackboard (open book, weighted equally, each exam worth 33.3%)

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 Policies**

Final grades are based solely on the percentage of points earned out of the total number of points available on all four exams. THERE IS NO EXTRA CREDIT. The grading scale for final grades based on the number of points earned out of a possible 150 on all three exams:

#### **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
0 - 29	F

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

Individual exam questions on each exam are randomly selected by Blackboard from question sets in the PRLS 460 question database. As a result, while testing a student's understanding of a similar principle in each question, no two exams are identical.

All PRLS 503 exams are open book, but you are limited to primary course materials and video lectures posted to the PRLS 503 course webpage, as well as your own notes prepared prior to the exam. The use of any other study aids, memoranda, books, data, or other information during PRLS 503 exam is prohibited.

### **Professional Dispositions and Integrity**

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: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the

time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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 construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### **Class 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>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

