GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DIVISION OF LEARNING TECHNOLOGY/ASSISTIVE TECHNOLOGY

EDSE 527
Adapted Sports, Recreation, and Leisure (1 Credit)
Summer 2012
June 25th to July 23rd
Online

INSTRUCTOR INFORMATION:
Name : Kristine Neuber
Office phone: 703-993-5254
Office location: Aquia Building Room 230
Office hours: By appointment

COURSE DESCRIPTION:

Introduces tools for adapting sports, recreation, and leisure activities to promote the benefits of active participation, relaxation, health, and well-being for individuals with differing abilities. Students participate in simulations, research, and design. Knowledge and awareness components may be delivered via distance education.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:
- Complete on-line assignments regarding sports, recreation, and leisure activities for persons with disabilities.
- Identify adaptations in sport, recreation and leisure for varying abilities and the companies that supply these technologies.
- Observe and reflect upon a recreation/sporting activity in the community.
- Research the background and career of a Paralympic athlete.
- Develop a project report on an adapted sport, recreation or leisure activity.

PROFESSIONAL STANDARDS: Council for Exceptional Children's Professional Technology Standards

TE1K1	Concepts and issues related to the use of technology in education and other aspects of our society

TE5K1	Equity, ethical, legal, and human issues related to technology use in special education
TE5K2	Organizations and publications relevant to the field of technology
TE6K1	Roles that related services personnel fulfill in providing technology services

REQUIRED TEXTS:

Readings will be provided electronically through online modules.

COURSE ASSIGNMENTS AND EXAMINATIONS:

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Assignment 1: Module Learning Activities (40 points)

Due: End of Each Learning Module

This course is divided into learning modules. Each module lasts for 7 days. Within Module One through Module Four, students will complete a set of learning activities. These activities include course readings, website reviews, short written assignments and personal reflections. Students are expected to summarize, analyze, evaluate, and reflect on the presented course material. Assignments include posting reflections to various forums on the Discussion Board as well as submitting written assignments through the Upload Assignment Link on Blackboard. Module 5 consists of reviewing and responding to the final presentations of classmates.

Module Learning Activity assignments are worth 1-8 points, depending on the activity for a total of 40 points. The number and type of assignments vary within each module. A complete description of the Module Learning Activities including expectations and the point scale of the graded assignments for that module is posted within each Course Module on the Blackboard course site. Please note, the Module Learning Activities description and assignments will be available by 4:30 PM the day the module begins.

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Assignment 2: Athlete Research Report (30 points)

Due: by Midnight July 15th
Students will research a US Paralympic athlete competing in the Summer

2012 Games in London. Compose a 3-page narrative report providing the following information:

Athlete personal and professional background
- Photograph of the Athlete
- Training activities and schedule
- Events for which the athlete is competing and any adaptations used by the athlete
- Paralympic status
(Please see grading rubric for specific requirements)

All Athlete reports will be posted on Blackboard for peer review.

Assignment 3: Adapted Activity Presentation (30 points)

Due: July 22nd Posted to Blackboard by 4:30 PM —No LATE SUBMISSIONS ACCEPTED

Students will select and research an adapted leisure, recreation or sporting activity that was introduced during the course, and create a narrated PowerPoint presentation.

> Presentations must include: a description of the activity, participants, how the activity can be adapted for people of different skills and ability levels, and describe appropriate assistive technology devices. The presentation should conclude with a personal reflection. (Please see grading rubric for specific requirements).

All presentations will be posted on Blackboard for peer review. Each student will be required to review all presentations and provide feedback on at least one.

General Assignment/Course Expectations

- It is expected that students have continual access to a high-speed Internet connection and an active GMU email account for the duration of this course **(June 25th – July 23rd).**

- This semester we will be using Blackboard 9.1 Students login to Blackboard at **http://mymason.gmu.edu**
- The User Name is the first part of your Mason email address and the same password that you use to access your Mason email account.

- If you cannot log in or are having technical difficulties, please direct any technical problems to the ITU Support Center at 703-993-8870 or **support@gmu.edu**

- All course materials are available on the course Blackboard site, **http://mymason.gmu.edu** Students are expected to be familiar with Blackboard features including downloading materials and submitting assignments. Students are expected to know their Blackboard username and password and to actively monitor the email account that is currently registered in Blackboard. Students who are experiencing problems using the Blackboard system must contact the instructor prior to date an assignment is due for assistance.

- Please type ALL assignments unless otherwise noted. Please contact the instructor if you are using a word processing program other than Microsoft Word.

- All assignments must be posted to the Discussion Board or submitted through the "Assignment Upload Link" in Blackboard by **Midnight** on the day the assignment is due (unless otherwise noted by the instructor) to be considered for full credit. Please note that Blackboard places a timestamp on all submitted material. If Blackboard is down for any reason at the time an assignment is due, you should email a copy of your assignment to the instructor. However, you should only email the instructor your assignment if Blackboard is down. If you are not available on the day an assignment is due, you are expected to submit that assignment early to be considered for full credit.

- In fairness to students who make the effort to submit assignments on time, there will be a 10% cost reduction per day for late assignments. (For example, a 10 point assignment will lose 1 point per day while a 30 point assignment will lose 3 points per day.). At the instructor's discretion, students may be given an extension to complete the assignment if arrangements are made ahead of time. The instructor may also allow a student to resubmit an assignment. Resubmitted assignments are not eligible for full credit.

- All references including online references must be cited in proper APA format

TaskStream Submission
TaskStream (**www.taskstream.com**) is an electronic portfolio and assessment management tool that the Assistive Technology program is

utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes.

EVERY student taking this course IS REQUIRED to upload and submit the signature assignment to TaskStream for evaluation by the end of the semester. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Directions for creating an account in TaskStream and submitting assignments are available on Blackboard.

The signature assignment(s) for this class is the: **Adapted Activity Presentation**

GRADING CRITERIA

Evaluation will be based upon a point system. The point value for each assignment is as follows:

Class Participation 40

Athlete Research Report 30

Adapted Activity Presentation........ 30

TOTAL POINTS 100

Graduate Grading Scale	
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	70-79
F	<70

GMU POLICIES AND RESOURES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See **http://academicintegrity.gmu.edu/honorcode/**].

b. Students must follow the university policy for Responsible Use of Computing [See **http://universitypolicy.gmu.edu/1301gen.html**].

c. 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.

d. 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/**].

e. 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/**].

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

g. 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/**].

PROFESSIONAL DISPOSITIONS:

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT:

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and

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social justice. Students are expected to adhere to these principles.
http://cehd.gmu.edu/values

For additional information on the College of Education and Human
Development, Graduate School of Education, please visit our website [See
http://gse.gmu.edu/].

PROPOSED COURSE SCHEDULE:

Module	Dates	Topic/ Learning Activities	Assignment Due
Module 1 **Introduction** **AT for Leisure Activities**	**June 25th – July 1st**	Topic Introduction- AT for Leisure Activities • Defining Leisure, Recreation and Sports • Leisure activities and accommodations	Module 1 Learning Activities located on Blackboard. The All module Activities Due by **Midnight July 1st**
Module 2 **Adaptive Sports, Skills and Activities**	**July 2nd – July 8th**	Topic: Adaptive Sports Skills and Activities • Challenge & Competition Special Olympics - Paralympics Topic:	Module 2 Learning Activities located on Blackboard. All module Activities Due by **Midnight July 8th**
Module 3 **Vacations & Travel** **Legal Rights and** **Requirements**	**July 9th – July 15th**	• Vacation & Travel • Legal Rights and Responsibilities	Module 2 Learning Activities located on Blackboard. All module Activities Due by **Midnight July 15th** **Athlete Research Paper Due July 15th by Midnight**

| Module 4

Adaptive Recreational Skills and Activities	July 16th – July 22nd	Topic: Adaptive Recreational Skills and Activities • Organizations & Community • Life-long Goals & Plans • Health & Exercise	Module 3 Learning Activities located on Blackboard. ==All module Activities Due by **Midnight July 22nd**== **Remember to work on Presentation due next week!**
Module 5

Final Presentations posted to Blackboard | July 23rd | | Final Presentation is Due and posted no later than 4:30 July 23rd
 NO LATE SUBMISSIONS ACCEPTED

 Students must watch presentations of classmates and post reflection to Blackboard by Midnight Saturday July 30th |

ASSIGNMENT RUBRICS

Assignment 2: Athlete Research Paper Grading Criteria Rubric (30 Points)

CRITERIA	6 points Exceeds Expectation (Clear, convincing, exceptional evidence. Well written, few or no grammatical errors)	5 – 4 points Meets Expectation (Clear, convincing, substantial evidence Some details left out)	3 - 1 points Falls Below Expectations (Limited evidence and/or unclear support – facts not referenced.)	0 points Not Included (Component not included in the paper)
Athlete's Story – Personal Background & Disability Picture(s) of the Athlete				
Description of Training Activities & Schedule				
Sporting Events and schedule for which the Athlete will compete.				
Paralympic Status				

Reflection (Why did you select this athlete? surprising facts discovered)				
Total (30 Points Possible)				

Adapted Activity Presentation Grading Criteria Rubric
Signature Assignment

CRITERIA	5 points Exceeds Expectation (Clear, convincing, exceptional evidence. **Well written, few or no grammatical errors**)	4 – 3 points Meets Expectation (Clear, convincing, evidence but **some details left out)**	2 - 1 points Falls Below Expectation (Limited evidence and/or unclear support – facts not referenced.)	0 points Not Included (Component not included in the presentation)
Activity description and introduction				
Description of the population who would participate in the activity. (abilities/challenges)				
Adapted rules and or regulations that can be used in the activity.				
Listing and description of potential assistive technologies used within this activity (include: names, pictures, vendors, and cost)				
Personal reflection on chosen adapted activity benefits/participation				
Narrated Presentation posted to Blackboard for classmates to view.				
Total (30 Points Possible)				