

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 503 (Section 001) – Disability Rights Law in Therapeutic Recreation (3)
Spring 2011

DAY/TIME:	Web based Tele video	LOCATION:	Web based Tele video
INSTRUCTOR:	Dr. James C. Kozlowski	E-MAIL:	jkozlows@gmu.edu
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OFFICE HOURS:	by appointment	FAX:	703.993.2025

PREREQUISITES: Graduate status or permission of instructor

COURSE DESCRIPTION: Provides an overview of several major law and policy issues related to the provision of community recreation and educational services to special populations. The primary focus is 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. The ADA and related federal legislation is defined through readily available information resources on the Internet, including judicial opinions, legislation, regulations, administrative technical assistance and consent decrees.

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 in sports and recreation..
- (2) To identify general legal principles and rules of law governing disability rights law in 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 sports, recreation, and physical education programs, specifically d the Americans with Disabilities Act and related legislation.

REQUIRED READINGS:

In lieu of a traditional "textbook," this course will attempt to maximize effective utilization of readily available information resources on the Internet which define the scope and applicability of the Americans with Disabilities Act and related

federal disability law, including judicial opinions, legislation, regulations, administrative technical assistance and consent decrees. In addition, course materials include a compilation of case reports and related articles which I have written for the "NRPA Law Review" column in Parks & Recreation magazine.

All required readings are linked to the course webpage:

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

EVALUATION 3 exams (open book, weighted equally)

Each exam is composed of approx. 50-75 multiple choice 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.

Each exam will test students' understanding of general principles of constitutional law and case examples described in the required readings and lectures. Exam questions will measure students' abilities to identify general legal principles used by the court to resolve questions of constitutional law in a particular case.

In addition, a number of multiple choice questions will be based on recent related court opinions which are not covered in the class lectures. These will be identified throughout the semester. Students will be responsible for reading and analyzing these supplemental opinions. In these unfamiliar supplemental court opinions, students must be able to identify the issues, rules of law, and the manner in which the court applied significant facts to the relevant rules of law to resolve identified issues and reach its conclusion.

Percentage of Total Points on Exams

Lower Limit %	Range %	Letter Grade
100	100 and above	A+
80	80 and above, less than 100	A+
70	70 and above, less than 80	A
60	60 and above, less than 70	A-
55	55 and above, less than 60	B+
50	50 and above, less than 55	B
45	45 and above, less than 50	B-

40	40 and above, less than 45	C+
35	35 and above, less than 40	C
30	30 and above, less than 35	F
25	25 and above, less than 30	F
	less than 25	F(Fail)

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

ASSIGNMENTS: Students are expected to read and study the required readings for each unit as well as view the televideo lecture which accompanies each unit.

[CLICK for Webstream of PRLS 503 Video Lectures on GMU-TV website](#)

All required readings are linked to the course webpage:

<http://classweb.gmu.edu/jkozlow/503.htm>

In addition, to prepare for each exam, students are encouraged to access and complete the practice questions provided on Blackboard.

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/1301gen.html>].
- 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.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- 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 construct 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>].