

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 2020
Distance Education Blackboard on NET

Faculty

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Prerequisites/Corequisites

permission of instructor or graduate status

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 [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: <https://get.adobe.com/reader/>
 - 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 of 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 503 Blackboard course site (In the event Blackboard is unavailable course materials are also available on my old 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 503 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

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

The tentative course schedule is listed below.

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

Exam One – September 21 - September 27,
Exam Two – October 26 - November 1,
Exam Three – December 7 - 13

Unit One: Americans with Disabilities Act (ADA) Overview & Self-Evaluation (Week of Aug 24)

Unit Two: Who is "Disabled" under the Americans with Disabilities Act? (Week of Aug 31)

Unit Three: Public Accommodation, Reasonable Accommodation, Fundamental Change (Week of Sep 7)

Unit Four: Direct Threat Exception under ADA (Week of Sep 15)

Exam One Week of Sep 21- 27 Blackboard

Unit Five: [U.S. Access Board](#): Rulemaking & Regulations (Week of Sep 28)

Unit Six : ADA in the Workplace - Case Law Review (Week of Oct 5)

Unit Seven: ADA in the Courts - Case Law Review (Week of Oct 12)

Unit Eight: Access to Programs and Services (Week of Oct 19)

Exam Two- October 26 -November 1 Blackboard

Unit Nine: ADA Amendments Act of 2008, ADA & Section 504 in the Courts (Week of Nov 2)

Unit Ten: ADA Accessibility & Disability Determination (Week of Nov 9)

Unit Eleven: Recent ADA Case Law (Week of Nov 16)

Week of November 23 Thanksgiving Break

Unit Twelve: Recent ADA Case Law (Week of Nov 30)

Exam Three Week of December 7 - 13 Blackboard

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

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 <https://catalog.gmu.edu/policies/honor-code-system/>).

- 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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

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