

George Mason University
College of Education and Human Development
School of Sport, Recreation and Tourism Management

RMGT 503 DL1 Administration and Disability Rights in Therapeutic Recreation
3 Credits
Fall 2023

This is an online class. There are no meetings on campus.

Faculty:

Name: John N. McGovern, JD

Office hours: by appointment, through Zoom

Office location: remote

Office phone: Illinois desk phone is 224-293-6451, cell phone is 847-363-9384

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Prerequisites:

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 the Americans with Disabilities Act and related federal laws.

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 people with disabilities. 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 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. The course site will be available the first week of classes. **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.**

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Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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.

Expectations

- Course Week:

Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday at 11:59 p.m. Eastern.

- 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 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- 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. Those unable to come to a Mason campus can meet with the instructor via

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telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and 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.

- Reasonable Modifications:

Online learners who require reasonable modifications because of a disability or health condition, to insure inclusion, must be registered with George Mason University Disability Services.

Objectives:

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

(1) Read a series of articles and case reports, which illustrate general legal principles governing disability rights law applicable to therapeutic recreation, sports, and recreation.

(2) 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 PowerPoint presentations, lectures, video lectures, review questions, objectives, and required reading material used in the course.

(3) 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:

Upon completion of this course, students will have met the *Council on Accreditation of Parks, Recreation, and Tourism Related Professions (COAPRT)* professional standard:

- 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.

Required Text:

There is no assigned textbook. The "textbook" in this course is a compilation of PowerPoint presentations, case reports and related articles appearing in the monthly "NRPA Law Review" column in *Parks & Recreation* magazine (the official publication of the National Recreation and Park Association), and analysis of decisions or disputes by other groups, including disability rights groups. These case reports and related articles will be available for reading, downloading, and printing on the RMGT 503 Blackboard course site.

Course Performance Evaluation:

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

Examinations – Weighting

There are two quizzes, one midterm, and one final. These are supported by questions within each unit. See the weighting below:

Unit Questions: 90 points
Quiz One: 10 points
Midterm: 30 points
Quiz Two: 10 points
Final Exam: 60 points

Each weekly unit will have as many as six questions. The answer to each question is worth one point. This is the largest portion of the grade, 45% of the grade, so do not ignore these questions.

Each quiz will have ten questions. These will be multiple choice, true/false and short answer questions. The two quizzes combined equal 10% of the grade.

The midterm will have 30 questions. These will be multiple choice, true/false and short answer questions. The midterm is worth 15% of the grade.

The final exam will have 60 questions. These will be multiple choice, true/false and short answer questions. The final exam is worth 30% of the grade.

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 on the percentage of points earned out of the total number of points available on the weekly units, the two quizzes, the midterm, and the final exam. Breaking court decisions or settlement agreements may be assigned for extra credit. See the grading scale below for final grades based on the number of points earned out of a possible 200 points:

Grading - Earned Percentage of Total Points Available

180 to 200 A+	120 to 139 B+	70 to 79 C
160 to 179 A	100 to 119 B	0 - 69 F
140 to 159 A-	80 to 99 B-	

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

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All RMGT 503 exams are open book, but you are limited to primary course materials and video lectures posted to the RMGT 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 RMGT 503 exam is prohibited.

Professional Dispositions:

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule:

Students are expected to read and study the required readings for each unit as well as view the PowerPoint presentation that may accompany the unit.

Quiz One – September 11, 2023

Midterm – October 9, 2023

Quiz Two – November 6, 2023

Final Exam – December 6, 2023

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 <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

