I. Catalog Description and Credit Hours:

Study of individuals with physical, mental or emotional disabilities in a multicultural physical education setting. Two lecture and two lab hours per week. (3)

II. Prerequisite(s): None.

III. Course Objectives: Upon completion of the course the student will be able to:

A. Identify, select, and implement appropriate learning/practice opportunities based on expected progressions and related to ranges of individual variations and levels of readiness according to the unique needs of individuals with disabilities.
B. Demonstrate an understanding of the history, legislation, and professional resources relative to physical education for the individual with exceptionalities.
C. Understand how to work as a team member to write Individualized Education Programs (IEP’s) and to establish productive partnerships with parents and colleagues to support the growth and well-being of individuals with disabilities.
D. Assess individual and group performance in order to design safe instruction that meets the developmental and special needs of individuals with disabilities in the physical, cognitive, social, and emotional domains.
E. Develop short and long term plans that are linked to the needs and performance of individuals with disabilities, instructional and program goals, and adapt them to ensure progress, motivation, and safety.
F. Select and model instructional tasks for individuals with special needs that facilitate learning in a physical education setting.
G. Identify key components of various types of assessment, describe their appropriate use, and address issues of validity, reliability, and bias.
H. Demonstrate an awareness of teaching techniques and strategies, which facilitate learning by individuals with exceptionalities and allow students with disabilities to integrate knowledge and skills from multiple subject areas.
I. Identify signs of distress for students with a disability and seek help as appropriate.
J. Demonstrate an understanding of the importance of physical fitness, posture, and body mechanics to students with disabilities.
K. Value diversity among students and use curricula that encourages students to see, question, and interpret physical activity from diverse perspectives.
L. Identify, select, and implement appropriate instruction that is sensitive to the strengths/weaknesses, multiple needs, learning styles, and experiences of students with a disability.

M. Examine and comply with laws related to students rights and teacher responsibilities (equity, inclusion, confidentiality, privacy, safety, emergency care, child abuse).

N. Create and use appropriate instructional cues and prompts for basic motor skills, rhythms, and physical activity when teaching individuals with special needs.

O. Demonstrate an awareness of social forces influencing learning by individuals with exceptionalities and communicate in ways that demonstrate sensitivity to all learners.

P. Demonstrate an understanding of class organizations, program organization, and management relative to the education of individuals with disabilities.

Q. Demonstrate knowledge of a variety of activities that can be used successfully with students with unique needs.

R. Demonstrate an understanding of facilities and equipment necessary to enhance learning when working with students with disabilities.

S. Create a learning environment which respects and incorporates learners’ personal, family, cultural, and community experiences.

T. Demonstrate the ability to work with individuals with disabilities.

U. Use a variety of formal and informal assessment techniques to assess the performance, provide feedback, and communicate the progress to individuals with disabilities.

IV. Expectations of the Student:

A. Each student will participate actively in class discussions.
B. Each student will complete course assignments and examinations.
C. Each student will participate in experiential laboratory and out of class experience.

V. Course Outline/Learning Experiences:

<table>
<thead>
<tr>
<th>A. Introduction to Adapted Physical Education (Adapted Physical Education)</th>
<th>Classroom Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overview &amp; History of Adapted Physical Education</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

| B. Developmental Patterns | 3 |
| 1. Motor Learning in Adapted Physical Education | |

| C. Developing an Individualized Education Program | 4 |
| 1. Evaluation for Individuals with Disabilities | |

| D. Social Emotional Disorders | 6 |
| 1. Mental Retardation | |
| 2. Behavioral Disorders – Autism | |
| 3. Other Behavioral Disorders | |
| 4. Specific Learning Disabilities | |

| E. Neurological Conditions | 6 |
| 1. Cerebral Palsy | |
| 2. Movement Disorders | |
| 3. Other Neurological Conditions | |
F. Orthopedic Disabilities
   1. Spinal Cord Injuries
   2. Amputations
   3. Spina Bifida
   4. Disorders That Limit Ambulation
   5. Disorders That Affect Other Body Movement

G. Overall Planning For Learning and Instruction

*Field experience is scheduled outside of class and is to be
2 hours/week for a total of 30 hours
(See Evaluation of Students Item C)

\[
\begin{array}{ccc}
   \text{TOTAL:} & 30 & 30 \\
\end{array}
\]

VI. Textbook:


Additional Resources:

*Integration, Inclusion and Transition in Adapted Physical Activity. [Special Issue of the Adapted Physical Activity Quarterly Journal, Volume 17 (Number 2)] Champaign, IL: Human Kinetics.*


VII. Basis for Student Evaluation:

A. **Exams** - There will be four exams given during this class. Exams may be all multiple choice, or a combination of multiple choice, true/false, matching, etc. None of the exams, including the final, will be accumulative.

B. **Quizzes** - There will be a total of 8 unannounced quizzes. The quizzes will cover the reading assignments. They are designed to help prepare for exams and to encourage keeping up with the readings.

C. **Hands-on/Field Experience** - Students are expected to work with/teach an individual with a physical or mental disability for two hours a week, for a total of 30 hours for the semester. A weekly log/journal of the experience is required, and students will have it reviewed prior to every exam. This journal will be turned in on the day of the final exam.

D. **Reflection Papers** – Students are required to turn in a reflection paper on a topic of choice regarding special populations prior to every exam. The paper must be typed and approximately one page in length.
E. **Attendance** - Attendance and participation is expected. If an unannounced quiz is missed during class, there is no way to make it up. A zero will be scored for that quiz.

**Assignments and Point Values**

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 pts.</td>
<td>Exams (50 points each)</td>
</tr>
<tr>
<td>20 pts.</td>
<td>Reflection papers (5 points each)</td>
</tr>
<tr>
<td>100 pts.</td>
<td>Hands-on Experience &amp; Journal (50/50)</td>
</tr>
<tr>
<td>80 pts.</td>
<td>Quizzes (10 points each)</td>
</tr>
<tr>
<td>400 pts.</td>
<td>Total Points Available for Grade</td>
</tr>
</tbody>
</table>

Letter grades will be assigned as follows, based on a total of 400 points:

- **A = 90% and above**  360 - 400
- **B = 80-90%**  320 - 359
- **C = 70-80%**  280 - 319
- **D = 60-70%**  240 - 279
- **F = below 60%** <239