

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-104i	App-4/15/03	App-4/29/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Sharon Deutschlander	Email Address deutsch@iup.edu
Proposing Department/Unit Health and Physical Education	Phone 724-357-3194

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☒ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change		
		HPED 370 Adapted Health & Physical Education
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Marilyn Catypro Jones</i>	Date 3/21/03
Department Chair(s)	<i>Elaine H. Ben</i>	3-21-03
College Curriculum Committee Chair	<i>J. P. Smith</i>	3-24-03
College Dean	<i>Robert L. Zoni</i>	3-24-03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>Joseph Domaracki</i> <i>TECC</i>	3-24-03
UWUCC Co-Chairs		

* where applicable

MAR 25 2003

LIBERAL STUDIES

COURSE SYLLABUS

I. Catalog Description

HPED 370 Adapted Health and Physical Education

3 class hours

0 lab hours

3 credits

3c-01-3cr

Prerequisite: HPED 210, EDSP 102; At least one of the following HPED 214, 215, 216, 217, 218, or 316

Introduces the educational issues and methods used to effectively instruct students with disabilities and other issues that become barriers to learning. Includes a study of current laws and guidelines regarding the legal rights of students with disabilities and their parents. Identifies low and high incidence disabilities, recognition of structural deviation, and corrective exercises. Introduces students to instructional adaptations to facilitate learning in the health classroom and gymnasium.

II. Course Objectives

At the completion of this course, the students will:

- A. demonstrate knowledge and understanding of the history, development, terminology, and educational programs for students with disabilities in various service delivery systems in relation to federal legislation and national standards.
- B. demonstrate knowledge and understanding of the characteristics of a wide variety of disabilities, determine the neurological or physiological origins, and prescribe the appropriate progressions for cognitive and skill development.
- C. explain the theoretical basis of program development for effective instruction of students with disabilities.
- D. identify critical diagnostic signs for referring students with disabilities.
- E. demonstrate knowledge and understanding of task analysis.
- F. organize, plan, and carry out classroom experiences using appropriate techniques, materials and equipment to fulfill classroom goals.
- G. design and implement appropriate behavior management techniques for use in the various service delivery systems.
- H. analyze problems and challenges faced by students with disabilities.
- I. analyze problems and challenges faced by parents and siblings of students with disabilities.
- J. demonstrate effective communication skills required to conduct parent-teacher and professional conferences.
- K. use diagnostic and prescriptive teaching and record keeping procedures in the various service delivery systems.

- L. identify the best practices regarding inclusion and integration in accordance with federal and state guidelines.
- M. design ecological inventories to support community-based instruction, post school employment, and residential opportunities.
- N. provide assistance in developing an Individualized Education Program (IEP) for students with disabilities.

III. Course Outline

Week One: Introduction to Adapted Health and Physical Education (3 hours)

- The Meaning of Adapted Health and Physical Education
- Basic Terms & Concepts That Define Special Education
- Brief History of Adapted HPE
- The Inclusion Movement
- Laws Important to Adapted HPE
- Litigation
- Service Providers

Week Two: Program Organization and Management (3 hours)

- Identifying Professionals in Special Education
- Administrative Procedures and Program Implementation
 - Identifying Pupils for Adapted HPE
 - Instructional Placements in Least Restrictive Environment
 - Inclusion
 - Guidelines for Instruction
 - Class Size and Placement
 - Scheduling
 - Time Requirements
 - Sports Facilities

Week Three: Adapted Sport (3 hours)

- Integration Continuum
- Sport Organizations
- Olympic and Amateur Sports Act
- Paralympic Games
- School and Local Community-Based Adapted Sports Programs
- Partnering With Other Professionals
 - Effective Collaborations
 - Working Effectively With Parents
 - Working Effectively With Paraprofessionals

Week Four: Individualized Education Programs (3 hours)

- Overview of Individualized Programs
- Components of the IEP
- Development of the IEP
- Role of the Physical Educator
- Section 504 and the Accommodation Plan
- The Nondisabled Student With Unique Needs
- Committee on Adapted Physical Education

Week Five:

EXAM I

(3 hours)

Measurement and Assessment

- Measurement and Assessment Strategies in Health Education
- Developing Tests for Health Knowledge, Attitude, and Behavior
- Measurement and Assessment Strategies in Physical Education
- Tests for Physical Education, Health Knowledge, Attitudes, & Behaviors
- Developing Tests for Adapted Physical Education
- Adapting Tests for Students With Special Needs
- Adapting Report Card Grades for Students With Special Needs
- Benefits of Performance Based Assessment for Students With Special Needs
- Benefits of Portfolio Assessment for Students With Special Needs

Week Six:

Instructional Strategies for Physical Education (3 hours)

- General Philosophical Approaches to Adapted Physical Education
- Teaching Styles
- Motor Learning
- Facilitating Skill Development
- Organizational and Methodological Techniques
- Prescriptive Planning and Instructional Models

Week Seven:

Instructional Strategies for Health Education (3 hours)

- Organizing an Inclusive Classroom
- Grouping All Students for Instruction in an Inclusive Classroom
- Evaluating Instructional Materials for Use in Inclusive Classroom
- Matching Instructional Methods With Student Needs
- Adapting Health Education Content for Students With Special Needs
- Encouraging Student Self-Awareness
- Teaching Independent Learning Strategies in Class

Week Eight:

Behavior Management (3 hours)

- Behavior Modification
- Types of Reinforcement
- Procedures for Increasing Behavior
- Procedures for Decreasing Behavior
- Implementing a Behavior Modification Program
- Using Behavior Modification in the Gymnasium, Playing Field, and Classroom
- Promoting Positive Group Behavior
- Effectively Responding to Individual Behavior Using Problem Solving Approaches
- Helping Students Manage Their Own Behavior

Week Nine:

EXAM II (3 hours)

Individuals With Unique Needs

- Mental Retardation
- Learning Disabilities and Attentional Deficits
- Behavioral Disorders

Week Ten:

Individuals With Unique Needs Continued (3 hours)

- Visual Impairments & Deafness
- Cerebral Palsy, Stroke, & Traumatic Brain Injury
- Amputations, Dwarfism, & Les Autres
- Spinal Cord Disabilities

Week Eleven: Individuals With Unique Needs Continued (3 hours)

- Other Health Impaired Students
- Nondisabled Students and Adapted HPE

Developmental Considerations (Review from HPED 210 Motor Devel)

- Motor Development
- Perceptual Motor Development
- Infants and Toddlers

Week Twelve: Activities for Individuals With Unique Needs (3 hours)

- Early Childhood Adapted HPE
- Physical Fitness
- Body Mechanics and Posture
- Rhythm & Dance

Week Thirteen: Activities for Individuals With Unique Needs Continued (3 hours)

- Aquatics
- Team Sports
- Individual, Dual, and Adventure Sports
- Winter Sport Activities
- Wheelchair Sport Performance

Week Fourteen: Building Social Relationships (3 hours)

- Health and Physical Educator's Role in Promoting Positive Social Interactions Among Students With and Without Disabilities
- Educating Others About Disabilities
- Developing and Supporting Peer Tutoring
- Cooperative Learning Strategies

Using Technology for Inclusion
Course Evaluation

EXAM III will be given during 2 hour FINAL EXAM PERIOD.

IV. Course Evaluation

Exam I, II, and III: (Each test is worth 20 percentage points) These three exams will be spaced at regular intervals throughout the semester. Test questions will be taken from the reading material, class lecture, notes, and activities.

Class attendance: (5 percentage points) Students are expected to attend all classes and participate in class discussions and activities.

Lesson Planning: (15 percentage points) Students will select lesson plans prepared in other methods courses (HPED 214 215, 216, 217, 218, 316, 318, 325, 426, or 450) and demonstrate how they can be adapted for students with disabilities. The instructor will assign each student three different disabilities for which to modify their lessons. Two health education lesson plans and two physical education lesson plans must be completed.

Project: (15 percentage points) Students will choose two of the following to complete during the semester.

- Ecological inventory
- Aquatic internship
- Volunteer working with local organizations or agencies that serve persons with disabilities

Class Projects and Activities: (5 percentage points)

- Task analysis
- Web searches
- Case studies
- Other projects selected by the instructor during the semester

V. Sample Grading Scale

A = 90 – 100 percent
 B = 80 – 89 percent
 C = 70 – 79 percent
 D = 60 – 69 percent
 F = Below 60 percent

VI. Attendance Policy

Students are expected to attend each class. The instructor recognizes students' need to miss class because of illness or personal emergencies. Three allowable absences will be permitted over the course of the semester. Students are responsible for any work missed due to absences.

VII. Required Textbook

Friend, M. & Bursick, W.D. (2001). Including students with special needs: A practical guide for classroom teachers. 3rd Edition. Needham Heights, MA: Allyn & Bacon Publishing Company.

Winnick, J.P. (2000). Adapted Physical Education and Sport, 3rd Edition, Champaign, IL: Human Kinetics.

VIII. Special Resources Required: none

IX. Bibliography

Block, M.E. (1996). *Implications of US federal law and court cases for physical education placement of students with disabilities*. Adapted Physical Activity Quarterly, 13(2), 127-152.

Burton, A.W. (1997). Movement Skill Assessment, Champaign, IL: Human Kinetics.

Cohen, W. (1999). *Health Care Guidelines for Individuals With Down Syndrome*, Down Syndrome Quarterly, 4(3). Available on line at www.denison.edu/dsq/health99.shtml

Dunn, J. (2001). Special Physical Education, Boston: McGraw Hill Publishing.

Kelso, J. (1996). Dynamic Patterns: The Organization of Brain and Behavior, Cambridge, MA: MIT Press.

Seaman, J. (1995). Physical Best for Individuals With Disabilities: A Handbook for Inclusion in Fitness Programs, Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

Schleien, S.J., Meyer, L.H., Heyne, L.A., & Brandt, B.B. (1995). Lifetime Leisure Skills and Lifestyles for Persons With Developmental Disabilities. Baltimore: Paul H. Brookes.

Historical Bibliography:

Van Reusen, A.K., & Box, C.S. (1994). *Facilitating student participation in individualized education programs through motivation strategy instruction*. Exceptional Children, 60(5), 466-475.

Zittel, L.L. (1994). *Gross motor assessment of preschool children wit special needs: Instrument selection considerations*. Adapted Physical Activity Quarterly, 11(3), 245-260.

Related Websites:

<http://scolar.vsc.edu:80/VSCCAT/ABP-0831>

Adapted Physical Activity Quarterly, Champaign, IL: Human Kinetics Publishers

<http://www.irsc.org:8080/irsc/irscmain.nsf>

Internet Resource for Special Children

<http://www.palaestra.com/>

PALAESTR: Forum of Sport, Physical Education and Recreation for Those With Disabilities, Malcolm, IL: Challenge Publications, LTD

www.faculty.fairfield.edu/contents.html

Bandaides and Blackboards

www.ncpad.org

National Center on Physical Activity and Disability

www.twu.edu/o/apens

APENS: Adapted Physical Education National Standards

www.ed.gov/offices/OSERS/Policy/IDEA/index.htm

Individuals With Disabilities Education Act Amendments of 1997

<http://ncperid.usf.edu/index.html>

<http://ncperid.usf.edu/page2.html>

NCPERID: National Consortium on Physical Education and Recreation for Individuals With Disabilities

<http://www.specialyoga.com>

Yoga for the Special Child

www.specialolympics.org

Special Olympics

www.sabahinc.org/

Skating Association for the Blind and Handicapped

www.narha.org

NARHA: North American Riding for the Handicapped Association

Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.**

This course is intended for Health and Physical Education majors who will be certified to teach health and physical education in kindergarten through twelfth grade.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

Students currently are required to take HPED 344 Adapted Physical Education (3 credits) and EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings (2 credits). HPED 370 will replace these two courses. It will not only provide information about teaching students with disabilities in the gymnasium, but will also include instructional techniques in the health classroom.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).**

This course has not been offered at IUP before.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.**

This course will not be a dual-level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

This course may not be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).**

Other health and physical education teacher certification programs in Pennsylvania (Lock Haven University: HPED 312 Adapted Physical Education, Edinboro University: HPE 360 Special Physical Education, Messiah College: HPE 232 Physical Education for the Exceptional Student) teach courses similar to HPED 344 Adapted Physical Education. No health and physical education teacher certification programs in Pennsylvania were identified that offer a course which addresses both classroom and gymnasium instruction for students with disabilities.

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.**

The content and skills of this course are required as part of the approved health and physical education teacher certification in Pennsylvania. The content and skills incorporated into the course also address the standards recommended by the National Association for Sport and Physical Education as well as the American Association for Health Education.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.**

This course will be taught by an instructor in the Department of Health and Physical Education. This instructor will be assigned by the department chair.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).**

The addition of this class to the HPED curriculum will result in the deletion of HPED 344 and EDEX 301 as program requirements. These two courses contain overlapping content particularly those areas that identify disabilities and laws associated with students with disabilities. This information will be provided in one three-credit course. The course will focus on teaching students with disabilities in the gymnasium and adapting activities appropriate for this population. It will also provide instruction on techniques and issues that will arise when teaching health sensitive issues to this population. The Department of Special Education will be notified that EDEX 301 will no longer be required for HPE majors. The instructor of this class will be encouraged to collaborate with instructors from the Department of Special Education.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments?**

This course will not be cross-listed with other departments.

- B4 Will seats in this course be made available to students in the School of Continuing Education?**

This course will be available to HPE majors and those who have met the prerequisites.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.**

No additional faculty resources are needed to teach this course.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:**

- *Space**
- *Equipment**
- *Laboratory Supplies and other Consumable Goods**
- *Library Materials**
- *Travel Funds**

Current resources are adequate to teach this course.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)**

No resources for this course will be funded by a grant.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**

This course will be offered once each semester.

- C5 How many sections of this course do you anticipate offering in any single semester?**

One section will be offered in a single semester.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?**

It is estimated class enrollment will be between 25 and 30 each semester.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.**

No professional society recommends enrollment limits.

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.**

This course is not intended for distance learning.

Section D: Miscellaneous

This course proposal is part of the Department of Health and Physical Education's proposal that reduces the required credits from 131 to 120.