

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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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)**

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
	HPED 337 Coaching Disability Sport

**2. Additional Course Designations: check if appropriate**

<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	

**3. Program Proposals**

<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Other
	<input type="checkbox"/> New Track	

<u>Current</u> program name	<u>Proposed</u> program name, if changing

4. Approvals		Date
Department Curriculum Committee Chair(s)		03/27/2014
Department Chair(s)		3/28/2014
College Curriculum Committee Chair		6/24/2014
College Dean		9.4.14
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		9/16/14

## Part II. Description of Curriculum Change

### 1. Syllabus of Record

#### I. Catalog Description

HPED 337 Coaching Disability Sport 3 class hours  
0 lab hours  
3 credits  
(3c-01-3cr)

Prerequisites: HPED 209 or instructor permission

Provides an introduction to developmentally appropriate practice when coaching individuals with disabilities. Emphasizes accessible and inclusive practices that promote full participation of individuals with various disabling conditions. Explores program planning and assessment in various disability sports and games.

#### II. Course Outcomes

Upon completion of this course the student will be able to:

- A. Describe benefits of sports participation for individuals with disabilities.
- B. Explain major events in history that influenced the sporting opportunities for individuals with disabilities.
- C. Recognize the legislative responsibilities of organizations and sports programs in serving individuals with disabilities.
- D. Demonstrate the ability to research a specific sport and report on the adapted sport modifications made.
- E. Analyze appropriate coaching strategies and activity selection based on functional profiles of athletes with various disabling conditions.
- F. Identify organizational models for planning sports programs for individuals with disabilities.

#### III. Course Outline

- A. Foundation for Inclusive Sports 3 hours
  - 1. History and trends
  - 2. Legislative measures
  - 3. Least restrictive environment and inclusion
- B. Inclusive Physical Activity 3 hours
  - 1. Definition of Inclusive Physical Activity
  - 2. Philosophy of Inclusive Physical Activity
  - 3. Rationale for Inclusive Physical Activity

C.	Moving Toward Inclusive Sport	2 hours
	1. An Inclusive Model of Ability	
	2. Factors Influencing Individual Capability	
D.	Sport-Related Barriers and Strategies	3 hours
	1. Attitudes	
	2. Strategies for Promoting Inclusive Attitudes	
	3. Labeling and Language	
	4. Perceived Professional Competency	
	5. Accessibility	
E.	Exam One	1 hour
F.	Assessment of Sports Programming	3 hours
	1. Legal Requirements	
	2. Screening	
	3. Planning and Instruction	
	4. Sport Classification	
	5. Assessment Considerations	
	6. Formal and Informal Assessment Tools	
G.	Inclusive Sports Programming	3 hours
	1. Ensuring Access	
	2. Promoting Positive Environments	
	3. Preparing Participants and Support Personnel	
	4. Planning for Individualized Instruction	
	5. Transition	
	6. Participation in Recreation and Sport Programs	
H.	Promoting Positive Physical Activity Environments	2 hours
	1. Preparing Participants	
	2. Prepare Support Personnel	
I.	Planning for Individualized Instruction	2 hours
	1. Developing an Individual Program	
	2. Transition	
	3. Participation in Recreation and Sport Programs	
J.	Exam Two	1 hour
K.	Underlying Components of Sports Skills	3 hours
	1. Person-Centered Changes	
	2. Modifying the Task	
	3. Closed to Open Skill Progression	
	4. Skill Extensions	
	5. Skill Switching	
	6. Individualized Goal Setting	
L.	Modifying the Context and Instruction of Sport	3 hours
	1. Presenting Activities	
	2. Organizing and Managing the Instructional Setting	

- 3. Selecting Instructional Strategies
- 4. Evaluating Modification Effectiveness

M.	Adapted Sports Implementation	2 hours
	1. Organizational Models	
	2. Levels of inclusion	
N.	Exam Three	1 hour
O.	Application of Inclusive Sports Practices	2 hours
	1. Movement Skills and Concepts	
	2. Functional Approach	
	3. Health-Related Conditioning	
P.	Overview of Movement Skills and Concepts	2 hours
	1. Prerequisite Knowledge of Task Elements	
	2. Critical Elements and Differences in Movement Capabilities	
Q.	Modification of Fundamental Movement Skills and Concepts	3 hours
	1. Locomotion on Land	
	2. Object Propulsion	
	3. Object Reception	
	4. Play	
	5. Games and Sport	
R.	Disability Sports, Skills, and Activities	3 hours
	1. Coaching wheelchair basics	
	2. Invasive sports	
	3. Net sports	
	4. Court, field, and target sports	
S.	Culminating Activity	2 hour

IV. Evaluation Methods

The final grade will be determined as follows:

Exam 1	15%
Exam 2	15%
Exam 3	15%
Final Exam	15%
Adapted Sports Paper	15%
Case Studies (2)	10%
Functional Profiling of Athletes	10%
Attendance/Participation	5%

V. Grading Scale

A:  $\geq 90\%$ ; B: 80 – 89%; C: 70 – 79%; D: 60 – 69%, F:  $<60\%$

VI. Attendance Policy

The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate catalog.

## VII. Required Textbook

Kasser, S., & Lytle, R. (2013) *Inclusive physical activity* (2nd Edition). Champaign, IL: Human Kinetics Publishing.

## VIII. Special Resource Requirements

Instructor prepared course packet

## IX. Bibliography

Aiello, R. (2012). Students' rights and a response to legislation. *Journal of Physical Education, Recreation & Dance*, 83(3), 29-31.

Bowerman, S., Davis, R., Ford, S., & Nichols, D. (2011). Phases of Movement of Goalball Throw Related to Ball Velocity. *Insight: Research & Practice in Visual Impairment & Blindness*, 4(4).

Brittain, I. (2012). Chapter 6-Media, Marketing and Disability Sport: Chapter taken from The Paralympic Games Explained ISBN: 978-0-203-88556-7. *Routledge Online Studies on the Olympic and Paralympic Games*, 1(29), 72-90.

Brittain, I., & Green, S. (2012). Disability sport is going back to its roots: rehabilitation of military personnel receiving sudden traumatic disabilities in the twenty-first century. *Qualitative Research in Sport, Exercise and Health*, 4(2), 244-264.

Cottingham, M., Carroll, M. S., Phillips, D., Karadakis, K., Gearity, B. T., & Drane, D. (2013). Development and validation of the motivation scale for disability sport consumption. *Sport Management Review*.

Davis, R. W. (2011). *Teaching disability sport: A guide for physical educators*. Champaign, IL: Human Kinetics Publishing.

DePauw, K. P., & Gavron, S. J. (2005). *Disability sport*. Champaign, IL: Human Kinetics Publishing.

## 2. Course Analysis Questionnaire

### Section A: Details of the Course

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

**Students will use this course to gain a base of knowledge related to accreditation competencies as well as prepare them for more advanced courses in their field of study. This course may also serve as an elective for students in other majors who are interested in working with the special needs population in the physical activity setting.**

- 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.

**No, this course will not change or impact other courses or department programs.**

- 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).

**No. This course has never been offered at IUP.**

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

**No. This course is not intended to be dual level.**

- 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?

**No. This course is not to be taken for variable credit.**

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

**Yes**

**Slippery Rock University: PE 266 - Disability Sport in the 21st Century: A Global Perspective**

**West Chester University: KIN 253 Adapted Sports, Fitness, and Aquatics**

- 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.

**No, however content presented in this course will assist students interested in becoming a Certified Coach from the Special Olympics, or a Certified Disability Sport Specialist (CDSS) from the Blaze Sports Institute for Applied Science.**

### Section B: Interdisciplinary Implications

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

**No. This course will be taught by faculty from the Department of Health and Physical Education only.**

- 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).

**This course does not overlap with others at the University.**

- 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.

**No. This course is not cross-listed.**

### **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 new faculty member will be required to teach this course. This course will only be offered to students during winter and summer sessions. Therefore, no shift in current faculty workload will be required.**

- 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 – **Current classroom space is adequate for this course.**
  - Equipment – **No additional equipment is required to teach the course.**
  - Laboratory Supplies and other Consumable Goods – **None needed.**
  - Library Materials – **Current library holdings are adequate.**
  - Travel Funds – **No travel funds required.**

- 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 grant funds are required for this course.**

- 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 as an online course during both the winter and summer semesters, as well as periodically during the regular academic year. No seasonal semester restrictions apply.**

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

**One section.**

- 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?

**Each section of this course will accommodate 25-35 students.**

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**

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.

**See attached Undergraduate Distance Education Review Form**

**Section D: Miscellaneous**

Include any additional information valuable to those reviewing this new course proposal.

**None.**

**Part III. Letters of Support or Acknowledgement.**

None necessary