

**The University of Texas at Arlington
College of Education**

Fall 2009

Course Title Adapted Physical Education and Sport

Course Number: KINE 3304 001

Course Location and Time: PEB 303, MWF 11:00 – 11:50

Instructor: Dr. Abu B. Yilla

Office: P. E. Building, Rm. 101A

Office Hours: MWF 12:15 – 12:45, TR 11:30 – noon, or by appointment

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The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

COLLEGE OF EDUCATION MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these

CORE VALUES, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

(See Last Page)

Course Prerequisites: KINE 1315, KINE 3388

Required Textbook(s) and Materials: Winnick, J. P. 2006. Adapted Physical Education and Sport. (4th ed.). Champaign, IL: Human Kinetics

Course Description: Analysis of conditions that impact individuals with special needs. The purpose of the course is to improve the student's knowledge about common conditions requiring adaptations and the relationship to appropriate physical activity experiences. Stress will be placed on understanding the needs of students with disabilities and the development of physical activity programs to meet those needs. Hands-on practical experiences will be an important aspect of the course. Each student will be encouraged to assist in an approved practicum, appropriate to his or her area of specialization, during the semester. In addition on Friday mornings students will have the opportunity to participate in the instruction of students with disabilities

Course Learning Goals/Objectives:

Upon the conclusion of the course, the student will be able to:

1. Define and describe the history and current status of physical activity for individuals with disabilities.
2. Identify the legal mandates for physical activity services for individuals with disabilities.
3. Demonstrate oral communication competency by participating in a debate on inclusion.
4. Understand the major types of disabling conditions dealt with in physical activity settings.
5. Understand the programming implications associated with certain specific disabilities
6. Implement various assessment techniques (formal and informal) and describe how assessment interrelates with programming objectives.
7. Understand the process of developing an appropriate exercise/activity program/IEP based on assessment data.
8. Gain an understanding for planning, organizing, and implementing an adapted physical activity program.
9. Recognize the need for quality teaching, community instruction, and recreational programs for people with disabilities.
10. Describe and apply appropriate strategies for individualizing instruction.

NCATE, national (NASPE) and state professional certification standards met within the context of this course

NCATE Standards	Standards Met in This Class
I. CANDIDATE PERFORMANCE	
<p>Standard 1: <i>Candidate Knowledge, Skills, and Dispositions</i></p> <p>Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</p>	Yes
II. UNIT CAPACITY	

<p>Standard 3: <i>Field Experiences and Clinical Practice</i></p> <p>The unit and its schools partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.</p>	<p>Yes</p>
<p>Standard 4: <i>Diversity</i></p> <p>The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P – 12 schools.</p>	<p>Yes</p>

<p>National Professional (NASPE) Standards Met in This Class</p>	<p>Units/Assignments That Meet Standards</p>
<p>Standard 1: Content Knowledge</p> <p>A physical education teacher understands physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person. This standard represents the discipline specific content and skill knowledge. To meet this standard, institutions will document assessment activities which include motor skills, content knowledge in sub-disciplines, and the application of disciplinary content to teaching.</p>	<p>All units and assignments</p>
<p>Standard 2: Growth and Development</p> <p>A physical education teacher understands how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development. The focus of this standard is the application of growth and development concepts to specific teaching experiences. Preservice teachers will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental progressions.</p>	<p>Unit 2</p>
<p>Standard 3: Diverse Learners</p> <p>A physical education teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences. Through this standard, preservice teachers demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners.</p>	<p>All units and assignments</p>
<p>Standard 6: Planning and Instruction</p> <p>A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals. This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow preservice teachers to</p>	<p>Unit 2 and practicum experience</p>

refine, extend, and apply their teaching skills.	
<p>Standard 7: Learner Assessment</p> <p>A physical education teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity. Preservice teachers will explore the use of various forms of authentic and formal assessment to guide instruction, provide feedback to candidates, and to evaluate their teaching. Included within this exploration will be an analysis of the appropriateness of various assessments.</p>	Unit 2
<p>Standard 9: Collaboration</p> <p>The teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well-being. This standard encompasses the preservice teachers' opportunities to interact and advocate for physical activity both in school and the larger community. Inclusion of learning experiences that involve preservice teachers with community agencies or partnerships would be appropriate.</p>	Unit 3

Texas Certification Standards	
<i>Standard and Relevant Work):</i>	
1.2s AISD practicum, Friday practicum	Use movement concepts and principles to develop students' motor skills;
1.4s AISD practicum, Friday practicum	Provide developmentally appropriate learning experiences that enhance students' locomotors, non-locomotors, body control, manipulative, and rhythmic skills;
1.5s AISD practicum, Friday practicum	Modify and adapt movement activities based on individual student needs; and
2.1s Unit 3	Implement activities that promote student awareness of fitness concepts;
2.7s AISD practicum, Friday practicum	Provide students with a variety of physical activities.
3.2k Unit 2	Appropriate skills and strategies for managing student behavior;
3.4k Unit 3	Personal and social benefits of participating in physical activities, games, dance, outdoor pursuits, and sports;
3.5k Unit 2	Theories of motivation and educational practices that prompt students to participate in physical activity;
3.6k Unit 2	Principles, benefits, and limitations of various class management strategies in physical activity settings;
3.7k Unit 2	Factors that promote intrinsic motivation and strategies for helping students become self-motivated; and
4.3k Unit 2	Typical developmental progressions in all domains (i.e., physical, cognitive, social, emotional) and the significance of individual differences in growth and development;
4.1s Unit 2	Analyze how developmental factors affect learning and consider these factors when making instructional decisions;
4.2s Unit 2 AISD practicum	Assess developmental needs in all domains (i.e., physical, cognitive, social, emotional, in order to design and adapt instruction;
4.3s Unit 2 AISD	Recognize individual differences in growth and development and apply modified instruction;

practicum, Friday practicum	
4.6s All units	Use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts; and
5.2k All units	Areas of special needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning;
5.3k Unit 1	Know learning may influenced by individual experiences, talents, and prior learning, as well as by economic, cultural, family, and community background; and
5.4k All units	That all students can develop motor skills successfully and enjoy physical activity.
5.1s Unit 2	Select and implement developmentally appropriate instruction that is responsive to students' individual needs;
5.2s All units	Use appropriate strategies, services, and resources to address special and diverse learning needs;
5.4s Unit 2, AISD practicum, Friday practicum	Create and modify games and activities to ensure that all students have an equal opportunity to participate, learn to be successful, and enjoy physical activity.
6.1k Unit 2	Short- and long-term instructional goals, including goals based upon the Texas Essential Knowledge and Skills (TEKS), for diverse students at different grade levels;
6.2k Unit 2	Various instructional resources, program models, instructional strategies, and technologies relevant to physical education;
6.3k AISD practicum, Friday practicum	Principles and techniques for modifying rules, games, equipment, and settings to address specific needs and objectives;
6.2s AISD practicum,	Design and implement appropriate instruction that is safe, achieves goals, and ensures student progress, motivation, and safety;
6.3s AISD practicum, Friday practicum	Utilize appropriate teaching resources and curriculum materials for various purposes and objectives;
6.4s AISD practicum	Utilize appropriate instructional strategies based on students' developmental levels, learning needs, and program goals;
6.6s Friday practicum	Use and adapt activities, equipment, and movement space according to ages, learning styles, strengths, and experience levels of students;
6.8s AISD practicum, Friday practicum	Use appropriate verbal and nonverbal cues to promote student learning in physical activity contexts;
6.10s Unit 3	Communicate to students the importance of physical activity, health, and fitness;
Standard VII Unit 2	The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education contexts.
Standard IX Unit 3	The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students' growth and well-being.
Standard X Unit 1	They physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

Attendance and Drop Policy:

Role will not be taken. However, students will be responsible for all materials presented in class. Ten percent of the final grade will be determined by attendance on the Friday morning AISD practicum dates, when there will be a sign-in sheet. Make-up exams will not be scheduled unless **prior** notification is given to the instructor. A missed exam will be graded as a 0.

Tentative Lecture/Topic Schedule:

Week			Content
1	8/24	M	Course Introduction and presentation of syllabi
	8/26	W	Practicum orientation.
	8/28	F	Unit 1 Perspective on people with disabilities Introduction.
	8/31	M	History continued. Person first terminology Medical and Functional models of disability
	9/2	W	Chapter 1
	9/4	F	Chapter 1 continued
3	9/7	M	Labor Day
	9/9	W	Chapter 1 continued (Census Day)
	9/11	F	Chapter 2 Program Organization and Management
4	9/14	M	Chapter 2 Program Organization and Management
	9/16	W	Debate orientation and preparation
	9/18	F	Friday practicum experience orientation (Ch 8 ID)
5	9/21	M	Chapter 6 Behavior Management (& 9 Behavioral Disorders)
	9/23	W	Chapter 8 Intellectual Disabilities
	9/25	F	Friday practicum experience
6	9/28	M	Debate 1 - ADA
	9/30	W	Debate 2 - IDEA
	10/2	F	Exam Review
7	10/5	M	Unit 2: The IEP process. Chapter 5 Overview of the IEP process
	10/7	W	Exam 1
	10/9	F	Friday practicum experience
8	10/12	M	Chapter 19 review from KINE 3388
	10/14	W	Chapter 20 review from KINE 3388.
	10/16	F	Friday practicum experience
9	10/19	M	Chapter 4 Measurement and Assessment
	10/21	W	Chapter 4 Measurement and Assessment (cont)
	10/23	F	Friday practicum experience
10	10/26	M	Chapter 4 Measurement and Assessment
	10/28	W	Chapter 7 Instructional Strategies for Adapted Physical Education
	10/30	F	Chapter 7 Instructional Strategies for Adapted Physical Education (cont)
11	11/2	M	Chapter 11 Learning disabilities study guide distributed
	11/4	W	Exam Review Chapter 11 Learning disabilities(cont)
	11/6	F	Friday practicum experience
12	11/9	M	Exam 2
	11/11	W	Unit 3 Adapted Sport Activities. Medical and Functional models of disability sport.
13	11/13	F	Friday practicum experience (@ Webb Elementary)
	11/16	M	Classification in individual and team sports.
	11/18	W	Chapter 12 Visual Impairments

Week			Content
	11/20	F	Chapter 13 Deafness
14	11/23	M	Chapter 14 Cerebral Palsy, Stroke and TBI
	11/25	W	Chapter 16 Spinal cord disabilities
	11/27	F	Thanksgiving
15	11/30	M	Chapter 26 Team sports
	12/2	W	Chapter 29 Enhancing Wheelchair Sports Performance Exam review and study guide
	12/4	F	Friday practicum experience
16	12/9	W	11 - 1:30 Exam 3 – Disability sport

Specific Course Requirements:

During the course of the semester, there will be 3 tests. The third test will be during the Final Examination time for this class. The course will have a practicum in which students will gain appropriate hands-on experiences working with individuals with disabilities. The practicum will involve two components: (a) 3 experiences at an approved community based sport event, public or private school adapted physical education class, rehabilitation facility, or recreation facility; (b) a lesson plan, **or** a brief, typed, log of your practicum experience as appropriate.

The practicum section of the grade will be based on the final evaluation from the supervisor in the Arlington Independent School District.

Plagiarism

As part of this class you are required to complete the UTA plagiarism tutorial at <http://library.uta.edu/tutorials/Plagiarism> at the end of the tutorial there is a quiz. If you successfully complete the quiz you will have the option of emailing the results. Email this form to me at abu@uta.edu This is mandatory and **MUST** be completed by the end of the third week of the semester.

Any student found to have plagiarized work will receive an F for the class.

Grade Calculation:

Test grades

Exam 1 = 20pts., Exam 2 = 20pts., Exam 3 = 20pts. **60 pts**

Participation

Debate preparation **5 pts**

IEP development **5 pts**

Friday practicum activities **10pts.**

Practicum grade

- a. Supervisor Evaluation (15 pts.)
- b. Lesson Plan (5 pts) **20pts.**

Total 100pts.

<u>Grading Scale:</u>	90-100	A
	80-89	B
	70-79	C
	60-69	D
	59 or less	F

Attendance: Roll will not be taken. However, students will be responsible for all materials presented in class.

Drop Policy: The University has adopted a uniform drop policy. The Last Drop Date for undergraduates will occur at a point two-thirds of the way through a given semester or session, which usually occurs at the end of the tenth week of classes. As usual, students are allowed to drop until 5:00 p.m. CST on that date. Undergraduate students who drop a course on or before the Last Drop Date will receive an automatic grade of “W” regardless of whether they have completed assignments or not.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Commitment to Diversity: In our commitment to the furthering of knowledge and fulfilling our educational mission, the College of Education at the University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

Librarian to Contact: Eric Frierson frierson@uta.edu,

E-Culture Policy: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly. When emailing me please place KINE 3304 in the subject line for all correspondence relating to this class.

Make-up Exam Policy: Make-up exams will not be scheduled unless prior notification is given to the instructor. A missed exam will be graded as a 0.

Grade Grievance Policy: See University policy for grade grievances related to this class.

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.