

**UNIVERSITY OF NORTH ALABAMA**  
**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION**

**COURSE NUMBER:** HPE 401  
**COURSE TITLE:** Adapted Physical Education  
**SEMESTER HOURS:** 3 semester hours  
**PREREQUISITES:** Recommended preparation; EEX 340  
**REVISED:** August 2012

**Adapted Physical Education**

**CATALOG DESCRIPTION:** Study of the atypical individual as related to understanding both physical and mental disabilities and the development of sound physical education programs for various disabling conditions. Topics addressed will include fitness assessments, developing sound physical education and activity programs, physiological responses to exercise, adaptations, and accessibility issues. Students will be required to complete a minimum of 30 field experience hours in an assigned adaptive physical education setting.

**TEXT:** ACSM's (2006). Guidelines for Exercise Testing and Prescription. American College of Sports Medicine, 8th. Edition, Baltimore, MD: Lippincott Williams & Wilkins.

LiveText

Handouts and PowerPoint presentations

**COURSE OBJECTIVES:** At the completion of this course the student will be able to:

- State a brief history of adapted physical education.
- Explain the legal bases of adapted physical education.
- Differentiate between the variety of handicaps with respect to causes, characteristics, and program needs of the following disabilities:
  - Mental retardation
  - Emotional disorders
  - Learning disabilities
  - Hearing impairment
  - Visual impairment
  - Neurological and muscular handicaps
  - Physical deviations and orthopedic handicaps
- Define the role of the physical educator in establishing the needs of handicapped students and in designing appropriate individualized programs in various disciplines.
- Explain the basic principles of organization and administration of the adapted physical education program.
- Formulate an I.E.P. for students requiring an adapted program.
- Integrate PE concepts into various academic content areas.
- Present an equitable program of evaluation of student progress in adaptive programs.

**PROFESSIONAL STANDARDS AND ASSESSMENT:** Content included in this course fulfill Alabama Physical Education Knowledge and Ability Standard 290-3-3-33

- (2)(c)2.(ii) Plan and adapt progressive and sequential instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

- (2)(c)2.(iii) Implement modified activities for diverse populations to ensure maximum participation and learning.
- (2)(c)2.(iv) Related physical education to other disciplines and programs within the school and foster an interdisciplinary approach to teaching.

Content of this course links with UNA College of Education Conceptual Framework References 1, 2, 4, 6.

Standard Code	Standard	Assessment	Instrument
290-3-3-.33(2)(c)2.(ii)	Plan and adapt progressive and sequential instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	Case study; Utilizing FITTE principles for diverse needs	Think tank; participant score
290-3-3-.33(2)(c)2.(iii)	Implement modified activities for diverse populations to ensure maximum participation and learning	Group laboratory experience; Reaction assignment	Rubric

### COURSE CONTENT:

History of adapted physical education  
 The legal bases of adaptive physical education  
 Definitions of handicapping conditions  
 The individualized education program  
     The components  
     The common problems in development  
 Review knowledge of Physical Education concepts and how they can be integrated into a variety of academic content areas. Accommodations will be included.  
 Common developmental delays  
     Systems affected by delays  
     Physiological, cognitive, and social effects  
 Exercise programming for specialized problems  
     Mental retardation handicaps  
         Classification  
         Characteristics  
         Programs  
 Learning disabilities  
     Characteristics of students with learning disabilities  
     Specific physical education needs of LD students  
 Emotional disorders  
     Classic mental disorders  
     Adapting the public school program to accommodate emotionally disturbed students  
 Hearing impairment  
     Classification of hearing loss  
     Special problems of hearing impaired  
 Visual impairment  
     Special problems of visually impaired  
 Neurological and muscular handicaps  
     Seizure disorders  
     Cerebral palsy  
     Muscular dystrophy

Physical deviations and orthopedic handicaps

- Obesity
- Spina bifida
- Congenital handicaps
- Acquired handicaps

**COURSE ACTIVITIES:**

- Lectures/discussions
- Small group projects
- Disability simulation activities
- Field trips
- Professional readings
- Article critiques
- PowerPoint presentations
- Written exams

**GRADING PROCEDURE:**

The student's final grade for this course will be determined by calculating the average of all grades received for the following: a) written exams, b) completion of an article critique, c) completion of laboratory/case study assignments, and d) attendance. During this course four (4) written exams will be administered. Each exam will be graded on a 100 point basis and count equally toward the student's final course grade. Each student will also be required to complete an article critique which must be submitted via LiveText. This assignment will count the same as a written exam grade. Completion of a laboratory/case study will also be a requirement for each student enrolled in this course. This assignment will count the same as a written exam toward the student's final course grade. Finally, each student will be given 100 points at the beginning of the course for attendance. Three (3) points will be deducted for each absence (excused or unexcused). Two tardies equals one absence. The total remaining points for attendance at the end of the semester will count as an exam grade. All grades received will be averaged to determine the student's final grade in this course.

The student's final course grade will be determined according to the following scale:

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = below 60

**ATTENDANCE POLICY:** When a student accumulates thirteen (13) cuts for any reason, an automatic "F" will be given.

**MAKE-UP POLICY:**

There are no makeup exams. Any missed exam(s) will be taken during final exams.

**PERSONAL TECHNOLOGY POLICY:**

Use of cell phones or other electronic devices will not be allowed in class without prior instructor approval. Phones should be off or in silent mode. There is no reason for a student to have to send or address calls or messages during class. If the student has extenuating circumstances and needs to be available for an emergency, permission should be secured from the course instructor before class begins. The first time a cell phone rings in class may be attributed to poor judgment. If this occurs a second time the

person who brought the phone to class will be dismissed from class for the day and counted absent and receive a grade of zero (0) for the day's class work. This cell phone policy applies to all classes including exams and presentations.

### **ACCOMMODATION STATEMENT:**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

### **ACADEMIC HONESTY:**

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the

faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.