

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
DEPARTMENT OF KINESIOLOGY AND HEALTH PROMOTION  
**KIN 206S- Introduction to Adapted Physical Education**  
WINTER 2009

**Instructor:** Dr. P. Vetter

**Office Hours:** M & Th. 9-11 am Th. 2-5 pm

By appointment with KHP Administrative Assistant: Ext; 2768

**Class Times:** T - Th 9:15 - 10:30 AM

**Class Location:** Building 43, room 110

**Office:** Bldg. 43- room 114

**Phone:** (909) 869-2764

**E-Mail Address:** [pvetter@csupomona.edu](mailto:pvetter@csupomona.edu)

**Web Site Address:** [www.csupomona.edu/~pvetter](http://www.csupomona.edu/~pvetter)

**Instructor:** Ms. Barbara Harmer-Garcia

**Office Hours:** Monday/Wednesday 2-2:50pm,

Tuesday and Thursday 4-5 PM Friday by appt.

**E-Mail Addresses:** [buffwoman@hotmail.com](mailto:buffwoman@hotmail.com)(Preferred)

[bjharmergarc@csupomona.edu](mailto:bjharmergarc@csupomona.edu)

**Web Site Address:** <http://www.csupomona.edu/~bjharmergarc/>

**Office:** Building 41, Room 19

**Phone:** (909) 869-2798

**Course Description:** Introduction to physical education for students with disabilities. Includes history, legal mandates, disabling conditions, program adaptations and a full inclusion model. Observation of selected programs with a service-learning component. 3 hours lecture/problem-solving.

**Course Summary:** This course will introduce to the students the wide spectrum of activities, theories, methodologies and type of disabling conditions within the realm of Adapted Physical Education (APE). We will discuss and observe the various ways a program of physical education can be used to enhance the development of individuals with disabilities. It will include a brief historical background of programs with emphasis on how today's programs have evolved. Laws, rules, and regulations dealing with Adapted Physical Education will be discussed. The various ramifications of inclusion and arguments for or against will be presented. The course will be geared to the lower division undergraduate major and is designed to help the student decide early in their degree program whether or not they desire to pursue a specialization in this area.

Through this class, the student should gain knowledge of what Adapted Physical Education is, its scope, and the important contributions a good Adapted Physical Education Program makes to the total education and development of individuals with disabilities. The student will have exposure to the various disabling conditions and types of program through a carefully selected series of observation opportunities. Students should develop awareness as to whether or not they would enjoy and are mentally and psychologically suitable for working with the disabled.

**Course Prerequisites:** None.

**Required text:**

Adapted Physical Activity, Recreation and Sport, sixth edition. Sherrill, C. 2004. McGraw-Hill.  
Lecture Handbook – available on Blackboard

**General Course Objectives:**

1. Visit and observe actual Adapted Physical Education programs.
2. Gain knowledge and understanding in the field of Adapted Physical Education.
3. Acquire skills to survive working with individuals with disabilities in various settings.
4. Improve the students' written and verbal communication skills.

**Specific Expected Outcomes:**

1. Demonstrate a knowledge of the history of adapted physical education
2. Explain the definition of physical education in the federal legislation

## KIN 206S- Introduction to Adapted Physical Education

WINTER 2009

3. Outline the federal legislation and litigation, which have affected individuals with disabilities and the importance of language (written and oral) with individuals with disabilities
4. Describe the relationship between special education and adapted physical education
5. Describe characteristics of a variety of conditions that individuals with disabilities may have and the implications for physical education programming
6. Explain the role of physical education in the school curriculum and its relationship with physical therapy, occupational therapy and recreation
7. Analyze adapted physical education programs based on a variety of observation experiences. Describe and explain an adapted physical education experience with an individual and/or individuals with disabilities
9. Describe resources available at the local, state, and national level to assist physical educators in working with individual with disabilities
10. Experience spending time with a disabled person as a result of the service-learning project.

### **Make-Up Policy:**

1. In-class journal writings and exams cannot be made up unless Barbara Harmer-Garcia or Dr. Vetter is notified within 1 hour of the class starting. This make-up can only occur twice and should be reserved for emergencies only. Make-up will then occur within 48 hours or no credit will be given for the assignment.
2. Visits to the Adapted Physical Education sites will not be allowed to be made up since the teacher and students at the site are preparing for our visit to occur only once.
3. Volunteer hours should total 8. These are arranged outside of class and scheduled with the individuals involved. Therefore, make-ups can be possible if you have coordinated this with the persons involved.

**Visitation Dress Code:** Professional physical education attire is expected during our class visits to APE sites. This includes tops, shorts, and pants that are appropriate for working with students with a disability (not too tight and not too loose). Since we are guests on the various campus, principals, teachers, and other professionals will be around. Attire and behavior to the highest level is expected.

**Attendance:** Your daily attendance is expected. It is highly suggested that you participate as much as possible in order to get out of this class all that is possible. Your attendance will influence your grade due to the in-class journal writings and the exams. It will be difficult to do well in this course if you do not attend class and participate in the lectures and discussions.

**Course Syllabi:** This syllabus is the instructor's communication with the students and will be followed. It is the student's responsibility to read these syllabi and to ask the instructor to clarify any aspect that is unclear.

**Student Evaluations:** The Department of Kinesiology and Health Promotion takes student evaluations very seriously. Each student has the right to evaluate each activity class in which they enroll. There are two types of evaluations: formal (bubble sheet) and informal written comments. The instructor will ensure that the formal evaluation has occurred during the last week of the quarter. Informal written comments can be provided to the instructor for their personal use, however, they cannot be used for faculty evaluation. If the student would like their written comments to be used for faculty evaluation, they need to write a letter to the department chair and submit it to the department office.

**Student Conduct and Discipline:** It is expected that all students are enrolled in this lecture class for serious educational pursuits and that their conduct will preserve an atmosphere of learning. This includes arriving to class on time, no wearing of hats in class, showing respect for the instructor and other students, no talking during lecture, and staying the entire class time. All students are expected

## **KIN 206S- Introduction to Adapted Physical Education**

WINTER 2009

to assume the responsibilities of citizenship in the campus community. During the class visits to the Adapted Physical Education sites, professional attire and courtesy is expected.

**University Policy on Dropping a Course:** The responsibility for properly dropping classes rests with each student. Students who do not drop a scheduled class which they are not attending are subject to receiving a failing grade. If you need to drop the course, do so in the first 7 days of the quarter. Otherwise, you may have to show serious and compelling reason for dropping. You are taking up a seat that other students may have wanted and dropping after the first week of the quarter is disrespectful to your colleagues.

**Academic Integrity:** The students are expected to be aware of the University policy on academic integrity.

**KIN 206S- Introduction to Adapted Physical Education**  
WINTER 2009

| <b>Course Evaluation:</b>                                   | <b>Points</b> |
|---|---------------|
| • Class Journal to contain items 1-4 in an organized manner | 20            |
| 1. In-class journal writing (numerous unannounced)          | 75            |
| 2. Class visitation reports (5 @ 20)                        | 100           |
| 3. Service Learning log recording 8 hours of volunteer      | 125           |
| 4. Extra Credit Material                                    | varies        |
| • Exams (3 @ 60 points each)                                | 180           |
| <b>Total Points Possible</b>                                | <b>500</b>    |

Grade Distribution: A: 450 - 500 B: 400 - 449 C: 350 - 399 D: 300 - 349 F: below 299

**Extra Credit:** (Maximum of 50 points can be earned in this way).

- Join CAHPERD or ACSM (15 points)
- Spend extra hours at your service-learning site (5 points for every hour)
- Watch and write a summary of a current movie dealing with a person with a disability (10 points) or rent a DVD or video (5 points). The summary should include the disabled person's role/character, how others responded to them, and what aspect of the film influenced you the most.
- Search the Internet and pull up a web site. Write a summary of the site and how it applies to individuals with disabilities. (5 points)
- United States Adaptive Recreation Center: CALL USARC (909).584.0269, download application: [http://www.usarc.org/files/Winter\\_Volunteer\\_08-09.pdf](http://www.usarc.org/files/Winter_Volunteer_08-09.pdf)
- Bring an opportunity you would like to do and Dr. Vetter will determine the point value.
- Other projects or activities will be announced as they apply to this course.
- "Impressions of disABILITIES" for our first annual Disability Awareness Week scheduled for January 24 - 30, 2009 This is at Cal Poly.

Below is a sampling of some of the other programs planned for this week:

**Saturday, January 24<sup>th</sup>:** Wheelchair Basketball Games Women's BB 5:30PM, Men's BB 7:00 PM (7 minute event to take place during half- time for both women's and men's bb)

**Monday, January 26<sup>th</sup> :** Art Exhibit Reception, BSC Rotunda by URSA Major, 12 - 2 pm

**Tuesday, January 27<sup>th</sup>:** Featured Speaker, Amy Roloff, URSA Major 12 - 1 PM

**Thursday, January 29<sup>th</sup>:**

Music Performance/Michael Bivins, University Park, 12 - 1 pm  
Resource Fair, URSA Minor 11:30 am - 2pm

10 points for attendance at any of the events with documentation.

**KIN 206S- Introduction to Adapted Physical Education**  
WINTER 2009

**KIN 206S- Introduction to Adapted Physical Education**  
WINTER 2009

TOPIC FOR LECTURES AND EXAM SCHEDULE

| DATES    | DAY      |    | CLASS TOPIC  | CHAPTERS  |
|----------|----------|----|--|-----------|
| 01/06/09 | Tuesday  | 1  | Introduction to class and requirements   |           |
| 01/08/09 | Thursday | 2  | Introduction to Adapted Physical Education   | 1 and 2   |
| 01/13/09 | Tuesday  | 3  | Teamwork, Communication, Adaptation, Advocacy, and the Law   | 3 and 4   |
| 01/15/09 | Thursday | 4  | Orthopedic Impaired, Cerebral Palsy, Stroke & Traumatic Brain Injury                                 | 23 and 25 |
| 1/20/09  | Tuesday  | 5  | Visit #1, Moreno School @ 9:00 AM  | Visit #1  |
| 01/22/09 | Thursday | 6  | Exam #1 (chapters 1, 2, 3, 4, 23, 25 and class lecture material)<br><b>Visit #1 Write up due</b>     |           |
| 01/27/09 | Tuesday  | 7  | From Infants, Toddlers, and Young Children to Aging and Disability                                   | 18 and 28 |
| 01/29/09 | Thursday | 8  | Learning Disabilities  | 20        |
| 02/03/09 | Tuesday  | 9  | Visit #2, Motor Development Clinic<br><b>Visit #2 Write up due after you complete your visit</b>     | Visit #2  |
| 02/05/09 | Thursday | 10 | Mental Retardation   | 21        |
| 02/10/09 | Tuesday  | 11 | Severely Disabled, Emotionally Disturbed, & Autism   | 10 and 22 |
| 02/12/09 | Thursday | 12 | Visit #3, Lincoln School @ 9:15 AM   | Visit #3  |
| 02/17/09 | Tuesday  | 13 | Exam #2 (chapters 18, 28, 20, 21, 10 and 22 and class lecture material) <b>Visit #3 Write up due</b> |           |
| 02/19/09 | Thursday | 14 | Curriculum Planning and Assessment   | 5 and 6   |
| 02/24/09 | Tuesday  | 15 | Motor Performance Motor Skills and Patterns  | 11        |
| 02/26/09 | Thursday | 16 | Visit #4, Ramona Middle School @ 9:00 AM   | Visit #4  |
| 03/03/09 | Tuesday  | 17 | Other Health Impaired<br><b>Visit #4 Write up due</b>  | 19        |
| 03/05/09 | Thursday | 18 | Other Health Impaired  | 19        |
| 03/10/09 | Tuesday  | 19 | Monte Vista Visit or El Camino Elementary School<br>Visit #5 @ 9:00AM                                | Visit #5  |
| 03/12/09 | Thursday | 20 | Les Autres<br>Journal Due <b>Visit #5 Write up due place in journal</b>                              | 24        |
| 3/17/09  | Tuesday  | 21 | Exam #3 (Chapters 5, 6 11, 19, 24 and class lectures) Pick-up journal                                |           |