

PROCESS A NON-GENERAL EDUCATION - CURRICULUM PROPOSAL  
LIBRARY RESOURCE FORM REQUIRED

SCC #04-05- 368

Deadlines

October 4, 2004 to be implemented Fall 2005 ~ February 14, 2005 to be implemented Spring 2006

PROPOSAL TITLE: Adapted Physical Education

Sponsor(s): Dr. Peter Rattigan E-Mail: Rattigan@rowan.edu Ext: 3766

Dr. Richard Fopeano E-Mail: Fopeano@rowan.edu Ext: 3740

DEPARTMENT: Health and Exercise Science

COLLEGE: College of Education

If Liberal Arts & Sciences CHECK:  History/Humanities  Math/Sciences  Social/Behavioral Sciences  
 UNDERGRADUATE  GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non gen-ed course  
 Short-term non gen-ed course  
 Minor curricular changes (fewer than three) to:  
 Existing non gen-ed course  
 Non gen-ed degree requirements  
 Major  
 Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: R. Fopeano Date: 9-30-04  
Department Curriculum Chair: Maria Skellern Date: 9-30-04  
Academic Dean: Carol Sharp Date: \_\_\_\_\_

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 4/25/05 Approved  Not Approved

COLLEGE CURRICULUM CHAIR: Carol Skellern

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement 5/10/05

Comments: \_\_\_\_\_

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 6/21/05

Approved  Not Approved For Sp 06

REGISTRAR

Date: 6/28/05 Course Description Received & Approved - Regis Taxonomy & Course #: \_\_\_\_\_

Registrar Signature: [Signature]

NOTIFICATION FORWARD

SCC Chair  Academic Dean  Department Chair  Registrar  IR  OAP  
 VP Student Affairs  Others

Handwritten notes: 4/15/05  
7/6/05

## Minor Curriculum Change Proposal

### 1. Details

- a. Change Requested: Catalog description, credit hour and prerequisite change for 0835. 452 - Adapted Physical Education.

Catalogue description

From: This course provides an introduction to the health problems of the atypical student and includes study of activities in the Physical Education program that will best meet student needs. Problems will include postural deviations, cardiac conditions, brain damage involvements, emotional conditions and chronic health problems such as epilepsy and asthma.

To: This is an introductory course designed to provide teacher candidates with the knowledge and basic skills required to meet the professional and legal mandates pertaining to general physical education for students with unique needs, between ages 3 to 21. The course will focus on the law, placement decisions, assessment, individualized general physical education programming, service delivery, and transition planning for individuals with disabilities. It stresses professionalism in the workplace, awareness of the strengths and limitations of those with disabilities and methods for inclusion.

Credit hours

From: 2 credit hours

To: 3 credit hours

Prerequisite(s)

From: None listed

To: 0835.135 Introduction to Teaching Health and Physical Education

- b. Sponsors: Peter Rattigan, Ph.D., Assistant Professor, Health & Exercise Science (HES); Iva Obrusnikova, Ph. D., Assistant Professor, HES; Richard Fopeano, Ph. D., Chair, HES

### 2. Rationale

- a. Statement of need for change: The department of Health and Exercise Science began a revision process during the 2003-2004 academic year to align professional education coursed with the New Jersey Administrative Code adopted in January 2004. Part of this code change addressed the need for all certified teachers to be prepared to teach classes that include pupils with exceptionalities (inclusion). The change in credit load is necessary to ensure health and physical education teacher certification students cover the necessary material for the general education exceptionalities course, in addition to special requirements for their field. While the current course in adapted physical education requires that candidates obtain knowledge of exceptionalities and certain competencies in teaching inclusion classes in health and physical education, it is necessary to include all relevant

competencies in order to allow health and physical education certification majors to gain the knowledge, skills and dispositions necessary to teach inclusion classes. The catalog description reflects these considerations, and the inclusion of the prerequisite course reflects the fact that this course is for teacher certification majors in the Health and Exercise Science department and follows on from the introductory and foundations courses, which introduce the basic considerations of inclusion in schools.

- b. Statement of curricular effect: The major potential curricular effect, the addition of a credit hour, will be offset by a minor curriculum change proposal for another class in the teacher certification program (Introduction to Health and Exercise Science, 0835.135 – see related proposal). Addition of the prerequisite (Foundations of Health and Physical Education 0835.286) will ensure candidates in the class have been admitted into the major and have a foundation and introductory class (prerequisite for 0835.286 Foundations), which provide a basis for the more specialized content in this class.
- c. Changes in requirements of major or minor: none

### **3. Consultation**

- a. Parties consulted: The following department in the College of Education was consulted:
  - i. Special Education (Dr. Sharon Davis Bianco)
- b. Evidence of consultation: see appendix/see attached letter



## Special Educational Services / Instruction

May 17, 2005

Dr. Peter Rattigan, Health & Exercise Science  
Dr. Iva Obrusnikova, Health & Exercise Science  
Rowan University  
201 Mullica Hill Road  
Glassboro, New Jersey 08028

Dear Peter and Iva:

Thank you for meeting with representatives from the Special Education Services/Instruction Department Curriculum Committee regarding revision of the "Adapted Physical Education" course. We have reviewed the latest revision and find it not replicative of the "Human Exceptionality" and other courses and would like to recommend the revised course be forwarded to the College of Education Curriculum Committee for consideration and approval.

We trust all of our students will be better served by the most recently proposed "Adapted Physical Education" course. If you have any questions, please do not hesitate to contact me at [bianco@rowan.edu](mailto:bianco@rowan.edu).

Sincerely,

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Sharon Davis Bianco  
Departmental Curriculum Committee Chair

**Department of Health & Exercise Science**

**Memorandum**

Date: 5-25-05  
To: Eric Milou  
From: Peter Rattigan  
Cc: Dick Fopeano  
Re: Adapted PE course proposal – intended fall offering

Dear Eric:

Enclosed with this mailing is the revised proposal for Adapted Physical Education (Process A).

Please note, as per our conversation, that the proposal is for fall 2005. The original proposal was submitted within the deadline, however, delays have occurred as due to consultations with the Special Education Services/Instruction department in regards to aligning the course appropriately with their prerequisite Human Exceptionality course.

One of the proposed changes in the course was to increase it from 2 to 3 semester hours. This is noted because students have already registered for the course.

The department would like to begin the new course in the fall of 2005. However, we realize the credit requirement is a complication of implementation, if not of approval.

Please let us know what needs to be done for the fall based on your consultation with the Provost and/or others involved in the curriculum process.

Thanks for your attention.

*Students have already  
been registered into this  
class for Fall 05 at  
2 credits  
The change was  
financial implications  
for students  
Does this jeopardize  
certification?*

ROWAN UNIVERSITY  
College of Education  
Department of Health and Exercise Science  
Fall, 2005

**Course Title:** 0835.452 Adapted Physical Education, 3 sh, undergraduate

**Required Text:** determined by instructor

**Catalog Description:**

This is an introductory course designed to provide teacher candidates with the knowledge and basic skills required to meet the professional and legal mandates pertaining to general physical education for students with unique needs, between ages 3 to 21. The course will focus on the current concepts and trends in adapted physical education and the ability to plan, implement, and assess a physical education program designed to meet the unique needs of individuals.

**Relationship to Mission and Conceptual Framework:**

Built on the general education component as well as course work in the academic core and professional studies banks, this course focuses on decision making and effective instruction as they relate to teaching physical education students with unique needs. The relevance of curriculum development and instructional strategies are emphasized with applications which provide opportunities to effectively facilitate the skills and knowledge related to this course of study.

**Prerequisites:** Introduction to Teaching Health and Physical Education

**Course Objectives:**

This course is an undergraduate health and general physical education major requirement. By the end of the course, students will be able to:

1. Define the aims and objectives of Adapted Physical Education and Sport. Candidates are also expected to explain the difference between Adapted Physical Education and General Physical Education.
2. Discuss issues related to attitudes of both general physical education teachers and candidates towards inclusion of individuals with disabilities. Candidates are expected to demonstrate a positive attitude towards teaching a student with a disability in physical education.
3. Understand major components of federal and state legislation regarding education of individuals with disabilities with an emphasis on placement decisions and services in physical education. Candidates are also expected to have working understanding of how to advocate for qualified students with disabilities to fully participate in physical activity programs.
4. Understand the motor and physical characteristics of individuals with disabilities as they relate to physical education. Disabilities will include: mental retardation, specific learning disabilities and attention-deficit/hyperactivity disorder, autism spectrum disorder, serious emotional disturbance, hearing impairment (including deafness), visual impairment (including blindness), orthopedic impairments, traumatic brain injury, and other health impairments.
5. Identify the assessment instruments for use in determining current level of motor performance of students with disabilities such as fitness tests, motor development profiles, motor skills tests, reflex and perceptual motor inventories as well as direct measures. Candidates are also expected to understand the use of instruments in determining eligibility for adapted physical education within individualized education planning.

6. Demonstrate the ability to develop and implement a comprehensive physical education program for students with disabilities. Candidates are expected to understand and apply instructional and managerial strategies proven successful when teaching students with disabilities in physical education.
7. Demonstrate the ability to modify physical education activities, instruction, and environment to meet the needs and abilities of students with disabilities. Candidates are also expected to analyze the strengths and weaknesses of different behavior-management approaches for application in physical education.
8. Define the scope, and describe the duties of related sources and multi-disciplinary personnel available to the individuals with disabilities. Candidates are also expected to identify their role and responsibilities within the multidisciplinary team (e.g., collaboration with adapted physical education teachers, physical/occupational therapists), and, safety issues as they relate to inclusive general physical education.
9. Identify resources that are available to assist general physical education teachers in working with individuals with disabilities and describe how these resources can be found and used. Candidates are expected to have a working understanding of professional organizations, and of building administrations, including use of facility, equipment selection, record keeping, and scheduling.
10. Present evidence of current research related to programming in general physical education for individuals with disabilities.

**Topical Outline/Content:**

1. Introduction and Philosophy surrounding Adapted Physical Education:
  - a. Objectives and components of Adapted Physical Education/Sport
  - b. Categorical and non-categorical approach to disability
  - c. Person-first language in physical activity environment
  - d. Attitudes towards children with disabilities
  - e. Adaptation Theory and its terminology (e.g., adapted, adaptive, adaptation, accommodation, modification)
2. Legislation and Litigation surrounding Adapted Physical Education:
  - a. Federal and State Legislation
  - b. Least Restrictive Environment
  - c. Continuum of placement alternatives in relation to least restrictive environment in physical education
  - d. Advocacy for qualified students with disabilities within both integrated and segregated physical activity programs
  - e. Direct and related services available for students with disabilities in physical education
  - f. Collaborative teamwork and cross-cultural complexity
  - g. Safety and liability in inclusive physical education
  - h. Issues regarding the effects of inclusion on students with or without disabilities
3. Unique attributes of students with disabilities:
  - a. Motor and physical characteristics of individuals with the following conditions: mental retardation, ADHD and SLD, autism, hearing impairment, visual impairment, serious emotional disturbance, orthopedic impairment, traumatic brain injury, and other health impairments
4. General physical education program planning and evaluation for students with disabilities:
  - a. Eligibility criteria for placing students into adapted physical education
  - b. Present level of motor performance in individuals with disabilities
  - c. Task analysis that illuminates the essential ecological components of skill acquisition for individuals with disabilities in general physical education
  - d. Instructional strategies and services in general physical education
  - e. Strength and weaknesses of the major assessment instruments used in adapted physical education

- f. Implication of contemporary trends related to individuals with disabilities included in general physical education

### **Major Course Activities:**

1. Assigned Readings
2. Audio-Visual Aids: PowerPoint, Video Presentations
3. Disability Awareness Experiences (role-playing, simulation activities, attitude surveys, guest speakers)
4. Laboratory Practice and Demonstration
5. Field Observational Experiences
6. Student Investigations
7. Abstracts

### **Student Evaluation**

1. Participation in group discussions and disability awareness activities
2. Unit examinations
3. Comprehensive case study
4. Interview with an individual with a disability
5. Surveys
6. Behavioural analyses
7. Periodic review quizzes

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