



KINE 3020.001: Movement for Individuals with Disabilities

Spring 2026 — Tuesdays, 3:30 to 4:50 pm

Jan 12, 2025 – May 8, 2026
PEB 216

Lab (3020.300/1): Select Tuesdays (see Schedule), 5:00 to 6:20 pm
PEB 103

Your Instructor & Teaching Assistant (TA)

Andrew Colombo-Dougovito, Ph.D, CAPE

known to answer to: Dr. Colombo-Dougovito, Dr. C-D, or CD.

Pronouns: He/Him/His

Email: andrew.colombo-dougovito@unt.edu

Office: PEB 210-A

Phone: (940) 565-3403

Lab: MGYM 106/110

Office Hours:

Starting January 21, I will be available for drop in in-person meetings on Wednesdays from 2 pm to 6 pm in PEB 210-A. You can also schedule a virtual appointment during “in person” office hour blocks; link on Canvas.

TA: Sohaila Rahman

Email: SohailaRahmen@my.unt.edu

Course Description:

Comprehensive practical approach to conducting physical activity programs for individuals with disabilities. Course is delivered in an online format and includes legal entitlement and relevant procedures that conform with state and federal legislative mandates. Procedures on integrating individuals with disabilities, as well as procedures for assessment, programming and facilitation of learning are presented. Instruction and activities will revolve around understanding the movement needs of a variety of disabilities and how to best modify programs to meet those needs. In addition to online-based lectures and discussions, students will gain hand-on experiences working with a child(ren) with disabilities; this allows for both a theoretical and practical understanding of the concepts presented in class.

Required Text:

Block, M. E. (2016). *A Teacher’s Guide to Adapted Physical Education* (4th ed.). Baltimore, MD: Brookes Publishing Co.

All additional course readings will be made available on Canvas.

Assignments and Student Learning Objectives

▪ **Online Reading Responses + Discussion**

120 points: 10 points x 13 modules (lowest score dropped)

Each learning module has one associated reading response and discussion that covers the information presented. Each reading response includes a response to an instructor provided prompt, and responding to submissions from peers.

Student learning objective: You will demonstrate an understanding of material presented in each online modules and reading by responding to a prompt, and engaging in discussion with peers.

▪ **Engagement - In Class Response**

140 points: 10 points x 14 lectures

You will critically analyze material presented and provide responses during each live lecture by responding to in-class polls – if you miss class, you will still be able to access the polls by watching the available recording.

Student Learning Objectives: You will be able to (1) reflect on and evaluate your practical experiences (i.e., in class practicum and off campus), (2) relate your experiences with the academic topics covered in class, (3) articulate the importance of civic responsibility, and (4) evaluate your contribution to the community.

▪ **Lesson Plan Development**

80 points: 10 points x 8 lesson plans

You will be required to develop eight 10-15 min. lesson plans and teach an instructional lesson accounting for the age, developmental level, and unique needs of an assigned child or small group of children. More details are available on Canvas and will be described through lectures. Grading for each lesson is based on individual effort toward making a clear lesson plan.

Student Learning Objectives: You will be able to create a developmentally appropriate activity within the lesson, appropriate for teaching a child with/without a disability. **You are responsible for submitting your own activity on Canvas to be graded.** (See rubric on Canvas for grading details). *Duplicate activities or turning in copies of your other classmate's activities will be marked 0.*

▪ **Teaching of Activity + Group Coordination**

100 points: 10 points x 8 teaching labs + 10 points x 1 assessment lab + 5 points x 2 participation labs

There will be 10 lab sessions throughout the semester. Two of those labs will only require your attendance and participation (5 points each). In one lab, you will conduct the TGMD assessment with an assigned child or small group of children. The remaining labs (8), you will teach the lesson that you had planned and will support your peers during their teaching demonstrations.

Student Learning Objectives: You will be able to effectively engage an individual in a developmentally appropriate lesson, as well as remain flexible to the needs of that individual.

- **TGMD Assessment**
30 points

Assessment will be a key part of your future careers. Within the assessment module, you will have an opportunity to practice scoring during an in-person meeting with your assigned child or children.

Student Learning Objectives: You will be able to (1) qualitatively analyze a person's movement, and (2) provide an evaluation of their motor performance.

- **The UnEssay – The Final Project**
130 points

As a culminating experience for this course, you will complete an UnEssay (more information will be shared in the modules). This project can take many forms, and the final product will be determined by you (with my help, of course). It can be a standard written essay but it could also be a digital “zine”, podcast mini-series, YouTube tutorial, a policy letter to a university official or politician, etc. The sky really is the limit.

There are two parts to the UnEssay. The project itself, and a showcase at the end of the semester. More information is available on Canvas, and will be shared throughout the semester.

Student Learning Objectives: You will use the knowledge gained through this course, as well as your own additional research, to create a unique product demonstrating your comprehension of the broader constructs share across the semester.

Grading Scale :

| | | |
|------------|-------------|--------------|
| A = | 537–600 pts | (89.5-100%) |
| B = | 477–536 pts | (79.5-89.4%) |
| C = | 417-476 pts | (69.5-79.4%) |
| D = | 357–416 pts | (59.5-69.4%) |
| F = | ≤ 356 pts | (59.4%) |

Frequently Asked Questions (FAQ) and Instructions

How should I refer to people with disabilities in class?

- You are expected to refer to people with disabilities using person-first terminology in assignments and class discussions. For example, sentences should read “people with disabilities” rather than “disabled people”, or “individuals who use wheelchairs” rather than “wheelchair-bound people”. “*People with disabilities*” is preferred to “*people with handicaps*” in every assignment. There are circumstances for which this is not appropriate, these will be discussed throughout the semester; however, as students, the default is to use person-first language. Failure to follow these guidelines will result in the deduction of points on the assignment (see rubrics).

How can I get the best grade possible?

- You are strongly encouraged to download your notes, take notes during the recorded and in-person lectures, complete all readings, discussions, and assignments, and actively engage in class discussions.
- You should attempt to complete each module on Canvas during the week that it is assigned so that you do not become overwhelmed near the end of the semester. I recognize that these are not typical times, so if you fall behind, please let me know ASAP.
- You must follow the instructions outlined in each assignment’s instructions and grading rubric. If you have any questions, please message me as early as possible.
- Refer to the schedule regarding assignments. If you are unable to turn in an assignment on time, it is your responsibility to talk with me. **Please talk to me as soon as you are know there will be an issue**, and I work with you to reschedule any assignments as needed.
- You should check your grade book in Canvas **weekly** and contact me with questions. **Do NOT** wait until the end of the semester to ask questions.
- You are expected to use Canvas to access class materials. It is your responsibility to make sure you are receiving emails from Canvas, familiarize yourself with and regularly check Canvas as I will often post messages and instructions – failure to follow these instructions may result in the loss of credit.

How can I communicate with you?

- You can communicate with me easiest via my faculty address (andrew.colombo-dougovito@unt.edu) — sending message through Canvas directly is not preferred as I may miss the notification. When sending emails make sure you do not use ‘texting’ language and abbreviations, please be concise and make your request clear. **Please allow 48 hours for an email response; do not expect a response the night before an assignment is due.**
- I check messages a few times each day; however, rarely will I check messages after 7 pm on weekdays and very rarely during the weekend. Emails received outside of my typical work schedule will be responded to promptly the following working day (which may be Monday if you send a message after working hours on Friday).

- Be proactive and contact me early. I also use an easy scheduler (link on Canvas) so you can schedule a time that is convenient and a location you are comfortable; if you can't make those times, email me and we can meet at an alternative time.
- If you receive a message outside of my typical working hour, or your working hours, know that I do not expect an "immediate" response. Please respond at your earliest opportunity but do not sacrifice your personal time.

What happens if I plagiarize?

- It is expected that all submitted work is your own. You must not submit work that has been copied and pasted as this is considered plagiarism—this extends to lesson plans; even if it is only a single piece. If you plagiarize an assignment, you will receive an F for that assignment and an academic integrity report will be filed with the University. If you have previous reports on file, UNT's Academic Integrity Officer will determine repercussions.
- This expectation of academic integrity extends to exams and projects, as well. All submitted work should be your own.
- The use of generative-AI is not wholly discouraged—however, it should not be used as a shortcut or to make the final draft. Using AI to start a paper can be helpful, but you should always make substantive edits and revisions, as well as check any output thoroughly before submitting the assignment. *Assignments done solely with ChatGPT or its ilk rarely earn full marks, in my experience.*
- All class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. You may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is also a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Do I need to worry about attendance?

- As with any class, remote or in-person, attendance is a key part of this class. Our class will cover the theoretical concepts of teaching and apply this knowledge in the gym. Although much of our course is online, we will have engaged discussions each week in class about each topic. This may include guest lectures or interactive activities. You will be able to attend in-person or remotely. If you can't make either live opportunity, recordings will be made available, and you will still be able to engage in discussion opportunities.
- I do not mandate any specific amount of time be spent view course material or that you be online any specific days, it is your responsibility to engage with the content as much as necessary for you and to complete assignments when required.
- While I will not be monitoring how much time or when you are logged in to Canvas, I will be monitoring your progress with the course materials. If you fail to login or submit an assignment for two consecutive modules, I will check in with you and may file an EagleAlert.
- The only exception to the attendance "leniency" is attendance during lab sessions. Part of your grades is teaching your lesson plan. If you must miss a lab session, please let me know as early as possible, so that we can find an agreeable alternative.

What if illness impacts my attendance?

- While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given continued concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or are otherwise unable to attend class for an extended period of time. It is important that you communicate as soon as you are able, so that I can work with you to ensure appropriate accommodations and adjust deadlines accordingly. **If you at all feel ill, do not come to class**; you will have every opportunity to stay current on all the information provided and participate in discussions.

What about late assignments?

- The deadlines set in this class are to ensure that you stay on track with course content and items don't get backlogged so much that you feel overwhelmed later in the semester. It is highly recommended that you turn work in on or before the designated date. With that said, **I will accept work submitted to Canvas any time up to the last day of the last day of this course.**
- All assignments offer multiple attempts to "submit" the appropriate document; I will grade the most recently submitted document.
- I will work diligently to grade your work and return a grade to you within 14 days of the assignment deadline. I will assign a zero (0) to any assignment that has not been submitted at the time I have entered the grades for others; if you submit your work after this zero has been awarded, then I will grade your assignment and update the new grade in Canvas.
- Be aware, however, due dates are like **best-by dates**. The longer you wait to submit an assignment past the due date, the less thorough I may be able to provide feedback.

What happens if I have internet issues around an assignment deadline?

- The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents you from completing a time sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation. You should immediately report any problems to me (the instructor) and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. I and the UNT Student Help Desk will work with you to resolve any issues as quickly as we can.

Are face coverings required?

- No, face coverings are not required. Face covers are highly encouraged if ill or recovering from illness when indoors, regardless of vaccination status, to protect yourself and others.

Will any extra credit or bonus points be offered?

- No individual extra credit will be available, so please do not ask. Any extra credit opportunities offered throughout the semester are at the discretion of the instructor and will be offered equally to all students.

What are your responsibilities, Dr. C-D?

- Good question! I have gathered all the materials for our semester and will be working to make sure that the content is available for you promptly.
- I have developed the module content and uploaded the recorded lectures, so that you can access them and can clearly engage with the important topics of the class—if anything is not working for you (and it's not an IT thing), please let me know.
- I have also organized our in-person meetings where we will leverage what you have learned outside of class to practical instances. These lectures will be offered in-person and remotely; they will also be recorded so that you can access them whenever is convenient for you.
- I'll be available each week for you to schedule either in-person or remote meetings. This can be to answer broad questions or just to chat about an issue you might be facing. I very much enjoy getting to know everyone during the semester, so, I hope each of you can drop in at least once throughout the semester in whatever manor is most comfortable for you.
- I will also work to have graded work back to you as quickly as I can. There are many of you in this class so certain graded work might take me longer than usually; however, I will try to have your work graded within 2 weeks of the deadline.
- I also pride myself in being responsive to questions of students. Typically, I will reply within 48 hours or sooner—though, if it is over the weekend, I will likely not respond until Monday morning (I need a break occasionally, too). I typically try to be more responsive around deadlines but do not expect an email to be returned between 8 pm and 8 am.
- I also pledge to give fair notice about any changes regarding the course. I try not to make changes, however, sometimes they are necessary—I will let you know about it and why.

UNT Policies

Academic Integrity

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of

accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Tentative Outline for Class Topics, Readings, and Assignments

*Due dates and topics may be adjusted at the discretion of the instructor. Students will be notified prior on Canvas to any change in the schedule.

| Module | Topic | Complete Ahead of Lecture | Lab Meetings | Assignments Due |
|-----------|--|--|---|---|
| 1 1/13 | “Start Here” Introduction to Disability | Read: (1) Syllabus & Course Information and (2) “10 Principles of Disability Justice. | - | Q & A Forum (ungraded) |
| 2 1/20 | Federal Legislation | Complete Module 2 Read: (1) Block TB Chpt. 18, (2), Davis Article (PDF), and (3) “What ADA means to me” | - | Module 2 Response |
| 3 1/27 | Effective Teaching | Complete Module 3 Read: Block TB Chpt. 17 | - | Module 3 Response |
| 4 2/3 | Assessment | Complete Module 4 Read: Block TB Chpt. 4 | TGMD Practice | Module 4 Response Lab Reflection 1 UnEssay Idea due Fri/11:59pm |
| 5 2/10 | Autism Spectrum Disorder | Complete Module 5 Read: Block TB Chpt. 11 & Colombo-Dougovito, 2015 | Example Lesson by Dr. C-D | Module 5 Response Lab Reflection 2 |
| 6 2/17 | Traumatic Brain Injury and Cerebral Palsy | Complete Module 6 Read: Block TB Chpt. 15 & Lauruschkus et al., 2015 | Meet 1: 5:00-6:20p Assess kid(s) | Module 6 Response Lab Reflection 3 |
| 7 2/24 | Spinal Cord Injury and Spina Bifida | Complete Module 7 Read: Bloemen et al., 2015 | Meet 2: 5:00-6:20p Teach LP #1 | Module 7 Response Lesson Plan #1 (Short - Tue/3:29p) (Long - Fri/11:59p) Lab Reflection 4 |

| Module | Topic | Complete Ahead of Lecture | Lab Meetings | Assignments Due |
|------------|---------------------------------------|---|---|--|
| 8 3/3 | Visual Impairment & Hearing Loss | Complete Module 8 Read: Block TB Chpt. 13 & 14 | Meet 3: 5:00-6:20p Teach LP #2 | Module 8 Response Lesson Plan #2 (Short - Tue/3:29p) (Long - Fri/11:59p) TGMD Write-up due Fri/11:59p Lab Reflection 5 |
| 3/10 | SPRING RECESS – No class | | | |
| 9 3/17 | Intellectual Disability | Complete Module 9 Read: Block TB Chpt. 8 & Adamo et al., 2015 | Meet 4: 5:00-6:20p Teach LP #3 | Module 9 Response Lesson Plan #3 Lab Reflection 6 |
| 10 3/24 | Specific Learning Disabilities | Complete Module 10 Read: Block TB Chpt. 9 & Cook et al., 2015 | Meet 5: 5:00-6:20p Teach LP #4 | Module 10 Response Lesson Plan #4 Lab Reflection 7 |
| 11 3/31 | Emotional and Behavioral Disabilities | Complete Module 11 Read: Block TB Chpt. 12 & 19 & Ash et al., 2017 | Meet 6: 5:00-6:20p Teach LP #5 | Module 11 Response Lesson Plan #5 Lab Reflection 8 |
| 12 4/7 | Other Health Impairments | Complete Module 12 Read: Block TB Chpt. 16 & Hills et al., 2015 | Meet 7: 5:00-6:20p Teach LP #6 | Module 12 Response Lesson Plan #6 Lab Reflection 9 |
| 13 4/14 | Adapted Sport & Program Organization | Complete Module 13 Read: Block TB Chpt. 20 & Shapiro & Malone, 2015 | Meet 8: 5:00-6:20p Teach LP #7 | Module 13 Response Lesson Plan #7 Lab Reflection 10 |
| ? 4/21 | Catch Up Week | - | Meet 9: 5:00-6:20p Teach LP #8 | Lesson Plan #8 Lab Reflection 11 UnEssay due (Fri/11:59p) |
| 14 4/28 | SHOW OFF. | <i>We will meet in the PEB Atrium for a celebratory presentation of your projects. Further info will be shared throughout the semester.</i> | - | Module 14 Response Finish any remaining course items by Fri/ 11:59 pm. |