KINE 3020: Movement for Individuals with Disabilities

Fall 2023 — Tuesdays, 3:30 to 4:50 pm

Lab (3020.360/1): Select Tuesdays (See Schedule), 5:00 to 6:20 pm

Your Instructor & Teaching Assistant (TA)

Andrew Colombo-Dougovito, PhD, CAPE  Pronouns: He/Him/His
Email: andrew.colombo-dougovito@unt.edu  Phone: (940) 565-3403
Office: PEB 210-A

Weekly AMA aka Drop-in Student Meetings:
Starting on Wednesday, August 23, I will hold drop-in student meetings at the Starbucks Café in the Union. I’ll be there from approximately 1 pm to 3 pm each Wednesday. If it’s nice out, I’ll probably be sitting outside. Feel free to come find me to ask any questions, or just to talk. I’ll also be available via the “Chat” on Canvas; you can find the chat tab in the navigation menu.

If you’d like to schedule a one-on-one meeting, you can schedule an in-person or remote meeting; use this link: https://koalendar.com/e/meet-with-dr-c-d

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:
Additional required readings will be available on Canvas.
Assignments and Student Learning Objectives

Lecture Assignments and Quizzes (through Canvas Online; 200 points total):

- **Video Introduction (5 points)**
  During the first week of class, you will video-record an introduction to yourself and post this as an “unlisted” video on YouTube. Being comfortable in front of a camera and with the digital environment will be important for this class and your future profession. Also, the skills learned in this assignment will benefit you for future course assessments.

  **Student Learning Objectives:** You will consider your intentions for the semester and learn a potentially useful technological skill.

  **Due Date:** Friday (9/1) on Canvas at 11:59pm

- **Online Module Quizzes (50 points – 5 points x 12 modules [Lowest three dropped])**
  Each learning module has one associated quiz that covers the information presented. These quizzes each have 10 questions (1/2 point each), and you can take each quiz twice (the highest score will be kept).

  **Student learning objective:** You will demonstrate an understanding of material presented in each online modules & recorded lectures by completing a multiple-choice quiz after reviewing the module’s content.

  **Due Date:** Must be completed by the end of the semester on Friday (12/8) at 11:59pm

- **Engagement (30 points - Lowest two dropped)**
  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. Your lowest 2 scores will drop.

  **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.

  **Due Date:** Must be completed by the end of the semester on Friday (12/8) at 11:59pm

- **Lesson plans teaching (20 points: 10 points x 2 lesson plans)**
  You will be required to develop two 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 and having engaging instruction.

  **Due Date:**

2
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.

Due Date: **Lesson Plan 1**: Draft at 2:59 pm on Teaching Day* – Final (10/31) at 11:59 pm  
**Lesson Plan 2**: Draft at 2:59 pm on Teaching Day* – Final (12/28) at 11:59 pm

*Your “Teaching Day” will vary by the assigned teaching group (G1, G2, or G3)

- **TGMD Assessment (10 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.

Due Date: Friday (10/13) at 11:59 pm

- **The UnEssay – The Final Project (65 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 an 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.

Student Learning Objectives: You will use the knowledge gained through this course, as well as your own additional research, to create a unique product.

Due Date: **Idea**: Friday (9/15) at 11:59 pm  
**Project**: Monday (12/27) at 11:59 pm

**Grades:**

- **A** = 179-200 pts (89.5-100%)  
- **C** = 139-158 pts (69.5-79.4%)  
- **D** = 119-138 pts (59.5-69.4%)  
- **F** = <118 pts (59.4%)

<table>
<thead>
<tr>
<th>Student Evaluation:</th>
<th>Your points</th>
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<tbody>
<tr>
<td>1. Video Introduction</td>
<td>5pts ________</td>
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<tr>
<td>2. Engagement</td>
<td>30pts ________</td>
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<tr>
<td>3. Module Quizzes (drop 2 lowest)</td>
<td>50pts ________</td>
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<tr>
<td>4. 2 Lesson Plans</td>
<td>40pts ________</td>
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<tr>
<td>5. TGMD Write-up</td>
<td>10pts ________</td>
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<tr>
<td>6. UnEssay – Final Project</td>
<td>65pts ________</td>
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<tr>
<td>7. Extra Credit</td>
<td>________</td>
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</tbody>
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**Total** 100% 200pts ________
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, quizzes, 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.
- To prepare for the module quizzes, use the online modules, your notes, the readings and the lectures, as quiz questions may come from any one of these sources.
- You must follow the instructions outlined in each assignment’s 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 or quizzes.
- 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 through my faculty address (andrew.colombo-dougovito@unt.edu) or through the Discord server — 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 several 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 (see above) 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.
- 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 lesson plan grades are teaching your lesson plan. Therefore, if you submit a lesson but do not teach it, you will not earn more than 50% credit. 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 COVID-19 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 concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. 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.
- If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to
symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**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 (December, 8th, 2023).**
- 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. UNT highly encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

**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 or 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, and COVID makes that difficult; so, I hope each of you can drop in at least once throughout the semester in whatever manner 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. For many of your assignments (such as the quizzes), your grades will be returned to you immediately.
- 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.

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**UNT Policies**

**Academic Integrity Standards and Consequences**

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. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: [http://vpaa.unt.edu/academic-integrity.htm](http://vpaa.unt.edu/academic-integrity.htm).

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu).

**ADA Accommodation Statement**

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 more information see the ODA website at https://disability.unt.edu/.

American with Disabilities Act Compliance
The University of North Texas 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 new 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. The designated liaison for the department is Dr. Andrew Colombo-Dougovito, Physical Education Building, Room 210-A, 940-565-3403. Copies of the Department of Kinesiology, Health Promotion and Recreation ADA Compliance Document are available in the Chair's Office, Physical Education Building, Room 209. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. The student has the responsibility of informing the course instructor of any disabling conditions that will require modifications to avoid discrimination.

Family Educational Rights and Privacy Act (FERPA) Information
Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in your being identified by other students or faculty members.

Student Evaluation Administration Dates
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Note: Extra credit will be offered for the completion of the evaluations; this will be discussed in class. I do read through these evaluations each semester and incorporate feedback from students into the upcoming semester. I greatly appreciate you taking the time to offer insightful feedback.

Course Safety Procedures
Students enrolled in KINE 3550 are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory
sessions (during Activity Days), students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Sexual Assault Prevention
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. If you feel you are in immediate danger, please call 911 or the police immediately. If you are experiencing any form of harassment, violence or assault, please know that you can report it to me. You should be aware that I am a mandatory reporter, which means that I am required to report these instances to the university's Title IX coordinator or Deputy Title IX Coordinator to investigate.

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 Blackboard for contingency plans for covering course materials.

Academic Support & Student Services

Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- **UNT Records**
- **UNT ID Card**
- **UNT Email Address**
- **Legal Name**

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can **add your pronouns to your Canvas account** so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- **What are pronouns and why are they important?**
- **How do I use pronouns?**
- **How do I share my pronouns?**
- **How do I ask for another person’s pronouns?**
- **How do I correct myself or others when the wrong pronoun is used?**

Additional Student Support Services

- **Registrar** (https://registrar.unt.edu/registration)
- **Financial Aid** (https://financialaid.unt.edu/)
- **Student Legal Services** (https://studentaffairs.unt.edu/student-legal-services)
- **Career Center** (https://studentaffairs.unt.edu/career-center)
- **Multicultural Center** (https://edo.unt.edu/multicultural-center)
- **Counseling and Testing Services** (https://studentaffairs.unt.edu/counseling-and-testing-services)
- **Pride Alliance** (https://edo.unt.edu/pridealliance)
- **UNT Food Pantry** (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- **Academic Resource Center** (https://clear.unt.edu/canvas/student-resources)
- **Academic Success Center** (https://success.unt.edu/asc)
- **UNT Libraries** (https://library.unt.edu/)
- **Writing Lab** (http://writingcenter.unt.edu/)
**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.*

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Additional Materials</th>
<th>Assignments</th>
<th>Lab</th>
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</table>
| 1    | 8/22                               | **“Start Here”**
<pre><code> |                                    | Introduction to Disability                                                       | Read: (1) Syllabus &amp; Course Information and (2) “10 Principles of Disability Justice. | None.       | -           |
</code></pre>
<p>| 2    | 8/29                               | Federal Legislation                                                              | Read: (1) Block TB Chpt. 18, (2), Davis Article (PDF), and (3) “What ADA means to me” | Federal Leg Quiz | -           |
|      |                                    |                                                        | Listen: Civics 101 Podcast | Video Introduction due Fri/11:59 pm | -           |
| 3    | 9/5                                | Effective Teaching                                                               | Read: Block TB Chpt. 17    | Effective Teaching Quiz | Example Lesson by Dr. C-D |
|      |                                    |                                                        | Listen: Playing with Research in Health &amp; PE |                       | All students. |
| 4    | 9/12                               | Assessment                                                                        | Read: Block TB Chpt. 4    | Assessment Quiz | TGMD Practice |
| 5    | 9/19                               | Autism                                                                            | Read: Block TB Chpt. 11 &amp; Colombo-Dougovito, 2015 | Autism Quiz | Group 1 |
|      |                                    |                                                        | Listen: ScienceVs Podcast | G1 TGMD Write-up due Fri/11:59pm | Assess kid(s) |
| 6    | 9/26                               | Traumatic Brain Injuries &amp; Cerebral Palsy                                        | Read: Block TB Chpt. 15 &amp; Lauraschkus et al., 2015 | TBI/CP Quiz | Group 2 |
|      |                                    |                                                        |                           | G2 TGMD Write-up due Fri/11:59pm | Assess kid(s) |
| 7    | 10/3                               | Spinal Cord Injuries &amp; Spina Bifida                                              | Read: Bloemen et al., 2015 | SCI/SB Quiz | Group 3 |
|      |                                    |                                                        | Listen: SCI Life Podcast | G3 TGMD Write-up due Fri/11:59pm | Assess kid(s) |</p>
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| 8 10/10 | Visual Impairment & Hearing Loss | **Read:** Block TB Chpt. 13 & 14  
**Listen:** Playing with Research in Health & PE | **VI&HL Quiz**  
**G1 Lesson Plan #1 due Tues/2:59pm** | Group 1  
Teach LP1 |
| 9 10/17 | Intellectual Disabilities | **Read:** Block TB Chpt. 8 & Adamo et al., 2015  
**Listen:** ScienceVs Podcast | **ID Quiz**  
**G2 Lesson Plan #1 due Tues/2:59pm** | Group 2  
Teach LP1 |
| 10 10/24 | Specific Learning Disabilities | **Read:** Block TB Chpt. 9 & Cook et al., 2015  
**Listen:** NPR Podcast | **SLD Quiz**  
**G3 Lesson Plan #1 due Tues/2:59pm** | Group 3  
Teach LP1 |
| 11 10/31 | Emotional & Behavioral Disabilities | **Read:** Block TB Chpt. 12 & 19 & Ash et al., 2017  
**Listen:** Behaviour Management Podcast | **EB Quiz**  
**G1 Lesson Plan #2 due Tues/2:59pm** | Group 1  
Teach LP2 |
| 12 11/7 | Other Health Impairments | **Read:** Block TB Chpt. 16 & Hills et al., 2015  
**Listen:** Maintenance Phase | **OHI Quiz**  
**G2 Lesson Plan #2 due Tues/2:59pm** | Group 2  
Teach LP2 |
| 13 11/14 | Adapted Sport & Program Organization | **Read:** Block TB Chpt. 20 & Shapiro & Malone, 2015  
**Watch:** TedTalk: Williams | Adapted Sport Quiz  
**G3 Lesson Plan #2 due Tues/2:59pm** | Group 3  
Teach LP2 |
| 14 11/21 | Thanksgiving Break | | | |
| 15 11/28 | Course Wrap-up! | Finish any remaining course items by Fri/11:59 pm. | **UnEssay due (Fri/11:59pm)** | - |