KINE 3020.001: Movement for Individuals with Disabilities  
SPRING 2020  
PEB 216

Andrew Colombo-Dougovito, Ph.D. CAPE  
Email: andrew.colombo-dougovito@unt.edu  
Office: PEB 210-A  
Lecture: Tuesday 3:30-4:50 pm

Lab: Tuesday 5:00-6:20 pm  
Lab Instructor: Taryn Ziehm, M.S.  
Email: taryn.ziehm@unt.edu

Course Description:
Comprehensive practical approach to conducting physical activity programs for individuals with disabilities. Course is delivered in a blended format (online and in person), 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. Classroom discussions 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 classroom-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.

Resources on Special Reserve in Willis Library:  
List of resources available on Canvas.
Assignments and Student Learning Objectives

Lecture Assignments and Exams (through Canvas Online; 360 points):

- **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. This skill is important for the final project.

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

  **Due Date**: 01/21/20220 on Canvas at 11:59pm

- **Three exams (150 points – 50 points x 3 exams)** – Exam 1 will cover material from the first 5 classes, exam 2 will cover material from middle 4 classes, and exam 3 will cover material from last 4 classes. Each exam will be administered online (via Canvas) during the specific exam period and will include 50 multiple-choice questions based on class notes, assigned class readings, and class discussions.

  **Student Learning Objectives**: You will be able to demonstrate your knowledge, understanding, application, analysis, synthesis, and evaluation skills of course content.

  **Exam 1**: 02/18/20 on Canvas; start between 3:30-4:00pm  
  **Exam 2**: 03/31/20 on Canvas; start between 3:30-4:00pm  
  **Exam 3**: 05/05/20 on Canvas; start between 3:30-4:00pm

  *You will have ninety minutes to complete each exam, once you have started. If you miss the scheduled log-on time for the exam, you will not be allowed to take it and will earn a zero for the exam.*

- **Online Module Quizzes (50 points – 5 points x 11 modules [lowest quiz dropped])**  
  **Student learning objective**: You will demonstrate an understanding of material presented in each online module by completing a multiple-choice quiz at completion.

  **Due Date**: Each quiz must be completed directly before the corresponding exam begins. For example, the quizzes in unit 1 will close directly before exam 1 begins.

  *It is recommended that quizzes are taken directly after finishing the module content when the information is at the foremost of your mind. Your lowest quiz grade will be dropped.*

- **Online Module “Self-Checks”** (optional—but STRONGLY suggested—bonus points)  
  **Student learning objectives**: You will critically analyze material presented and provide responses within each online module by posting on the discussion boards throughout - each module contains 3 discussion boards (“Self-Checks”).
Due Date: Each module is available until the test that covers the unit opens. At this point, the module is hidden for the rest of the semester so you will not be able to add to the discussion boards. Make sure to complete all posts before the unit test.

Each module has a total of 1 bonus point, making each discussion worth 1/3 of a point.

- **In-class Responses – Participation/Attendance (75 points)** – At points during each lecture, students will respond to prompt questions. Responses mark your attendance for the class (no penalty for incorrect responses). As long as you respond to 1 or more prompts during class, your attendance will be marked. **There is no make up for these points if you miss lecture.** Questions will not only test your understanding of the material, but will encourage a more critical in-depth analysis of the material presented in both the lecture and online learning modules. Each attended class is worth 5 points. There will be two online lectures with an accompanying discussion question; watching this video and responding to discussion is worth 10 points.

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: Ongoing – During each lecture.

- **Research Report and Presentation (80 points)** – To delve deeper into the themes of this course and as a potential reference for future work situations, students will do a literature search of the research on a chosen disability and therapy type. After a thorough search, students will prepare a 10-15 minute presentation on their respective topic. Presentations will be given to three peers outside of class (e.g., roommates, families, peers, etc.) and video-recorded. You will turn in a copy of your slides (30pt), a video-recording of your presentation (20pt), three feedback forms from your audience members (10pt), and one 2-page reflection (15pt).

Student Learning Objectives: You will be able to (1) research and synthesize important information about a disability of interest, (2) critically analyze a treatment or therapy for that disability, (3) report what you found in a manner that is concise and effective, (4) provide information orally to peers, and (5) reflect, critically, on your own performance.

Due Date: Project Idea: 03/03/20 at 11:59 pm; Slides: 03/24/20 at 11:59 pm; Presentation Video: 04/21/20 at 11:59 pm; Audience Reflection and Self Reflection: 04/21/20 at 11:59 pm
Lab Assignments (240 points):

- **Participation (100 points)**
  
  **Student Learning Objectives:** You will actively participate in teaching kids with disabilities as part of a group and conduct yourself in a professional manner. You will be graded throughout the semester (See rubric on Canvas for grading details).

- **Lesson plans (80 points: 10 points x 9 lesson plan [lowest score dropped])** – In your teaching group, you will create a cohesive lesson for your student accounting for the age, developmental level, and unique needs of your student. Grading for each lesson is based on individual effort, although you should ensure that your group is creating a cohesive overall lesson.

  **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 **will create one lesson plan activity per lab meant to be taught in conjunction with the activities of your group members. 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 group member’s activities will be marked 0. **Your lowest lesson plan grade will be dropped.**

  **Due Date:** Ongoing - Due at 3:29 pm on day you are scheduled for lab (See schedule)

- **Behavior Modification Plan (10 points)** – In your teaching group, you will create a positive behavior plan for you student for the semester. Plans should cover short term goals and rewards that will help manage behavior within activities and through the whole lab. Additionally, long term rewards should be planned for the end of the semester.

  **Student Learning Objectives:** You will be plan positive support measures that will help improve the likelihood of your child(ren) listen to directions. Reward plans will include short-term and long-term rewards. **This will be completed as a group and submitted as a group.**

  **Due Date:** 02/25/20

- **Teacher Reflection Journal (35 points)** – Reflection is a vital part of teaching and growing as a professional in any field. After each teaching lesson, you will be expected to reflect on how the lesson went, what went well/not well, and what you think you could do better in the future. Weekly reflections should be about .5 page or three to five minutes long (if video log). These reflections will be aggregated and submitted in total. Further information will be provided to the first day of lab.

  **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. (See rubric on Canvas for grading details)

**Due Date:** 05/05/20 at 3:29 pm (before Exam 3)

- **TGMD Assessment (10 points)** – Assessment will be a key part of your future careers. For our first lab meeting, you will (with your group) assess the child or children you will be working with for the semester. We will discuss in class how to conduct the assessment and will have opportunities to practice prior to the live assessment. As a group, you will mark down the scores and turn in one sheet as a group on Canvas.

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

**Due Date:** 02/11/11 at 3:29 pm

- **Peer Evaluation (5 points)** – In order to ensure accountability to your group during the lab portion, each group member will complete a reflection of their group members attendance and participation for the lab section, and a self-reflection. Scores will be averaged.

**Student Learning Objectives:** You will think critically of your own performance during lab, and provide feedback for your group members.

**Due Date:** 05/05/20 at 3:29 pm

**Grades:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent of Total</th>
<th>Possible Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>537-600 pts (90-100%)</td>
<td>417-476 pts (70-79%)</td>
<td>F &lt; 356 pts</td>
</tr>
<tr>
<td>B</td>
<td>477-446 pts (80-89%)</td>
<td>357-416 pts (60-69%)</td>
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</tbody>
</table>

**Student Evaluation:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent of Total</th>
<th>Possible Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Video Introduction</td>
<td>0.9%</td>
<td>5pts</td>
<td></td>
</tr>
<tr>
<td>2. Exam 1</td>
<td>8.3%</td>
<td>50pts</td>
<td></td>
</tr>
<tr>
<td>3. Exam 2</td>
<td>8.3%</td>
<td>50pts</td>
<td></td>
</tr>
<tr>
<td>4. Exam 3</td>
<td>8.3%</td>
<td>50pts</td>
<td></td>
</tr>
<tr>
<td>5. Class Participation</td>
<td>12.5%</td>
<td>75pts</td>
<td></td>
</tr>
<tr>
<td>6. Online Learning (drop lowest)</td>
<td>8.3%</td>
<td>50pts</td>
<td></td>
</tr>
<tr>
<td>7. Lesson Plans (drop lowest)</td>
<td>13.3%</td>
<td>80pts</td>
<td></td>
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<td>8. Lab Participation</td>
<td>16.7%</td>
<td>100pts</td>
<td></td>
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</tbody>
</table>

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5
9. Teacher Reflection Journal 5.8% 35pts
10. Research Report & Presentation 13.3% 80pts
11. Behavior Mod Plan (Group) 1.7% 10pts
12. TGMD Write-up (Group) 1.7% 10pts
13. Peer Evaluation 0.9% 5pts
14. Extra Credit [15pts]

Total 100% 600pts

Frequently Asked Questions (FAQ) and Instructions

How should I refer to people with disabilities in class?
1. 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 in class; 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?
1. You are strongly encouraged to download your notes, take notes during class, complete all readings, module quizzes, and assignments, and actively engage in class discussions.
2. You should complete each online module, prior to lecture, on Canvas so you will be prepared to delve deeper into the content in class. You must access each module prior to class in order to open the assignment for that week. Additionally, completing each self-check will further strengthen your knowledge.
3. To prepare for the exams, utilize the online modules, your class notes, the readings and the Panopto videos, as exam questions may come from any one of these sources.
4. You must follow the instructions outlined in each assignment’s grading rubric. If you have any questions, please message me as early as possible
5. You are encouraged to use the resources available in special reserve (Willis library) for your lesson plans, as well as the online web links, and the materials available on Canvas to prepare for lab activities.
6. 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.
7. 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 frequently post messages and instructions – failure to follow these instructions may result in the loss of credit. (See Canvas Instructions handout)
What role does Mrs. Ziehm (lab instructor) play?
1. Mrs. Ziehm will grade your lesson plan assignments and will supervise the children's physical activity lab in the gym. Both the lab instructor and the lecture instructor determine your final participation grade in lab.

What are the expectations during class?
1. You will be expected to actively participate in class discussions by asking questions, taking notes, and paying attention (e.g., no magazines, Kindles, etc.).
2. Technology use (i.e. tablet, laptops) is permitted and encouraged within this class for those who need it for note-taking and class activities. Further, mobile phones may be used as an iClicker responder—as this is a vital participation tool. **As an adult, it is your personal responsibility to use technology to benefit your education and not let it become a distraction.** Be aware of your use in relation to your classmates, what might not be a distraction for you, may be for others.
3. You must dress appropriately during the lab portion of the class as you are interacting with young children. Avoid wearing clothing with offensive or controversial slogans, pants that are too low and/or expose underwear, shirts that are excessively short, tight, or low-cut, or inappropriate footwear (i.e. sandals, boots). If you come to class wearing inappropriate clothing, you will be asked to leave and you will receive an absence for the class.
4. You can communicate with me through my faculty address (andrew.colombo-dougovito@unt.edu). When sending emails make sure you do not use ‘texting’ language and abbreviations. Instead, maintain a professional manner, insert your name, etc. If you send an unprofessional or disrespectful email, you may be asked to try again before you receive a response. You are representing yourself professionally through your papers and communication with me, and you may need a reference in the future. **Please allow 48 hours for an email response; do not expect a response the night before an assignment is due.** I do check email over the weekend, but not as frequently; emails received over the weekend will be responded to Monday morning. Be proactive and contact me early. I also have drop-in office hours (see above); if you can’t make those times, email me and we can meet at an alternative time or location in Denton.

What happens if I plagiarize?
1. 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.
2. This expectation of academic integrity extends to quizzes and exams, as well. All submitted work should be your own.

Do I need to worry about attendance?
1. Attendance is a key part of this class. Though it is a hybrid course, lectures will provide opportunity for deep consideration of the topics presented in the modules. Lab will
allow further connection of the course material in an applied setting. It is expected that you are in attendance for both on scheduled days.

2. There will be check-ins through iClicker for both the lecture component of the course and the lab. It is your responsibility to ensure you checked in for attendance in BOTH locations. You are expected to arrive at lab on time and you may be marked absent if you arrive more than 15 minutes late to class and the iClicker poll has already occurred. In-class responses on iClicker will count as your attendance and are worth a total of 75 points for the semester.

3. If you must miss class you should let me know of the absence ahead of time, if possible. If you miss five (5) or more classes (the lecture and lab together count separately) you will not receive any bonus points offered in the class. Excused absences will be granted for extenuating circumstances (e.g. illness, family emergency, etc); please inform me as soon as possible before or after the absence. If you are absent during lab on a day without a valid reason, you will not be eligible for that day’s points (each observation day is worth 10 points).

4. Your absences/tardies are posted on iClicker so you should check the column regularly and contact me with questions.

5. Childcare Policy: If you worried about childcare and how this may impact your attendance, please discuss this with me at your earliest convenience. I am open to allowing you to bring your child to lecture or lab if you believe it will not impair your ability to concentrate.. Please discuss this with me before this occurs.

Will late assignment be accepted?
1. All assignments offer multiple attempts to submit the appropriate document and will close before class starts (3:29 pm) on the day that the assignment is due. Some assignments have a due date of 11:59 pm—this is listed on the syllabus.

2. The "S*** Happens" Policy. Life happens and sometimes it hits you hard. For this class, you are afforded one late assignment for the semester to deal with this. If something happens and you need an extension for an assignment, please email me at andrew.colombo-dougovito@unt.edu at least 24 hours prior to the deadline. You only need to tell me that you invoke your “S*** Happens Extension” and you will be given a 3-day extension for that assignment. No questions asked; you do not need to tell me a reason for this situation. Once you use up your 1 allowed late submission, all other late or missed assignments will be graded out of a zero (0). This may not be used for exams, quizzes, or “self-checks”; if you have a scheduling conflict with any of the aforementioned assignments, please talk with Dr. Colombo-Dougovito as early as possible prior to the scheduled assessment.

Will any extra credit or bonus points be offered?
1. 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. For your main source of extra credit points, see the above section entitled “Online Module ‘Self-Checks’".
**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).

**Course Safety Procedures (for Laboratory Courses):**
Students enrolled in KINE 3020 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, 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.

**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
faculties 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 at 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.

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.
# 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, both in person and on Canvas, to any change in the schedule.*

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class</th>
<th>Online Before Class</th>
<th>Readings Before Class</th>
<th>In Lab</th>
<th>Assignments Due Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3:30-4:50</td>
<td>Intro video &amp; familiarize self with Canvas</td>
<td>TB: Chpt. 2</td>
<td>NO LAB</td>
<td><em>All assignments due on Canvas by 3:29 pm unless otherwise noted.</em></td>
</tr>
<tr>
<td>1/14</td>
<td>Quick Syllabus &amp; Canvas demonstration</td>
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<td></td>
<td>Introduction to Disabilities Lecture</td>
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<tr>
<td>2</td>
<td>3:30-4:50</td>
<td>Federal Legislation Learning Module</td>
<td>TB: Chpt. 18, &amp; Davis PDF Listen: Civics 101 Podcast</td>
<td>NO LAB</td>
<td>Introduction Video due by 11:59 pm</td>
</tr>
<tr>
<td>1/21</td>
<td>Law Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3:30-4:50</td>
<td>No Learning Module</td>
<td>TB: Chpt. 17 Listen: Playing with Research in Health &amp; PE</td>
<td>NO LAB</td>
<td></td>
</tr>
<tr>
<td>1/28</td>
<td>Effective Teaching Lecture Group Assignments</td>
<td></td>
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<tr>
<td>I’m out.</td>
<td><strong>Guest Lecture:</strong> Taryn Zeihm</td>
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<tr>
<td>4</td>
<td>3:30-4:50</td>
<td>Assessment Learning Module</td>
<td>TB: Cpt. 4 Listen: What’s New In APE</td>
<td>5:00-6:20 PEB Bring TGMD handout</td>
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<tr>
<td>2/4</td>
<td>Assessment Lecture</td>
<td></td>
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<td></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Time</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Time</td>
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<tr>
<td>5</td>
<td>2/11</td>
<td>3:30-4:50</td>
<td>Autism Lecture</td>
<td>Autism Learning Module</td>
<td>5:00-6:20 PEB Meet with kids and teach LP 1</td>
</tr>
<tr>
<td>6</td>
<td>2/18</td>
<td>NO CLASS</td>
<td>EXAM 1 Online Log In 3:30-4:00</td>
<td></td>
<td>NO LAB</td>
</tr>
<tr>
<td>7</td>
<td>2/25</td>
<td>3:30-4:50</td>
<td>TBI &amp; Cerebral Palsy Lecture</td>
<td>Traumatic Brain Injury &amp; Cerebral Palsy Learning Module</td>
<td>5:00-6:20 PEB Meet with kids and teach LP 2</td>
</tr>
<tr>
<td>8</td>
<td>3/3</td>
<td>3:30-4:50</td>
<td>Spinal Cord Lecture</td>
<td>Spinal Cord Disabilities Learning Module</td>
<td>5:00-6:20 PEB Meet with kids and teach LP 3</td>
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<td>9</td>
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<td>10</td>
<td>3/17</td>
<td>3:30-4:50</td>
<td>VI &amp; HI Lecture</td>
<td>Visual &amp; Hearing Impairment Learning Module</td>
<td>5:00-6:20 PEB Meet with kids and teach LP 4</td>
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<td>Date</td>
<td>Time</td>
<td>Class Code</td>
<td>Activity Description</td>
<td>Lecture/Reading Material</td>
<td>Time</td>
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<td>11 3/24</td>
<td>3:30-4:50</td>
<td>3020</td>
<td>Intellectual Disabilities Lecture</td>
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<td>OHI Lecture</td>
<td>Otherwise Health Impaired Learning Module</td>
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<td>Activity</td>
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<td>Adapted Sport Lecture</td>
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<td>4/28</td>
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<td>Adapted Sport Lecture</td>
<td>TB: Chpt. 20, &amp; Shapiro &amp; Malone, 2016</td>
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<td>Program Organization Lecture</td>
<td>Watch: TedTalk: Williams</td>
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<td>-Review Exam 3 (Last Exam)</td>
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<td>Meet with kids and teach LP 9</td>
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<td>LP #9 due</td>
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<td>5/5</td>
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<td>EXAM 3 Online</td>
<td>Teacher Reflection Journal &amp; Peer Evaluation Due</td>
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<td>Log In 3:30-4:00</td>
<td>All Unit 3 quizzes due Tuesday by 3:29</td>
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