



## The Department of Counseling, Health and Kinesiology

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# EDKN 4342 Motor Skills for Special Population

## Fall 2025

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### COURSE INSTRUCTOR

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- Office Hours: 9:00AM - 3:00PM on Tuesday & 8:30-9:30 AM – 2:00-3:00 PM on Wednesday  
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Please start the subject line with EDKN 4342 e.g., “[EDKN 4342] Assignment”

### COURSE INFORMATION:

- Course: EDKN 4342-900
- Class Time: Wednesday 11:00 AM – 12:30 PM
- Format: Hybrid meeting on Wednesday in Rm 105 STEM
- Learning Resources: Please visit the link below to purchase a book (EDKN 4342)  
Winnick, J.P., (2011). Adapted Physical Education and Sport, 5th ed. Human Kinetics: Champaign, IL. ISBN 9781492511533

### COURSE DESCRIPTION

Practical considerations for conducting kinesiology programs for individuals of all ages with disabilities. Legal entitlements, integrating persons with disabilities, conducting individualized instruction, physical fitness programs and use of motor skills for transitional living. Prerequisite: EDKN 1301

### STUDENT LEARNER OUTCOMES

Upon successful completion of this course, each student will be able to:

1. Students will understand why children with disabilities are included into their general physical education classes and the laws related to placement of children with disabilities.
2. Students will understand what the research says about including children with disabilities in general physical education with a focus on scientifically-proven practices that facilitates the inclusion of children with disabilities in general physical education.
3. Gain an understanding for planning, organizing and implementing an adapted physical activity program.
4. Learn a variety of ways to accommodate students with disabilities in physical activity settings.
5. Physical educators will know understand the collaborative process with a focus on a roles of various specialists in the schools.
6. Physical educators will understand how assessment can be used to make critical decisions regarding children with disabilities in general physical education.
7. Physical educators will understand how to make instructional accommodations for children who have a difficult time understanding directions, strategies, and rules of games.
8. Physical educators will understand how to change games so that children with disabilities safely, successfully, and meaningfully participate in games without ruining the game for children without disabilities.



9. Physical educators will understand how to accommodate children with behavior problems with a focus on positive behavioral support and functional behavior analysis.
10. Physical educators will understand social factors related to inclusion and how to facilitate the social acceptance of children with disabilities by peers without disabilities in physical education.

## **TEXAS COMMISSIONER TEACHER STANDARDS**

### **The following TEA standards will be covered in this course**

#### ***What teachers know;***

- 3.5k theories of motivation and educational practices that prompt students to participate in physical activity
- 3.2k appropriate skills and strategies for managing student behavior
- 3.6k principles, benefits, and limitations of various class management strategies in physical activity settings
- 3.7k factors that promote intrinsic motivation and strategies for helping students become self-motivated; and
- 3.8k how to organize and manage heterogeneous physical education classes to promote positive interactions and active engagement in learning for all students
- 3.10k the role of physical activities, games, sport, and dance in the development of social skills
- 3.11k the importance of cooperation, competition, collaboration, teamwork, etiquette, and sport ethics in physical activity contexts
- 3.12k the role of physical education in the development of self-management skills
- 3.14k that character and skills (e.g., leadership, conflict management) can be developed through participation in physical activities, games, dance, outdoor pursuits, and sports
- 3.15k techniques and activities for promoting self-assessment, goal-setting, and self-monitoring skills in relation to physical activity and health
- 4.3k typical developmental progressions in all domains (i.e., physical, cognitive, social, emotional) and the significance of individual differences in growth and development
- 4.4k strategies that students with diverse strengths and needs can use to develop content-area vocabulary and to determine word meaning in content-related texts
- 4.5k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts
- 5.1k differences in approaches to learning and physical performance, as well as instruction that uses students' strengths as the basis for growth
- 5.2k areas of special needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning
- 6.7k communication strategies to use with students to address needs, achieve goals, and advocate for physical education and lifelong activity; and
- 8.1k the purposes of self-reflection (e.g., developing and refining practices, self assessment, problem solving) and techniques for effective self-reflection
- 9.2k school and community resources that can aid in the development of the physical education program
- 9.3k methods and procedures for establishing and maintaining positive relations with families and community members (e.g., showing sensitivity to cultural differences, motivating the community to support physical activity and education)
- 9.4k the influence of nonschool factors (e.g., family circumstances, community settings, health and economic conditions) on learning and engagement in physical activity
- 10.1k the legal and ethical responsibilities of a physical education teacher (e.g., in relation to confidentiality, proper supervision, standard of care)
- 10.2k legal guidelines regarding student rights and teacher responsibilities (e.g., in relation to equity, inclusion, privacy, suspected child abuse)
- 10.3k the inherent risks and potential liabilities associated with participation in physical activities and the methods for minimizing risk and liability
- 10.4k safety issues and procedures for physical education instruction



10.5k risk-management plans

***What teachers can do;***

1.4s provide developmentally appropriate learning experiences that enhance students' locomotor, nonlocomotor, body control, manipulative, and rhythmic skills

1.5s modify and adapt movement activities based on individual student needs

1.10s modify activities, games, and sports to improve performance, combine skills, or practice specific sports skills in game-like situations

1.12s provide opportunities for students to pursue individual interests and refine various movement skills

1.13s create and modify activities that provide practice to improve students' performance in selected skills

2.7s provide students with a variety of physical activities. (Course during which prof. teaches students how to do this when they become teachers)

3.2s model and teach appropriate skills and strategies for maintaining responsible behavior and resolving conflicts

3.3s teach students to use positive social behaviors (e.g., turn taking, treating opponents with respect and courtesy) in games and activities

3.4s motivate students to support and participate in physical activities in school and community settings

3.5s organize, allocate, and manage resources in the learning environment (e.g., time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences and to minimize management time

3.6s use effective techniques and monitoring strategies to promote on-task behavior

3.11s provide learning opportunities that promote self-management skills, including responsibility, self-control, perseverance, and the ability to manage success, failure, and challenge

3.13s promote students' problem-solving and decision-making skills in physical activities by analyzing causes of problems and potential solutions

3.14s use goal-setting procedures to promote students' ability to establish realistic short- and long-range goals for improvement and monitor students' progress in achieving those goals

5.1s select and implement developmentally appropriate instruction that is responsive to students' individual needs

5.2s use appropriate strategies, services, and resources to address special and diverse learning needs

5.4s create and modify games and activities to ensure that all students have an equal opportunity to participate, learn, be successful, and enjoy physical activity

6.6s communication strategies to use with students to address needs, achieve goals, and advocate for physical education and lifelong activity; and

6.7s incorporate interdisciplinary learning experiences that allow students to integrate knowledge and skills from multiple areas;

7.4s interpret assessment results and communicate results to students and parents/caregivers with sensitivity

9.2s communicate the goals and objectives of the physical education program to parents/caregivers, colleagues, and community members

9.3s consult with counselors and other professionals in community agencies to meet student needs in the physical education program

9.4s use community resources to enhance physical activity opportunities

9.5s apply principles and procedures for consulting and collaborating with teachers, special education professionals, administrators, aides, and other colleagues to support students' learning and well-being

9.6s establish productive partnerships with parents/caregivers to support students' growth and well-being

9.7s respond sensitively to signs of student distress and seek help as needed and appropriate

10.4s organize students in games and sports appropriately, according to characteristics such as age, maturity, physical size, and levels of skill and experience

10.5s prepare activities appropriately and monitor them to minimize risk

10.6s consult appropriate sources regarding legal responsibilities and risk management issues and utilize appropriate professional development opportunities

## **COURSE EXPECTATION**



Students will meet each week for three hours. Prior to each class meeting time, you will be expected to complete assigned readings (articles)/writing and assignments and to participate in questions and discussions.

## COURSE POLICIES

### *Attendance:*

**The student is expected to participate in all class activities including exams and assignments.** It is the responsibility of the student to inform each instructor of absences. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor will recommend the student to drop the course. It is important to understand that class attendance can be used by the instructor as one criterion for grading; Time spent on Blackboard (monitored by the professor). A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course.

**Absence:** You will have one unexcused absence without penalty. You will have 2 points deducted for each absence if you do not attend class. You will receive an F on 3rd absence (unexcused).

**Late Work Policy:** Any assignment not submitted by the due date will be considered late and will receive a one-letter-grade deduction per day. Assignments submitted more than three or more days past the due date will receive a grade of zero (F).

- *I do not offer extra credit*
- *I do not offer independent studies if an acceptable grade is not earned*

**Student Requirements:** At the conclusion of the course, the A-F grades will be determined based on your total points earned throughout the semester according to the following scale:

#### **1. Online participation:**

- a. Students are expected to demonstrate active participation via online class discussions, assignments, and activities.
- b. Class participation is an expectation and includes being on time and ready for active engagement in online discussions.

#### **2. Planning and Preparation:** Success in this course demands that reading assignments are completed before class begins to:

- a. develop an in-depth understanding of the content, and
- b. promote familiarity with concepts that will facilitate effective participation in classroom activities.

#### **3. Projects and Activities:** Active participation is expected in class activities to organize, plan, develop, and present projects of high quality in class in collaboration with classmates.

#### **4. Professionalism and Respect:** Substantially, successfully, and equally contribute to the planning, organization, and completion of individual/group assignments and projects.

**Professional Dispositions:** Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructors on campus and with students and teachers in school settings.

**Communication Skills:** All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions.



Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

**Efficient email Communication:** Be sure to let me know which class you are referring to, what assignment or test you are addressing, etc.; in other words be sure to be specific. You can put it in the subject line. If you are writing to me and are replying to an older correspondence, *be sure to change the subject line to reflect the new correspondence!* I am teaching several classes, many at capacity, so the clearer you are the faster you will get an answer.

**Netiquette:** 15 Essential Netiquette Guidelines to Consider in Online Learning

- Before posting your question to a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts, or pictures.
- Don't type in ALL CAPS! If you do it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully, and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Source: <https://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html>

**Scholastic Integrity:** As a member of an academic community, students at Texas A&M University-San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed, and be able to manage their affairs. Students who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University-San Antonio Code of Conduct.

Texas A&M University-San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean, and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery.

For more information, please refer to the **Texas A&M University-San Antonio Handbook** under Academic Policies: Violations of Academic Conduct.

**Definitions:**



1. **Bribery:** Providing, offering, or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
  - a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test, or examination;
  - b. Having another person other than oneself attempt to complete an assignment or exam.
  - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
  - d. Unauthorized collaboration on assignments and exams;
  - e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);
  - f. Using, Selling, giving, or exchanging completed exams to a student who has not yet taken the test;
3. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.
4. **Lying:** The deliberate falsification with the intent to deceive in a written or verbal form as it applies to an academic submission

#### TEXAS A&M SAN ANTONIO POLICY STATEMENTS

**Students With Disabilities:** Disability Support Services (DSS) provides innovative services for students with disabilities that empower and inspire student learning, development, and independence by facilitating equal access through reasonable and appropriate accommodations. DSS collaborates with the diverse Texas A&M University-San Antonio campus community to offer guidance, support, and advocacy promoting equality for all. For more information please call (210) 784 – 1335 or visit our website at <http://www.tamusa.edu/Disability-Support-Services/index.html>

**Pregnancy, Pregnancy-Related, & Parenting Accommodations:** For pregnant and parenting students: Under Title IX, a student's absences due to pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these are excused for as long as the student's doctor deems the absences to be medically necessary. When the student returns to school, the student will return to the same academic and extracurricular status as before the medical leave began. New mothers are afforded reasonable break periods during programs or activities, including classes, to express milk or nurse as necessary. For private areas of expression, visit the Title IX website at: <http://bit.ly.tamusatitleix>

Pregnant or parenting students seeking academic interim measures must complete the online Pregnancy & Parenting Information Form. Once the form is completed, a staff member from the Dean of Students office will contact students regarding their request.

#### MANDATORY COURSE EVALUATION PERIOD

**Attendance:** Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M- San Antonio's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for the observance of religious holy days; or military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**Scholastic Dishonesty:** Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty



includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements, and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of an alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on a particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation. All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

**Sexual Misconduct:** A form of sex discrimination. Includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal, non-verbal, or physical conduct of a sexual nature constitute sexual harassment when this conduct is so severe, persistent, or pervasive that expressly or implicitly affects an individual's employment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating or hostile work, educational, or campus living environment. Unwelcome means that an individual did not request or invite it and considers the conduct to be undesirable or offensive. Submission to the conduct or failure to complain does not always mean that the conduct was welcome. Sexual harassment may be quid pro quo ("this for that") or may constitute a hostile environment. Sexual harassment includes non-consensual sexual contact, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence when based on sex.

**Course Drops:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

#### Student Services:

**Student Success Center**  
[Student.Success@tamusa.edu](mailto:Student.Success@tamusa.edu)  
(210) 784-1307

**Academic Advising**  
<https://www.tamusa.edu/undergraduate-academic-advising/>  
(210) 784.1307

**University Library**  
<https://www.tamusa.edu/library/index.html>  
(210)784-1500

**Counseling & Wellness**  
<https://www.tamusa.edu/studentengagementsuccess/studentcounseling/index.html>  
(210) 784-1331

**Registrar**  
<https://www.tamusa.edu/registrar/index.html>  
(210) 784-1300

**Tutoring Services**  
<https://www.tamusa.edu/academic-affairs/student-academic-success-center/tutoringservices/index.html>  
(210) 784-1332

**Library Support for COEHD Programs & Courses:** The [A&M-SA Library](#) provides access to thousands of research and learning materials for COEHD students, faculty, and staff. These resources are mainly provided in electronic format and are accessible 24/7/365 with Jaguar log-in credentials. They include, but are not limited to, scholarly academic journals, professional publications, newspapers, ebooks, streaming video, and curated web resources. Additionally, there is a smaller physical collection, study space, and computer access available in CAB 202. Two unique physical collections housed in CAB 202 are the curriculum materials (sample textbooks, teachers'



guides, activity guides, manipulatives, models, classroom reading collections, educational games, etc.) and the children's literature collection. These materials are available for checkout and can be used by students in lesson planning and their clinical school placements.

[Education Librarian Kimberly Grotewold](#) is available to assist with finding, accessing, evaluating, and effectively using relevant library resources and other information. She has developed subject, topic, and course-specific research guides that are linked into Blackboard (under Campus Resources in the left menu) and are accessible through the [Library's website](#) under the Research Guides link. If you have questions, concerns, or need help, please contact her through email at [kimberly.grotewold@tamusa.edu](mailto:kimberly.grotewold@tamusa.edu); via phone: (210) 784-1519; or request an appointment using her [online scheduling calendar](#).

**Counseling Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University–San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday – Friday. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student's academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling). In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM, Monday – Friday, to be seen by a clinician. For after-hours support, please call 210-784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent.



## COURSE STRUCTURE & ASSIGNMENT DESCRIPTIONS

Assignments	Description
<b>Goal Paper</b>	Write a one-page paper outlining where you see yourself professionally in five years. Describe the roles and responsibilities you anticipate that you will have, the characteristics of the clients you will be working with, and the facilities you will work in.
<b>Wheelchair Simulation</b>	The goal of this assignment is to learn firsthand some of the barriers posed by the environment that are experienced by individuals with disabilities. For this assignment, you will use a wheelchair to move around grounds. You <b>MUST</b> do this assignment with a partner. The partner must be from class. If you are the partner for another member of class, you are responsible for the safety of the person in the wheelchair.
<b>Inclusion in Physical Education Article Assignment</b>	The goal of this assignment is to demonstrate your understanding of teaching students with disabilities in an inclusive teaching environment.
<b>Hearing Impairment Simulation</b>	The purpose of this assignment is to experience the effects of a mild hearing loss in a number of common settings. For safety reasons, do not wear the ear plugs in any situation where you could put yourself or others in danger (e.g., driving, riding your bike in traffic, etc.). To the degree possible, given you are using foam ear plugs, do not tell the people you are interacting with that you are wearing ear plugs or doing this assignment. Try to act and interact in each environment as you normally would and observe any changes in your behavior or the behavior of your friends towards you.
<b>Teaching PA for individuals with disabilities</b>	The purpose of this assignment is to demonstrate your understanding of teaching fitness/physical activities to individuals with disabilities. Each student will choose a target age group and a type of disabilities on his/her own. Based on understanding of that specific age group and type of disabilities, the student will plan a 10-minute lesson and teach the planned lesson in a video recording (The length of recorded video must be 10 minutes or longer). The teaching video should be uploaded on both BB dropbox and discussion board. Each student should comment on at least 5 of their peers' teaching video on discussion board.
<b>Volunteer Activity</b>	The purpose of this assignment is to offer practical engagement with individuals with disabilities. Every student is required to dedicate a minimum 3 hours to volunteer at an organization that facilitates



	physical activities/para sports for individuals with disabilities. To fulfill this assignment, students are expected to submit all three components: a signed volunteer log hour sheet, a selfie taken at the site, and a reflection log detailing volunteer experience.
<b>Written Knowledge Assessment</b>	Two knowledge assessment tests will be carried out during the semester. The knowledge assessed will be based upon what is covered in the course AND information from course textbook.

### GRADING POLICIES

Grading Scale:

<b>Assignments/Evaluation</b>	<b>Percentage %</b>
<b>Assignments (x5)</b>	
Professional Goal Paper	5
Inclusion in Physical Education Article Assignment	5
Weelchair Simulation	5
Hearing Impairment Simulation	5
Visual Impairment Simulation	5
Volunteer Activity	10
Teaching PA for individuals with disabilities	10
<b>Textbook Content Knowledge Exam (x2)</b>	
Midterm	25
Final	30
<b>Total Possible Points</b>	<b>100 %</b>

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the TAMUSA grading Policy (see below):

<b>Letter Grade</b>	<b>Range</b>	<b>Grade Points</b>
<b>A</b>	90-100	4.0
<b>B</b>	80-89.99	3.0
<b>C</b>	70-79.99	2.0
<b>D</b>	60-69.99	1.0
<b>F</b>	55 & Below	0.0



## TENTATIVE SCHEDULE & ORDER OF TOPICS

Tentative Course Schedule & Calendar of Assignments			
Module & Week	Themes & Activities	Readings	Assignment <b>Due: Friday of each week</b>
<b>Week 1 8/27</b>	Course Intro	Syllabus	Acknowledgement of Syllabus Introduce yourself
<b>Week 2 9/3</b> Module 1	Law & Regulation	Chapter 1	
<b>Week 3 9/10</b> Module 2	Assessment	Chapter 4	
<b>Week 4 9/17</b> Module 3	Spinal Cord Injury	Chapter 16	Goal Paper
<b>Week 5 9/24</b> Module 4	Spina Bifida	Chapter 16	
<b>Week 6 10/1</b> Module 5	Cerebral Palsy	Chapter 14	Inclusion in Physical Education Article Assignment
<b>Week 7 10/8</b> Module 6	Traumatic Brain Injury	Chapter 14	
<b>Week 8 10/15</b> Module 7	Deaf & Hard of Hearing	Chapter 13	Wheelchair Simulation Assignment
<b>Week 9 10/22</b>	Midterm		Chapter(1,4,6 14, & 16)
<b>Week 10 10/29</b> Module 8	Visual Impairment	Chapter 12	Hearing Impairment Simulation Assignment
<b>Week 11 11/5</b> Module 9	Behavior Disability	Chapter 9	
<b>Week 12 11/12</b> Module 10	Learning Disability	Chapter 11	Visual Impairment Simulation Assignment
<b>Week 13 11/19</b> Module 11	Intellectual Disability	Chapter 8	
<b>Week 14 11/26</b>	Online Activity		1. Group A: Teaching PA for individuals with disabilities (BB-Discussion Board-Teaching PA Video) by 11/26 2. Group A&B: Comments on the videos AT LEAST 5 of videos by 12/1 (40-word count on each comment)
<b>Week 15 12/3</b> Module 12	Autism	Chapter 10	2. Group B: Teaching PA for individuals with disabilities (BB-Discussion Board-Teaching PA Video) ) by 12/3 2. Group A&B: Comments on the videos AT LEAST 5 of videos by 12/5 (40-word count on each comment) Volunteer Hours Log Hour Sheet & Reflective Log
<b>Week 16</b>	Comprehensive Final Exam		

Note: This information is designed to help the course run smoothly. The instructor reserves the right to make additions and adjustments as necessary.