

Global Learning Semesters

Course Syllabus

Course: SPSC-160 Special Physical Education

Department: Liberal Arts

Host Institution: Intercollege, Nicosia, Cyprus



Course Summary		
Course Code	Course Title	Recommended Credit Hours
SPSC-160	Special Physical Education	3
Semester Offered	Contact Hours	Prerequisites
Please contact us	42-45	None
Department	Level of Course	Language of Instruction
Liberal Arts	Lower Division	English

Course Description

This course was designed to introduce students to physical education for special students (i.e. disabled, wheel-chair bound, students with psychological problems etc.). Special emphasis will be given on the understanding of physical and mental limitations and adapting the physical education program to meet the student's needs. Modifications and adaptations are taught and experienced. Students also study the social and psychological problems associated with mainstreaming and inclusion. Learning experiences include exposure to programs advocating inclusive participation for disabled and physically challenged individuals. Field experiences are included with a variety of individuals in selected settings.

Prerequisites

None

Topic Areas

1. What is Special Physical Education and Inclusion?
2. A Team Approach to Inclusion
3. Planning for Inclusion in Physical Education
4. Assessment to Facilitate Successful Inclusion
5. Instructional Modifications
6. Modifying Curricula
7. Modifying Group Games and Sports
8. Relevant Motor Developments and Motor Learning concepts
9. Facilitating Social Acceptance and Inclusion
10. Making Inclusive Physical Education Safe
11. Accommodating Students with Behaviour Problems
12. Including Students in General Aquatics Programs
13. Fitness for special children

Learning Outcomes

Upon completion of this course, students should:

1. Be able to discuss law and policy related to the provision of physical education and recreational services for students with disabilities.

2. Have an understanding of the importance and purpose of physical education as part of the curriculum.
3. Have basic knowledge of the skill theme approach in physical education and how to use this with special populations.
4. Have knowledge of basic motor development and learning concepts related to teaching games, sport, fitness, dance, and recreation to students with disabilities.
5. Have an understanding of inclusion in physical education and how to design inclusive lessons.
6. Have an understanding of instructional and content modifications that can be used in working with special children in physical education.
7. Have knowledge of assessment needs and methods in adapted physical education.
8. Be able to develop physical education unit and lesson plans for special children.
9. Be able to develop integrated lessons in physical education.

Assessment

Midterm Examination:	(25%)
Final Examination:	(45%)
Coursework/Practical:	(30%)
Attendance and Participation:	(10%)

Readings and Resources

Required Textbooks

1. Block, M. E. (2000). A Teacher's Guide to Including Students with Disabilities in General Physical Education. (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing.
2. Auxter, D., Pyfer, J., & Huettig, C. (2001) Principles and Methods of Adapted Physical Education and Recreation (9th ed.). Boston, MA: McGraw-Hill.
3. Adams, Ronald C., & Jeffrey A. McCubbin. (1991). Games, Sports, and Exercises for the Physically Disabled. Philadelphia: Lea & Febiger.

Recommended Textbooks

1. Creative Play Activities for Children with Disabilities by L. Rappaport, M. and L. Schults, 1989, ISBN: 0873229339.
2. Perceptual Motor Behavior in Down Syndrome by D. J. Weeks and R. Chua (Editors), 2000, ISBN: 0880119756.
3. Games for People with Sensory Impairments by L. Lievermann and J. Cowart, 1996, ISBN: 0873228901.