

Texas Woman's University Department of Kinesiology

Proposed Baccalaureate Certificate Program
in Adapted Physical Education

1. Background

There is a critical need to recruit, retain, and graduate students with a baccalaureate degree who are certified as an adapted physical educator (APE) to teach students with disabilities in the state of Texas. With effective preparation of these professionals, school-based students with a low level of performance and learning can reach their capacity through the use of evidence-based pedagogical techniques (Lieberman & Wilson 2005). Specifically these students with disabilities will also improve their (a) health fitness and motor skills, (b) mental and physical health, (c) self-confidence, (d) social acceptance, (e) perceived self-competence, and (f) meaningful experiences. The effective preparation will also provide active lifestyles that can lead to independence, full participation, and productivity (Lunke & Faria, 2007; Weber, 2008).

This critical need is reflected through a number of surveys conducted in Texas during the 1990's (Jackson, French & Pope, 1996; Kinnison & French, 1992; Yilla, 1995). More recently, there was a needs survey conducted (Silliman-French & Cavanaugh, 2007) of Special Education (SPED) administrators and APE teachers in Texas. Of 490 members of the Texas Council of Administrators of SPED, 43 responded to the shortage of APE teachers in the school districts. They indicated a specific need for 69 APE teachers for their combined districts. If the need for APE teachers is extrapolated from the results to represent a 100% response rate of the Council's membership, the number of APE teachers needed would be 766.

Therefore, the purpose of the proposed Texas Woman's Adapted Physical Education Certificate is to provide a professional acknowledgment to our students who successfully complete the Kinesiology Department's undergraduate APE emphasis. Presently there is no professional avenue in the state of Texas to inform prospective employers or our alumnae of their specific knowledge and skills to instruct students with disabilities. There are numerous states that do have some professional mechanisms to recognize graduates who have successfully completed the program but Texas is not one of them.

II. Curriculum Requirements (KINS 9 hrs; EDSP 9 hrs)

The following proposed undergraduate Adapted Physical Education Certificate curriculum involves an integrated sequence of kinesiology and special education courses that infuse the *Adapted Physical Education National Standards* (Kelly, 2007). These courses are:

KINS 2622 Adapted Physical Education Service Delivery

Characteristics of individuals across the lifespan; physical activity in the least restrictive environment; leisure recreation, sports, and fitness for individuals with disabilities. Must be taken concurrently with KINS 2621. Two lecture hours a week. Credit: Two hours.

KINS 2621 Motor and Aquatics APE Instructional Lab

On campus experience working with students with disabilities in both motor and aquatic environments. Individualized educational programs and lesson plans based on assessments. Take concurrently with KINS 2622. Three laboratory hours a week. Credit: One hour.

KINS 2141 Disability Sport and Modification of Games

Foundation of disability sports including rules, classification systems, and game implementation in sports such as wheelchair basketball, soccer, and football, goalball for the blind, and sitting volleyball. Modifications of traditional games for those with limited mobility and sensory impairments. Three laboratory hours a week. Credit: One hour.

KINS 4801 Disability Sport Internship

Designed to provide a student with enhanced experience regarding sport for individuals with disabilities. Prerequisite: KINS 2622 and 2621. Three laboratory hours a week. Credit: One hour.

KINS 4811 Inclusion in Physical Education Internship

Designed to provide a student with enhanced knowledge and experiences related to inclusionary physical education programming. Prerequisite: KINS 2622. Three laboratory hours a week. Credit: One hour.

KINS 4821 Motor and Physical Assessment of Individuals with Special Needs Internship

Designed to provide a student with enhanced information and experiences regarding the assessment process of individuals with disabilities. Prerequisite: Must be taken concurrently with KINS 4822. Three laboratory hours a week. Credit: One hour.

KINS 4822 Assessment in APE

Establishing appropriate service for students with disabilities in physical education through assessment. Practice in administration of motor and/or fitness assessment, report, and programming recommendations. Prerequisite: KINS 2622 and 2621. Two lecture hours a week. Must be taken concurrently with KINS 4821. Credit: Two hours.

EDSP 4223 Characteristics of Students with Learning and Emotional/Behavioral Disorders.

Characteristics, identification, and etiology of students with mental retardation and multiple disabilities. Focus on curriculum planning for the physical, social, cognitive, and academic development. Prerequisite: EDSP 4203. Three lecture hours a week. Credit: Three hours.

EDSP 4233 Characteristics of Students with Mental Retardation and Multiple Disabilities

Characteristics, identification, and etiology of students with mental retardation and multiple disabilities. Focus on curriculum planning for the physical, social, cognitive, adaptive, behavioral, academic and vocational needs throughout the life span. Prerequisite EDSP 4203. Three lecture hours a week. Credit: Three hours.

EDSP 4253 Instructional Strategies for Students with Disabilities

Instructional strategies and accommodations/modifications for curriculum in oral language, literacy, math, social skills for students with disabilities. Includes cognitive and compensatory strategies for content area curriculum. Field work required. Prerequisite: Six hours of special education courses including EDUC 4203. Co-requisite: EDSP 4163 or permission of the instructor.

III. Administration of the Proposed Certificate Program

The tentative course rotation for this proposed undergraduate adapted physical education certificate program will be:

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
KINS 2622/2621	X	X	X
KINS 2141	X	X	
KINS 4801	X	X	
KINS 4811	X	X	
KINS 4822/4821	X	X	
EDSP 4223		X	
EDSP 4233		X	
EDSP 4253	X		

TOTAL 18 hours

This proposed certificate program is designed to be infused across our 4-year BS in Kinesiology All-Level Physical Education Emphasis in Adapted Physical Education. Students must maintain a minimum grade point average of 2.8 in the certificate coursework. Further, only the equivalent one 3-hr course in the certificate program can be taken at another college and be counted as part of this certificate program with the approval of the undergraduate program coordinator of our APE undergraduate faculty.

This proposed certificate in APE will be administered through the undergraduate coordinator in the Department of Kinesiology in collaboration with one faculty member (Dr. Lisa Silliman-French) in APE who will serve as the faculty certificate program director.

The undergraduate program coordinator and adapted physical education faculty director will be responsible at the Departmental level to certify the successful completion of the certificate program's academic requirements for each student. The Registrar's Office will arrange for recording the completed certificate on the students' transcripts and providing the awardees the actual certificate.

IV. References

- Jackson, S., French, R., & Pope, C. (1996). *Texas special educator's needs for adapted physical education personnel*. Unpublished manuscript, Texas Woman's University, Denton.
- Kelly, L. (Ed.) (2007). *Adapted Physical Education Standards* (2nd ed.). Champaign: Human Kinetics.
- Kinnison, L., & French, R. (1992). *State needs in adapted physical educations*. Unpublished manuscript. Texas Woman's University, Denton.
- Lieberman, L., & Wilson, C. (2005). Effects of a sports camp practicum on attitudes toward children with visual impairments and deaf-blindness. *Re: View*, 36(4), 142-153.
- Lunkes, L., & Faria, C. C. (2007). Teaching the 'crawl' style to congenital blind people: An experience. *Proceeding of the 16th International Symposium of Adapted Physical Activity*, 12I(1), 38-44.
- Silliman-French, L., & Cavanaugh, L. (2007). *Adapted Physical Education Service4 Needs Survey in the State of Texas*. Texas Woman's University, Denton, Unpublished manuscript.

- Weber, R. (2008). Professional preparation: Service learning in adapted physical activity.
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- Yilla, A. (1995). *Survey to determine focus of adapted physical educator's responsibilities*.
Unpublished manuscript. Texas Woman's University, Denton.