



PET 3640
Adapted Physical Education
88696 001
Fall 2026

Instructor Name

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University Course Description

The passing of Public Law 94-142 in 1975 forever changed the way the public school system educates students with disabilities. Various other Federal laws since then have continued to modify the initial impetus of PL 94-142 and seek to change how society in general not only views, but interacts, with various populations of individuals with disabilities. These laws have had far reaching effects on physical education for both individuals with disabilities and their general education peers. This course is designed not only to introduce an appreciation of the needs of individuals with disabilities, but also to train future physical educators with experiences that will help them meet the needs of those individuals in a way that is beneficial to both individual with disabilities and those not labeled as such.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course will be offered in a hybrid fashion through a series of online modules and class meetings.

Student Learning Outcomes

As a result of this course, students will demonstrate their ability to:

1. Identify the challenges faced by individuals with disabilities. (AP; CF 5; NASPE 2; FLCS 3.1)
2. Understand key special education legislation.
 1. Describe how the mandated laws of PL 93-112 (Section 504), PL 94-142, PL 99-457, PL 101-476 (IDEA), and PL 101-336 (ADA) impacted physical education and the lives of individuals with disabilities. (AP; CF 5; NASPE 1.4; FLCS 10.1)
 2. Identify and define the educational categories of impairments, how they effect learning characteristics, and the criteria for appropriate educational placement in the public school system. (AP 4a; CF 2; NASPE 1.3; FLCS 3.1)
 3. Recognize the potential individuals with disabilities have, how to help them reach those potentials, and of programs for individuals with disabilities. (AP 1a,1d, 1e,3d, 3g, 4a; CF 2, 6; NASPE 6.1; FLCS 3.1, 4.1, 7.1)
3. Develop an understanding of the philosophy and rationale of a developmental teaching model program of physical education designed for all students. (CF 5; NASPE 1.4;FLCS 4.1)
 1. Examine the interrelationship between socio-economic status and family dynamics and participation in school based and extra-curricular adapted physical education programs. (AP; CF 1, 5; NASPE 1.2; FLCS 12.1)
 2. Apply the basic principles of developmental programming and instructional management techniques for students with a variety of disabilities to provide appropriate and successful integration into regular physical education. (AP 3d, 3g; CF 6; NASPE 3.5; FLCS 3.1, 4.1)
 3. Examine the cognitive, social, psychological, and communication factors in integrating students with disabilities into regular physical education classes. (AP 2h;CF 1, 2, 5, 6; NASPE 2; FLCS 3.1)
4. Analyze the Individual Education Plan (IEP) process from multiple perspectives including parents/guardians, students, special education teachers, and physical educators, highlighting potential ethical dilemmas and implications for professional practice. (AP 5d, 6; CF 1; NASPE 3.2; FLCS 12.1)

5. Examine the impact of integration into typical learning environments in physical education and youth sports on all individuals involved and discuss issues from each perspective. (AP 5d; CF 1, 5; NASPE 3.6; FLCS 7.1)
 1. Modify and implement various sport and game activities for students with disabilities in both regular and special class settings. (AP 1a, 1d, 1e, 2h, 3d, 3g, 4a; CF 2, 5, 6; NASPE 3.5; FLCS 3.1)
6. Assess the physical education needs of, and develop movement experiences appropriate for students with special learning needs. (AP 4a-4d; CF 4; NASPE 5.2; FLCS 8.5)
 1. Assess the needs of students with disabilities in regard to individual and group learning in physical education. (AP 4a-4d; CF 2, 5, 6; NASPE 5.2; FLCS 8.5)
 2. Assess, set goals, develop a scope and sequence, and plan and implement appropriate content in physical education for individuals with disabilities. (AP 1a-1f; CF 2, 5; NASPE 5.1; FLCS 8.5)
 3. Employ age and ability appropriate technology in personal/professional development and for instructional management in teaching. (AP 2i; CF 3; NASPE 3.7; FLCS 13.4)
7. Identify resources useful in providing learning experiences for students with disabilities and relate how they might be utilized. (AP 5b, 5c, 5e, 5f; CF 4; NASPE 3.4; FLCS 12.2)
8. Display professional behaviors that are positive and productive. (AP 6; CF 5; NASPE 6.3; FLCS 7.1)
9. Relate and describe the impact of observations and experiences to overall professional growth. (AP 5e; CF 4; NASPE 6.2; FLCS 12.2)

Course Objectives

- Introduce the historical, legal, and philosophical foundations of adapted physical education and the education of students with disabilities.
- Examine the characteristics and educational needs of individuals with a variety of disabilities and how these characteristics influence participation in physical activity and sport.
- Explore instructional strategies, adaptations, and modifications that support inclusive and adapted physical education environments.
- Provide opportunities to analyze individualized education planning and assessment practices used to support students with disabilities in physical education.
- Engage students in experiential learning activities, reflections, and observations to develop an appreciation for the abilities and needs of individuals with disabilities.

- Guide students in designing and modifying physical education lessons and activities that promote equitable participation for students with diverse learning needs.

Required Texts and/or Readings and Course Materials

Winnick, J. P. (2021), *Adapted physical education and sport* (7th ed). Champaign, IL: Human Kinetics.

Supplementary (Optional) Texts and Materials

Block, M, Horvat, M., & Kelly, L. (2007), *Developmental and adapted physical activity assessment*. Champaign, IL: Human Kinetics.

Canales, L & Lytle, R. (2011), *Physical activities for young people with severe disabilities*. Champaign, IL: Human Kinetics.

Davis, E. A. (2012), *Physical activities in the wheelchair and out: An illustrated guide to personalizing participation*. Champaign, IL: Human Kinetics.

Block, M. (2016), *A teachers guide to including students with disabilities in regular*

physical education (4th ed.). Baltimore, MD: Paul H. Brookes.

Davis, R. (2011), *Teaching disability sport: A guide for physical educators* (2nd ed). Champaign, IL: Human Kinetics.

How to Succeed in this Course

To succeed in this course, you will need to complete all readings and engage in all class activities. You will also need to manage your time to give adequate attention to course assignments.

Grading Scale

A+ = 97.5 – 100

A = 93.5 - 97.49

A- = 90 - 93.49,

B+ = 87.5 - 89.99

B = 83.5 - 87.49

B- = 80 - 83.49,

C+ = 77.5 - 79.99

C = 73.5 - 77.49

C- = 70 - 73.49,

D+ = 67.5 - 69.99

D = 63.5 - 67.49

D- = 60 - 63.49

F = <59.99

Note: A minimum of a C- must be achieved to continue in the Physical Education Teacher Education Program.

Grade Categories and Weights

Module Quizzes 12 X 20 points = 240 points

Module Discussions 12 x 5 points = 60 points

Movie Reflection = 50 points

Observation Reflection = 25 points

Internet Search/Presentation = 50 points

Simulation Reflection = 25 points

Lesson Plan = 50 points

TOTAL= 500 points

Instructor Feedback Policy & Grade Dissemination

The instructor will respond to email communication within 48 hours of the date received. The instructor will provide feedback on assignments within one week of the deadline. You can access your scores using "Grades" in Canvas.

Major Topics and Course Schedule

Tentative Schedule

Week	Day	Topic and Assignment
1	M 8/24	Course Orientation & Requirements <i>Purchase course textbook</i>
1	W 8/26	Intro to Adapted PE & Sport (Ch. 1) <i>Read chapter 1</i>

Week	Day	Topic and Assignment
2	M 8/31	Intro to Adapted PE & Sport (Ch. 1) <i>Read chapter 1</i>
2	W 9/2	<i>Chapter 1 Quiz & Class Discussion due by midnight</i>
3	M 9/7	Individualized Education Programs (Ch. 5) <i>Read chapter 5</i>
3	W 9/9	<i>Chapter 5 Quiz & Class Discussion due by midnight</i>
4	M 9/14	Intellectual Disabilities (Ch. 8) <i>Read chapter 8</i>
4	W 9/16	<i>Chapter 8 Quiz & Class Discussion due by midnight</i>
5	M 9/21	Behavioral Disabilities (Ch. 9) <i>Read Chapter 9</i>
5	W 9/23	<i>Chapter 9 Quiz & Class Discussion due by midnight</i>
6	M 9/28	Autism Spectrum & Social Communication Disorders (Ch. 10) <i>Read chapter 10</i>
6	W 9/30	<i>Chapter 10 Quiz & Class Discussion due by midnight</i>
6	F 10/2	<i>Movie reflection due by midnight</i>
7	M 10/5	Specific Learning Disabilities (Ch. 11) <i>Read chapter 11</i>
7	W 10/7	<i>Chapter 11 Quiz & Class Discussion due by midnight</i>
8	M 10/12	Visual Impairments (Ch. 12) <i>Read chapter 12</i>
8	W 10/14	<i>Chapter 12 Quiz & Class Discussion due by midnight</i>
9	M 10/19	Deaf, Hard of Hearing, & Deafblind (Ch. 13) <i>read chapter 13</i>
9	W 10/21	<i>Chapter 13 Quiz & Class Discussion due by midnight</i>
9	F 10/23	<i>Observation reflection & Internet Search Presentation both due by midnight</i>
10	M 10/26	Cerebral Palsy, TBI, & Stroke (Ch. 14) <i>Read chapter 14</i>
10	W 10/28	<i>Chapter 14 Quiz & Class Discussion due by midnight</i>
11	M 11/2	Amputations, Dwarfism, & Les Autres (Ch. 15) <i>Read chapter 15</i>

Week	Day	Topic and Assignment
11	W 11/4	<i>Chapter 15 Quiz & Class Discussion due by midnight</i>
12	M 11/9	Spinal Cord Disabilities & Other Spinal Conditions (Ch. 16) <i>Read chapter 16</i>
12	W 11/11	<i>Chapter 16 Quiz & Class Discussion due by midnight</i>
13	M 11/16	Other Health Impairment Conditions (Ch. 17) <i>Read chapter 17</i>
13	W 11/18	<i>Chapter 17 Quiz & Class Discussion due by midnight</i>
13	F 11/20	<i>Adapted bowling simulation reflection due by midnight</i>
14	M 11/23	Thanksgiving Break
14	W 11/25	Thanksgiving Break
15	M 11/30	Work on Lesson Plan
15	W 12/2	Work on Lesson Plan
15	F 12/4	<i>Lesson Plan due by midnight</i>
16	M 12/7	Finals Week
16	W 12/9	Finals Week <i>Paralympic sports simulation reflection due by midnight</i>

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work Policy: All assignments must be submitted by the due date. Late work for any reason will be penalized by 10% each day it is late without prior communication (I can be flexible with dates, however, you need to communicate with me *prior* to the due date.).. Assignments will not be accepted more than one week past the original due date. Students must complete ALL assignments to pass the course.

Extra Credit Policy:

There is no extra credit in the course.

Group Assignment Policy:

Everyone must contribute equitably to a group project. With a group submission, every person in the group will place their name next to the work they completed and submit a short statement of contribution. All members of a group will receive the same score; that is, the assignment is assessed and everyone receives this score. This will occur unless the statement of contribution suggests that a group member contributed significantly less than the other group member(s). The

instructor holds the right to adjust grades based upon contribution (or lack thereof). If any major issues arise in working with their groups, please contact your instructor.

Final Examinations Policy: All final exams are to be scheduled in accordance with the University's final examination policy.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Email: Students should communicate with their instructor using their USF email address. Please allow 24-48 hours for an email response for non-emergency situations.

Canvas: All assignments will be submitted through Canvas unless otherwise notified by your instructor. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your

message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.

- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional

information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)