**Proposal Form For Addition And Revision Of Courses**

1. **Proposing College / School:** Education  
   **Department:** Kinesiology

2. **Course Prefix and Number:** KINE 3100  
   **3. Effective Term:** Spring 2012

4. **Course Title:** Adaptive Sports  
   **Abbreviated Title (30 characters or less):** Adaptive Sports

5. **Requested Action:**  
   - [ ] Renumber a Course  
   - [ ] Add a Course  
   - [ ] Revise a Course  
   - [ ] Current Course Number:  
   - [ ] Proposed Course Number:  
   - [ ] Type of Revision:  

6. **Course Credit:**  
<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours</td>
<td>Lecture</td>
<td>Weekly</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>(Repeatability):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Weekly</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

7. **Grading Type:**  
   - [ ] Regular (ABCDF)  
   - [ ] Satisfactory/ Unsatisfactory (S/U)  
   - [ ] Audit

8. **Prerequisites/Corequisites:**  
   There are no prerequisites/corequisites.

9. **Restrictions:** List specific restriction in space above.  
   - [ ] College  
   - [ ] Major  
   - [ ] Standing  
   - [ ] Degree

10. **Course Description:**  
    (20 Words or Less; exactly as it should appear in the Bulletin)  
    An introduction to various competitive and recreational activities for persons with disabilities.

11. **May Count Either:**  
    - KINE 3100  
    - KINE 3103  
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. **Affected Program(s):**  
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)  
    | Program Type | Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art) | Requirement or Elective? (required or optional?) |
    |-------------|-----------------------------------------------------------------|-----------------------------------------------|
    | N/A         |                                                                 |                                |

13. **Overlapping or Duplication of Other Units’ Offerings:**  
   (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)  
   - [ ] Applicable  
   - [ ] Not Applicable
14. Justification:
I. Course functions as an elective for Rehabilitative Counseling, Exercise Science, Physical Activity and Health (including the Fitness, Conditioning & Performance Option) and Special Education.
II. This course is vital for the understanding of the recreational and athletic pursuits of individuals with special needs.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
The associated resources required for this course already exist and are budgeted for in the Department of Kinesiology.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
A. Demonstrate general knowledge of the history of adaptive sports.
B. Demonstrate awareness of different disablity conditions/diversity.
C. Demonstrate knowledge of rules and requirements for different adaptive sports.
D. Demonstrate knowledge of equipment and demands of different adaptive sports.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
Week 1: Review syllabus and disability survey
Week 2: History of people with disabilities including Rehabilitation Act and ADA
Week 3: History of Adaptive Sports
Week 4: Deaf Olympics, Quiz 1
Week 5: Paralympics
Week 6: Special Olympics
Week 7: Assignment - find local adaptive sports organization and write informative essay
Week 8: Midterm
Week 9: Wheelchair basketball, Quiz 2
Week 10: Quad-rugby - watch "Murderball" documentary and write reflection essay, Quiz 3
Week 11: Wheelchair tennis, Quiz 4
Week 12: Soccer (power, soccer, 5 on 5, and 7 on 7), Quiz 5
Week 13: Goal Ball, Quiz 6
Week 14: Track and field, Quiz 7
Week 15: Miracle League, Quiz 8 and Disability Survey
Week 16: Final exam (given during scheduled exam time)

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:
8 Quizzes (50 pts each) focusing on the lecture material of the course.
- Quiz topics:
  - Quiz 1: History of Adaptive Sports
  - Quiz 2: Wheelchair Basketball
  - Quiz 3: Quad Rugby
  - Quiz 4: Wheelchair tennis
  - Quiz 5: Soccer
  - Quiz 6: Goal Ball
  - Quiz 7: Track & Field
  - Quiz 8: Miracle League

2 Surveys (50 pts each) focusing on knowledge of disability.

2 Essays (100 pts each) informative essay reviewing a local adaptive sports organization & a movie reflection essay
1 Midterm (100 pts)  
1 Final (200 pts)  
Total 1000 pts

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:  
8 Quizzes (50 pts each) focusing on the lecture material of the course.  
2 Surveys (50 pts each) focusing on knowledge of disability.  
2 Essays (100 pts each) informative essay reviewing a local adaptive sports organization & a movie reflection essay  
1 Midterm - comprehensive (100 pts)  
1 Final exam (200 pts)  
Total 1000 pts

A: 1000-900  
B: 899-800  
C: 799-700  
D: 699-600  
F: <600

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:  
N/A

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (U/T/T).
Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Education
   Department: Kinesiology

2. Course Prefix and Number: KINE 3103 3. Effective Term: Spring 2012

4. Course Title: Adaptive Sports
   Abbreviated Title (30 characters or less): Adaptive Sports

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - [ ] [ ] Course Number: [ ] Proposed Course Number: [ ] Type of Revision:

6. Course Credit:
<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours</td>
<td></td>
<td>Weekly</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Repeatability: 3</td>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours: 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use “P:” to indicate a prerequisite, “C:” to indicate a corequisite, and “P/C:” to indicate a prerequisite with concurrency.

   There are no prerequisites/corequisites.

9. Restrictions: List specific restriction in space above.

   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)

    An introduction to various competitive and recreational activities for persons with disabilities.

11. May Count Either:
    KINE 3103 or KINE 3100

12. Affected Program(s):
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)

    | Program Type          | Program Title                        | Requirement or Elective? |
    |-----------------------|--------------------------------------|--------------------------|
    | N/A                   | (e.g.: MS in Chemistry, Performance Option, Minor in Art) | (required or optional?) |

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)

   - [ ] Applicable
   - [ ] Not Applicable
14. Justification:

I. Course functions as an elective for Rehabilitative Counseling, Exercise Science, Physical Activity and Health (including the Fitness, Conditioning & Performance Option) and Special Education.
II. This course is vital for the understanding of the recreational and athletic pursuits of individuals with special needs.
III. This will create a distance version of a course being taught on campus.
IV. A distance version is needed in anticipation of limited classroom space.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

The associated resources required for this course already exist and are budgeted for in the Department of Kinesiology.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

A. Demonstrate general knowledge of the history of adaptive sports.
B. Demonstrate awareness of different disabling conditions/diversity.
C. Demonstrate knowledge of rules and requirements for different adaptive sports.
D. Demonstrate knowledge of equipment and demands of different adaptive sports.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review syllabus and disability survey</td>
</tr>
<tr>
<td>2</td>
<td>History of people with disabilities including Rehabilitation Act and ADA</td>
</tr>
<tr>
<td>3</td>
<td>History of Adaptive Sports</td>
</tr>
<tr>
<td>4</td>
<td>Deaf Olympics, Quiz 1</td>
</tr>
<tr>
<td>5</td>
<td>Paralympics</td>
</tr>
<tr>
<td>6</td>
<td>Special Olympics</td>
</tr>
<tr>
<td>7</td>
<td>Assignment – find local adaptive sports organization and write informative essay</td>
</tr>
<tr>
<td>8</td>
<td>Midterm</td>
</tr>
<tr>
<td>9</td>
<td>Wheelchair basketball, Quiz 2</td>
</tr>
<tr>
<td>10</td>
<td>Quad-rugby – watch &quot;Murderball&quot; documentary and write reflection essay, Quiz 3</td>
</tr>
<tr>
<td>11</td>
<td>Wheelchair tennis, Quiz 4</td>
</tr>
<tr>
<td>12</td>
<td>Soccer (power, soccer, 5 on 5, and 7 on 7), Quiz 5</td>
</tr>
<tr>
<td>13</td>
<td>Goal Ball, Quiz 6</td>
</tr>
<tr>
<td>14</td>
<td>Track and field, Quiz 7</td>
</tr>
</tbody>
</table>
18. Assignments / Projects:

All students must submit all assignments listed below through Blackboard or email, by the indicated date and time within the assignment. This ensures that work will be submitted in a timely manner and that distance education students have an accessible way to submit their work.

Quizzes/Exams: All quizzes/exams will be administered through Blackboard and will include eight quizzes, a comprehensive midterm and a final exam. Distance education students will take all closed resource examinations under the supervision of an approved proctor. Proctors shall be verified and passwords will be sent directly to the proctor who will manage the examination in a secure manner, requiring the students to present picture identification.

Exams: All exams will be administered through Blackboard and will include:

8 Quizzes (50 pts each) focusing on the lecture material of the course.
- Quiz topics:
  - Quiz 1: History of Adaptive Sports
  - Quiz 2: Wheelchair Basketball
  - Quiz 3: Quad Rugby
  - Quiz 4: Wheelchair tennis
  - Quiz 5: Soccer
  - Quiz 6: Goal Ball
  - Quiz 7: Track & Field
  - Quiz 8: Miracle League

2 Surveys (50 pts each) focusing on knowledge of disability.

2 Essays (100 pts each) informative essay reviewing a local adaptive sports organization & a movie reflection essay

1 Midterm (100 pts)

1 Final (200 pts)

Total 1000 pts

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

8 Quizzes (50 pts each) focusing on the lecture material of the course.
2 Surveys (50 pts each) focusing on knowledge of disability.
2 Essays (100 pts each) informative essay reviewing a local adaptive sports organization & a movie reflection essay
1 Midterm: comprehensive (100 pts)
1 Final exam (200 pts)
Total 1000 pts

A: 1000-900
B: 899-800
C: 799-700
D: 699-600
F: <600

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A
(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1286 Haley Center, 844-2086 (V/TT).
Supplemental Information For Addition Of Distance Education (DE) Course

1. Proposing College / School: Education
   Department: Kinesiology

2. Course Prefix and Number: KINE 3103
   3. Effective Term: Spring 2012

4. Course Title:
   Abbreviated Title (30 characters or less):
   Adaptive Sports

5. On-Campus Pre/Corequisites:
   (Indicate any applicable pre/corequisites for the on-campus version of the course. Use the space provided below to indicate how they will be adjusted to accommodate DE students.)
   Prerequisite(s): N/A
   Corequisite(s): N/A
   Pre/Corequisite(s): N/A
   DE Adjustment: There are no prerequisites or corequisites

6. Affected Program(s):
   (Respond “N/A” if not included in any program; attach memorandum if more space is required)
   Program Type (e.g.: minor, major, etc.)
   Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art)
   Requirement or Elective? (required or optional?)
   N/A

7. Justification for DE Delivery:
   A distance version is needed in anticipation of limited classroom space.
   (Include a concise, yet adequate rationale for the addition of a distance education version of the course in question (e.g.: accreditation, as part of a proposed distance education program, expansion of opportunity for working professionals/students, etc.)

8. Access to Resources:
   See attached memo (#8)
   (Indicate how distance education students will be given access to all necessary academic resources, such as library materials, laboratory facilities, and learning centers.)

9. Course Content Delivery:
   See attached memo (#9)
   (Outline, in specific detail, what adjustments will be made to the existing course in order to accommodate learning via distance education. Include delivery of lecture material, discussion sessions, and submission of assignments/papers, as applicable.)

10. Course Interaction:
    See attached memo (#10)
    (Provide specific information regarding the adjustments that will be made to the course, in order to accommodate interaction between the student and instructor and peers via distance education. Include such aspects as office hours, class participation, and -- if applicable -- any time that the student would be required to be on-campus.)
8. Access to Resources:

Distance education students will have access to the Auburn University Library by utilizing the online database for materials that will support the completion of assignments. Students may also have materials mailed directly upon request. Todd Shipman is the Librarian that works specifically with the College of Education. In addition to the help available from the reference desk, Mr. Shipman is available at 334-844-4000 or tas0011@auburn.edu.

9. Course Content Delivery:

The Internet will be used as a delivery method for the course. Powerpoint lectures and videoclips will serve as the predominant sources of information. The greatest adaptation will be that DE students will turn in assignments, projects, and tests through email and online. All quizzes and exams will be administered through Blackboard and will include ten quizzes, a comprehensive midterm and a comprehensive final include. Distance education students will take all closed resource examinations under the supervision of an approved proctor. Proctors shall be verified and passwords will be sent directly to the proctor who will manage the examination in a secure manner, requiring the students to present picture identification.

10. Course Interaction

The distance education students will not be required to come to campus for this course. Students enrolled in this course through distance education will access class lectures through the use of narrated Powerpoint lecture. Assignments, assessments, and lectures will be accessible through Blackboard. Assignments will be submitted electronically through Blackboard or email allowing for timely delivery and subsequent instructor response. Every two weeks, students will be required to utilize the Blackboard Discussion Board and respond to at least two students to facilitate peer-to-peer interaction. Students will have access to the instructor via email, Skype, Blackboard and phone as necessary in lieu of utilizing on-campus office hours. The technology used is appropriate for this program as it provides distance education students with identical lectures and equal access to both the instructor and other students.