Basic Course Information

Semester:	**Spring 2019**	Instructor Name:	**Ms. Patricia Urena**
Course Title & #:	**Exercise for the Developmentally Disabled**	Email:	**Pat.urena@imperial.edu**
CRN #:	**22023**	Webpage (optional):	
Classroom:	**738 IVC Gym Dance Floor**	Office #:	**NONE**
Class Dates:	**11 Feb 2019/07 June 2019**	Office Hours:	**NONE**
Class Days:	**Tuesday and Thursday**	Office Phone #:	**760-595-5226**
Class Times:	12:15 noon – 1:45 pm	Emergency Contact:	**760-554-7340 Victoria Macon (Sister)**
Units:	Pass/Fail		

Course Description

Course is designed to meet the specific needs of the adult with a developmental disabilities who need assistance and guidance in participating in an exercise program to improve strength, cardio-vascular endurance, and flexibility in order to improve the functional abilities which facilitate independence. This course is designed for people with substantial cognitive disabilities which precludes their participation in general or adaptive PE classes designed for the general student body population

Student Learning Outcomes

Students will be able to:
1. With coaching, student will demonstrate appropriate warming and cooling down techniques in aerobic training.
2. With coaching, student will demonstrate two exercises to increase aerobic fitness.
3. With coaching, student will demonstrate two appropriate strength training exercises.
4. With coaching, student will demonstrate two appropriate flexibility exercises.
5. With coaching, student will demonstrate three range of motion exercises for the upper body.
6. With coaching, student will demonstrate three range of motion exercises for the lower body.
7. Student will demonstrate appropriate and safe use of adaptive exercise equipment.
8. Student will learn and demonstrate appropriate social behavior for an exercise environment.

Course Objectives
- Aerobics – Knowledge of a participation in aerobic training principles
- Strength training – Knowledge of and participation in strength training principles
- Flexibility – Knowledge and participation in flexibility training
- Range of motion – Knowledge and participation in range of motion activities
- Equipment usage – Knowledge and demonstration of proper use of adaptive equipment
- Social skills – Knowledge and demonstration of appropriate social skills in a group setting.

Textbooks & Other Resources or Links

Special Olympics Southern California – Healthy Athletes information, Sports Competition and how to become a member of Special Olympics – SOSC.org

Course Requirements and Instructional Methods

Participation, pre and post-testing of specific exercise principles using developmentally appropriate measurement instruments, instruction observation, and data collection from classroom activity to determine progress in meeting course objectives. Instructor will assess student's use of adaptive PE equipment by observation. Appropriate social behavior will be evaluated by observation and documentation of inappropriate behavior. Student must wear appropriate work out clothing to class. No jeans or low cut blouses.

Instructional Methods:
Lecture, demonstration, class discussion and group activity that included nutritional examples.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

CORE CONTENT	APPROX. % OF COURSE
Aerobics	25
Strength and training	20
Flexibility	20
Range of motion	15
Equipment usage	10
Social skills	10

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For

online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

[Required Information: Describe your policies regarding classroom conduct. The below is suggested language and may be modified for your course.]

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

[Required Information for web-enhanced, hybrid and online courses: Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- Learning Services.   There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services.   There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential,

supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Course outline for Fall 2018

Week 1   **Feb 12 and Feb 14**   **Introduction to PE 800/Basic Exercises**
*Students will review class schedule, instruct students with warm up exercises, basic stretches and cool down exercise.

Week 2   **Feb 19 and Feb 21**   **Work on Cardio Endurance/Nutrition Ed**
*Students will begin with an introduction of cardio endurance by engaging in a 30 minute low impact exercise routine using exercise music. Review my plate and different types of food groups.

Week 3   **Feb 26 and Feb 28**   **Music Exercise/Cardio Endurance**
*Students will exercise to their favorite music, working with moderate level exercises using hand weights. Work on hand and forearm exercises

Week 4   **March 5 and March 7**   **Arm and Leg Exercise/Cardio**
*Students will do moderate exercises using 2 lbs. hand weights. Work on leg stretches. Will learn how to operate treadmill and bicycles.

Week 5   **March 12 and March 14**   **Nutrition and Cardio Exercise**
*Discuss with students of proper eating habits, by providing "my plate"
guidelines. Review how to use treadmill, weights and bicycles upstairs gym. Use stepping blocks for cardio warmup

Week 6   **March 19 and March 21**   **Nutrition and Cardio Exercise**
Review harvest of the month and work on cardio exercises, leg exercise, sit-ups and push ups.

Week 7   **March 26 and March 28**   **Cardio and Floor Exercise**
*Warm up, stretch arms and legs, running in place and work on sit up and leg exercise

Week 8   **April 2 and April 4**   **Arm workout and Cardio**
*Students will learn how to use weights to perform squat thrusters, bench press and shoulder press

Week 9   **April 9 and April 11**   **Ab Exercises and Cardio**
Work on basic warm up, stretching and specific warm up. Sit ups and leg exercises

Week 10   **April 16 and April 18**   **Upper Back, Shoulder Exercises**

*Students will work on upper body stretches and will do running in place. Note: Spring break next week no class.

Week 11   **April 30 and May 2**   **Cardio and Track Exercises**
*Students will learn how to properly use the outdoor track and work on a mile walk/run

Week 12   **May 7 and May 9**   **Outdoor track and field**
*Students will learn how to throw, jump and run at outdoor track.

Week 13   **May 14 and May 16**   **Arm and Leg Workouts**
*Students will learn how to use stationary bicycles and stationary workouts

Week 14   **May 21 and May 23**   **Nutrition table and workout**
*Students will learn how to prepare a nutritional menu for workouts. Workouts you can use at home.

Week 15   **May 28 and May 30**   **Weigh in and review workouts**
*Students will work on best workout for their home use. Running in place, review students weight and stretching exercises.

Week 16   **June 4 and June 6**   **Cardio, leg, and AB exercises**
*Student will perform their assigned exercise to classmates. Using Cardio, Leg or AB exercises. FINAL EXERCISES.

Tentative, subject to change without prior notice