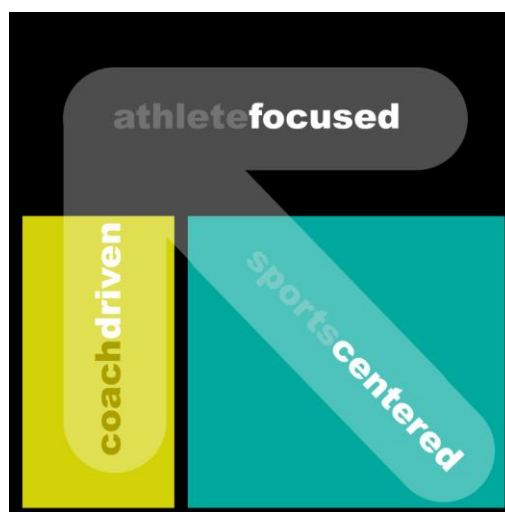




Special Olympics
North America

University Curriculum

Program Guide



Special Olympics North America University Curriculum Program Guide

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Special Olympics North America University Curriculum Program Guide

I. Introduction

Overview of the Special Olympics North America University Curriculum

The Special Olympics North America University Curriculum consists of Special Olympics courses that can be incorporated into university curricula. These courses include the current courses within the Special Olympics Coach Education System and Games Management Training.

Through the *Special Olympics North America University Curriculum*, universities assist with the training of coaches and sport managers and gain invaluable field experience (service learning) opportunities for their students. A joint partnership between universities and Special Olympics Programs maximizes human and material resources. These resources will stimulate growth, interest and understanding of Special Olympics and coaching or sport management in general.

This Program Guide has been developed to assist Programs with the implementation of the Special Olympics North America University Curriculum. It outlines the steps needed for success.

Benefits

The benefits of implementing the program for both Special Olympics and universities follow:

For Special Olympics

- Continuous supply of coaches, volunteers and games management personnel who are college-aged and generally sport-qualified
- Early introduction to Special Olympics (younger generation; investment in the future)
- Access to college facilities and sites of learning
- Development of partnerships that lead to enhanced relationships with universities and greater access to other resources
- Implementation of the Special Olympics Coach Education System in another training format
- Coursework includes practical component
- Increased staff of instructors who are certified (enlarged staff: professors who are trained; involvement of Special Olympics staff on campuses)
- Budget-relieving coaching education through university involvement
- Graduating students that may continue their involvement or start a local/school program
- Assistance with the addition of more competitions
- Exposure to a variety of coaching styles for athletes
- Innovative program for Special Olympics...on the cutting edge

For Universities

- Meets university/college goal of community outreach and service learning
 - Includes quality Special Olympics material (instructor guides, workbooks, etc.)
 - Provides course flexibility: should easily fit into required course curricula
 - Provides a source of community service (hours credited to students; field experience credited to universities)...thus meeting both student and university needs
 - Provides a good resume builder for students and professors (sets apart potential hires; improves their marketability)
 - Offering this coursework increases potential of bringing new people to campus
 - Training site for Special Olympics
 - Students become certified coaches by an accredited coaching education program (approved by National Council for the Accreditation of Coaching Education (NCACE))
 - Increased university exposure
 - By receiving certification, a college student gains the following:
 - Credible and verifiable service learning to include on his/her resume
 - Working with underserved populations in a field experience
 - A meaningful coaching education certificate from Special Olympics, an accredited coaching education program by NCACE, to include with the student's portfolio
 - A measure of protection against liability (1997 federal legislation know as the Good Samaritan Law)
- All of the above add to a student's resume and assist in that student's job potential.
- Provides Special Olympics name recognition
 - Increases potential of gaining state education grants to fund program because of community service, learning how to teach and coach Special Olympics athletes, etc.
 - Provides required field experience for majors of physical education, adapted physical education, recreation, and sport management disciplines

Service-Learning Component

Service learning refers to the opportunity for students to work and learn in a community environment. At the same time, students are provided practical experience with Special Olympics athletes while gaining college credit. All universities and colleges are suggested to provide a service-learning component to their curricula. Public funding is available to universities for these service-learning components.

By including a service-learning component within this *SONA University Curriculum*, universities fulfill one of their needs/requirements. In addition, the service-learning component provides Special Olympics with more qualified coaches and trained games management personnel. One of Special Olympics' goals is serving 3 million athletes by 2010. The service-learning component will help Special Olympics meet that goal as well.

Essentials to Successful Connections

Partnerships between Special Olympics and universities occur when meaningful relationships are developed. The following factors pave the way for such success:

Respect: This is established when parties involved recognize the knowledge, skills and abilities of each other. In addition, they appreciate each other's contribution in achieving desired common goals.

Trust: All parties should build trust through communication, availability, reliability, dependability and loyalty.

Partnership building: The university and Special Olympics are professional partners. Barriers that partnerships face may include miscommunication, uncertainty of each other's expectations, and misperceptions of each other. In order to overcome these barriers, partners should work together to maintain communication, address and solve obvious problems as they occur, examine how decisions might affect goals, and frequently discuss progress.

Realistic expectations: Realistic expectations must be developed and agreed upon. These expectations must take into account the amount of time and energy committed to the program. Open and honest communication must occur when developing expectations and when implementing the program.

Time: Set aside time to meet, even by email or telephone. Be consistent with meeting times and dates and stay committed. Frequently check in with each other through informal telephone calls. This conveys respect for each other and a commitment to the program.

Resource List of Special Olympics Staff and Professors

The following individuals can be of assistance and contacted:

- Dr. Robert Arnhold, Slippery Rock University (Robert.arnhold@sru.edu)
- David Bromiley, Special Olympics West Virginia (wvso@juno.com)
- Dr. Jody Brylinsky, Western Michigan University (jody.brylinsky@wmich.edu)
- Dr. Karen Castagno, Rhode Island College (kcastagno@ric.edu)
- Geoff Davidson, Norwich University (gdavison@norwich.edu)
- Donna Diaz, Special Olympics Vermont (ddiaz@vtso.org)
- Wendy Fagan, Slippery Rock University (wendy.fagan@sru.edu)
- Dr. Reginald Overton, Virginia State University (reggie_overton@yahoo.com)
- Craig Pippert, Special Olympics North America (cpippert@specialolympics.org)
- Dr. Glenn Roswal, Jacksonville State University (groswal@jsu.edu)
- Dr. Daniel Ziatz, West Virginia University (Daniel.ziatz@mail.wvu.edu)

II. Special Olympics Information

Getting Connected with a University

The goal is to identify an individual within a university who is interested and available for coordinating this program. The person can be from any one of the following areas: coaching education, human performance, physical education, adaptive physical education, and sport management.

Getting Started

After identifying the professor, the following should be considered by Special Olympics when implementing the program:

- 1) Decide on who will teach the course and which Special Olympics staff member will be the liaison.
- 2) Have the professor determine which course(s) he/she will offer.
- 3) Obtain the resources for the class (workbooks, handouts, videos, Special Olympics forms, etc.)
- 4) Determine where and when the service-learning component(s) will take place.
- 5) Determine which local Special Olympics Program(s) to involve so that college students will be able to work with local Special Olympics athletes; then develop that partnership.
- 6) Secure the training and competition schedule as well as contact information for the service learning/practicum component.
- 7) Develop and approve a budget.
- 8) Complete *SONA University Curriculum Tracking Form* and submit to SONA at end of semester.

Funding

There are many grants available to schools of higher education. It is important to work with the university in identifying and securing appropriate grants.

Other funding might be available through sport organizations, National Governing Bodies, etc. Professors might know of related grants available within their own universities and/or departments.

Challenges for Special Olympics Programs

- Need to find right person at the university (who is interested, qualified, and available) and who will head up the program
- Need for strong local Special Olympics staff member, who will continue to build relationship with university and follow through
- Need follow through from Special Olympics side to verify coursework, sign off on practical experience, and process certification
- Turnover of students each year who will be coaching Special Olympics athletes
- Turnover of Special Olympics staff who are needed to foster continued relationship with university (project must be driven by Special Olympics)
- Resources (materials) in short supply: may have difficulty in getting Special Olympics materials from SOI; for assistance, contact Craig Pippert via email (cpippert@specialolympics.org)

III. University Information

Getting Connected with a Special Olympics Program

The university needs to rely on Special Olympics for driving the program and identifying the most appropriate Special Olympics staff member as liaison. Special Olympics will also provide assistance in understanding the Special Olympics Coach Education System and Games Management Training requirements as well as Special Olympics materials. In addition, the university needs to communicate with Special Olympics to ensure that tracking is completed and that students receive coach and/or games management certification.

Getting Started

The following should be considered by the university when implementing the program:

- 1) Identify the Special Olympics staff liaison.
- 2) Decide which course(s) will be implemented and ensure university personnel or other instructors convey Special Olympics unique concepts (such as divisioning, sports and events for all ability levels, criteria for advancement, etc.)
- 3) Secure complementary materials from Special Olympics as indicated on the course descriptions for teaching the course.
- 4) Complete and distribute course description that includes students' expectations such as working on- or off-site with Special Olympics athletes, transportation needed, etc.
- 5) Prepare the course syllabus including schedule for the semester.
- 6) Establish partnership with Special Olympics and secure Special Olympics training and competition schedule prior to class.
- 7) Ensure that Special Olympics forms (*Application for Sports Training Certification and SONA University Curriculum Tracking Form*) are provided and completed accurately.
- 8) Work with Special Olympics to ensure athletic facilities and equipment are appropriate.
- 9) Develop and approve budget.
- 10) Identify and secure grants if needed.

Grants Available

Grants might be available through various departments and channels within the university because of various initiatives such as diversity, individuals with disabilities, service learning, research, volunteerism, etc. Other sources within the university would include internal staff development or curriculum development grant monies.

In addition, a university can research grants through various websites such as www.grantsrus.com. This is a privately owned company based in New York that assists people with finding grants. Check with the university's office of research services, Health and Human Performance, etc. for grants available within and outside university. Listed below are several grants available for education:

- Kellogg Service Learning Grant
- PEP Grant
- Other companies: NIKE; Hasbro; Finishline
- Philanthropy News Digest: <http://foundationcenter.org/pnd/rfp/>
- Government resources: www.ed.gov/programs/whitephysed/applicant.html

Grant money could assist funding a graduate assistant, teacher's stipend, purchase of equipment, necessary materials, facilities, etc.

Challenges for Universities

- Facilities for after-school practical experiences (most of facilities committed to university sports teams)
- Difficulty of matching university term with Special Olympics sport season (only particular sports may be offered that have both the training and competition component within the semester)
- Meeting requirements of Special Olympics Coach Education System certification
- Time needed to take the course:
 - Taking course outside student's own university sport season
 - Fulfilling required community service hours
- Other needs:
 - Listing field experience requirements as part of course offering
 - Providing information in course description as to when Special Olympics training sessions are conducted in the community

Materials Needed

See Curriculum and suggested text or materials identified for each Special Olympics course description regarding what is needed. For example, for the Special Olympics General Orientation, the following are suggested:

- Special Olympics General Orientation Participant Guide
- "Essential of Special Olympics" video
- Special Olympics Protective Behavior Instructor Guide and video

The following Special Olympics forms must be completed and submitted to the Special Olympics Program:

- *Volunteer Application (provided by Special Olympics Program)*
- *Application for Sports Training Certification*
- *Special Olympics North America University Curriculum Tracking Form*

IV. Tracking

Why Tracking Is Critical

Tracking is important for determining the success of the *Special Olympics North America University Curriculum* and measuring the impact to Special Olympics. Tracking would also note how many opportunities athletes have within their communities and, specifically, with universities. In addition, tracking measures the recruitment of coaches, new resources, and involvement with universities.

Steps for Tracking

See *Special Olympics North America University Curriculum Tracking Form* and complete information prior to and after semester.

V. Forms

- *Special Olympics Volunteer Application provided by Special Olympics Program*
- *Application for Sports Training Certification*
- *SONA University Curriculum Tracking Form*



Application for Sports Training Certification

(One form per certification)

Local Program

Instructions: Please print clearly or type information below and return to your local program office.
List **Permanent** Mailing Address and telephone number:

Name:	Address:
City:	State: Zip:
Daytime Phone: ()	Evening Phone: ()
email address:	Male <input type="checkbox"/> Female <input type="checkbox"/>
Social Security Number:	Occupation:

If your address has changed since your last certification, please check this box.

If you are a Special Olympics athlete becoming a coach, please check this box.

1. I attended a Special Olympics General Orientation in _____ on ____/____/____
City/State or Province/Country date
2. The TRAINING SEMINAR/COURSE was held in _____ on ____/____/____
City/State or Province/Country date

3. I am applying for CERTIFICATION in one of the following areas:

- | | |
|--|--|
| <input type="checkbox"/> Skills, Sport _____
<input type="checkbox"/> Tactics, Sport _____
<input type="checkbox"/> Unified Sports™, Sport _____
<input type="checkbox"/> Official, Sport _____
<input type="checkbox"/> Comprehensive Mentoring, Sport _____
<input type="checkbox"/> Competition Management, Sport _____
<input type="checkbox"/> Coaching Special Olympics Athletes
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Play Activities Program
<input type="checkbox"/> Motor Activities Training Program
<input type="checkbox"/> Games Management
<input type="checkbox"/> Volunteer Management
<input type="checkbox"/> Protective Behaviors
<input type="checkbox"/> Principles of Coaching
<input type="checkbox"/> Positive Coaching Alliance Workshop |
|--|--|

(approved course outside of Special Olympics)

4. Coaching/Officiating experience at the high school or college levels: Yes No (circle Coach or Official)
 Playing experience at the high school or college levels: Yes No
 Sport(s): _____

5. PRACTICUM – a minimum of 10 hours working with **Special Olympics athletes** following a coach training seminar is required. Officials, Competition Management members, and Games Management Team members may include a minimum of 10 hours in preparing for and/or in conducting competition. **All applications must have practicum hours listed.**

Date	# of Hours	# of Athletes		Date	# of Hours	# of Athletes		Date	# of Hours	# of Athletes

6. Other Information:

How many Special Olympics sports do you coach? ____ In how many sports are you certified? ____

Highest level of education achieved: _____

Do you have any relatives with mental retardation? Yes No If yes, relationship _____

If you are an athlete becoming a coach, please check this box.

7. Having satisfactorily completed all requirements, I hereby request Special Olympics certification in the area identified above.

 Applicant Date Local Program Coordinator Date Sport Director Date



Special Olympics North America University Curriculum Tracking Form

Complete the following information:

Items	Information
Special Olympics program:	
Contact person:	
Complete address: (street, city, state, zip)	
Phone number:	
Email address:	
University:	
Professor:	
Complete address: (street, city, state, zip)	
Phone number:	
Email address:	
Who will teach the course:	
Name of course:	
Date course offered:	
Number of students:	
Number of students receiving certification:	
Number of Special Olympics athletes involved:	
Did athletes train on campus?	
Does Special Olympics host events on campus?	
Did students conduct competition as a part of this course?	
Outcomes:	
Challenges:	
Solutions to challenges:	
Evaluation for improvement:	

Complete and submit form to Craig Pippert, SONA Senior Manager, Sports Development, via email address: cpippert@specialolympics.org.