TIME & PLACE: Tuesday, 4:30-7:15 PM; Silcox Physical Education and Health Center, Room 111

PROFESSOR: Andrew H. Lewis, Ph.D. – HEHP Associate Professor Emeritus

OFFICE HOURS: Tuesday 11:00 - 12:00 PM and by appointment

OFFICE: Bellsouth Building (81 St. Phillip St.) room 304

PHONE/FAX/EMAIL: (843) 953-0784 / (843) 953-4819 / lewisa@cofc.edu

PREREQUISITES: PEHD 452 with Lab and admission into the EHHP Teacher Education Program

COURSE DESCRIPTION: Adapted physical education is a course designed to prepare Teacher Education Candidates for the construction and implementation of appropriate physical education curriculum for learners (PK-12) with disabilities. Field Experience in a public school will be required of all candidates as a co-requisite in PEHD 457-Lab.


EHHP Mission: The development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

1. COURSE OBJECTIVES: The standards outlined below refer to the National Standards for Initial Physical Education Teachers. The APENS standards and Health People objectives (NS Std. - 1; EHHF Std. – II; ETC - 2).

- Articulating and exploring the historical, philosophical implications and terminology related to adapted physical education (NS Std. - 1; EHHF Std. – I; ETC - 1).
- Developing an approach that provides physical education to the total school population in an integrated (full inclusion) setting (NS Std. – 3; EHHF Std. – III; ETC - 2).
- Describing the nature and prevalence of disabling conditions (NS Std. – 1 & 5; EHHF Std. – III; ETC - 2).
- Citing the impact of legislation for physical education services to individuals with disabilities (NS Std. - 1 & 5; EHHF Std. – III; ETC - 2).

2. Become acquainted with developments in Physical Education by:

- Explaining the APENS standards and Health People objectives (NS Std. - 1; EHHF Std. – II; ETC - 2).
- Stating the purpose of developing general abilities in all domains (physical, cognitive, affective, and health fitness) that are prerequisites to motor skill development (NS Std. – 4 & 5; EHHF Std. – IV; ETC - 2).

3. Provide knowledge on select problems for individuals with disabilities by:

- Explaining implications for full inclusion in physical education (NS Std. – 3 & 4; EHHF Std. – III; ETC - 1).
- Implementing an IEP and explaining the value of exercise for individuals with disabilities (NS Std. - 3; EHHF Std. – I; ETC - 1).
- Developing sensitivity to more effective individualized teaching (NS Std. – 1 & 6; EHHF Std. III; ETC - 1).
4. Develop and demonstrate knowledge about lesson planning, evaluation, and teaching techniques for individuals with disabilities by:
   a. designing educational experiences that apply methods and techniques of planning IEPs while in a field experience setting (NS Std. – 3, 4, & 5; EHHP Std. – VI; ETC - 2).
   b. selecting and listing appropriate psychosocial development materials used to assess skills of individuals with disabilities (NS Std.–4 & 5; EHHP Std. VI; ETC - 2).
   c. determining the unique physical education needs, approaches and procedures to be used for management in a full inclusion setting (NS Std. – 4; EHHP Std. – II; ETC - 2).
   d. writing instructional objectives using formative and summative assessment designed to meet the unique needs of individuals with disabilities that are fully included in the field experiences (NS Std. - 3; EHHP Std. – III & VI; ETC - 3).

REQUIREMENTS:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>26.00%</td>
<td>Out of class assignments, activities, and projects</td>
</tr>
<tr>
<td>10.00%</td>
<td>Professional activities</td>
</tr>
<tr>
<td>3.75%</td>
<td>Physical Fitness Testing</td>
</tr>
<tr>
<td>60.25%</td>
<td>Examinations</td>
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DESCRIPTION OF PROJECTS:

1. Class participation (Non-graded): contribution to weekly class discussion is expected and each candidate will be held responsible for ALL class lectures and assignments. Use of technology - electronic communications will be required.

2. Term Paper (20 points = 5.0 %): Develop a 5-6 page paper on a select topic assigned by the instructor, with a minimum of five (5) references no older than 2010, using the style and format found in the most current Publication Manual of the American Psychological Association. See course calendar for due date.

3. Power Point Lecture (30 points = 7.5 %): Each candidate will be required to present a lecture with a power point presentation on an assigned topic. The presentation should be 12-15 minutes in length, creative, and address the topic in depth. Candidates will develop 2-True/False, 5-Multiple Choice (A-D selections) and 1- critical thinking question from their lecture presented. A hard copy outline and an electronic copy of the presentation and questions must be given to the instructor. See course calendar for due date.

4. Electronic Portfolio (20 points = 5.0%): Candidates will continue to build their E-Portfolio by including evidence for ETC 1, 2, and 3 as it applies to working with students with disabilities. Evidence must include the rubric for each assignment, but is not limited to: Updated Introduction Page, Resume; and Philosophy (see rubric for statement contents). At the beginning of each ETC section you are to write and introduction as to how that ETC applies to you professionally. All rubrics should be attached to each posting. ETC1/UAP-2: Your APE Term Paper; and two APE logs. ETC2/UAP-2: A Student’s IEP (name removed) and two APE lesson plans with reflections showing implementation of that IEP and; ETC3/UAP-2: Updated statement of professional activities/goals, School PTA write-up, PEH Club write-ups; and in Other Possibilities: your APE PP presentation in the technology section and a statement in the diversity section addressing your professional growth after your experience working with learners with disabilities. Information format: Semester and year, course number followed by rationale for selection, followed by name of the artifact at the end of the rationale, and artifact attachments. See course calendar for due date.

5. Review Question Assignment (25 points = 6.25 %): Candidates will complete assigned text review questions due on various days during the semester. The days are + + on your proposed course calendar. You will be assigned to a group (A= odd number questions or B =even number questions) to complete this assignment. There are 50 questions worth one-half point each. All questions and answers must be typed, with the question in BOLD print, and are due within the first five minutes of class on due dates. No late questions will be accepted. Questions will be peer evaluated by blind review.

6. Professional Activities (40 points = 10.0%): Attendance at a minimum of four program sessions during the Annual SCAHPERD Conference equals 30 points, attendance at one Public CCSD School Board meeting with write-up & agenda equals 5 points (due by last day class meeting date in October), and attendance at two PEH Club meetings is equal to 5 points. See course calendar for due dates
7. The President’s Challenge Adult Fitness Test (15 points = 3.75%): All students are required to go on line to http://www.adultfitnesstest.org/ and take the fitness test. The test will be given during the second scheduled Lab meeting time and you must provide the instructor with a hard copy of your results. To successfully pass your Overall Score (based on percentile average) must be at the 65%ile or higher and you must score above average on 3 of the 4 elements. If you successfully reach the 65%ile on 3 of 4 score during your first attempt all 15 points are awarded. If it takes you 2 times to reach the 65%ile on 3 of 4 score successfully a maximum of 10 points can be earned. If it takes you 3 or more times to make the 65%ile on 3 of 4 score a maximum of only 5 points can be earned. If you do not make the score during PEHD 457 five points will be awarded.

EXAMINATIONS:
Exam #1 (80 points = 20.0%) will cover units I, II, III from course content.
Exam #2 (80 points = 20.0%) will cover units IV, V, VI from course content.
Final Exam (90 points = 20.25%) will cover units VII, VIII, and a review of selected chapters, and handout materials.

EVALUATION SCALE:
A  = 400 - 360 (90%-100%)  C  = 299 - 280 (70%-74%)
A- = 359 - 352 (88%-89%)  C- = 279 - 272 (68%-69%)
B+ = 351 - 340 (85%-87%)  D+ = 271 - 264 (66%-67%)
B  = 339 - 320 (80%-84%)  D  = 263 - 256 (64%-65%)
B- = 319 - 312 (78%-79%)  D- = 255 - 248 (62%-63%)
C+ = 311 - 300 (75%-77%)  F  = Below 247 (0%-62%)

EVALUATION CRITERIA:
1. Two written Exams {2 x 80 points each} (9/22 & 11/3)  160
   Final written Exam (12/15)  90
2. Term Paper (5-6 pages) Due:  (11/10)  20
3. Power Point Lecture (11/24 & 12/1)  30
4. Electronic Portfolio (12/1)  20
5. Review Question Assignment (50 X 1/2 point each = ++)  25
6. Professional Activities  40
7. The President’s Challenge Adult Fitness Test  15
Total Points  400

***Bonus of ten (10) points for voluntary participation in Jump Rope for Heart with a minimum $20.00 pledge and 20-30 minutes of activity. Jump Rope will be October 2, 2015 Time 9:00-1:00PM in the Silcox Gym.

BIBLIOGRAPHY:
Hodge, Samuel and others 2003, Case Studies in Adapted Physical Education, Empowering Critical Thinking.

Horvat, M., Block, M., and Kelly, L. 2007, Developmental and Adapted Physical Activity Assessment. Human Kinetics

Lieberman, L. and Huston-Wilson, C. 2002, Strategies for Inclusion

Rouse, P. 2004, Adapted Games & Activities: from Tag to Team Building

Sherrill, Claudine. 2004, Adapted Physical Activity, Recreation and Sport: Cross disciplinary and Lifespan.

Smith, R.W., Austin, D.R., & Kennedy, D.W. 2001, Inclusive and Special Recreation

Winnick, Joseph P. (Editor) 2005, Adapted Physical Education and Sport
**COURSE CONTENT:**

**Unit I:** The Scope

A. Historical Perspectives and Management Strategies of APE
   1. The meaning of adapted physical education
   2. Legislation and related services for the learner that is disabled
   3. The role of the Adapted Physical Educator
   4. Accommodating the student with disabilities in an inclusive setting
   5. Environmental Behavior - Control or be Controlled

B. Required Readings
   1. Course text, Chapters 1 and 6

C.1. Review Questions: Chap. 1, 1-6; Chap. 6, 1-3

**Unit II:** The Assessment Process and Psychosocial Development

A. The "Why" of Assessment
   1. The assessment process
   2. Determining appropriate assessment tools
   3. Translating assessment into action

B. Required Readings
   1. Course Text, Chapters 3, 4, and 9

C.1. Review Questions: Chap. 3, 1-6; Chap. 4, 1-4; Chap. 9, 1-6

**Unit III:** Program Organization and Administration

A. Class organization and administration
   1. Implementing appropriate program structure
   2. Guiding principles of adapted physical education

B. Required Readings
   1. Course Text, Chapters 5, 6, and 2

C.1. Review Questions: Chap. 2, 1-3; Chap. 5, 1-6; Chap. 6, 1-3

**Unit IV:** Mental and Emotional Health Disorders

A. Intellectual and Emotional Disorders
   1. The definition of Intellectual Disabilities
   2. The value of physical activity for the intellectually challenged
   3. The cause of Intellectual disabilities
   4. Characteristics of the learner that is intellectually challenged
   5. Teaching and program implication for the intellectually challenged learner

B. Required Readings
   1. Course Text, Chapters 11 and 14

C. Review Questions: Chap. 11, 1-7; Chap. 14, 1-6

**Unit V:** Autism, and Pervasive Developmental Disorders

A. Learning Disabilities
   1. The perceptual process and the L.D. learner
   2. Identifying the child with Classic Autism
   3. Activities for the development of emotionally disturbance learners
   4. The least restrictive environment for the L.D. student
   5. L.D. versus intellectually challenged what a difference there really is

B. Required Readings
   Course Text, Chapters 12 and 13

C.1. Review Questions: Chap. 12, 1-7; Chap. 13, 1-5;

**Unit VI:** Delays in Motor and Fitness Development

A. The Importance of Movement Efficiency
   1. Facilitating motor development
   2. Definition of physical fitness
   3. Principles of training and accommodating for specific disabilities
   4. Implications for programming and fitness development

B. Required Readings
   1. Course Text, Chapters 8 and 10

C. Review Questions: Chap. 8, 1-6; Chap. 10, 1-8
Unit VII: Neurologically and Orthopedically Disabling Conditions
A. Problems of orthopedic and neuromuscular disorders
   1. Implications for programming in physical education
   2. Types of neuromotor disorders - Multiple Scoliosis (MS), Cerebral Palsy (CP), etc.
   3. Leisure service programs for neurological and orthopedic conditions
B. Required Readings
   1. Course Text, Chapter 15
C. Review Questions: Chap. 15, 1-6

Unit VIII: Sensory Problems
A. Problems of a Sensory Nature
   1. Auditory impairment and related implication for learning
   2. Implications for physical education programming
   3. The visually impaired problems-learning and models of movement orientation
B. Required Readings
   1. Course Text, Chapters 16 and 17
C. Review Questions: Chap. 16, 1-6; Chap. 17, A’s do #1, 3 & 5; B’s only Chap 18, 1-9.

ATTENDANCE: Your presence is **required** in each class. If you are absent more than ONE time this semester, 10 points per additional unexcused absence will be deducted from your final grade average. **Excused absences** may be granted for: Documented Student illness reported by Campus Wellness Center or written notice from an off-campus health professional, Death in the family or of a close friend, Student hospitalized, Documented personal tragedy, Documented athletic events, and other. If you are not present when the roll is called and choose to enter class late, you are considered tardy. Being tardy two times equal one absence. Students will not be withdrawn for excessive absents, but will lose points as per stated above.

Students that miss or will need to miss class are asked to do the following:
- Come to **67 George Street** (white house **next** to Stern Center) to discuss absences and fill out the appropriate forms.
- The forms can be found online and they also can be faxed into the office.
- They will need documentation for health, personal or emergency situations.
- Athletic Teams and school sponsored trips will have documented lists of students participating on our letterhead as early in the semester as we get the information from the organization. We would like all information on scheduled outings to reach us at least two full weeks in advance. We will then turn the information back to the coach or advisor. The students themselves are responsible for getting this to their individual faculty members.

MAKE-UP EXAMS: Make-up exams are given at the discretion of the professor. Only extenuating circumstances warrant a make-up. It is the student’s responsibility to see the instructor if a make-up is requested.

HONOR SYSTEM: See the most current issue of the College of Charleston Student Handbook (Academic Honor System).

DISABILITY STATEMENTS IN SYLLABI:
- If there is a student in this class who has a documented disability and has been approved to receive accommodations through Center for Disability Services (CDS), please feel free to come and discuss this with me in my office.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and they are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843)953-5635.
COURSE TOPICS: (PROPOSED)

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topic</th>
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</table>
| August 25 | A. Welcome and Course Overview  
              B. Historical perspectives and Management strategies of APE  
              C. Unit I - Chapter 1 |
| September 1 | A. Implementing appropriate program structure  
                  B. Guiding principles of adapted physical education  
                  C. Assignment of Term Paper and Power Point Topic  
                  D. Discuss Field Experience, Location, and Jump Rope.  
                  E. Unit I - Chapter 6, Unit II - Chapter 3 |
| September 8 | A. The "Why" of assessment  
                  B. The assessment process  
                  C. Unit II - Chapters 4 and 9 |
| September 15* (++) = Chaps. 1, 3, 4, 6, 9 | A. Teaching to Meet Learners' Needs  
                  B. Unit III Chapter 5 and ADEPT review |
| September 22** | A. Exam #1 (Chapters 1, 3, 4, 5, 6, 9, outside -- 75 minutes)  
                  B. Unit III – Chapter 14 |
| September 29 | A. The meaning of ID & ED  
                  B. The value of physical activity for persons with ID & ED  
                  C. The cause(s) of ID & ED  
                  D. Psychosocial aspects of a disability  
                  E. Unit IV - Chapters 11 |
| October 2 | Jump Rope for Heart in the Silcox Gym 9:00am-2:00 pm |
| October 6*, (++) = Chaps. 2, 5, 11, 14 | A. Activities for the development of emotionally disturbance learners  
                  B. The least restrictive environment for the L.D. student  
                  C. A copy of your student’s IEP is due to Dr. Lewis  
                  D. Unit V – Chapter 12 |
| October 13* | A. Facilitating physical and motor development  
                  B. Accommodating for specific disabilities  
                  C. Unit V - Chapters 13 and Unit VI - Chapters 8 |
| October 20 | FALL BREAK - NO CLASS |
| October 27* (++) = Chaps. 8, 10, 12, 13 | A. Infants, Toddlers, and Preschoolers  
                  B. Unit VI Chapter 10  
                  C. Praxis II –Physical Education Power Point and sample questions |
| October 29 | LAST DAY TO DROP WITH A GRADE OF "W" |
| November 3** | A. Exam #2 (Cover Chapters 8, 10, 11, 12, 13, 14 – 75 Minutes)  
                  B. Unit VII - Chapters 15 |
Date: November 10
A. Continue Chapter 15  
B. PLT – Principles of Learning and Teaching  
C. Term Paper due

Date: November 17
A. Auditory impairment and related implication for learning  
B. Unit VIII - Chapter 16

Date: November 24 * (++ = Chaps. 15, 16, 17, 18-B’s only)  
A. Unit VIII - Chapter 17  
B. Instructor evaluated Lecture with Power Point presentations  
   In-Class Candidate lectures 12-15 minutes on assigned topic.

Date: December 1 *  
A. Instructor evaluated Lecture with Power Point presentations  
   In-Class Candidate lectures 12-15 minutes on assigned topic.  
B. Closure and Review for Final Examination  
C. Last day to complete E-Portfolios

Date: December 15 **  
A. Final Exam (see course content outline) **  
   Chapters 1, 3, 11, 15, 16, 17 peer questions, handout materials  
   **Tuesday, December 15, 2015  4:00-7:00 PM in room 111**

* = Denotes an assignment, article critique, etc. due dates  
** = Denotes an examination date  
++ = Review Questions due dates

POLICIES AND PROCEDURES FOR COURSES  
IN THE SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE

1. GRADING SCALE:

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<th>Letter Grades</th>
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<td>A</td>
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<td>A-</td>
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2. **PROFESSIONAL BEHAVIOR/DISPOSITIONS**: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

3. **ATTENDANCE**: Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus.

4. **MAKE-UP EXAMINATIONS AND QUIZZES**: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

5. **DUE DATES**: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

6. **FINAL EXAMS**: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Student Services.)

* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.

Revised and approved by SOEHHP faculty 3/31/06

7. **PAPERS**: Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition).

8. **HONOR SYSTEM**: All courses in the School of Education, Health, and Human Performance are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.
9. ADA ACCOMMODATIONS: In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

MISSION

The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

• Understanding and valuing the learner;
• Knowing what and how to teach and assess and how to create an environment in which learning occurs;
• Understanding ourselves as professionals.

MAKE THE TEACHING AND LEARNING CONNECTION

The mission is further defined through elements of teacher competency that organize standards of effective teaching.

Element of Teacher Competency 1: Understand and value the learner
Standard I: Evidence theoretical and practical understanding of the ways learners develop

Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.
Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas.
Standard III: Evidence a variety of strategies that optimize student learning
Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

Element of Teacher Competency 3: Understand oneself as a professional
Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
Standard V: Communicate effectively with students, parents, colleagues, and the community
Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

College of Charleston
School of Education, Health, and Human Performance
Charleston, South Carolina 29424
http://www.cofc.edu/SchoolofEducation