Student Learning Outcomes

Objectives:

Competencies within the course should prepare candidates to:

1. Understand the concepts of Adapted Physical Education by:
   a. articulating and exploring the historical, philosophical implications and terminology related to adapted physical education. (NS Std. -1; EHHP Std. – I; ETC -1).
   b. developing an approach that provides physical education to the total school population in an integrated (full inclusion) setting. (NS Std. – 3; EHHP Std. – III; ETC - 2).
   c. describing the nature and prevalence of disabling conditions. (NS Std. – 1 & 5; EHHP Std. – III; ETC - 2).
   c. describing the impact of legislation for physical education services to individuals with disabilities. (NS Std.- 1 & 5; EHHP Std. – III; ETC - 2).

2. Become acquainted with developments in Physical Education by:
   a. 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; EHHP Std. – IV; ETC - 2).
   b. explaining the APENS standards and Health People objectives. (NS Std. - 1; EHHP Std. – II; ETC - 2).

Student Learning Outcomes:

1. As a result of participating in this course, students will be able to reconstruct knowledge on written exams by selecting problems for individuals with disabilities by:
   a. explaining implications for full inclusion in physical education. (NS Std. – 3 & 4; EHHP Std. – III; ETC - 1).
   b. creating an IEP and explaining the value of exercise for individuals with disabilities (NS Std. - 3; EHHP Std. – I; ETC - 1).
   c. developing and practicing sensitivity to more effective individualized teaching. (NS Std. – 1 & 6; EHHP Std. III; ETC - 1).

2. 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, evaluating, 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 assessment designed to evaluate and 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).
**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.

**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.

**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.

**REQUIREMENTS:**

26.00% Out of class assignments, activities, and projects  
10.00% Professional activities  
3.75% Physical Fitness Testing  
60.25% Examinations


**ACCOMODATION FOR STUDENTS WITH DISABILITES:**

- 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 during my office hours. Students with documented disabilities may receive accommodations in the form of an extended time limit on exams, when applicable. This accommodation does not alter the content of any assignments/exams, change what the exam is intended to measure or otherwise impact the outcomes of objectives of the course.

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services (located on the first floor of the library) 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 the services 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.

**CODE OF CONDUCT:** Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from class.
ACADEMIC INTEGRITY: 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. Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

PREREQUISITES: PEHD 352 and 452 or permission of the instructor.

COURSE DESCRIPTION: Course designed to prepare candidates to construct and implement an appropriate physical education and recreation curriculum for the learner that is disabled. Field experience required

EHHP Mission: To prepare educators and health professionals to be leaders in a diverse community through (1) an understanding of and effective participation in a highly complex word, and (2) engaging coursework connected to field experiences, internships and research activities.

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 activitiesgoals, School PTA write-up, PE PAYS 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 Questions 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 class meeting date in October**), and attendance at two PE PAYS 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/](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 after several attempts, five points will be awarded.

**GRADING SCALE:**

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

**EVALUATION CRITERIA:**

1. Two written Exams {2 x 80 points each} (9/20 & 10/25) 160
   Final written Exam (12/10) 90
2. Term Paper (5-6 pages) Due: (11/1) 20
3. Power Point Lecture (11/22 &11/29) 30
4. Electronic Portfolio (11/29) 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 **September 9, 2016**

Time 10:00AM-1:00PM in the Silcox Gym.

**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. 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. 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>COURSE TOPICS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23</td>
<td>A. Welcome and Course Overview</td>
</tr>
<tr>
<td></td>
<td>B. Historical perspectives and</td>
</tr>
<tr>
<td></td>
<td>Management strategies of APE</td>
</tr>
<tr>
<td></td>
<td>C. Unit I - Chapter 1</td>
</tr>
<tr>
<td>August 30</td>
<td>A. Implementing appropriate program</td>
</tr>
<tr>
<td></td>
<td>structure</td>
</tr>
<tr>
<td></td>
<td>B. Guiding principles of</td>
</tr>
<tr>
<td></td>
<td>adapted physical education</td>
</tr>
<tr>
<td></td>
<td>C. <strong>Assignment of Term Paper and</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Power Point Topic</strong></td>
</tr>
<tr>
<td></td>
<td>D. Discuss Field Experience,</td>
</tr>
<tr>
<td></td>
<td>Location, and Jump Rope for Heart</td>
</tr>
<tr>
<td></td>
<td>E. Unit I - Chapter 6, Unit II -</td>
</tr>
<tr>
<td></td>
<td>Chapter 3</td>
</tr>
<tr>
<td>September 6</td>
<td>A. The &quot;Why&quot; of assessment</td>
</tr>
<tr>
<td></td>
<td>B. The assessment process</td>
</tr>
<tr>
<td></td>
<td>C. Unit II - Chapters 4 and 9</td>
</tr>
<tr>
<td>September 9, 2016</td>
<td><strong>Jump Rope for Heart in the</strong></td>
</tr>
<tr>
<td></td>
<td>Silcox Gym 10:00am-1:00 pm</td>
</tr>
<tr>
<td>September 13 *</td>
<td>(++ = Chaps. 1, 3, 4, 6, 9)</td>
</tr>
<tr>
<td></td>
<td>A. Teaching to Meet Learners’ Needs</td>
</tr>
<tr>
<td></td>
<td>B. Unit III Chapter 5 and ADEPT</td>
</tr>
<tr>
<td></td>
<td>review</td>
</tr>
<tr>
<td>September 20 **</td>
<td>A. **Exam #1 (Chapters 1, 3, 4, 5,</td>
</tr>
<tr>
<td></td>
<td>6, &amp; 9, outside -- 75 minutes)</td>
</tr>
<tr>
<td></td>
<td>B. Unit III – Chapter 14</td>
</tr>
<tr>
<td>September 27</td>
<td>A. The meaning of ID &amp; ED</td>
</tr>
<tr>
<td></td>
<td>B. The value of physical activity</td>
</tr>
<tr>
<td></td>
<td>for persons with ID &amp; ED</td>
</tr>
<tr>
<td></td>
<td>C. The cause(s) of ID &amp; ED</td>
</tr>
<tr>
<td></td>
<td>D. Psychosocial aspects of a</td>
</tr>
<tr>
<td></td>
<td>disability</td>
</tr>
<tr>
<td></td>
<td>E. Unit IV - Chapters 11</td>
</tr>
<tr>
<td>October 4 *, (++ = Chaps. 2, 5, 11, 14)</td>
<td>A. Activities for the development</td>
</tr>
<tr>
<td></td>
<td>of emotionally disturbance learners</td>
</tr>
<tr>
<td></td>
<td>B. The least restrictive environment</td>
</tr>
<tr>
<td></td>
<td>for the L.D. student</td>
</tr>
<tr>
<td></td>
<td>C. <strong>A copy of your student’s IEP</strong></td>
</tr>
<tr>
<td></td>
<td>is due to Dr. Lewis</td>
</tr>
<tr>
<td></td>
<td>D. Unit V – Chapter 12</td>
</tr>
<tr>
<td>October 11 *</td>
<td>A. Facilitating physical and motor</td>
</tr>
<tr>
<td></td>
<td>development</td>
</tr>
<tr>
<td></td>
<td>B. Accommodating for specific</td>
</tr>
<tr>
<td></td>
<td>disabilities</td>
</tr>
<tr>
<td></td>
<td>C. Unit V - Chapters 13 and Unit VI</td>
</tr>
<tr>
<td></td>
<td>- Chapters 8</td>
</tr>
<tr>
<td>October 18 *</td>
<td>(++ = Chaps. 8, 10, 12, 13)</td>
</tr>
<tr>
<td></td>
<td>A. Infants, Toddlers, and Preschool</td>
</tr>
<tr>
<td></td>
<td>ers</td>
</tr>
<tr>
<td></td>
<td>B. Unit VI Chapter 10</td>
</tr>
<tr>
<td></td>
<td>C. Praxis II – Physical Education</td>
</tr>
<tr>
<td></td>
<td>Power Point and sample questions</td>
</tr>
<tr>
<td>October 25 **</td>
<td>A. **Exam #2 (Cover Chapters 8, 10,</td>
</tr>
<tr>
<td></td>
<td>11, 12, 13, 14 – 75 Minutes)</td>
</tr>
<tr>
<td></td>
<td>B. Unit VII - Chapters 15</td>
</tr>
</tbody>
</table>
Date: October 27  LAST DAY TO DROP WITH A GRADE OF “W”

Date: November 1
A. Continue Chapter 15
B. PLT – Principles of Learning and Teaching
C. Term Paper due

Date: November 8  FALL BREAK - NO CLASS

Date: November 15
A. Auditory impairment and related implication for learning
B. Unit VIII - Chapter 16

Date: November 22  * (++ = 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: November 29 *
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 10 **
A. Final Exam (see course content outline) **
   Chapters 1, 3, 11, 15, 16, 17 peer questions, handout materials
   Saturday, December 10, 2016  4:00-7:00 PM in room 111

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