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

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

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

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

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


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

COURSE DESCRIPTION: 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.

COURSE OBJECTIVES: EHHP standards refer to the College of Charleston Teaching-Leaning Standards. ETC refers to the EHHP Elements of Teaching Competences.

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. (EHHP Std. – I; ETC -1).
   b. developing an approach that provides physical education to the total school population in an integrated (full inclusion) setting. (EHHP Std. – III; ETC - 2).
   c. describing the nature and prevalence of disabling conditions. (EHHP Std. – III; ETC - 2).
   d. describing the impact of legislation for physical education services to individuals with disabilities. (EHHP Std. – III; ETC - 2).

2. Become acquainted with developments in Physical Education by:
   a. explaining the APENS standards (EHHP Std.- II; ETC - 2).
   b. stating the purpose of developing general abilities in all domains (physical, cognitive, affective, and health fitness) that are prerequisites to motor skill development. (EHHP Std. – IV; ETC - 2).

Student Learning Outcomes: 1. As a result of participating in this course, students will be able to reconstruct knowledge on written exams and by:

   a. explaining implications for full inclusion in physical education. (EHHP Std. - III; ETC - 1).
   b. creating an IEPs and explaining the value of exercise for individuals with disabilities (EHHP Std. –I; ETC - 1).
   c. developing and practicing sensitivity to more effective individualized teaching. (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. (EHHP Std. – VI; ETC - 2).
   b. selecting, evaluating, and listing appropriate psychosocial development materials used to assess skills of individuals with disabilities. (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. (EHHP Std. – II; ETC - 2).
d. writing instructional objectives using assessments designed to evaluate and meet the unique needs of individuals with disabilities that are included in the field experiences. (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:

- Go 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 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 =22.5% will cover units VII, VIII, 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:

- 23.25% Out of class assignments, activities, and projects
- 10.50% Professional activities
- 3.75% Physical Fitness Testing
- 62.50% Examinations

ACCOMODATION FOR STUDENTS WITH DISABILITIES:

- 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 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

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 2011, 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, 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 (23 points = 5.75%): 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. See course calendar for due dates.

6. Professional Activities (42 points = 10.5%): 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 7 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. **How Fit Are You** (15 points = 3.75%): All students are required to complete the “How Fit Are You” Adult fitness items. A data collection sheet and outline of the test items can be found on the assignments page in OAKS. A scoring rubric will be provided upon completion of the 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 on the day of the test. **Your overall score will be determined based on the results (Excellent, Average, or Poor) in each of the five areas tested.**

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>400 - 360</td>
<td>90%-100%</td>
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<tr>
<td>A-</td>
<td>359 - 352</td>
<td>88%-89%</td>
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<tr>
<td>B+</td>
<td>351 - 340</td>
<td>85%-87%</td>
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<tr>
<td>B</td>
<td>339 - 320</td>
<td>80%-84%</td>
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<tr>
<td>B-</td>
<td>319 - 312</td>
<td>78%-79%</td>
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<tr>
<td>C+</td>
<td>311 - 300</td>
<td>75%-77%</td>
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<tr>
<td>C</td>
<td>299 - 280</td>
<td>70%-74%</td>
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<tr>
<td>C-</td>
<td>279 - 272</td>
<td>68%-69%</td>
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<tr>
<td>B+</td>
<td>271 - 264</td>
<td>66%-67%</td>
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<tr>
<td>B</td>
<td>263 - 256</td>
<td>64%-65%</td>
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<tr>
<td>B-</td>
<td>255 - 248</td>
<td>62%-63%</td>
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<td>C</td>
<td>247 - Below 247</td>
<td>0%-62%</td>
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**EVALUATION CRITERIA:**

1. Two written Exams {2 x 80 points each} (9/19 & 10/31) 160
   - Final written Exam (12/9) 90
2. Term Paper (5-6 pages) Due: (11/7) 20
3. Power Point Lecture (11/21 &11/28) 30
4. Electronic Portfolio (11/28) 20
5. Review Question Assignment (45 X 1/2 point each = ++) 23
6. Professional Activities 42
7. How Fit Are You Adult Fitness Test 15
Total Points 400

**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, 1-5; Chap. 6, 1-2

**Unit II:** The Assessment Process and Transition Programming
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, 1-5

**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;
Unit IV: Intellectual 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, 1-6; Chap.14, 1-6

Unit V: Autism Spectrum Disorder, and Specific Learning Disabilities
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, 1-5; Chap.13, 1-5;

Unit VI: Technology and Needs of Specific Populations
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.1. Review Questions: Chap. 15, 1-5

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, 1-3;
   B’s only Chap. 17, 1-5
   B’s only Chap 18, 1-3.
# PEHD 457 Adapted Physical Education

## PROPOSED COURSE CALENDAR FALL- 2017

<table>
<thead>
<tr>
<th>Course Topics</th>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td></td>
<td>August 22</td>
<td>A. Welcome and Course Overview</td>
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<td>B. Historical perspectives and Management strategies of APE</td>
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<td>C. Unit I - Chapter 1</td>
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<td></td>
<td>August 29</td>
<td>A. Implementing appropriate program structure</td>
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<td>B. Guiding principles of adapted physical education</td>
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<td>C. Assignment of Term Paper and Power Point Topic</td>
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<td>D. Discuss Field Experience, Location, and Jump Rope for Heart</td>
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<td>E. Unit I - Chapter 6, Unit II - Chapter 3</td>
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<td></td>
<td>September 5</td>
<td>A. The &quot;Why&quot; of assessment</td>
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<td>B. The assessment process</td>
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<td>C. Unit II - Chapters 2 and 4</td>
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<td>September 2017</td>
<td>Jump Rope for Heart in the Silcox Gym 10:00am-1:00 pm</td>
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<td>September 12*</td>
<td>(++ = Chaps. 1, 2, 3, 4, 6)</td>
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<td></td>
<td></td>
<td>A. Teaching to Meet Learners’ Needs</td>
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<td>B. Unit III Chapter 5 and ADEPT review</td>
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<td>September 19**</td>
<td>A. Exam #1 (Chapters 1, 2, 3, 4, 5, 6, &amp; outside -- 75 minutes)</td>
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<td>B. Unit III – Chapter 14</td>
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<td></td>
<td>September 26</td>
<td>A. The meaning of ID &amp; ED</td>
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<td>B. The value of physical activity for persons with ID &amp; ED</td>
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<td>C. The cause(s) of ID &amp; ED</td>
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<td>D. Unit IV - Chapter 11</td>
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<td>October 3*</td>
<td>(++ = Chaps. 8, 5, 11, 14)</td>
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<td></td>
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<td>A. The least restrictive environment for the L.D. student</td>
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<td>B. A copy of your student’s IEP is due to Dr. Lewis</td>
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<td>C. Unit V – Chapters 12 and 9</td>
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<td>October 10*</td>
<td>A. Facilitating physical and motor development</td>
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<td>B. Accommodating for specific disabilities</td>
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<td>C. Unit V - Chapters 13</td>
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<td>D. Activities for the development of SLD learners (Case study)</td>
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<td>October 17</td>
<td>FALL BREAK - NO CLASS</td>
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<td>October 24*</td>
<td>(++ = Chaps. 9, 10, 12, 13)</td>
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<td></td>
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<td>A. Infants, Toddlers, and Preschoolers</td>
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<td>B. Unit VI Chapter 10</td>
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<td>C. Praxis II –Physical Education Power Point and sample questions</td>
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<td>October 26</td>
<td>LAST DAY TO DROP WITH A GRADE OF &quot;W&quot;</td>
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<td>October 31**</td>
<td>A. Exam #2 (Cover Chapters 9, 10, 11, 12, 13, 14 – 75 Minutes)</td>
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<td>B. Unit VII - Chapters 15</td>
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Date: November 7
A. Continue Chapter 15
B. PLT – Principles of Learning and Teaching
C. Term Paper due

Date: November 14
A. Auditory impairment and related implication for learning
B. Unit VIII - Chapter 16

Date: November 21 * (++ = 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 28 *
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 9 **
A. Final Exam (see course content outline) **
   Chapters 1, 3, 11, 15, 16, 17 peer questions, handout materials
   Saturday, December 9, 2017  4:00-7:00 PM in room 111

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