

Independent Study Course Syllabus

Course Number: SED 903

Course Title: Adaptive PE: Inclusive Games/Sports

☐ Online ☒ Distance Learning

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Units: 3

Grade Level: K – 12

Course Description:

This course assists teachers to modify sports, games, and physical activities to make them appropriate for a person with a disability. There is a curriculum guide which evolved to assist teachers to effectively include students with disabilities in the least restrictive physical education program. Teachers will be directed to a website that links to current websites and a PDF file of a curriculum guide for Adaptive PE to complete the coursework. The experiences in this course will aid educators to develop a lifelong commitment to involvement for inclusion of all students in physical education activities.

Course Dates

This course is self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Email Communication

I encourage email communication. The subject line of all emails must contain the course number, your last name, and first name. For example: "SED 903, Young, Anita". Emails sent without this subject line might not be opened. Emails with no subject in the subject will definitely not be opened.

Standards Based Instruction

Assignments contained in this course are aligned with the Shape America's National Standards for Adaptive Physical Education (<http://www.apens.org/15standards.html>) and are addressed throughout this course. Specific standards are identified with various lessons presented in the classroom applications.

Adaptive Physical Education National Standards – The purpose of the Adapted Physical Education National Standards project was to ensure that physical education for children with disabilities be delivered by a qualified Adapted Physical Educator.

Standard 1: HUMAN DEVELOPMENT

The foundation of proposed goals and activities for individuals with disabilities is grounded in a basic understanding of human development and its applications to those with various needs. For the adapted physical education teacher, this implies familiarity with theories and practices related to human development. The emphasis within this standard focuses on knowledge and skills helpful in providing quality APE programs.

Standard 2: MOTOR BEHAVIOR

Teaching individuals with disabilities requires some knowledge of how individuals develop. In the case of APE teachers, it means having knowledge of typical physical and motor development as well as understanding the influence of developmental delays on these processes. It also means understanding how individuals learn motor skills and apply principles of motor learning during the planning and teaching of physical education to students with disabilities.

Standard 3: EXERCISE SCIENCE

As an adapted physical educator, you must understand that modifications to the scientific principles of exercise and the application of these principles may be needed when teaching individuals with disabilities to ensure that all children with disabilities enjoy similar benefits of exercise. While there is a wealth of information in the foundational sciences, the focus of this standard will be on the principles that address the physiological and biomechanical applications encountered when working with diverse populations.

Standard 4: MEASUREMENT AND EVALUATION

This standard is one of the foundation standards underscoring the background an adapted physical educator should have in order to comply with the mandates of legislation and meet the needs of students. Understanding the measurement of motor performance, to a large extent, is based on a good grasp of motor development and the acquisition of motor skills covered in other standards.

Standard 5: HISTORY AND PHILOSOPHY

This standard traces facts regarding legal and philosophical factors involved in current day practices in adapted physical education. This information is important to understand the changing contribution that physical education can make in their lives. Major components of each law that related to education and physical activity are emphasized. The review of history and philosophy related to special and general education is also covered in this area.

Standard 6: UNIQUE ATTRIBUTES OF LEARNERS

Standard 6 refers to information based on the disability areas identified in the Individuals with Disabilities Education Act (IDEA) found within school age population. Material is categorically organized in order to present the information in a systematic matter. This organization is not intended to advocate a categorical approach to teaching children with disabilities. All children should be treated as individuals and assessed to determine what needs they have.

Standard 7: CURRICULUM THEORY AND DEVELOPMENT

As you are planning to teach physical education to students with disabilities, you should recognize that certain Curriculum Theory and Development concepts, such as selecting goals based on relevant and appropriate assessments, must be understood by APE teachers. As you have no doubt discovered Curriculum Theory and Development is more than writing unit and lesson plans. Nowhere does this come into play more than when you are planning a program for a student with disability.

Standard 8: ASSESSMENT

This standard addresses the process of assessment, one that is commonly taught as part of the basic measurement and evaluation course in a physical education degree curriculum. Assessment goes beyond data gathering to include measurements for the purpose of making decisions about special services and program components for individuals with disabilities.

Standard 9: INSTRUCTIONAL DESIGN AND PLANNING

Instructional design and planning must be developed before an APE teacher can provide services to meet legal mandates, educational goals and most importantly the unique needs of individuals with disabilities. Many of the principles addressed earlier in human development, motor behavior, exercise science and curriculum theory and development are applied to this standard in order to successfully design and plan programs of physical education.

Standard 10: TEACHING

A major part of any APE position is teaching. In this standard many of the principles addressed earlier in such standard areas as human development, motor behavior, and exercise science, are applied to this standard in order to effectively provide quality physical education to individuals with disabilities.

Standard 11: CONSULTATION AND STAFF DEVELOPMENT

As more students with disabilities are included in the general education program, teachers will provide more consultation and staff development activities for colleagues. This will require sensitivity and excellent communication skills. The dynamics of interdisciplinary cooperation in the consultation process requires knowledge of several consultative models. This standard identifies key competencies an adapted physical educator should know related to consultation and staff development.

Standard 12: STUDENT AND PROGRAM EVALUATION

Program evaluation is a process of which student assessment is only a part. It involves evaluation of the entire range of educational services. Few physical educators are formally trained for program evaluation, as national standards for programs have only recently become available. Therefore, any program evaluation that has been conducted is typically specific to the school or district, or limited to a small range of parameters such as number of students scoring at a certain level of a physical fitness test. Adapted physical education programs or outcomes for students with disabilities are almost never considered in this process.

Standard 13: CONTINUING EDUCATION

The goal of this standard is to focus on APE teachers remaining current in their field. A variety of opportunities for professional development are available. Course work at a local college or university is just one avenue. APE teachers can take advantage of workshops, seminars and presentations at conferences, conventions or in service training. Distance learning opportunities are also becoming abundant.

Standard 14: ETHICS

A fundamental premise of the Adapted Physical Education National Standards Project is that those who seek and meet the standards to be certified as adapted physical educators will strive at all times to adhere to the highest of ethical standards in providing programs and services for children and youth with disabilities. This standard has been developed to ensure that its members not only understand the importance of sound ethical practices, but also adhere to and advance such practices.

Standard 15: COMMUNICATION

In recent years, the role of the professional in APE has evolved from being a direct service provider to include communicating with families and other professionals in order to enhance program instruction for individuals with disabilities. This standard includes information regarding the APE teacher effectively communicating with families and other professionals using a team approach in order to enhance service delivery to individuals with disabilities.

National Board for Professional Teaching Standards (NBPTS) (www.nbpts.org) NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21st Century. The five core propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs). Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

Teachers are committed to students and their learning Teachers know the subject they teach and how to teach those subjects to students Teachers are responsible for managing and monitoring student learning Teachers think systematically about their practice and learn from experience Teachers are members of learning communities

National Health Education Standards by American Association for Health Education (AAHE) (www.aahperd.org/aahe)

Assignments contained in this course are closely aligned to National Health Education Standards for grades kindergarten through 12th grade.

The following content standards listed by AAHE specify what students should know and be able to do. Participants are asked to apply these standards in their teaching practices and demonstrate them within their coursework.

1. Comprehend concepts related to health promotion and disease prevention to enhance health.

2. Analyze the influence of family, peers, culture, media, technology and other factors on health behavior.
3. Demonstrate the ability to access valid information and products and services to enhance health.
4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Demonstrate the ability to use decision-making skills to enhance health.
6. Demonstrate the ability to use goal-setting skills to enhance health.
7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Demonstrate the ability to advocate for personal family and community health.

The Five Core Propositions

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released **A Nation Prepared: Teachers for the 21st Century**. Shortly after its release, NBPTS issued its first policy statement: **What Teachers Should Know and Be Able to Do (PDF - 104kb)**. This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

- **Proposition 1: Teachers are committed to Students and Their Learning**

NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. NBCTs understand how students develop and learn. They respect the cultural and family differences students bring to their classroom. They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships. NBCTs are also concerned with the development of character and civic responsibility.

- **Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.**

NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.

- **Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.**

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. NBCTs know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

- **Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

- **Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning. They are leaders and actively know how to seek and build partnerships with community groups and businesses. They work with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. They know how to work collaboratively with parents to engage them productively in the work of the school.

National Standards

Become familiar with the Physical Education Benchmarks and Health Standards, which your school district covers. I've also included websites where you can find educational standards. For each of the lessons you develop in the coming assignment make sure to address an educational standard.

Course Objectives and Outcomes

Experiences in this course are intended to provide opportunities for students to accomplish the following:

- To acquire tools to assess the students and make modifications that are necessary to meet the student's needs (APENS Standard 4).
- To learn about and become familiar with modern concepts, trends, and equipment in adaptive physical education (APENS Standard 5).
- To learn to modify sports and physical activities so that they are appropriate for a student with disabilities to participate (APENS Standard 6).
- To evaluate and list websites chosen to be useful in teaching units (APENS Standard 9 and 10).

- To describe and plan physical education instructional activities and suggest accommodations for persons with specific disabilities (APENS Standard 7).
- To teach physical activities that can be implemented in everyday life to those with disabilities (APENS Standard 2 and 5).
- To evaluate an activity and make recommendations in regard to its effectiveness when dealing with disabled children (APENS Standard 6).
- To evaluate a physical education program and appropriately integrate children with special needs to allow social interactions as well as mainstream physical education (APENS Standard 9 and 10).
- To be familiar with and follow safety procedures involving the dangers and cautions of modified education (APENS Standard 7 and 9).
- To note the qualities and knowledge required of a qualified exercise assistant, and determine how the assistant can be used efficiently and effectively in the classroom (APENS Standard 7, 9 and 10).
- To locate and evaluate sport opportunities available to students with disabilities in any community (APENS Standard 12).
- To identify and integrate standards into all lessons and activities (APENS Standard 9).
- To develop and adapt games so that children of every ability level can play together (APENS Standard 5 and 6).

Schedule of Assignments

- Begin the course by emailing the instructor to ensure we have an accurate email, phone, and mailing address. Include your academic and professional goals and reason for taking the class.
- Attend an IEP meeting for a special needs student from one of your classes or consult with an adapted physical education specialist regarding one of your students. Write a brief summary of the meeting.
- Review three articles from professional journals that you find to be useful in teaching exceptional students.
- Observe or participate in at least two community/school events involving the performance of special education children, and write a one page summary on each event noting accommodations and how the children benefited from them.
- Review a school's physical education program and make recommendations where students with disabilities could be successfully mainstreamed. Also list and evaluate current accommodations.
- Adaptive equipment: Review commercial catalogs, hard copy or on the web, for equipment that would assist students with disabilities in activities such as throwing, catching, kicking, and striking.
- Write a reflection about the course based upon what you have experienced up to this point about adaptive PE.
- Interview a student that is a participant in a modified physical education program to gain insight into the student's view of the program. Note strengths and weaknesses of the program from the student's perspective.

- Find sport activities that have been successfully adapted for children with special needs. For one of these sports, describe the sport and how it was modified (Safety, rules, equipment, etc...). Possible examples are basketball, baseball, and football.
- Review the “Adapted Physical Education Curriculum Guide” to find an activity that has been adapted for students with special needs. Discuss and address the eight standards at one grade level using the guide. The guide can be found in a PDF file at fpu-online.com.
- Based on the current ability level of a student in an adaptive PE class, create an annual goal, a short term objective, and determine a method of evaluation for that student.
- Design a lesson at your grade level assignment in a sport or activity that directly addresses standard 4, 6, & 7. The teaching objective will be to teach students to respect and include every ability level in the active play.
- Write an evaluation of the “Adaptive PE” course. Base your evaluation on what you experienced, what you enjoyed, and what you learned from this class.

Evidence of Learning (based on course rubrics)

Course instructor observed evidence of course objectives through reflective writing assignments

Course instructor observed evidence of course objectives through lesson plans designed with accommodations

Course instructor observed evidence of course objectives as demonstrated by student’s interview, article review, and goal setting.

Grading Criteria

Email correspondence to instructor	5%
• Beginning reflection	
• Ending evaluation	
Collaboration Consultation	10%
Journal reviews	10%
Special Population Events.....	10%
Physical Education Program	10%
Adaptive Equipment	5%
Teacher & Student Interview	10%
Successful Adaptive Sports.....	10%
Physical Education Activity.....	10%
Student Individual Activity Plan.....	10%
Lesson Plan	10%

Course Materials

This course requires the student to download a PDF file “Adapted Physical Education Curriculum Guide”. This text guide will assist you with many of the assignments throughout this course. You can find the link at <http://www.healthpeonline.com/anita-young/>.

Website Links:

<http://www.healthpeonline.com/anita-young/>.

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Instructor: Anita Young

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To register for courses go to <http://ce.fresno.edu/cpd> and log in

<http://www.aahperd.org>
<http://www.acsm.org>
<http://www.dsusafw.org>
<http://www.ncpad.org>
<http://www.sc-ape.org>
<http://www.specialolympics.com>
<http://www.pecentral.org/adapted/adaptedmenu.html>

Scoring Guide

Grading

90-100%	A
80-89%	B or credit
79 % or below	No Credit

In order to earn a grade of “Credit,” the quality of the work must be equal to or better than 80%.

Scoring Rubric

To receive an A the following criteria must be met:

- Completion of all assignments with some original thought and thoroughness in response to all items in prompts.
- Students work contains few errors in spelling/grammar/mechanics.
- Citations of sources used in all papers. (if necessary)
- Work supports opinions/positions with logical reasons.
- Thoughtfully utilized observational skills to complete assignments.
- Addresses State Standards for Physical Education.
- All work is realistic, completely inclusive, socially sensitive, and positive.

To receive a B the following criteria must be met:

- Completion of all assignments, but does not clearly or specifically exhibit original thought, comprehensiveness, or thoroughness in responses to prompts.
- Students work contains few errors in spelling/grammar/mechanics which do not interfere significantly with comprehension.
- Work does not support original opinions with clear reasons or explanation.
- Does not utilize observational skills.
- Addresses only some State Standards
- Work is realistic but not completely inclusive, socially sensitive, or positive.

*****Important*** Make sure you keep a copy of all your work. Although it is unlikely that your packet will get lost in the mail, it is definitely untimely if it does! Fresno Pacific's**

Policy is that all course work must be completed again if copies of course work were not made! If you have any questions, please feel free to email me.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.