DEPARTMENT: ACS     COURSE NUMBER: PHE 304     CREDIT HOURS: 3

I. TITLE: Adapted Physical Education

II. COURSE DESCRIPTION: Designed to develop understanding, knowledge, and skills that encompass the theory and practice in physical education programs for special populations. Field experience required. Prerequisite: HPE 175

III. PURPOSE: The purpose of this course is to prepare future professional general physical education teachers the knowledge, skills and dispositions necessary to plan and implement programs and instruction for children with disabilities.

IV. COURSE OBJECTIVES: The following objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS). Upon successful completion of this class students will be able to:
A. Recognize normative and developmental patterns for fundamental locomotor and motor skills. (KTS #1)
B. Understand the importance of physical education services for children with disabilities. (KTS #1)
C. Recognize the laws that provide for direct services to youngsters with disabilities (KTS #1)
D. Differentiate between least restricted environment and inclusion (KTS #1)
E. Recognize and select appropriate instruments for assessing children with disabilities (KTS #1, 5)
F. Plan individualized instruction - write physical education objectives (KTS #2, 3, 5)
G. Modify programs, instruction and equipment for youngsters with disabilities. (KTS #1)
H. Examine and explain one’s personal and professional attitudes and dispositions in providing services for students with disabilities (KTS #1).
I. Examine motivating students to learn (Module 5 CHAMPs). (KTS #1)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on two course activities: field experience that involves teaching pre-school children with and without disabilities and field experience diversity trip to Paducah City Schools.

The EPSB Theme of Diversity is addressed in this course through the content of learning how to make modifications for children with disabilities in physical education settings and teaching physical education to children with disabilities.
V. CONTENT OUTLINE:
A. What is “normal” motor skill development?
B. What is Adapted P.E.?
C. What are the legal requirements and ramifications?
D. How do we assess youngsters for proper placement?
E. How do we modify instruction, programs, and equipment to meet needs?
F. What are your attitudes, barriers, fears about teaching students with special needs?
G. Mock ARC experience, objectives writing, & direct services in physical education.
H. Champs Chapter 5 Motivating Students to Learn
I. Modifying your philosophy paper – additional paragraph on teaching all students
   Possible LiveText working Portfolio assignment
J. Fieldwork – working with Pre-K youngsters with and without disabilities
K. Field Trip – Paducah trip including reflection of diversity
L. Presentation Topic – 20 minute individual presentation (chosen disability)

VI. INSTRUCTIONAL ACTIVITIES:
A. The class includes lecture including lots of media, discussions, assignments, classroom participation (lab grade each and every day), videotape observation, group work (teaching and learning groups), hands-on teaching experiences, and performance assessments.
B. Students are expected to be active listeners, contribute to group discussions and labs, and complete all in-class and out of class assignments.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
In this class, one field experience in the schools occurs through the Field Office. The SED 300/PHE 304 trip to Paducah is scheduled through the field office. I will notify you as soon as I know the date. It is an all day field trip. It is a one day experience that cannot be made up. If you miss this day you will not pass the class and will have to take it over. You will be officially excused from other classes and will get proper paperwork in a couple of weeks. You must follow student teaching and field experience guidelines (dress, cell phones, hats, etc.) while in public schools. This is your future professional environment and expectations are high.

The second field experience in this class is teaching Pre-K children in Carr Health during the middle of the term, yet to be scheduled. There are no excused absences during this field experience. If you are not in the hospital you should be in class from lesson preparation, all teaching days & final reflection day.

VIII. RESOURCES:
My webpage, internet (PECentral.org, my website for assignments, etc.), journal articles as needed, former student work, videotaped lessons of former students, computer centers, media and resource centers, libraries, etc.

IX. GRADING PROCEDURES:
This course is primarily a participatory and project-based course. Grades are weighted between daily work, written work and exams. However, you should note seventy (70%)
percent of your grade is directly related to your work ethic and quality of your work while thirty percent (30%) is related to how you test.

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<th>Percentage</th>
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<tr>
<td>30%</td>
<td>Dispositions &amp; Affective Grade including daily lab grades, attendance, in-class group work, field experience, Professionalism</td>
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<tr>
<td>40%</td>
<td>Written assignments, papers, reflections, lesson plans for Pre-K, etc.</td>
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<tr>
<td>30%</td>
<td>Written &amp; oral presentation, Quizzes, Exams</td>
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**A = 94 %** - Exceptional student: always prepared, completes quality work ahead of time, inclusive and helpful in group work, preparation and clean-up time, plays nice with others! We in the profession expect all teacher/leaders to be this type of person.

**B = 85%** - Good student: Does what is asked but not more, does not always put forth best effort, work may be inconsistent (sometimes good sometimes not), has to be asked to help in group work, set up clean up etc. If you fall here you need to work on your professionalism and dispositions. Do you want to be a contributor to your profession or just a warm body?

**C = 75%** - If you are not above average in your work ethic and professionalism you better start thinking about a different career!

**D = 65 % and below** Not acceptable.

**MISSING CLASS WILL AFFECT YOUR GRADE!**

**X. ATTENDANCE POLICY:**
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin.

A. Students are expected to attend all classes, labs and field experiences. Professionalism is expected at all times. See Professionalism Rubric on webpage. Students missing class for any reason should inform the instructor ahead of time preferably by e-mail or phone no later than the day (before 9pm) before this class as it is an am class.

B. The only excused make-ups for lab grades that I allow are for official university sponsored programs with proper paperwork (at least one class period ahead of time) and special arrangements made ahead of time. You will have to do written work to make up the lab plus any written work assigned in class to receive credit for the lab grade. The make-up work must be turned in to me in a timely manner (by the next class period) unless other arrangements are made. If the work is not turned in by the deadline you will not receive full credit. I will take one point away for every day it is late.

C. Communicate with me ahead of time to get permission to break any of these policies.

D. No Late Work Accepted.
**Attendance** is a HUGE part of your Affective GRADE. You will start with 100 points and lose 5 points for each class you miss. Because of the grading scale more than one missed class will hurt your grade. If you are not in class you cannot learn. I expect you to be in class every day. There are enough built-in days off with HOLIDAYS & my PROFESSIONAL conferences. There are NO excused or unexcused absences in this class. You are either in class or not. Missing class does not excuse you from any assignment and ALL assignments must be turned in BEFORE or ON the due DATE. NO LATE WORK will be ACCEPTED. Why do I do this? If you want to be a professional teacher you must act like one and meet deadlines – no exceptions, no excuses, so plan accordingly.

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<th>XI.</th>
<th>ACADEMIC HONESTY POLICY:</th>
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<th>XII.</th>
<th>TEXT AND REFERENCES:</th>
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<th>XIV.</th>
<th>NON-DISCRIMINATION POLICY STATEMENT:</th>
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<td>Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).</td>
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<th>FLAG SYSTEM/ CONTINUOUS ASSESSMENT:</th>
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<td>Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.</td>
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*****All cell phone, Blackberries, laptop computers, IPods, MP3 players, and all electronic devices MUST be turned OFF during class time.

Note: The professor of this course recognizes that in today’s world cell phones, and other technologies are a familiar and many times needed form of communication for students. However, it is the policy of this professor that any and all of the above mentioned devices shall not be allowed during class without prior consent of the professor. This shall included verbal calling, incoming calls, text messaging, e-mail and the use of cell phones as calculators on tests and quizzes. All electronic devices must be powered off and out of sight and use (i.e. kept in a bag or purse). Should any of these devices be visible, ring, be used, etc. during class time the student WILL be asked to leave class and will not be allowed to return to class without writing a contract that must be signed by the professor and student. Upon prior consent of the professor, a student may obtain permission to use any of these devices in case of emergency or critical situation.

XVI. NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester