I. **TITLE:** Adapted Physical Education

II. **CATALOG DESCRIPTION:** This course is designed to develop understanding, knowledge, and skills that encompass the theory and practice in physical education programs for special populations. (Field experience required.) HPE 175, junior or senior standing, or permission of program coordination.

III. **PURPOSE:** To provide prospective physical education teachers with learning experiences that will aid them in determining an appropriate physical activity plan for instructing children with disabilities in the general physical education setting.

IV. **COURSE OBJECTIVES:** The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Educational Reform Act guidelines. Following each objective are numbers that reference the Kentucky New Teacher Standards. As a result of participation in this course, students will:

A. Gain knowledge and understanding of concepts and issues related to the physical education of individuals with disabilities (NTS VIII).

B. Become familiar with Federal and State Legislation regarding individuals with disabilities and its impact on physical education services (NTS VIII).

C. Obtain knowledge and understanding of characteristics of various disabling conditions as they apply to the physical education setting (NTS VIII).

D. Demonstrate understanding and application of the principles and strategies of individualized instruction, including the development of the Individualized Education Plan (IEP) (NTS I, II, IV).

E. Become familiar with the procedures and instruments of assessment, analysis, and evaluation (NTS I, IV).

F. Demonstrate understanding of the application of assessment and evaluation results to appropriate physical education activities (NTS I, IV).

G. Demonstrate the ability to adapt physical education activities including fundamental motor skills, games and sports, dance, and health-related fitness to include students with special needs (NTS I, III, IV, V).

H. Obtain understanding of and appreciation for the ethical and professional issues regarding inclusive physical education (NTS V, VI).

I. Examine one’s personal and professional attitudes toward working with students with disabilities in the general physical education setting (NTS V).
J. Obtain an understanding and ability to apply principles of inclusive physical education (NTS I-VIII).
K. Obtain hands-on experience in physical activities setting with persons who have disabilities (NTS II).

V. CONTENT OUTLINE:
A. Attitudes and concepts related to Adapted Physical Education (NTS V, VIII)
B. Legislation affecting physical education services for individuals with disabilities (NTS VIII)
C. Investigating physical education, adapted PE, and the inclusion process.
D. Assessment procedures for Adapted Physical Education (NTS IV)
E. Developing the Individualized Education Program for Physical Education (NTS IV)
F. Continuum of services for the provision of physical education in the schools, particularly inclusion.
G. Overview of disabling conditions (NTS VIII)
H. Program planning and activity design (NTS I, II, III, V)
I. Transition to the community (NTS VI)

VI. INSTRUCTIONAL ACTIVITIES: Lecture (w/media), discussion, group work, and assignments

VII. FIELD AND CLINICAL EXPERIENCES: Students will be required to participate in hands-on learning experiences involving physical activity with individuals with disabilities in the local community. Student placement will depend on school schedules, student schedules, and availability of settings. Placement and required contact time will be discussed and finalized early in the semester. Students will also play an active role in organizing and conducting the Area 1 Special Olympics Athletics event.

VIII. RESOURCES: Instructor, Library, computer labs, Internet, local support organizations, professionals in the field.

IX. GRADING PROCEDURES:
Exams: will be announced in advance 40%
Assignments/Activities: will be discussed and assigned in class 30%
Experience hours: see section IV above 30%

Flag System:
Student progress throughout the program is continuously assessed. 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 admission 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 their student’s progress towards program completion. Negative flags may be grounds for denial of admission to Teacher Education and/or student teaching, or reversal of admitted status.
X. **ATTENDANCE POLICY:**
   This course adheres to the policy published in the MSU Undergraduate Bulletin.

XI. **ACADEMIC HONESTY POLICY:** Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.


XIII **PREREQUISITES:** HPE 175, junior or senior standing, or permission of program coordinator.