DEPARTMENT: ACS       COURSE NUMBER: PHE 404       CREDIT HOURS:  3

I. TITLE: Adapted Physical Education

II. CATALOG 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, junior or senior standing, or permission of program coordinator.

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 New Teacher Standards for Preparation and Certification (NTS). Upon successful completion of this class students will be able to:

A. Recognize normative and developmental patterns for fundamental locomotor and motor skills. (NTS #8)
B. Understand the importance of physical education services for children with disabilities. (NTS #8)
C. Recognize the laws that provide for direct services to youngsters with disabilities (NTS #8)
D. Differentiate between least restricted environment and inclusion (NTS #8)
E. Recognize and select appropriate instruments for assessing children with disabilities (NTS #4, 8)
F. Plan individualized instruction - write an I.E.P. (NTS #1, 2, 4)
G. Modify programs, instruction and equipment for youngsters with disabilities. (NTS #8)
H. Exam and explain one’s personal and professional attitudes and dispositions in providing services for students with disabilities (NTS #8).
I. Examine motivating students to learn (Module 5 CHAMPs). (NTS #8)

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 Adapted P.E.?
   B. What is “normal” motor skill development?
   C. What are the legal requirements and ramifications?
   D. How do we assess youngsters for proper placement?
   E. How do we modify instruction, programs, equipment to meet needs?
   F. What are your attitudes, barriers, fears about teaching students with special needs?
   G. Writing I.E.P.’s
   H. Champs Chapter 5 Motivating Students to Learn
   I. Modifying your philosophy paper - LiveText working Portfolio assignment
   J. Fieldwork – working with students with disabilities
   K. Presentation Topic – 20 to 30 minute individual presentation

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 404 trip to Paducah is scheduled for ???????. Mark it on your calendar now. 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.

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. Notice that forty (40%) percent of your grade is directly related to your attendance, participation, daily work. Another 10 % is related to professionalism in which attendance is part. Thirty (30%) percent of your grade is related to your work ethic, quality of your work and study habits and thirty percent in how you test. Once test grade is an attendance grade.
   40% Daily labs, attendance, in-class and group work
   20% Written presentation, written assignments, papers, reflections, etc.
30% Quizzes, presentation, exams **NOTE**: one exam grade is an attendance grade that will be calculated by the mean of total days attended divided by total days we had class – officially excused or not

10% Professionalism and Field Experience grade will go here

**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 GCLASS 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. If you miss class you get a zero (0) grade for the day for your attendance and lab grade unless it is excused ahead of time. Even if you miss class, all work is due by the due date or ahead of time unless prior arrangements are made with the professor.

**XI. ACADEMIC HONESTY POLICY:**

This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

**XII. TEXT AND REFERENCES:**

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

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies, contact the Office of Equal Opportunity, 270-809-3155.

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
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.

*****All cell phone, Blackberries, laptop computers, IPods, MP3 players, and all electronic devices MUST be turned OFF during class time.

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 may be asked to leave class and not return for that class period. Upon prior consent of the professor, a student may obtain permission to use any of these devices in case of emergency or critical situation.

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