SYLLABUS

Course Number, HPE 423
Course Name: Adapted Physical Education
Spring Semester 2007

Instructor: Joseph Palmer Phone Number: 546-8206
Location: KT Clinic E-mail: jpalmer@shawu.edu
Office Hours: MWF: 7-8, 1-2, TTH: 7-8, 11-12 Class time: 8:30-850 TTH

Classroom Rules/Expectations:

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students are to refrain from wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from the class at the third documented offense. The student will be readmitted to class only following the decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Vice President of Academic Affairs, and then to the President of Shaw University. Third decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior constructed by the teacher/professor as nonconductive to learning will be recorded, properly documented and, and appropriately reported to other student and to the chair of academic department offering the course. This report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.

Course Description:

This one semester course is designed as a college level survey of all major areas of Adapted Physical Education- roles and competencies of the Adapted Physical Educator, the law, generalities of specific disabilities, assessments, IEP writing, modifications, and service delivery. It stresses professionalism in the workplace, awareness, of the strength and limitation of those with disabilities and methods for inclusion.
Required Text: Adapted physical education activity and sports
    Author Claudine Sherrill

General Objectives: upon completion of this course, the student will be able to…
    • Define adapted physical education/activity and discuss the roles and risk of competencies of Adapted Physical Education Teacher
    • Define terminology such as mainstream, least restrictive, and inclusion and discrimination
    • List the contribution of Federal Legislation
    • Explain the 3 D’s of Physical Education: Demonstration, Diagnosis, and Direction
    • Explain fits and Posner’s stages to learning
    • Explain and write the IEP program
    • Recognize the generalities of many specific disabilities
    • Write the description of the student’s present level performance.

Specific Standards and Indicators
    • The students will be able to understand the operation of the treatment clinic
    • Understand the concept of mainstreaming

Assignments: Exams and quizzes will be announced.

Course Outline

Requirements

1. Participate in laboratory teaching activities with a total of 20 hours (2 hours per week for 10 weeks) from the fifth week to the fourteenth week.

2. Submit one to two assigned client file(s) including all papers in the lab.

3. Pass 12 quizzes and 1 final examination at C level or better. One quiz will be conducted immediately before each class after the first class.

4. Attend class and labs based on schedule. An unexcused absence will result in lowering one letter grade of your final grade, 2 absences will result in lowering 2 letter grades of your final grade, and 3 absences will result in grade of F...

Note. An absence is defined as that a student (a) does not show up in class, (b) leave class early more than 15 minutes, and (c) comes to class late longer than 15 minutes. In addition, 3 coming late and leaving early will be counted as an absence.

Week 1: Syllabus; Topic 1 –Legislation and individualize physical education programming; Read Sherrill’s book: Chapter 4 and 6.
Week 2: Quiz 1: Topic 2 – applications or adaptations theory is adapted education programming; read Sherrill’s book: Chapter 3 and 7.
Week 3: Quiz 2: Topic 3 – Humanistic philosophy and self-concept theory and adapted PE programming; Read Sherrill’s book: Chapter 5 and 8.

Week 4: Quiz 3; Topic 4 – Application of behavior management theory in adapted physical education programming; Read Sherrill’s book: Chapter 7.

* The first week of lab orientation

Week 5: Quiz 4; Topic 5 – Inclusive philosophy and methods in adapted physical education programming; Read Sherrill’s book: Chapter 9

* The first week of lab teaching

Week 6: Quiz 5; Topic 6-sensorimotor integration programming in adapted physical education; Read Sherrill’s book: Chapter 10

Week 7: Quiz 6; Topic 7- Perceptual-motor programming in adapted physical education; Read Sherrill’s book: Chapters 12 and 16.

Week 8: Quiz 7; Topic 8- Fundamental movement skill instruction in adapted physical education programming; Read Sherrill’s book: Chapter 11

Week 9: Quiz 8; Topic 9- Health related fitness training in adapted physical education programming; Read Sherrill’s book: Chapter 13.

Week 10: Quiz 9; Topic 10- Aquatic exercises and swimming instruction in adapted physical education; Read Sherrill’s book: Chapter 17 and 19

Week 11: Quiz 10; Topic 11- Planning and curriculum design in adapted physical education programming; Read Sherrill’s book: Chapter 5 and 14

Week 12: Quiz 11; Topic 12- Disability sports and technologies in adapted physical education programming; Read Sherrill’s book: Chapters 23 and 24

Week 13: Quiz 12; Topic 13- Learning disabilities and mental retardation in adapted physical education programming; Read Sherrill book: Chapters 20 and 21

Week 14: Topic 14; Cerebral Palsy, Stroke, Blindness, and Deaf in adapted physical education: Read Sherrill book: Chapters 25,26,27,28

*The last week of lab teaching
Week 15: Student presentation: Each student in HPER 423 is required to make 20-30 minute presentation in this session. Final examination review and final typed project is due.

Bibliography

Evaluation

1. Grading components for undergraduate students: Lab 50% (Individual Program + Activity Plans + Teaching Performance + Client File) + Class 50% (12 quizzes or Final Examination)
2. Grading standards for each two components: A= 90% maximum total of points or above; B= 80 to 89%; C= 70 to 79%; D= 60 to 69% and F = below 60%
3. Grading standards for final grade across the two components are; A= A (Lab) + A (Class); BA= B (lab or class) + A (class or lab); B= B (lab) + B (class) = A (lab or class) + C (class or lab); CB= B (lab or class) + C (class or lab); C + C (lab)+ C (class)= B (lab or class); + D (class or lab).