

KSPE 7110
PHYSICAL EDUCATION FOR EXCEPTIONAL LEARNERS
3 SEMESTER HOURS
SUMMER 2012

Dewar College of Education
Valdosta State University
Department of KSPE

Conceptual Framework: Guiding Principles (DEPOSITS)

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect student learners, professional growth, and the learning environment.

Equity Principle: All students deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning and athletics requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

It is the responsibility of each student to read this syllabus in its entirety. The syllabus is the contractual agreement between the instructor and the student; failure to read and understand this document is no excuse for failure to meet and/or complete the course requirements contained within. If you have any questions or if you do not understand any part of this document, contact the instructor for clarification.

Required Resources

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Additional Textbooks or Readings Various articles and texts will be used as reference material during the course, including:

- Auxter, D., Pyfer, J., Zittel, L., & Roth, K. (2010). *Principles and methods of adapted physical education and recreation*. New York, NY: McGraw Hill.
- Block, M.E. (2007). *A teacher's guide to including students with disabilities in general physical education* (3rd ed.). Baltimore: Paul H. Brookes. Available at <http://www.brookespublishing.com/store/books/block-68356/index.htm>
- Graham, G. Holt-Hale, S.A., Parker, M. (2004). *Children moving: A reflective approach to teaching physical education (6th Ed.)*. Mountain View, CA: Mayfield Press.
- Hodge, S. R., Murata, N. M., Block, M. E., & Lieberman, L. J. (2003). *Case studies in adapted physical education: Empowering critical thinking*. Scottsdale, AZ: Holcomb Hathaway.
- Winnick, J. (Ed.) (2005). *Adapted physical education and sport (4th ed.)*. Champaign, IL: Human Kinetics.

Online Resources:

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.
- All students are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview. Students must check their Blazeview class site daily for class requirements. To access Blazeview – <http://blazeview.valdosta.edu/webct/entryPageIns.dowebct>
- In addition students are to purchase and become familiar with their Livetext computer program. <https://college.livetext.com/> for assignment submissions.
- Students will also locate and utilize additional websites and readings as needed to support assignments and projects.

Course Description

A study of pedagogical and content best practices in planning, implementing, and adapting existing programs of physical education and activity programs for special needs students. In addition to programmatic content, students will also receive instruction in administrative practices and policies and special needs legislation in education

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

Course Objectives (CO)

As a result of participating in discussion posts, assignments, and activities, students will be able to:

1. Demonstrate an understanding of the laws and legislation that pertain to students with special needs (GA-VSU-CFS-I, II).
2. Demonstrate an understanding of the medical issues of students with special needs and how they relate to teaching these students in physical education (GA-VSU-CFS-I, II, III, V).
3. Demonstrate an understanding of how and why adaptations are used in physical education (GA-VSU-CFS-I, II, III).
4. Explain the purpose of an Individualized Education Plan (I.E.P.) and identify the relevant components in an I.E.P. that relate to physical education (GA-VSU-CFS-I, II, IV).
5. Identify the types of assessments used in physical education and how they are applied (GA-VSU-CFS-IV).
6. Identify and define basic terminology associated with various disabilities needed to write and speak as an informed and competent professional (GA-VSU-CFS-I, II, VI).
7. Identify and describe the disabilities defined in Public Law (PL) 105-17 (most recent reauthorization of PL 94-142) (GA-VSU-CFS-I, II).
8. Identify and implement various games, activities, and sports which are potentially safe and successful for specific disabilities and their level of motor development (GA-VSU-CFS-I, II, III, V).
9. Demonstrate knowledge of the philosophy and history of adapted physical education including legal requirements and ethical practices of adaptive physical education (GA-VSU-CFS-I, II).
10. Understand how to change games so that children with disabilities safely, successfully, and meaningfully participate in games without ruining the game for children without disabilities (GA-VSU-CFS-I, II, III, V).
11. Understand social factors related to inclusion and how to facilitate the social acceptance of children with disabilities by peers without disabilities in physical education (GA-VSU-CFS-I, II, III, V).

Advanced NASPE Standards:

Standard 1. Professional Knowledge

- 1a. Knowledge of content in movement and pedagogy.
- 1b. Knowledge of how to represent content knowledge to make it comprehensible to learners.
- 1c. Knowledge of processes and methods of systematic intentional inquiry about learning and teaching in physical education.

Course Activities/Assignments/Requirements

On the first day of class, students and the instructor will introduce themselves to the group through a brief autobiographical assignment. Other course activities, assignments, and requirements will be found and explained in depth within each course module.

All assignments will conform to APA Publication Manual (6th Edition). Spelling and grammar should be checked. Points will be deducted for each spelling/grammar error.

Course Readings. Throughout the course, you will be asked to discuss course readings, content, and submissions from your peers. When posting your responses, make sure you address the specific areas indicated in the assignment. You will receive a maximum of 10 points for each discussion based on the completeness and quality of your responses. Your initial posting for each of these weeks is due by Friday at 9:00 PM EST.

Course Expectations

- 1. **Staying on Track** - One of the biggest hazards in a distance learning environment is getting behind. Although you get to choose when to work during the week, you must complete your assignments on time! You must complete the activities within the specified time period to get credit. If you find yourself getting behind, due to an emergency or unexpected circumstance, let me know as soon as possible.
- 2. Have the technology needed to complete class assignments (internet, computer, Livetext, etc.).
- 3. Complete all reading assignments in order to participate in on-line discussions.
- 4. Complete and post on-line all word processed class assignments in a timely manner.
- 5. **Late Assignments:** Assignments are expected on the due date. Late material, without prior approval of the instructor, will receive a grade of zero (0).

<u>Assignments</u>	<u>Points</u>
Introduction of yourself	10
Disability Fact Sheet (see module 1 for assignment)	100
IEP Manual (see module 4 for assignment)	100
Comprehensive Case Study (see module 5 for assignment)	200
Discussion Board Post	100
Reading the syllabus	10
Case Study's (4)	80
Reading Assignments (5)	<u>100</u>
TOTAL =	700

Course Evaluation and Grading Scale

100 – 90	A
89 – 80	B
79 –70	C
69-60	D

ATTENDANCE POLICY

Students who do not log into the class within the two days of the start of the semester will be withdrawn from the course.

Drop Policy

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, *"Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average."* The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.

PROFESSIONALISM

It is expected that all students are enrolled in this class for serious educational pursuits and that their conduct will preserve an atmosphere of learning.

Students will:

- Participate in activities that enhance collaboration and lead to professional growth and development.
- Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- Communicate in ways that convey respect and sensitivity.

ACADEMIC INTEGRITY

The following are professional expectations for all students in the Department of Kinesiology and Physical Education:

Writing/Grammar Competencies

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Demonstrated mastery of formal Standard English and APA format is required in all aspects of the course. Assignments will be revised until these standards have been met. If you need assistance with your writing skills, help is available from the Writing Center on campus. Continuous reviewing is important and much of it will be done electronically. Mastery in

electronic communication, including review/edit features and how to attach files to emails, is expected. You must monitor email regularly and inform the instructor of any email problems or changes.

Course Requirements and Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

Diversity

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

Technology

As part of our conceptual framework, the College of Education is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically.

Backup your work on more than one disk.

****Please note that the terms of this syllabus (specifically the course schedule) may be changed as circumstances require. Students will be informed of such changes as quickly as possible to minimize any inconvenience.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the quarter. Students not registered with the Special Services Program should contact the Special Services office in Nevins Hall, Room 1115. The phone number is 245-2498.

SafeAssign:

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

STATEMENT OF ORIGINALITY

All written assignments sent will need this affixed:

STATEMENT OF ORIGINALITY

By affixing my signature hereto, I promise that this assignment represents original work by me, that it is submitted as an original copy, and that it neither has been used by me in another course nor written by anyone but me.

Valdosta _____/___20___;

(Electronic Signature) - In Microsoft Word go to -Insert- then click on -Picture- then click on -WordArt- then choose the font and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

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