Department of Kinesiology Course Syllabus

PE 3133 Adapted Physical Education

Credit Hours: Three (3) credit hours

Method of Instruction: C = Lecture

Catalog Description: Prerequisite: Consent of the instructor. A study of the psychomotor domain with emphasis on identifying handicapping problems and developing instructional strategies for remediating these problems.

College of Education Conceptual Framework

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit https://www.educ.msstate.edu/about/framework/.

Course Objectives
Discuss theoretical and practical issues relative to teaching individuals with varied types of disabilities within general physical education (GPE), adapted physical education (APE), recreation, and/or sporting contexts.

1. Identify and discuss various pieces of laws/legislation affecting service delivery for individuals with disabilities within GPE, APE, recreation, and/or sporting contexts. (INTASC 1, 7, 10; CFPO 1, 3, CRT 3.1, 11.1)
2. Define and discuss professional terminology relative to teaching individuals with disabilities. (INTASC 1; CFPO 1, 3, CRT 5.1, 6.1)
3. Plan and participate in various types of adapted physical activities designed for individuals with disabilities. (INTASC 1, 2, 3, 4, 5, 6; CFPO 1, 2, 5, 6, 7, 8, CRT 7.1, 10.1, 12.1, 13.1)
4. Observe and assist cooperating general physical education teachers in community or public schools with implementing inclusive activities to facilitate the participation of individuals with and without disabilities. (INTASC 2, 3, 4, 5, 6, 7, 9, 10; CFPO 1, 2, 4, 5, 6, 7, 8, 9, CRT 7.1, 14.1)
5. Observe and assist cooperating general physical education teachers in community or public schools with implementing inclusive activities to facilitate the participation of individuals with and without disabilities. (INTASC 2, 3, 4, 5, 6, 7, 9, 10; CFPO 1, 2, 4, 5, 6, 7, 8, 9, CRT 7.1, 14.1)
Detailed Course Outline/Topics Covered in the Course

1. Historical Development of Adapted Physical Education (5 hours; Obj 1, 2, 3; CFPO 1, 2, 3, 4, 8)
   a. Least Restrictive Environment
   b. Mainstreaming
   c. Inclusion
   d. Laws, Legalities
   e. Terminology

2. Determining Educational Needs Through Assessment (3 hours; Obj 3, 4; CFPO 1, 2, 3, 5, 6, 7, 8)
   a. Developing the Individual Education Program
   b. Writing APE Behavioral Objectives
   c. Types of Assessment

3. Teaching to Meet Learner’s Needs (3 hours; Obj 4, 5; CFPO 1, 2, 4, 5, 6, 7, 8)
   a. Delivering Services in the Most Inclusive Environment
   b. Teaching Strategies for specific conditions

4. Physically Disabling Conditions (5 hours; Obj 3, 4; CFPO 1, 2, 3, 5, 6, 7, 8)
   a. Physical Fitness and Sport Conditioning
   b. Teaching Strategies

5. Mental Retardation (5 hours; Obj 3, 4; CFPO 1, 2, 3, 5, 6, 7, 8)
   a. Specific Learning Disabilities
   b. Teaching Strategies

6. Conduct, Behavior, and Emotional Disorders (5 hours; Obj 3, 4; CFPO 1, 2, 3, 5, 6, 7, 8)
   a. Behavior Management
   b. Teaching Strategies

7. Communicative Disorders (5 hours; Obj 3, 4; CFPO 1, 2, 3, 5, 6, 7, 8)
   a. Specific Learning Issues
   b. Teaching Strategies

8. Visual Impairments (5 hours; Obj 3, 4; CFPO 1, 2, 3, 5, 6, 7, 8)
   a. Specific Learning Issues
   b. Teaching Strategies

9. Pervasive Developmental Disorders (3 hours; Obj 3, 4; CFPO 1, 2, 3, 5, 6, 7, 8)

10. Other Health Impairments (3 hours; Obj 3, 4; CFPO 1, 2, 3, 5, 6, 7, 8)

11. Program Organization and Administration (3 hours; Obj 4, 5; CFPO 1, 2, 4, 5, 6, 7, 8)

Text(s)/Course Materials


Description of Instruction

Lecture. This course will use a variety of instructional methods including lecture and field based experience.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

*Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to*
Technology
Students will be required to have internet connection (DSL, LAN, or cable connection desirable) and access to Canvas.

Diversity
Valuing diversity is successful only when each individual develops a sense of uniqueness as well as a sense of belonging to a larger whole in which purpose exists. The College of Education values diversity and encourages all students, faculty, and staff to become active participants in the process.

Accommodations for Students with Disabilities
Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335. 

Field Component
1. A minimum of eight hours of observation at the T.K. Martin Center, therapeutic horseback riding, Special Olympics event or public schools.
2. Each student will keep a journal of observations from their field experience, activities (games, sports, or activities presented in class) as well as personal reflections about the activity.

Evaluation of Student Progress
Student Activities/Points:
Group Presentation (100 points) Working in groups of roughly five students, you will prepare a at least 45-min presentation and discussion on one chapter of a special population that will be discussed in class. The task of your group is to present the key concepts and ideas from the chapter to the class for their understanding and discussion.
Labs/Assignments (200 points) There will be four labs/assignments. During this semester, you will be experiencing different assessment tools and assignments designed to encourage developmentally appropriate movement and fitness for individuals with disabilities. Detailed information for each will be given later in class. Students are expected to complete those work at he assigned date and time (beginning of the class period). Any labs/assignments not completed or submitted on the assigned date will not be accepted.
Field Experience (100 points) During the course of the semester, we have a great opportunity to give back to the community. Each student will keep a journal of observations from their field experience and write an evaluation of your part in helping with people with special needs.
Exams (300 points) There will be three exams for this course, which will consist of multiple choice with some true/false mixed in. Exams allow you to demonstrate your understanding and mastery of course concepts. Exams will be based on the material, class lectures, in-class activities, and labs/assignments. You should be able to understand course material and apply the information in new situations to perform well on the exams. You will not be allowed to take any exams late without prior notification of the instructor.
Group Presentation  (1 x 100 points)  100 points
Field experience  (1 x 100 points)  100 points
Labs/assignments  (4 x 50 points)  200 points
Exams  (3 x 100 points)  300 points
Total  700 points

Grading Scale
Points earned: 630 - 700 = A
Points earned: 560 - 629 = B
Points earned: 490 - 559 = C
Points earned: 420 - 489 = D
Points earned: 000 - 419 = F

Attendance Policy
In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. Attendance is required in this class. The instructor will take roll and will list absences on midterm and final grade reports. Each unexcused absence will result in the final grade being lowered by 10 points. If you know in advance that you will be absent, and if the instructor approves the absence, then your missed activity will not count towards your final course grade. Otherwise, a missed attendance will result in a grade of zero points. Students who miss class are still responsible for the material covered and for any assignments distributed.

Title IX Policy
MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU’s educational programs and activities must be free from discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU’s Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at http://www.msstate.edu/web/security/title9-12.pdf, and at http://students.msstate.edu/sexualmisconduct/.

University Safety Statement
Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics
This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder’s ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10

As adapted physical educators will strive at all times to adhere to the highest of ethical standards in providing programs and services for students with disabilities. This standard will be addressed to ensure that educators not only understand the importance of sound ethical practices, but also adhere to and advance such practices.

**Mississippi College and Career-Ready Standards**

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

This course will give students the tools to transition them in their chosen direction after college. The skills taught in this course are imperative to ensuring that each and every student who graduates has a clear understanding of how to succeed and thrive in college, at work or both.

**Bibliography**


