Florida Agricultural and Mechanical University
Professional Education Unit
Tallahassee, Florida 32307

COURSE SYLLABUS

Course Number: PET 4640
Prerequisite(s):
Course Credit: 3 credit hours
College: Education
Department: Health, Physical Education & Recreation
Faculty Name: Dr. Janet M. Sermon

Course Title: Adapted Physical Education
Course Hours: 3
Required Instructional Software: TASKSTREAM

Required Text:

Office Location: 422 Multi-Purpose Complex-Teaching Gymnasium
Telephone: (850) 599-3565
e-mail: janet.sermon@famu.edu

Office Hours
Other times by appointment
Monday 11:15 - 1:15
Tuesday 11:00 – 1:00
Wednesday 11:15 – 1:15
Thursday 11:00 – 1:00
Friday 11:15 – 1:15
Saturday NONE

Term and Year: Fall 2010
Place and Time: 420 Multi-Purpose Complex - Teaching Gymnasium 9:30 – 10:45 Tuesday/Thursday

Course Description
This course examines the role of exercise in rehabilitating prevalent disabilities in children; fundamental concepts of adjustment and development of special needs persons. Ten (10) hours of laboratory experiences in various settings.

Course Purpose
This course is structured for prospective teachers, in-service teachers, and persons who are going to select, organize, and conduct physical education for individuals with disabilities. This course will assist students with teaching based on an Individualized Education Program (IEP). Students will also be able to understand the interrelatedness of the IEP and how it applies to physical education programming for individuals with special needs.

Conceptual Framework
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
DIVERSITY

- CF 1
- Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |

VALUES

- CF 3
- Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F:11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |

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CRITICAL THINKING

- CF4
  - Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |

PROFESSIONALISM

- CF 5
  - Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |

URBAN/RURAL EDUCATION

- CF6
  - Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.4 (S) | Communicate effectively with students' parents and the community. | F: 5,11 | I: 6 |

Overall Goals of the Course

1. To acquire an understanding of the sources of dysfunctions and characteristics of typical performance. (FEAP 5)
2. To acquire the ability to plan appropriate learning experiences and challenges for students to achieve their maximum potential.
3. To apply principles and techniques of assessment relative to motor performance of individuals with disabilities. (CF 4.1)
4. To acquire the ability to adapt teaching methods and strategies to meet the needs, limitations, and capabilities of individuals with disabilities. (CF 3.3)
5. To develop an understanding and sensitivity to the diverse challenges of individuals with disabilities.
6. To understand, define, and describe ADA requirements related to facility usage and client accommodations (FEAP 5) (CF 1.3,1.4,1.5)

Specific Behavioral Objectives

1. To understand structural considerations with designing a facility that meets ADA requirements thus suited for individual with disabilities.
2. To define and describe the history and current status of physical education for individuals with disabilities. (CF 1.1)
3. To identify legal mandates for physical education and sport for individuals with disabilities. (NASPE 1.4, 3.6)

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4. To identify various professional roles in adapted physical education.
5. To identify and describe neuro-developmental disorders. (CF 5.1) (FEAP 8)
6. To explain the significance of each level of growth and development and cite examples of possible disorders.
7. To identify terminology, etiology, and characteristics related to individuals with varied mental, physical, emotional, and severe impairments.
8. To demonstrate an understanding of the applications of observation, performance testing, and direct measures. (FEAP 8)
9. To describe the fundamentals of test administration.
10. To compare and contrast the value of norm-referenced and criterion-referenced standards of testing for the placement of students with special needs. (NASPE 5.1) (FEAP4)
11. To list the steps (procedure) for writing an Individualized Education Program (IEP). (FEAP 8,10) (FTCE 3.1, 3.5)
12. To develop short-term performance objectives given current levels of performance.
13. To discuss considerations to be made when sequencing instruction. (FEAP 10) (FTCE 3,4)
14. To list factors (five) that directly or indirectly influence motor performance (FEAP 8) (FTCE 4)
15. To utilize appropriate behavior management techniques in specific situations. (NASPE 4.4) (FTCE 9)
16. To develop appropriate goals and performance objectives for individuals with disabilities/special needs. (NASPE 3.7,3.6,5.1)

### National and State Standards Addressed in the Course

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2: Student Learning**
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflection and Professional Development**
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

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**Standard 10: Collaboration, Ethics, and Relationships**
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

**Professional Organization/Learned Society Standards**
National Association for Sport and Physical Education (NASPE)

<table>
<thead>
<tr>
<th>Standard 1: Scientific &amp; Theoretical Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Describe &amp; apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness</td>
</tr>
<tr>
<td>1.2 Describe &amp; apply motor learning, psychological, and behavioral theory related to skillful movement, physical activity and fitness</td>
</tr>
<tr>
<td>1.3 Describe &amp; apply motor development theory and principles related to skillful movement, physical activity, and fitness</td>
</tr>
<tr>
<td>1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation</td>
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<tr>
<td>1.5 Analyze &amp; correct critical elements of motor skills and performance concepts</td>
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<table>
<thead>
<tr>
<th>Standard 2: Skill and Fitness Based Competence</th>
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<tbody>
<tr>
<td>2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns</td>
</tr>
<tr>
<td>2.2 Achieve &amp; maintain a health-enhancing level of fitness throughout the program</td>
</tr>
<tr>
<td>2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities</td>
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<table>
<thead>
<tr>
<th>Standard 3: Planning and Implementation</th>
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<tbody>
<tr>
<td>3.1 Design &amp; implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs</td>
</tr>
<tr>
<td>3.2 Develop appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards that lead to student learning</td>
</tr>
<tr>
<td>3.3 Design &amp; implement content that is aligned with lesson objectives</td>
</tr>
<tr>
<td>3.4 Plan &amp; implement effective demonstrations, explanations, instructional cues and prompts to link physical activity concepts to appropriate learning experiences</td>
</tr>
<tr>
<td>3.5 Plan for the management of resources to provide active, fair, and equitable learning experiences</td>
</tr>
<tr>
<td>3.6 Adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities</td>
</tr>
<tr>
<td>3.7 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students</td>
</tr>
<tr>
<td>Design &amp; implement student learning experiences that integrate technology</td>
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<thead>
<tr>
<th>Standard 4: Instructional Delivery and Management</th>
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<tbody>
<tr>
<td>4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats</td>
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</tbody>
</table>

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4.2 Provide effective instructional feedback for skill acquisition, student learning, and motivation
4.3 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses
4.4 Utilize managerial rules, routines, and transitions to create and maintain an effective learning environment
4.5 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment

<table>
<thead>
<tr>
<th>Standard 5: Impact on Student Learning</th>
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<tbody>
<tr>
<td>5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives</td>
</tr>
<tr>
<td>5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction</td>
</tr>
<tr>
<td>5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions</td>
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<tr>
<th>Standard 6: Professionalism</th>
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<tr>
<td>6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals</td>
</tr>
<tr>
<td>6.2 Participate in activities that enhance collaboration and lead to professional growth and development</td>
</tr>
</tbody>
</table>

Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers
6.4 Communicate in ways that convey respect and sensitivity

Florida Educator Accomplished Practices (FEAPs)

1. ASSESSMENT
   1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. COMMUNICATION
   2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

3. CONTINUOUS IMPROVEMENT
   3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

4. CRITICAL THINKING
   4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

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5. **DIVERSITY**
5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

6. **ETHICS**
6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

7. **HUMAN DEVELOPMENT AND LEARNING**
7.1 Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

8. **KNOWLEDGE OF SUBJECT MATTER**
8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

9. **LEARNING ENVIRONMENTS**
9.1 The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

10. **PLANNING**
10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

11. **ROLE OF THE TEACHER**
11.1 The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

12. **TECHNOLOGY**
12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

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Physical Education K-12

1 Knowledge of the history and philosophy of physical education as a profession

1. Identify historical events and trends that have influenced the profession.
2. Relate goals and values for physical education to the philosophies of education that they reflect.

2 Knowledge of curricular theory and development

1. Identify the characteristics of various curriculum models.
2. Identify various factors to consider in curriculum planning, such as students’ time, environment, equipment, facilities, space, and community resources.
3. Identify ways that national and state documents, standards, benchmarks, trends, and philosophies can be used to design and develop curricula.
4. Identify principles of long- and short-term planning to maximize learner participation and success.
5. Identify common concepts and content within physical education and other curriculum areas that promote interdisciplinary learning.

3 Knowledge of instructional strategies

1. Identify strategies and adaptations that meet the needs of a diverse student population.
2. Identify various organizational strategies that promote maximum participation.
3. Identify teaching styles, communication delivery systems, and materials that facilitate learning.
4. Identify and apply motivational theories and techniques that enhance student learning.
5. Apply developmentally appropriate instructional strategies, techniques, and teaching methods that promote student learning.
6. Identify a variety of self-assessment and problem-solving strategies inherent in reflective teaching.
7. Identify the role of feedback in facilitating learning.

4 Knowledge of human growth, motor development, and motor learning related to physical activity

1. Determine the relationship between human growth and development and appropriate physical activity.
2. Apply learning and human development theories to construct a positive learning environment that supports psychomotor, cognitive, and affective development.
3. Apply motor development and motor learning principles to the acquisition of motor skills.

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5 Knowledge of skill and movement principles in physical activity

1. Identify and apply the concepts of spatial awareness, body awareness, relationships, and effort qualities as they relate to movement forms.

2. Identify the fundamental movement patterns, including locomotor, nonlocomotor, and manipulative skills, as applied to movement forms.

3. Identify sequentially progressive activities that promote the acquisition of psychomotor, cognitive, and affective skills.

4. Identify appropriate cues, prompts, and strategies for teaching motor skills.

5. Apply mechanical principles of motion to movement forms.

6. Identify strategies to develop correct skill performance.

7. Analyze the mechanics of a skill or sequence of movements and identify ways in which the performer can improve the performance.

8. Identify how components of skill-related fitness affect performance.

6 Knowledge of health and wellness and its relationship to physical activity

1. Analyze health-related components of physical fitness.

2. Interpret data from physical fitness assessments for diagnosis and prescription.

3. Identify personal fitness programs that incorporate health-related components.

4. Identify components of nutrition.

5. Demonstrate knowledge of the relationship of nutrition and exercise in meeting the health needs of all students.

6. Identify health risks that can be reduced by physical activity.

7. Apply basic training principles and guidelines to improve physical fitness.

8. Identify exercises that benefit the major muscle groups of the body.

9. Identify how the structure and function of the human body adapt to physical activity.

10. Identify the physiological, psychological, and sociological benefits of physical activity.

11. Identify the contributions that physical education makes to lifelong physical activity and wellness.

12. Identify community resources that promote lifelong physical activity and wellness.

7 Knowledge of principles of social and emotional development through physical activity
1. Identify the role physical activity can play in developing an understanding of diversity and cultural differences among people.

2. Identify the role physical activity plays in developing affective skills.

8 Knowledge of developmentally appropriate assessment

1. Identify assessment techniques, including authentic and traditional methods, for appropriate use within the cognitive domain.

2. Identify assessment techniques, including authentic and traditional methods, for appropriate use within the affective domain.

3. Identify assessment techniques, including authentic and traditional methods, for appropriate use within the psychomotor domain.

4. Select appropriate assessment strategies for curriculum design, lesson planning, student prescription, and program evaluation.

5. Interpret results of assessment for curriculum design, lesson planning, student prescription, and program evaluation.

6. Select methods of assessment appropriate for an inclusive environment.

9 Knowledge of supervision, management, and laws and legislation that apply to the learning environment

1. Identify procedures for selecting and maintaining appropriate equipment and facilities to enhance student learning.

2. Identify organizational strategies that enhance classroom management.

3. Identify supervisory and behavioral management techniques that enhance student learning.

4. Determine appropriate action for the care and prevention of injuries in physical education.

5. Identify major federal and state legislation that impacts physical education.

6. Identify areas of legal liability applicable to physical education.

7. Identify guidelines and actions that promote safety.

10 Knowledge of appropriate rules, strategies, and terminology

1. Apply appropriate rules and strategies of play to game and sport situations.

2. Identify terminology for various physical education activities.

11 Knowledge of professional development and advocacy strategies

1. Identify physical education professional organizations and activities that promote professional development.

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2. Identify current professional literature, research, and other sources of information that enhance professional growth.

3. Identify ways to advocate the goals, objectives, and values of a comprehensive physical education program.

<table>
<thead>
<tr>
<th>Assignment (Assessment on TASKSTREAM required)</th>
<th>Behavioral objectives</th>
<th>PEU Conceptual Framework</th>
<th>Professional Organization (NASPE)</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>INTASC</th>
</tr>
</thead>
</table>

12 Knowledge of technology

1. Identify current technological resources for accessing information on physical activity and health.

2. Identify appropriate uses of technology in the instructional process.

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| Individualized Education Plan/Program (IEP) | To plan appropriate learning experiences for students with specific disabilities to achieve to their potential | CF1.1-5 3.4,4,1,5.2 and 5.5 | Standards 3.1,3.3,3.5-7, 4.1,6,1,6.4 | FEAPS 2.1,3.1,4.1, 5.1,7,1,8,1, 9.1 | 2.1,3.1,3.3.6, 6.1,9,5, 11.2 |
| Disability Experience Exercise (Reflection Paper) | To develop an understanding and sensitivity to the challenges of individuals with disabilities | CF 1.1,1.3 | 6.2,6.4 | | 9.6 |
| Facility Evaluation and Assessment | To understand and identify structural considerations when designing a facility meeting ADA requirements | CF 1.1,1.5 | 1.4 | 4.1,5,1,8.1 | 9.1,9.5,9.6 |

**PET 4640: Adapted Physical Education**

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Approved/Revised 10/30/07
## Rubric

### Disability Experience Exercise

<table>
<thead>
<tr>
<th>FEAPS</th>
<th>CATEGORIES</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>MARGINAL</th>
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</thead>
<tbody>
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<td>90% - 100%</td>
<td>80% - 89%</td>
<td>70 – 79%</td>
</tr>
</tbody>
</table>

### FEA P 5

**DIVERSITY**  
Understands and explains how the subject is linked to other disciplines and can be applied to real-world integrated settings. Recognizes the experiential diversity of students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Clearly describes the experience of being confined to a wheelchair for transportation. Accurately explains the experience from a physical, mental, social, and emotional perspective. Explicitly denotes physical barriers experienced, environmentally or structurally.</th>
<th>Describes the experience of being confined to a wheelchair for transportation. Explains how the experience affected them and denotes the physical barriers experienced</th>
<th>Describes the wheelchair with marginal information as to what the experience was like and how it affected them</th>
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<tr>
<th></th>
<th></th>
<th>Describes the wheelchair experience and its affects in an acceptable manner</th>
<th>Describes the wheelchair experience and its affects in an acceptable manner</th>
<th>Fails to describe the wheelchair experience with any level of clarity or structure</th>
</tr>
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### FEAPS 2

**COMMUNICATION**  
Ability to effectively convey in a written manner, facts and/or concepts gleaned

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<thead>
<tr>
<th></th>
<th></th>
<th>Concisely describes and analyzes the wheelchair experience and its ultimate affect upon them in an exceptional written form.</th>
<th>Describes the wheelchair experience and its affects in an acceptable manner</th>
<th>Describes the wheelchair experience and its affects with marginal clarity and structure</th>
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### NGSSS

**RESPONSIBLE BEHAVIORS AND VALUES**  
Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities

<table>
<thead>
<tr>
<th></th>
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<th>Clearly describes the experience, including several accommodations that could be utilized in physical education classes to assure &quot;inclusion&quot; of individuals with disabling conditions as indicated</th>
<th>Describes the experience including some accommodations that should be utilized in physical education classes to assure &quot;inclusion&quot; of individuals with disabling conditions as indicated</th>
<th>Describes the experience with minimal accommodations that would be utilized in physical education classes to assure &quot;inclusion&quot; of individuals with disabling conditions as indicated</th>
</tr>
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<th>Describes the experience including some accommodations that should be utilized in physical education classes to assure &quot;inclusion&quot; of individuals with disabling conditions as indicated</th>
<th>Describes the experience with minimal accommodations that would be utilized in physical education classes to assure &quot;inclusion&quot; of individuals with disabling conditions as indicated</th>
<th>Fails to adequately describe the experience and the appropriate accommodations needed to insure &quot;inclusion&quot; of individuals with disabling conditions as necessary</th>
</tr>
</thead>
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(K)=Knowledge (S)=Skill (D)=Disposition  

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<td>FEAPS 5</td>
<td>DIVERSITY</td>
<td>Establishes a comfortable environment which accepts and fosters diversity; demonstrates knowledge and awareness of diversity; creates a climate of openness, inquiry, and support</td>
<td>Plans and develops a comprehensive IEP for pupils in K-12 physical education classes addressing the needs of students with specific disabilities. Accurately and thoroughly adheres to the outline guide specifying 5 key areas that are addressed in the assignment.</td>
<td>Plans and develops an IEP for pupils in K-12 physical education classes addressing specific disabilities. Adheres to the outline guide specifying the key areas to be addressed in the assignment.</td>
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<td>FEAPS 10</td>
<td>PLANNING</td>
<td>Seeks advice/information from appropriate resources and other professionals to design learning experiences that meet students needs and interests; interprets information, modifies plans appropriately, incorporates a creative environment utilizing varied strategies</td>
<td>In planning the IEP, clearly utilizes pertinent and comprehensive information gained from professional resources; designs IEP utilizing input from all stakeholders within the IEP team including the parent or guardian and the student.</td>
<td>Considers some information gained from professional resources in planning the IEP. Designs the IEP team considering input from some stakeholders.</td>
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<td>FEAPS 9</td>
<td>LEARNING ENVIRONMENTS</td>
<td>Understands the importance of setting up effective learning environments, techniques and strategies providing opportunities for student input</td>
<td>Carefully plans the learning environment based upon specific guidelines including, least restrictive environment, specific disability, skill evaluation, specific goals, IEP and student input</td>
<td>Plans the learning environment based upon the least restrictive environment specific disability, goals and the IEP</td>
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<th>FEAPS 3.3</th>
<th>KNOWLEDGE OF INSTRUCTIONAL STRATEGIES</th>
<th>Clearly explains and effectively demonstrates a teaching delivery style most appropriate for effective teaching and communication required for instruction of individuals with specific disabilities</th>
<th>Explains and demonstrates a teaching and delivery style most appropriate for teaching and communication required for individuals with specific disabilities</th>
<th>Marginally explains and demonstrates a teaching and delivery style appropriate for teaching and communication required for individuals with specific disabilities</th>
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**PET 4640 Adapted Physical Education**

**Rubric**

**Facility Evaluation and Assessment**

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| FEAPS 9 | LEARNING ENVIRONMENT | Understands the importance of setting up effective learning environments utilizing specific techniques and strategies, considering varied populations | Identifies and utilizes most appropriate information, techniques and strategies in planning and designing a creative learning-service facility for varied populations | Identifies and utilizes information, techniques, and strategies in planning and designing a learning or service facility | Identifies and utilizes marginally acceptable techniques and strategies in planning and designing a learning or service facility |

| FEAPS 10 | PLANNING | Seeks advice/information from appropriate resources to adequately plan a creative service and learning environment | Designs a creative learning and service facility including, detailed and descriptive operational guidelines, facility design plan, and consideration for varied populations | Designs a learning or service facility with operational guidelines, facility design plan and consideration of varied populations | Designs a learning or service facility that marginally meets the specified requirements for facility design, guidelines and populations served |

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*Approved/Revised 10/30/07*
FEAPS 12

### TECHNOLOGY

| Ability to effectively utilize technology in lesson and material preparation | Effectively utilizes creative technology in preparation and presentation of the facility design project | Utilizes technology in preparation and presentation of the facility design project | Utilizes limited technological applications in the preparation and presentation of the facility design project |

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**Topical Outline**

Part I – The Scope

Chapter I – Adapted Physical Education

Part II – Key Techniques

Chapter 2 – Determining Educational Needs Through Assessment

Chapter 3 – Developing the Individualized Education Program

Chapter 4 – Teaching to Meet Learners’ Needs

Chapter 5 – Delivering Services in the Most Inclusive Environment

Chapter 6 – Enhancing Student Behavior

Chapter 7 – Adapted Physical Education in the Public Schools

Part III – Children and Youth At Risk

Chapter 8 – Physical Fitness and Sport Conditioning

Chapter 9 – Children in Crisis: Psychosocial Delays

Part IV – Needs of Specific Populations

Chapter 10 – Infants, Toddlers, & Preschoolers

Chapter 11 – Mental Retardation

Chapter 12 – Pervasive Developmental Disorders

Chapter 13 – Specific Learning Disabilities

Chapter 14 – Conduct, Behavior, and Emotional Disorders

Chapter 15 – Physically Disabling Conditions

Chapter 16 – Communicative Disorders

Chapter 17 – Visual Impairments

Chapter 18 – Other Health Impairments

**Teaching Methods**

Lecture, demonstrations, field experiences, presentations, discussions, practical experiences,

**Course Evaluation**

- Attendance & Participation: 5%
- Video Presentation (Summary/Reflection): 15%
- Disability Exercise: 15%
- Facility Evaluation and Assessment: 15%
- Term Project (IEP): 25%
- Mid-Term Examination: 10%
- Final Examination: 15%

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(Bonus Points (10% maximum) may be earned by volunteering in settings where individuals with disabilities are served (i.e. Gretchen Everhart, FAMU CEDARS, Special Olympics, etc.)

**Grading**

100 – 90 = A  
89 – 80 = B  
79 - 70 = C  
69 – 60 = D  
Below 60 = F

**Course Policies**

All students are expected and required to attend class on a regular, punctual, and consistent basis. An excess of three (3) unexcused absences may result in dismissal from class (guidelines, established by the office of the University Registrar). Students should inquire concerning missed work or assignments provided during absences (excused or unexcused); all students will be held to the same standard. Class presentations, examinations, major class projects/assignments, etc., missed due to an unexcused absence may not be made up. Students are expected to actively engage in all aspects of the course, i.e. question and answer sessions, discussions, insightful experiences, etc. (Other experiences as indicated under teaching methods).

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Candidate’s Name: ___________________ Student ID: ____________ Program Area: ______________

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**Professional Behavior** : The Other Professional Educator Candidate demonstrates professional behavior

(Use a ✓ to indicate level of performance.)

• is punctual and regularly attends class
• has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).  

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| F=Florida Educator Accomplished Practices Standards (FEAPS)  
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(D)=Disposition
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

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**Effective Communication: The Other Professional Educator Candidate**

- demonstrates effective communication skills (Please use a ✔ to indicate level of performance.)

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.

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**Professional Practice: The Other Professional Educator Candidate**

- demonstrates professional practice (Please use a ✔ to indicate level of performance.)

- is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- analyzes and evaluates concepts and clinical practices.
- experiments, evaluates, and initiates innovative practices.
- demonstrates a willingness to review and analyze research and/or conduct research.

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Approved/Revised 10/30/07
• recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
• is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
• continually deepens knowledge of practice and student learning.
• understands the roles of assessment, including the roles of standards and outcomes in assessment.

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Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking (Please use a ✓ to indicate level of performance.)

• critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
• thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
• thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
• conducts self assessment through reflection in problem solving.

Non-Discrimination Statement

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Academic Honor Policy

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I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge       (S)=Skill       (D)=Disposition
1. An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses its to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental, to, the application for admission to or graduation from the University.

**Tentative Course Calendar**

**Fall 2008**

**August**
- 26 Class Orientation and Course Policies
- 27 Course Orientation and Requirements

**September**
- 2 Course Orientation and Requirements conclude
- 4 Course Requirements & Term Project Team Assignments (1-8)
- 9 Chapter 1 – Adapted Physical Education Lecture Assignment #1 Discussion and Submission
- 11 Chapter 1 – Adapted Physical Education – (conclusion) Assignment #1 Discussion and Submission
- 18 Chapter 2 – Determining Educational Needs Through Assessment Assignment #2 Reflective Paper (Facility Evaluation & Assessment) Assignment #2 Discussion and Submission
- 23 Chapter 3 - Developing the IEP – Lecture

**October**
- 2 Group Project Work – Preparing the IEP for Specific Exceptionalities
- 3 Chapter 5 – Delivery Services in the Most Inclusive Environment Assignment #5 Disability Experience Exercise Assignment #5 Discussion and Submission
- 7 Chapter 6 – Enhancing Student Behavior – Lecture

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Approved/Revised 10/30/07
Assignment #6 Discussion and Submission
Team Project Preparations (1-8)

9 Chapter 7 – Adapted Physical Education in the Public Schools
Guest Speaker – Mr. Bill Adams (FAMU Office of Equal Opportunities)
Assignment #7 Discussion and Submission
Team Project Preparations (1-8)

14 Chapter 8 – Physical Fitness and Sport Conditioning
Assignment #8 – Discussion & Submission
Team Project Preparations (1-8)

16 Chapter 9 – Children in Crisis Psychosocial Delays
Assignment #9 – Discussion and Submission
Field Experience – Mr. Jorge Olaves
View Aquatic Wheelchair Video and Demonstration

21 Review for Midterm Examination

23 Midterm Examination

28 Team Project Preparations (1-8) Outside of Class
IEP Seminars – Term Projects
Presentations & Submissions

30 Team Project #1 – Mental Retardation

November
4 Team Project #2 – Specific Learning Disabilities
6 Team Project #3 – Emotional Disturbances & Behavior Disorders
11 Team Project #4 – Neurological Conditions
13 Team Project #5 – Orthopedic Conditions
18 Team Project #6 – Deafness & Hearing Impairments
20 Team Project #7 – Visual Impairment
25 Team Project #8 – Chronic Disorders/Other Health Impairments
27 THANKSGIVING HOLLIDAY

December
2 Field Experiences Discussion and Submission (Dade Street and Aquatics)
3 Review for Final Examination

References
Adapted Physical Education National Standards (APENS) at http://www.cortland.edu/apens.


U. S. Department of Education: Twenty-fourth annual report to Congress on the implementation of the Individuals with Disabilities Education Act, 2001, Washington, D.C.

National Association for Sport and Physical Education: Methods of assessing motor skills, Reston, VA, American Association for Health, Physical Education, Recreation, and Dance, 1999.


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