



The University of Dayton Department of Health and Sport Science

*Building Learning Communities Through Critical Reflection to
Learn, Serve, and Lead by
Providing an Education of and Through the Physical*



Course Number: HSS 220

Course Title: *Adapted Physical Education*
(Winter, 2006)

**Professor Who Regularly Teaches
the Course:**

George M. De Marco, Jr., Ed.D.
40 K Frericks Center
229.4210
George.DeMarco@notes.udayton.edu
<http://homepages.udayton.edu/~demarcgm/>

Office Hours:

Monday - Friday (Open door policy and/or
by appointment)

Semesters Offered:

Fall, Winter-Spring

Academic Credit:

3 Semester Hours

Catalogue Description:

A course to prospective teachers to adapt physical education programs so all children and youth can successfully participate in activity. Study of the atypical child in order to organize and administer programs which will meet individual and specials needs.

Room and Time:

Frericks Convocation Center Gym
TTH 1:30-2:45

Course Objectives:

A. Knowledge:

1. Acquire and apply knowledge relative to the philosophy, principles, and practices of effective and expert instruction in adapted physical education including knowledge of various assessment instruments prescriptive strategies and development-implementation of Individual Educational Programs (IEPs).
2. Acquire and apply knowledge relative to the influence of the legal system and major legislation that affects individuals with disabilities.
3. Acquire and apply knowledge of the similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.
4. Acquire and apply knowledge of the etiological factors and differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities.

5. Acquire and apply knowledge of the effects an exceptional condition(s) may have on an individual's life, including such **psychological** factors as memory, cognition and thinking skills, intelligence, perception, and language development; and **physiological** factors including muscular strength, muscular endurance, cardiovascular endurance, flexibility, body composition, speed, coordination, balance, agility, and power.
6. Acquire and apply knowledge of the generic medical terminology and the affects of various medications and factors (i.e., nutrition, genetics, neurology) on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities
7. Acquire and apply knowledge relative to the protocols, procedural guidelines, and polices designed to assist individuals with physical and health disabilities as they participate in school and community-based activities.

B. Skills:

1. Acquire and demonstrate the ability to perform adaptive behavior assessments and utilize valid exceptionality specific assessment instruments.
2. Acquire and demonstrate the ability to make school setting adaptations necessary to accommodate the needs of individuals with varying degrees and types of exceptionalities.
3. Acquire and demonstrate the ability to practice universal precautions to maintain healthy environments.
4. Acquire and demonstrate the ability to assist individuals to develop a sensitivity toward those with physical and/or cognitive exceptionalities.
5. Acquire and demonstrate the ability to adapt conventional forms of physical activity and sport for participation by individuals with physical and/or cognitive exceptionalities.
6. Acquire and demonstrate the ability to adapt conventional physical activity and sport equipment for participation by individuals with physical and/or cognitive exceptionalities.

C. Attitudes:

1. Develop an understanding of and appreciation for the Marianist principles in striving to provide students with various physical and cognitive exceptionalities with a "just and caring education."
2. Develop an understanding of, appreciation for, and commitment to developing the highest quality-of-life potential of all individuals with exceptional learning needs.

3. Develop a positive regard for the culture, religion, and gender of all individuals with exceptional learning needs.
4. Engage in professional activity that may benefit individuals with exceptional learning needs, their families, and/or colleagues.
5. Maintain confidentiality of medical records and respect the privacy of individuals with disabilities.

Student Evaluation Criteria

Student’s evaluations will be based on their completion/performance of the following:

- | | |
|--|--------------------------|
| 1. Teaching Effectiveness (~10 lessons throughout the semester will be evaluated based on the criteria of effective teaching p. 9, 11) _____ | 40% |
| 2. Tests (2) Mid-term and Final _____ | 20% |
| 3. Quizzes (4) Throughout the course of the semester _____ | 20% |
| 4. Chapter Reviews (N= 10) _____ | 20% |
| 5. Additional Assignments _____ | <u>N%</u>
100% |

New Uniform (2002) University Grading System

A	4.000
A-	3.6667
B+	3.3333
B	3.0000
B-	2.6667
C +	2.3333
C	2.0000
C-	1.6667
D	1.0000
F	0.000

Note: The instructor shall reserve the right to amend the award (positively or negatively) of a student's grade vis-a-vis personal/professional choices, contingencies, and/or other circumstances.

Attendance Policy:

Due to the intensive nature of the content of HSS 220, there shall be NO unexcused absences. One unexcused absence will lower your grade by ONE letter grade; 2 unexcused absences will lower your grade by TWO letter grades; 3 unexcused absences will lower your letter grade by 3 letter grades; 4 unexcused absences will result in failure of the course. Note: Your attendance is absolutely essential. Five (5) absences due to any causes will result in dismissal from the course. You are responsible for all work missed due to absence.

Professional Conduct Code and Dress Policy

Dress in clean clothes appropriate for physical activity; warm-ups, quality sweats, shorts, and T-shirts along with running shoes and sneakers are acceptable. Blue jeans, cut off shorts, high heels, flip flops, sandals and/or regular shoes are not. Be clean. Look and act alive and enthusiastic. Smell nice. Do not chew gum. Turn your cell phones off. Remove hats and caps upon entering the gym/classroom. Tuck all-shirts in. No midriffs showing. Athletic clothing and shoes are to be worn at all times, even when you are observing. Use clipboards for assessment and record keeping. If you arrive hung over (or if GMPD smells alcohol on your breath or on your person), unduly fatigued or unprepared, you will - as indicated - be immediately disqualified for that class and subject to additional disciplinary sanctions, including removal from the course.

Additional Strongly Suggested Requirements

1. Commitment to Professional Growth as evidenced by membership and participation in the following organizations:
 - a. University of Dayton Physical Education Professionals Club (PEP)
 - b. Ohio Association for Health, Physical Education, Recreation and Dance (OAHPERD)
 - c. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
 - d. Council of Exceptional Children (CEC) for Intervention Specialists
 - e. American Physical Therapy Association (APTA) for Pre-Physical Therapists

Academic Honesty Policy:

Shall be according to the Department of Health and Sport Science Student Handbook. Unless otherwise specified, do your own work.

Provisions for Students with Special Needs:

To request academic accommodations due to a disability, please contact LEAD (Office for Learning Enhancement and Academic Development at 229.2066 located in the Ryan Harris Learning-Teaching Center. If you qualify for a self-identification form indicating that you need assistance, please present it immediately so we can arrange any accommodations you might need to insure your success in this course.

Student - Professor Expectations : For the purpose of optimizing student learning, professional growth, fostering respect, enjoyment, the following expectations have been established:

Students

1. On a daily basis, come to class prepared and ready to generate a sincere and consistent effort to learn and apply course content and skills; **AND** to become willing and open to new ideas, methods, approaches, techniques, and practices intended to elicit that effort and teach that content.
2. To adhere to the principles and policies of academic/ performance and honesty.
3. To be respectful, kind and supportive of the students and staff at Patterson Kennedy, Trotwood-Trotwood Madison, Dayton Public School Transitional Program, your classmates, professor, and all others with whom you will work during HSS 220.
4. To be punctual.

Professor

1. On a daily basis, provide students with challenging, informative, interesting, and, whenever possible, enjoyable class lectures and activities to optimize their ability to learn course content, gain necessary skills, and to prepare them adequately for student teaching and their careers as physical educators-coaches, special educators
2. In his daily interactions with students, to be respectful, forthcoming, fair, honest, positive encouraging, and available for personal assistance.
3. To grade, evaluate, and prescribe various measures of student academic performance fairly and efficiently.
4. To be punctual.

Class Routines:

For the of optimizing student learning, professional growth, and class efficiency, the following routines have been established:

1. Sign-in and pick-up handouts of the day, submit assignments due
2. Prayer, Pledge, Song
3. Information of Day
4. Class News of the Day
5. Inspiration of the Day
6. Content of the Day - The Class
7. Review, Questions, Clarifications

Methodology: Lecture, multimedia presentations, case studies, problem solving, systematic observation, video and audio-taping, an array of instructional strategies, computer technology, analysis of research, reflective teaching, and participation in our Community Physical Education program

Clinical Experiences: A minimum of 10 hours of small group evaluation and discussion of observation/teaching experiences.

Field Based Experiences: A minimum of 10 hours of supervised observation/teaching experiences with the Adapted Physical Education students from DPS and TM.

Required Texts:

Sherrill, C. (2004). *Adapted physical activity, recreation, and sport* (6th ed.). Boston, MA: McGraw Hill.

Society of Mary-Marianists (1996). *The characteristics of Marianist Education*. Dayton, OH: Marianist Press.

Additional Readings will be assigned on an as-per-needed basis from journals including the *Adapted Physical Activity Quarterly*, *Journal of Physical Education, Recreation and Dance*, *Strategies*, *The Journal of Teaching in Physical Education*, *Palestra*, *Future Focus*

Required WWW. Sites

<http://soeap.udayton.edu/academic/hss/links.htm> (see educational links)

<http://www.pecentral.org/>

<http://www.cec.sped.org/>

<http://www.apta.org/AM/>

<http://www.aahperd.org/>

<http://www.nichcy.org/index.html>

<http://www.ndscenter.org/>

<http://www.ncpad.org/>

Article Review-Critique Format

The following criteria shall guide the analysis, explication, and critiques of your forthcoming article review-critiques:

1. Select articles appearing in data based scholarly- and practitioner journals only. Make sure that they are of interest to you and pertain directly your particular topic/research interest. Selections must focus specifically on trends in curriculum development and/or curriculum related issues/topics.
2. In correct APA or *other* standard format, identify the author, year, title of the article, journal title, volume, issue, and page numbers at the top of the page (e.g., below)
Siedentop, D. , & Locke, L. (1997). Making a difference for physical education: What professors and practitioners must build together. *Journal of Physical Education, Recreation and Dance*, 68(4), 25-33.
3. Text should be double spaced 12-point font only (1 complete page bordered by 1” inch margins).
4. Synthesize-summarize the study-article in clear and concise language (e.g., identify the purpose, design, subjects, methodology-content, recommendations, findings, and applicability to your particular area of interest/topic).
5. Use the checklist provided below to frame and guide the main body of your abstract-critique.
 - What is the primary purpose of the study, program, innovation, etc. serving as the focus for the article?
 - Does the article ask a specific question or problem that guides your initial understanding of the author’s work?
 - Was the article organized in a manner that was logical and that provided for clarity in reading and comprehension?
 - Did the article cite relevant related literature in its introduction?
 - Were explanations of the methods, procedures, applications, and findings clearly delineated?
 - Do you agree with the interpretation of the results, applications, concepts, recommendations? Why or why not?
 - With a view toward the overall article, what were the most important points made and/or information provided? Based on your present level of knowledge and experience, what were the strengths and/or weakness of the article?

Note: Guidelines partially adapted from:

Leedy, P. D. (1997). *Practical research: Planning and design* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

www. Site Review - Critique Format

1. Select physical education, physical activity, health, and sport related www.sites that are of interest to you and pertain directly your particular topic/research interest. Selections must focus trends in curriculum development and/or curriculum related issues/topics.
2. Provide **original** print out of the home page of the site only.
3. In correct APA format, identify the author(s), year, title, and complete address of the www.site on the top of your report (see below).

American Sport Education Program (1999). The American sport education program home page. <http://www.asep.com/>.
4. Text should be double spaced 12-point font only (1 complete page bordered by 1" inch margins).
5. Who mounted the information?
6. What authority or expertise does the author appear to possess?
7. Is there an apparent bias or "slant" to the site?
8. How current is the site? When was it last updated?
9. What is the essence of the information you sought by visiting this site?
10. Is the information provided accurate? How do you know?
11. What is the purpose of the site? To inform, sell, persuade?
12. Critique the style and functionality of the site.
13. Check for hyperlinks to related sites. Are they functional/useful? Why, why not?
14. Would you recommend the site? Why, why not?

Note: Guidelines partially adapted from:

Jacobsen, T., & Cohen, L. (1997, August). Teaching students to evaluate internet sites. *The Teaching Professor*.

Important Note:

Absolutely all submitted work shall be either type written or word processed (one-inch margins, double spaced with 12 point Times/Times New Roman or Courier font. If you have yet to develop computer literacy, please see the professor immediately.

UD Adapted Physical Education Student Intern Evaluation Form

Student Intern _____
 Term and Year _____

Instructions:

The professor will evaluate the Student Interns during the term. The professor will present this evaluation to the student and discuss it with him/her at the end of the semester. The student should sign the form and add any comments. This form will be placed in the student's file.

Rating Scale:	1 - Good 2 - Average	3 - Unacceptable N/O -Not observed		
The student:				
1. Demonstrates knowledge of subject matter.	1	2	3	N/O
2. Is able to make daily lesson plans and units of instruction to meet the needs of all students including variety of teaching and assessment strategies, and size of student groups.	1	2	3	N/O
3. Includes in units activities that enable students to use critical-thinking skills.	1	2	3	N/O
4. Is able to adapt teaching methods and equipment following course guidelines.	1	2	3	N/O
5. Expresses ideas clearly in written reports and displays competence in language usage.	1	2	3	N/O
6. Articulates ideas clearly in discussions and presentations.	1	2	3	N/O
7. Accepts suggestions to improve quality of his/her instruction/care.	1	2	3	N/O
8. Projects professional attitude toward teaching.	1	2	3	N/O
9. Attends class regularly.	1	2	3	N/O

In Community Physical Education Program the student:

10. Attends regularly	1	2	3	N/O
11. Keeps a journal or other record that reflects application of educational theories.	1	2	3	N/O
12. Completes assigned activities in accordance with course guidelines.	1	2	3	N/O
13. Relates well with students.	1	2	3	N/O
14. Relates well with peers.	1	2	3	N/O

*Explanation: _____ Recommended for Education/Physical Therapy
 _____ Recommended with Reservation*
 _____ Not Recommended*

Student's Comments: Signed: _____ Date _____
Instructor

Signed: _____ Date _____
Student Intern

LESSON PLAN Format

Name _____ Observer's Name _____ Date Presented _____

School _____ Grade _____

Content: _____

Learning Objective(s): TSWBAT:

Assessment techniques:

Groupings for Instruction:

Teaching Methods:

Activities Planned:

Motivation/Introduction:

Development:

Summary:

Instructional Equipment Materials:

Special Accommodations:

Reflections After Teaching: (To be completed after the lesson. Please put on back)

1. Learning Objective(s) Assessment:

Self Evaluation:

Domain A: Organizing Content Knowledge for Student Learning

A1: Becoming familiar with relevant aspects of students' background knowledge and experiences

A2: Articulating clear learning goals for the lesson that are appropriate for the students

A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future

A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson

A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

Domain B: Creating an Environment for Student Learning

B1: Creating a climate that promotes fairness

B2: Establishing and maintaining rapport with students

B3: Communicating challenging learning expectations to each student

B4: Establishing and maintaining consistent standards of classroom behavior

B5: Making the physical environment as safe and conducive to learning as possible

Domain C: Teaching for Student Learning

C1: Making learning goals and instructional procedures clear to students

C2: Making content comprehensible to students

C3: Encouraging students to extend their thinking

C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands

C5: Using instructional time effectively

Domain D: Teacher Professionalism

D1: Reflecting on the extent to which the learning goals were met

D2: Demonstrating a sense of efficacy

D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students

D4: Communicating with parents/guardians [classroom teachers, professor, Graduate Assistants] about student learning