

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

PHED 308/002—Adapted Physical Education (3)  
Fall 2013

DAY/TIME:	Thursday 4:30-7:10	LOCATION: PW Bull Run Hall
PROFESSOR:	Mr. Todd Utter	EMAIL ADDRESS: Jutter2@gmu.edu
OFFICE LOCATION:	Bull Run 148	PHONE NUMBER: (703) 477-9715
OFFICE HOURS:	Th 4:15-4:30 Th 7:10-7:30	

PREREQUISITES: BSED status

#### COURSE DESCRIPTION

Introduces disabilities in public schools. Covers National Standards, federal legislation, IEP's and developmental inclusion models. Field experience is required.

#### COURSE OBJECTIVES

1. To demonstrate knowledge of various disabilities and to be able to accurately identify the impact each could have on safe and successful participation in physical education and health through tests, discussions, and assignments.
2. To identify appropriate teaching methods to meet the needs of students with disabilities including the NASPE National Standards.
3. To demonstrate the ability to modify PE activities and health units based on a student's individual needs.
4. To complete a practicum experience with students with disabilities in their school-based PE classes.
5. To demonstrate an understanding of special education laws and to apply this knowledge when developing Individualized Education Programs (IEP's).

NATURE OF COURSE DELIVERY: Face to Face

## COURSE OVERVIEW

1. GMU Attendance Policy: “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation is a factor in grading, instructors may use absence, tardiness or early departure as evidence of non-participation.” Attendance is recorded at the beginning of class. Two absences are permitted. Arrivals up to 10 minutes late constitute a tardy. Two tardies equal one absence. Three to four absences will result in a deduction of 12 points each from your total points in addition to the missing points from class participation. Five or more absences will result in a deduction of 15 additional points each from your total points. Arrivals 10 minutes late or more are considered absences.

2. There will be videos, readings, blog responses each one due before the day before class 11:59pm WEDNESDAY night, three tests and assignments. Information will be posted on Blackboard. Syllabus and templates are available on Blackboard.

3. All written assignments must be turned in within the first 10 minutes of class in order to receive full credit. Assignments received within 24 hours of the due date will be automatically dropped one letter grade before they are graded. No assignments will be accepted later than 24 hours past the due date without written documentation from an “official” source (i.e. GMU sponsored activity or medical personnel). Arrangements must be made to deliver a late assignment.

4. Attendance points will be earned through participation in discussions in class along with participation in any form of activity.

5. “Technology” problems with printing out assignments can happen. An assignment that is emailed to the professor PRIOR TO the beginning of the class it is due because of printer difficulties, will be accepted.

6. During class time, all cell phones must be turned off or set to silent mode and should not disrupt the learning environment in the classroom. Cell phones cannot be answered or used in the classroom except for emergency alerts. IF YOU NEED TO TAKE A CALL, PLEASE EXIT THE CLASSROOM. No emailing or texting are allowed during class time as well.

Professional Dispositions: Professional dispositions are values, attitudes and professional ethics toward learners, peers, professors and the learning process. You will self-evaluate your dispositions throughout the semester and examine your commitment to the teaching profession. Further, upon completion of this course, students will meet the following professional accreditation standards:

NASPE #3	<b>Diverse Learners:</b> Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.
NASPE #7	<b>Student assessment:</b> Understand and use the varied types of assessment and their contribution to overall program and the development of the physical, cognitive, social and emotional domains.

## REQUIRED READINGS

Block, Martin (2007). *A Teacher’s Guide to Including Students with Disabilities in General Physical Education* (3rd edition). Baltimore, MD: Paul H. Brooks Co, Inc.

EVALUATION: This course will be graded with a total of 700 possible points.

**Attendance Points** will be based on in class participation and being prepared in class.

**Exams 1 - 3** will include Multiple Choice, True / False and short answer.

**Practicum** graded on 4 visits with review sheet on each day / Cooperating Teacher Rubric.

**Fact Sheet** – Must be typed double space with 12 font News Roman font. It will include description of disability, Treatment, Implications for PE, Outside Recreation or Sport activities and Sources. It must be 2 pages long.

**Ecological Evaluation Project** is completing worksheet.

**Modification Project;** Student Project typed with unit lesson. Planned Activity, Introduction, new skills learned with proper breakdown or cues, 3 possible modifications for activity and closure. Each person will email lesson to classmates and teacher.

**Blog** points will be earned through a response to a question based on the reading from the book. 1 response that is at least a paragraph is sufficient that answers to the question. A 1 sentence follow up to everyone's answer is also required prior to the Thursday of class.

**Articles** will be based on a 1 page summary and review of an included article of the web or magazine that talks about inclusion in physical education and the second article will be on a sport that is designed for people with disabilities.

**IEP** points will be given on proper written form and questions answered.

Ecological Evaluation Project	<b>32 points</b>	_____ / 32
Exam #1 Chapter 1-4	<b>100 points</b>	_____ / 100
Practicum	<b>100 points</b>	_____ / 100
Exam #2 Chapter 5 -8	<b>100 points</b>	_____ / 100
Modification Project	<b>30 points</b>	_____ / 30
IEP / Review	<b>30 points</b>	_____ / 30
Fact Sheet	<b>40 points</b>	_____ / 40
Attendance Checks	<b>28 points</b>	_____ / 28
Game Design/Skill Continuum Project	<b>30 points</b>	_____ / 30
-Fit Sport specific skills when applicable		
Modified PE Tests	<b>31 points</b>	_____ / 30
2 Articles Assignments/12 Blog Responses	<b>80 points</b>	_____ / 80
Final Exam (#3) Chapter 9 -11	<b>100 points</b>	_____ / 100
	<b>Your Total</b>	_____ / 700 = _____ = _____

**GRADING SCALE:**

658-700 = A (94-100%)

630-657 = A- (90-93%)

609-629 = B+ (87-89%)

588-608 = B (84-86%)

560-587 = B- (80-83%)

539-559 = C+ (77-79%)

518-538 = C (74-76%)

490-517 = C- (70-73%)

420-489 = D (60-69%)

419 and below = F (<60%)

## TENTATIVE COURSE SCHEDULE

#1:	8/29	Syllabus, Fact Sheet info, Article Reviews; Chapters 1-2
#2:	9/5	Chapter 3; Practicum & Fact Sheet sign-up; LD & AD/HD
#3:	9/12	Asthma, seizures, Chapter 4, Ecological Project in class; review for test
#4:	9/19	Test on Chap. 1-4 and disabilities, TBI and spina bifida
#5:	9/26	Review test; Chapters 5-7
#6:	10/3	MD and CP; Article Review 1
#7:	10/10	Intellectual Disability (ID); severe disabilities and diabetes
#8:	10/17	Game Design project in class; Ch 8, assign Project; Fact Sheet due (email to class)
#9:	10/24	Test #2; Movie in class; "Red Flags"; read Asperger article
#10:	10/31	Review test; Asperger Syndrome; discuss Asperger article and movie
#11:	11/7	Autism continued / Article 2
#12:	11/14	Sensory impairments, Chapter 9, Inclusion Strategies, Modification Project due
#13:	11/21	IEP's; IEP group project done completely in class
#14:	12/5	Testing modifications (in-class); checklists; self-contained classes; Practicum due; review for final
	12/12	FINAL EXAM at the same time as class; on all subjects since last exam; not cumulative

*Note: Faculty reserves the right to alter the schedule as necessary.*

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITMENT:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.