

Seminar in Adapted Physical Education PEX 445

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Course Description:

An in-depth study of problems as they relate to procedures, practices, organization, and administration in adapted physical education. Remediation of problems through IEP maintenance, appropriate curricular planning, activity selection, and instructional techniques.

Course Procedures:

The primary focus of this course will deal with enabling the upper level adapted physical education student to understand various issues and trends in adapted physical education. Areas discussed include law, philosophy, placement, service delivery, modification techniques, advocacy, and curriculum in adapted physical education.

Course Objectives:

Upon completion of this course students will be able to:

1. Critically analyze internet resources for adapted physical educators.
2. Modify a minimum of three activities and/or sports for individuals with mild to severe disabilities.
3. Develop modification equipment for common physical education activities.
4. Analyze current issues and trends in adapted physical education including placement, transition, paraprofessionals, and legal discrepancies.
5. Demonstrate knowledge in the areas of law, assessment, instruction, and advocacy in adapted physical education.
6. Reflect on and discuss the role of interpersonal skills in the field of adapted physical education.
7. Generate, experience, and discuss modification strategies to facilitate success of students with disabilities in the physical education setting.
8. Understand the APENS standards and apply that knowledge to a project integrating a minimum of two of the standards.

APENS Standards Addressed

s of the following standards will be addressed:

Standard 5: History and Philosophy
Standard 6: Unique Attributes of Learners: Considerations for Professional Practice
Standard 7: Curriculum Theory and Development
Standard 9: Instructional Design and Planning
Standard 10: Teaching
Standard 11: Consultation and Staff Development
Standard 12: Program Evaluation
Standard 15: Communication

Areas Addressed in PRAXIS II:

Social Science Foundations: Sociological and sociopolitical issues: cultural diversity, equity (Title IX, Individuals with Disabilities Education Act, affirmative action), general educational issues

National Physical Education Standards

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Recommended Texts (not required):

Lauren Lieberman & Cathy Houston-Wilson [Strategies for Inclusion.](#) (highly recommended)

The Pursuit of Attention: Power and Ego in Everyday Life, Charles Derber (any edition)

Course Management and Evaluation Policies

Learning Styles: In recognition that each person learns and retains in individual and distinct manners, instruction will vary in methodology in an attempt to accommodate all learners. This includes hands-on activities, lectures, written assignments, discussions, and individual and group work. This instructor welcomes your input if you do not feel your learning style is being accommodated.

Class Attendance Policy: Attendance is mandatory.

All assignments will only be accepted on the date due regardless of student attendance. Deadlines for work due will not be extended.

*our presence felt in class. Your course relevant
and will be treated as such. Likewise, your absent
learning community. Socializing, sleeping, and cell
professionalism.*

Submitted Work Requirements: Often work is completed using Google Docs. A Google account is required. Work is submitted either in a shared Google folder or on D2L. The instructor will indicate where work should be submitted. You will be provided with a Google Apps for Education (GAFE) account. If you choose to use your personal gmail/google account, please note that your data is not protected under the university GAFE agreement.

FERPA Disclaimer: This course requires posting of work online, that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Course Requirements:

- 1. APENS Project (100 points)** – Select two APENS standards to address throughout the semester. Design a project that will prove evidence of mastery. You will develop a rubric for evaluation of your product. You will also propose what part of your project you will submit at midterm for review.
- 2. Derber Project (50 points)** – After reading your Charles Derber Book, complete two conversational analyses without the awareness of those you are observing. Document the support and shift responses stated in the conversation. Make comments on the strength of the response (background acknowledgement, supportive assertion, or supportive question). Reflect on your observations. Include reflection on your data, types and levels of responses, and **how this topic is applied to adapted physical education (but not to student interaction)**. This reflection can be in any format you choose (paper, videorecording, podcast, presentation)
- 3. Adapt-A-Bag (15 points)** – You are to develop a bag with quick helpful objects to aid in modifications of activities for individuals with disabilities. A list of these items, along with a brief description of how they can be used in APE for modifications will be submitted.
- 4. Visual Impairment Activity YouTube Channel Contribution (25 points)** – You will present an activity for students with severe disabilities. You will place this activity within the framework of a curriculum model and link it to a description in a class google document. We will record your presentation and link it to the Low Incidence YouTube Playlist.
- 5. Assignments (approx. 50 Points)** – Assignments and expectations will vary.
- 6. iModifyPE YouTube Channel Contribution (15 points)** – We are going to develop an UWSP-APE YouTube Channel. We will be inserting modification screencasts into this channel.
- 7. Test (120 points approx)** – You will be given a comprehensive exam based on much of the APE material you have been learning. Your exam will be tailored towards the number of courses you have completed for the add-on.

Total Points

375

GRADE SCALE

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|---------------|---------------|---------------|
| 94 – 100% = A | 77 – 79% = C+ | 60 – 63% = D- |
| 90 – 93% = A- | 74 – 76% = C | < 60% |
| 87 – 89% = B+ | 70 – 73% = C- | |
| 84 – 86% = B | 67 – 69% = D+ | |
| 80 – 83% = B- | 64 – 66% = D | |

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- Seeks to claim credit for the work or efforts of another without authorization or citation;
- Uses unauthorized materials or fabricated data in any academic exercise;

- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Equal access for students with disabilities

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.