PEX 415/615
Assessment in Adapted Physical Education
Syllabus
Fall 2023

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Course Description

This course focuses on current assessment and evaluation tools and techniques used in adapted physical education. Underlying factors impacting motor control, analysis of motor performance, and evaluation of placement as a component of the assessment process are addressed. Appropriate prescription techniques, ecological inventories, and placement recommendations based on the least restrictive environment will be discussed.

Course Learning Outcomes

Upon completion of this course students will:
1. Understand the requirements of assessment and how it fulfills federal, state, and local mandates.
2. Analyze current practice to determine trends in APE Assessment compliance in the state of Wisconsin.
3. Describe the process of evaluation in adapted physical education, including referrals, screening, evaluation, reporting, and IEP development and maintenance.
4. Demonstrate an ability to use appropriate assessment instruments to determine student's needs in the psychomotor and affective domains.
5. Demonstrate an ability to analyze testing data for the development of adapted physical education programs and placement for individuals with disabilities.
6. Discuss strengths and weaknesses of current assessment tools and procedures used to measure the physical and motor abilities of individuals with developmental disabilities.
7. Demonstrate an ability to evaluate an individual, make appropriate conclusions and goal, placement, and service delivery recommendations, generate goals, and methods of IEP maintenance.
8. Design and develop an APE assessment report.

Evaluation/Course Requirements

Assignment	Brief Description	Points/Perc.	Learning Outcomes Met (#)
Weekly assignments	Various class assignments will be given. These include but are not limited to an online discussion board, lecture assessments, scoring the TGMD-3, APEAS, and CTAPE, evaluator critiques, IEP writing, and innovative technology development. Some of these points are earned through activities completed in our monthly class meetings.	294/56%	1, 2, 3, 5, 6, 7
Final Assessment Project	One of your responsibilities as an adapted physical educator will be to complete the evaluation process. To get a feel for this process, you will develop a case study for which to write a final report and IEP. This process will happen throughout the semester. You will be required to edit your project as you go.	135/26%	4, 5, 7, 8
Final Exam	You will take an online, open book, timed exam on the content covered in class this semester.	95/18%	1, 2, 3, 6, 7

Required Course Materials

Required Text (Rental from the bookstore): Horvat, M., Block, M.E., Kelly, L.E., & Croce, R. V. (2018). *Developmental and adapted physical activity assessment.*

Late Work

All work is submitted via Canvas and have due dates assigned. If you need an extension on an assignment, please reach out MINIMALLY 24 hours prior to the deadline. Those are often granted. If work is not submitted on time, without prior arrangement, there will be a 25% reduction in your grade for each day late.

Help Resources

First, and foremost, your mental and emotional health is of the utmost importance to me. Please utilize the Safety and General Support, as well as Health resources in the table below. You pay for these as a student, so use them. If you are unsure if you are OK, we have resources online that can also help.

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. https://www3.uwsp.edu/tlc/Pages/default.aspx	Academic and Career Advising Center, https://www3.uwsp.edu/ACAC/Pages/default.aspx	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646 Mantra Health: Teletherapy & Telepsychiatry - Diverse therapists - After-hours availability - Medication evaluations & prescriptions You@UWSP: Self-help & Well-being Platform Didi Hirsch Mental Health Services - 24/7 Mental Health Support : - Call or text: 888-531-2142 - Click here to start a chat session. - Crisis care available

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this link for more information.

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Technology Guidelines

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.

The tools utilized in this course are Google Docs, Canvas, Flipgrid, and Padlet.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Learning Styles

In recognition that each person learns and retains in individual and distinct manners, instruction will vary in methodology 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.

Netiquette

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.

- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Grading Scale

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	

Communicating With Your Instructor

Email is the quickest way to reach me at: kroth@uwsp.edu.

Call my office at any time (715-346-2276). Leave a voicemail. This will be delivered to my email, which I monitor on my cell phone. Due to COVID-19 I am not in the office on a regular basis.

Zoom Videoconference is also available by request. You can schedule a Zoom meeting with me here: https://kroth.appointlet.com/

Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Say hello or have a greeting in the first line. Use professional language, not text lingo. Include the entire thread of an ongoing email conversation so that I can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name.

Office hours

Individual meetings can be arranged through my scheduling page HERE. I offer face to face and Zoom meetings and have a minimum of 10 hours per week available to meet with you (usually much more than that). If there is not a time that is convenient for you, please email me and we can arrange an alternate time.

Attendance

Attendance is taken through participation in the online content. Attendance is required for the monthly class meeting. If you have a conflict with one of these class meetings, please consult with the instructor a minimum of two weeks prior to the class meeting, to determine if an alternate plan can be established. If an alternate plan is not an option, absence from this class meeting will result in a 5% reduction of your final grade.

Refer to the Religious Beliefs Accommodation in this syllabus. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

- Attend all your classes regularly. We do not have a system of permitted "cuts."

- If you decide to drop a class, please do so using AccesSPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

- During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .

- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.

- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

You will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special

permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

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.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

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Academic Honesty

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.

UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
    (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
    (b) 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.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Confidentiality
Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.