

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PHED 673 – Motor Development for Special Populations
Summer 2011

DAY/TIME:	MWF 9:00am-12:15pm	LOCATION:	PW-Bull Run Hall 246
INSTRUCTOR:	Dr. William Brady, Jr	EMAIL ADDRESS:	Bradys79@gmail.com
OFFICE LOCATION:	RHT Office Area	PHONE NUMBER:	Home: 703-590-0282 Cell: 703-945-0982
OFFICE HOURS:	MWF 8:00-9:00 & 12:15-1:00pm	FAX NUMBER:	703-993-2025

PREREQUISITES: Admission to the ASTL-PE Graduate

COURSE DESCRIPTION:

This course provides knowledge that focuses on individuals with orthopedic, sensory and learning disabilities in the physical education setting. This course will provide the student with the evolution and legal foundation for special education, characteristics associated with orthopedic, sensory and learning disabilities, assessment tools and special education procedure, behavior management plans, and planning and instructing student with varying disabilities in an inclusive and self-contained setting.

COURSE OBJECTIVES: At the conclusion of this course, practitioners will be able to:

1. Identify and discuss legislation (i.e. IEP, FAPE, LRE) affecting the education of students with disabilities and how it currently impacts physical education.
2. Identify and define each of the special education categories (i.e. OI, OHI, TBI, etc.) for students with disabilities to be found eligible to receive special education services.
3. Present characteristics, using appropriate terminology (i.e. person first terminology), associated with the most commonly found medical conditions (i.e. CP, autism,) in today's physical education setting.
4. Present models (i.e. ABC model, pre-inclusion model, ALT-PE) to consider when deciding an appropriate physical education environment.
5. Identify various behavior management plans
6. Identify teaching strategies (i.e. peer assisting, diversity training) when working with students with and without disabilities, and instructional assistants, in an inclusive physical education setting and a self-contained adapted physical education class.
7. Write and demonstrate appropriate lesson plans (i.e. IPEIP) with objectives and teaching progressions.
8. Identify different assessment strategies to identify the progress of students with disabilities.

COURSE OVERVIEW:

PHED 673 is among the five required courses in the Physical Education Concentration in the ASTEL Program. It is aligned with the School of RHT priorities to provide rewarding learning experiences, disseminate exemplary scholarship, and prepare professionals committed to service. The PHED Concentration is also aligned with the College of Education and Human Development priorities of diversity and equity, student development, high standards of research and research-based practices

within the community. National Teacher Standards (NASPE, 2005) are reflected in the content for PHED 673).

Further, upon completion of this course, students will meet the following professional accreditation standards:

Standard 3 – Diverse Learners – the teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to diverse learners.

Standard 4 – Management and Motivation – the teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

Standard 6 – Planning and Instruction – the teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

Standard 7 – Learner Assessment – the teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity.

Standard 8 – Reflection – the teacher is a reflective practitioner who evaluates the effect of his/her actions on others and seeks opportunities to grow professionally.

REQUIRED READINGS:

Winnick, J.P. (2005). *Adapted Physical Education and Sport* (4th Ed.). Champaign, IL: Human Kinetics.

MODE OF COURSE DELIVERY:

The delivery of PHED 673 is accomplished through a combination of experiential learning activities to meet the need of all learners and learning styles including:

- Class presentations consisting of mini-lectures, use of Powerpoint, etc:
- Whole class and small group discussions:
- Cooperative learning in small groups emphasizing learning from others;
- Student sharing examples, projects and teaching / learning experiences; and
- Problem solving challenges

GSE SYLLABUS STATEMENTS OF EXPECTATIONS:

The Graduate School of Education and the School of Recreation, Health, and Tourism expect all students to abide by the professional behaviors and dispositions cited on the websites: <http://gse.gmu.edu> and <http://rht.gmu.edu>

HONOR CODE:

Your work must be your own when given an assignment individually. All work by others must be documented for outside contributions. Students must follow guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code. Students must agree to abide by the university policy for Responsible use of Computing. Click on Responsible Use of Computing after logging on <http://mail.gmu.edu>

STUDENTS WITH SPECIAL NEEDS:

Students with disabilities who seek accommodations in a course must be registered with the Mason Disability Resource Center and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access DRC.

WORK REQUIREMENTS:

Practitioners are expected to attend class prepared to engage in dialogue related to the assigned readings and other weekly assignments. Written assignments must be typed. All work must be submitted when due for full credit.

ATTENDANCE POLICY:

In accordance with the 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 may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

Attendance will be taken at 9:00 am. A student will be considered late once attendance has been taken. Leaving more than 15 minutes before the end of the class will be considered an early departure.

The following scale will be used:

- Two absences are permitted
- Two tardies = one absence
- Two early departures = one absence

GMU GRADUATE ACADEMIC STANDARDS:

University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The GMU system for grading graduates courses is as follows:

Grade	Quality Points	Graduate Course
A+	4.00	Satisfactory / Passing
A	4.00	Satisfactory / Passing
A-	3.67	Satisfactory / Passing
B+	3.33	Satisfactory / Passing
B	3.00	Satisfactory / Passing
B-	2.67	Satisfactory / Passing*
C	2.00	Unsatisfactory / Passing
F	0.00	Unsatisfactory / Failing

* Although a B- is a satisfactory grade for a course, graduate students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed in the graduation application.

Grading Scale for PHED 673:
Course Points

Grade

390 – 400	A+
375 – 389	A
360 – 374	A-
350 – 359	B+
335 – 349	B
320 – 334	B-
300 – 319	C
<299	F

EVALUATION:

This course will be graded on a point system, with a total of 400 possible points.

Requirements	Points
Exam	
Mid-term	60
Final	80
Quiz	
#1	30
#2	30
Presentations:	
Legal Cases	50
Medical Conditions / Disabilities	50
Lesson Plan / PLOP / IEP	50
Research Paper	50
Total	400

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
W	July	6	Introduction, course requirements, issues associated with adapted physical education	Class assignment
F	July	8	History of adapted physical education and legal foundation for special education	Chapter 1 and 5
M	July	11	Evaluation to receive special education and to establish present level of performance	Case Law Presentations ; Chapter 4
W	July	13	Instructional strategies and models (i.e. peer assisting, ABC model, pre-inclusion)	Quiz #1 Chapter 7 and 2
F	July	15	Behavior Management Plans (i.e. Functional Behavioral Analysis)	Chapter 6
M	July	18	Motor Development	Research Study Presentations Chapters 19 & 20
W	July	20	Mid Term Exam	Use of entire class time
F	July	22	Mental Retardation and Traumatic Brain Injury	Presentations Chapter 8 & 14

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	July	25	Deaf and Visual Impairments	Presentations Chapter 12 & 13
W	July	27	Orthopedic Impairments and Other Health Impairments	Presentations ; Quiz #2 Chapter 15 & 17
F	July	29	Emotional Disorders and Autism	Presentations Chapter 9 & 10
M	August	1	Early Childhood Assessment	Chapter 22
W	August	3	IEP and lesson plans for special populations	Lesson Plan Presentations
F	August	5	Final Exam	Use of entire class

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://academicintegrity.gmu.edu/honorcode/>].
- 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/1301gen.html>].
- 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.
- Students are expected to exhibit professional behaviors and dispositions at all times.

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>].

