

## **George Mason University College of Education and Human Development**

Health and Physical Education  
PHED 308 (001) – Adapted Physical Education  
3 Credits, Fall 2019  
Thursdays/4:30-7:10 pm, Bull Run Hall, Rm 148

### **Faculty**

Name: Mr. James Todd Utter

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### **Prerequisites/Corequisites**

BSED Status

### **University Catalog Course Description**

Introduces disabilities in public schools. Covers national standards, federal legislation, IEPs, and developmental inclusion models.

### **Course Overview**

This course is designed to provide students with a knowledge of various disabilities and to accurately identify the impact it could have on the participation in a general or a self-contained physical education class. Students will learn about special education laws and how to apply the knowledge to a written IEP. Students will be engaged in 1 on 1 experiences along with a practicum experience working with students with disabilities in a class setting. They will have to demonstrate and apply modifications and adaptations for safe participation in physical education. Students will also learn of sports programs specific for students with disabilities to enhance their awareness to sports programs designed for students with disabilities.

### **Course Delivery Method**

This course will be delivered using a lecture format, labs, field experience and some online participation activities.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. 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. Identify appropriate teaching methods to meet the needs of students with disabilities including the NASPE National Standards.
3. Demonstrate the ability to modify PE activities and health units based on a student's individual needs.
4. Complete a practicum experience with students with disabilities in their school-based PE classes.

5. Demonstrate an understanding of special education laws and to apply this knowledge when developing Individualized Education Programs (IEP's).
6. Produce and execute a lesson plan towards working with students with disabilities.

### **Professional Standards**

Upon completion of this course, students will have gained knowledge on all of the following professional standards:

*National Standards for Initial Physical Education Teacher Education (2017) (SHAPE America)*

- 3.b Plan and implement progressive and sequential content that aligns with short- and long term objectives and that addresses the diverse needs of all students.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with the short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines, and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.
- 6.a Engage in behavior that reflects professional ethics, practice, and cultural competence.

### **Required Texts**

Winnick, J. (2017). *Adapted Physical Education and Sport* (6th ed). Champaign, IL: Human Kinetics

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, or hard copy as requested).

#### **• Assignments and Examinations**

#### Attendance Points

All points will be based on in class participation, completion of group projects and attendance.

**Exams:** There will be three exams to evaluate your understanding of the content.

#### **Practicum**

You will be graded on 3 visits with a write up for each visit. A form that you will be provided must be handed in with how the class went, your role, lesson, modifications and your views on class. The Cooperating Teacher will also be provided a 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. Short presentation to class on your paper. (3 to 5 minutes)

## **Lesson Plan;**

Student will provide 3 lesson plans for the student experience. The lesson plan will be written for your 1 on 1 student sessions, using the format provided.

## **Article Review**

It 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 or an article will on a sport that is designed for people with disabilities.

## **DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure and Class!**

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at

<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module and bring to class for verification.

## **Ed Puzzles**

There will be five assignment videos to watch and answer questions. This will be completed at home and due at prior to the next class.

## **Lesson Plans**

All lesson plans will be turned in and graded based on the required form. They will be based on a 1 on 1 experience.

**Fitness Testing Modification:** You will be assigned a fitness test and you will present variety of modifications with explanations on when to modify.

**Games Modifications:** You will prepare a game or activity and include modifications for the game for the class to play.

### **• Course Performance Evaluation Weighting**

Exam 1-3	150 points	_____ / 150
3 Practicum	150 points	_____ / 150
3 Lesson Plans / 1 on 1 and Group	150 points	_____ / 150
Fact Sheet / Presentation	150 points	_____ / 150
Attendance and class activity Checks	150 points	_____ / 150
Ed Puzzle	50 points	_____ / 50

Article Assignment	50 points	_____ / 50
Dyslexia Training	50 points	_____ / 50
Fitness Testing Modification	50 points	_____ / 50
Game Modification and Plan	50 points	_____ / 50
	Your Total	_____ / 1000 =

• **Grading Policies**

940-1000= A (94-100%)  
 900-939 = A- (90-93%)  
 870-899 = B+ (87-89%)  
 840-869= B (84-86%)  
 800-839 = B- (80-83%)

770-799 = C+ (77-79%)  
 740-769 = C (74-76%)  
 700-739 = C- (70-73%)  
 600-699 = D (60-69%)  
 599 and below = F (<60%)

**Other Requirements**

In accordance with the GMU Attendance Policies (University catalog, 2016-2017), “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.”

The following scale will be used

- o Two (2) absences are permitted
- o Two (2) “tardies”\*= 1 absence
- o Two (2) “early departures”\* = 1 absence
- o 3-4 absences =30- 40 points
- o 5 absences or more = 50 points

\*Attendance is taken at 4:30 pm. 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.

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

<https://cehd.gmu.edu/students/policies-procedures/>

**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: <http://cehd.gmu.edu/values/>.

**GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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. <sup>[[1]]</sup><sub>[[SEP]]</sub>

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>). <sup>[[1]]</sup><sub>[[SEP]]</sub>
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor. <sup>[[1]]</sup><sub>[[SEP]]</sub>

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### TENTATIVE COURSE SCHEDULE

- #1: 8/29 Intro to Class -Syllabus, Fact, Info Note Card, Group Discussion  
Article Reviews/ Games Assignment/ Intro APE/ Programming Chapter 1 and 2
- #2: 9/5 Practicum Assignment / Chapter 4 Measurement and Evaluation, Chapter 7  
Instructional Strategies
- #3: 9/12 Lesson Planning / Behavior Disabilities Chapter 9
- #4: 9/19 Students with Autism Chapter 10, Behavior Management Chapter 6/ Charts/  
Social Stories/ Westfield students assigned Planning **(Test 1)**
- #5: 9/26 Chapter 5 Individualized Programs/ Cerebral Palsy Chapter 14/ Lesson Plans
- #6: **10/3 #1 Westfield 1 on 1 #1 - Article Due**
- #7: 10//10 Learning Disability Chapter 11, Intellectual Disabilities, Lesson Plans,
- #8: **10/17 #2 Westfield HS-1 on 1 / Chapter 8 Intellectual Disabilities Test 2**
- #9: 10/24 Chapters 3, 24-29 Sports for Individuals with disabilities / Debate Sports  
and participation in HS.-Dr. Block – Top researcher in the Field of APE  
Professor at UVA and is coordinator of the Master’s Program in APE
- #10: **10/31 #3Westfield HS 1 on 1 – Fact Sheet**
- #11 11//7 **Fact Sheet Presentations/** Chapter 14 CP, TBI, IEP and  
Planning group activity
- #12: **11/14 #4 Westfield- Group Games /**
- #13: 11/28 Chapter 12 Visual Impairments and Chapter 13 Hearing Impairment /  
Fitness Testing Modification / group presentation/outline
- #14; 12/5 Chapter 15 Amputations Chapter 16 Spinal Cord Injuries / Chapter 17  
other health Impairments /chapter 18 Special Conditions **TEST 3**

FINAL EXAM 12/12 at the same time as class; on all subjects since last exam; not cumulative