

GEORGE MASON UNIVERSITY
College of Education and Human Development
School of Recreation, Health, and Tourism

PHED 673, 001 - Motor Development for Special Populations
3 Credits, Spring 2021

Faculty:

Name: Dr. William P. Brady, Jr
Office Hours: By appointment
Office Location: Online
Phone: 703-945-0982
Email Address: wbrady3@gmu.edu

PREREQUISITES:

Recommended but not Required – PHED 670

UNIVERSITY CATALOG COURSE DESCRIPTION:

Provides knowledge that focuses on individuals with orthopedic, sensory, and learning disabilities in physical education setting. Areas of focus include development of motor patterns and skills assessment, and planning and instruction for students with disabilities.

COURSE OVERVIEW:

This course is designed for educators and is intended to expand and foster skills and knowledge regarding the historical and legal foundation of special education / adapted physical education, medical conditions and their related restrictions, and teaching strategies to accommodate different ability levels.

The content within this course will be conveyed via text readings, instructor videos and posts within our discussion board and blackboard, and student-centered projects.

COURSE DELIVERY METHOD:

This course will be delivered online 100% of the time using an asynchronous format via the Blackboard Learning Management System (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name and email password. The course site will be available on Monday, January 25, 2021 at 9:00am.

Under no circumstance, may candidates / students participate in online class sessions (either by phone or internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation required undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays and conclude on Sundays.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least five times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed on **Blackboard** or on this syllabus. It is the student's

responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES OR OBJECTIVES:

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

1. Identify and discuss legislation (i.e. IEP, FAPE, LRE, etc.) 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. ABA, T.R.E.E, ALT-PE) to consider when deciding an appropriate physical education environment.
5. Identify various behavior management plans (i.e. FBA, BIP)
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 with objectives and teaching progressions.
8. Identify different assessment strategies to identify the progress of students with disabilities.

PROFESSIONAL STANDARDS:

Upon completion of this course, students will have met the following National Board for Professional Teaching Standards for Physical Education Teachers (2014):

Standard I: Knowledge of Students – Accomplished teachers attain knowledge of their students' unique qualities and characteristics to build positive relationships and create meaningful learning experiences that cultivate beneficial attitudes toward lifelong physical activity and wellness.

Standard VI: Diversity and Inclusion – Accomplished teachers create inclusive and productive learning environments that are safe, fair, and equitable for all students. They promote healthy social interactions

within their schools and communities by teaching students to embrace their uniqueness and respect the diversity of others.

Standard X: Collaboration and Partnerships – Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning.

Standard XI: Professional Growth – Accomplished teachers are respected leaders who diligently pursue personal and professional growth to improve teaching practices and meet the diverse needs of students.

REQUIRED TEXT:

Block, M.E. (2016). *A Teacher’s Guide to Adapted Physical Education* (4th Ed.). Baltimore, MD: Brookes Publishing.

COURSE PERFORMANCE EVALUATION:

- **Assignments and/or Examinations**

Grading Scale:

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

Assignments and value:	Points
<u>Exams</u>	
Mid-term	35
Final	45
<u>Quizzes</u>	
#1	20
#2	20
<u>Projects</u>	
Legal Cases	35
Medical Conditions / Disabilities	35
Lesson Plan	35
Research Paper	35
<u>Discussion Board</u>	
Seven Entries Posted (20 pts / Post)	140
Total	400

- **Late Work Policy**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). If work is submitted up to 48 hours beyond the due date, it will be subject to a 50% mark down. Work will not be accepted beyond the 48 hours, and the student will receive a 0 for that assignment.

- **Grading**

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 graduate 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.

PROFESSIONAL DISPOSITIONS:

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

CLASS SCHEDULE:

Module and Date	Topic / Content	Readings/Assignment
Module #1 Week of Jan. 25 th	-Course requirements / expectations -Ice Breaker Activity / Introductions -Terminology	-Syllabus -Post Ice Breaker video to Discussion Board -Post <u>Definition of Terms (#1)</u> to Discussion Board -Read Chapters 1 & 2
Module #2 Week of Feb. 1 st	-Define and Identify similarities and differences of General Physical Education and Adapted Physical Education. -Identify the History and Legal Foundation of Special Education and Adapted Physical Educ.	-Post <u>Similarities & Differences of GPE vs. APE (#2)</u> -Post <u>Landmark Events of Special Education / Adapted Physical Education (#3)</u> -Read Chapters 3 & 4

Module and Date	Topic / Content	Readings/Assignment
Module #3 Week of Feb. 8th	<ul style="list-style-type: none"> -Components of an IEP (i.e. FAPE, LRE, PLOP, etc.) -Procedure for Due Process (i.e. Hearing, Mediation, Federal Court, Court of Appeals, etc.) 	<ul style="list-style-type: none"> -Post <u>Components of IEP (#4)</u> -Study for Quiz #1 (material covered within class and chapters 1 – 4)
Module #4 Week of Feb. 15th	<ul style="list-style-type: none"> -Quiz -Understanding and Interpreting Legislation and IEP Requirements 	<ul style="list-style-type: none"> -Take Quiz #1 -Special Education Case Law Project Due
Module #5 Week of Feb. 22nd	<ul style="list-style-type: none"> Define and understand characteristics of.... -Intellectual Disabilities -Learning Disabilities -Autism 	<ul style="list-style-type: none"> -Chapter 8 -Chapter 9 -Chapter 11 -Post <u>Specific Disability Contraindicators and Comorbidity (#5)</u>
Module #6 Week of March 1st	<ul style="list-style-type: none"> Define and understand characteristics of.... -Deaf and Hard of Hearing -Visual Impairment and Blindness 	<ul style="list-style-type: none"> -Chapter 13 -Chapter 14 -Post <u>Specific Disability Contraindicators and Comorbidity (#6)</u>
Module #7 Wk. of March 8th	<ul style="list-style-type: none"> Define and understand characteristics of.... -Emotional Disabilities -Orthopedic Impairments -Other Health Impairments -Traumatic Brain Injury 	<ul style="list-style-type: none"> -Chapter 12 -Chapter 15 -Chapter 16 -Post <u>Specific Disability Contraindicators and Comorbidity (#7)</u> -Study for Mid-Term (material covered within class and all chapters read to this point)
Module #8 Wk. of March 15th	<ul style="list-style-type: none"> -Review Modules #1 - #7 	<ul style="list-style-type: none"> Mid-Term
Module #9 Wk. of March 22nd	<ul style="list-style-type: none"> -Understanding and interpreting medical conditions / disabilities and how these characteristics influence the educational setting. 	<ul style="list-style-type: none"> -Medical Conditions / Disability Project is Due

Module and Date	Topic / Content	Readings/Assignment
Module #10 Wk. of March 29th	-Learning a variety of teaching strategies and models (i.e. TREE, FBA, ABA, BIP, etc.) to address characteristics and tendencies associated with the variety of disabilities	-Read Course Content on our Blackboard Site and view presentation(s) on our Discussion Board
Module #11 Week of April 5th	-Learning Curricular, Instructional, and Sport / Game Modifications	-Chapters 5, 6, & 7
Module #12 Week of April 12th	-Learning Legal Implications (i.e. Tort, Liability, Negligence) -Utilizing Diversity Training, Instructional Assistance, and Peer Assistance.	-Chapters 17 & 18
Module #13 Week of April 19th	-Applying Special Education Knowledge and write an IEP, then apply Pedagogical Skills and create a Lesson Plan accommodating this student with special needs	-IEP / Lesson Plan Project Due
Module #14 Week of April 26th	-Experience reading and interpreting research.	-Research Project Due -Study for Final Exam
Week of May 3rd	Review of weeks #1 - #14	Final Exam

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

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 Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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.
- 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 <https://ds.gmu.edu>)

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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