

PHED 3720

ADAPTED PHYSICAL EDUCATION FIELD EXPERIENCE

Semester Hours: 1

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION:

Prerequisite: Admission to Teacher Education

Co-requisite: SPED 3715

This course provides practical field experiences in public school and community settings. Students observe and apply knowledge gained for adapting physical activities while working with exceptional children and youth in inclusive and adapted physical education settings and with special programs and events. Students gain an awareness of and appreciation for the challenges faced by exceptional individuals and their families.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. interact with exceptional students of various ages in diverse settings, gaining awareness and sensitivity to individual student needs and challenges
(*Culturally Sensitive, Knowledgeable, Empathetic*)
(Auxter, Pyfer, & Huettig, 2005; Block, 2000; Haager & Kingner, 2005);
2. assist with conducting appropriately adapted physical activity experiences for exceptional students
(*Decision Makers, Leaders, Adaptive, Collaborative*)
(Auxter, Pyfer, & Huettig, 2005; Block, 2000; Graham, 2007; Winnick, 2005);
3. use knowledge of diverse student characteristics and environmental factors to assess, plan, deliver, evaluate, and reflect on instruction and student learning
(*Decision Makers, Leaders, Culturally Sensitive, Knowledgeable, Empathetic*);
(Auxter, Pyfer, & Huettig, 2005; Block, 2000; Haager & Kingner, 2005; Winnick, 2005); and
4. plan and implement appropriate adapted behavior management strategies and motivation techniques to maximize participation
(*Leaders, Adaptive, Culturally Sensitive, Proactive, Reflective*)
(Auxter, Pyfer, & Huettig, 2005; Block, 2000; Rink, 2005; Winnick, 2005).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Block, M. (2000). *A teacher's guide to including students with disabilities in general physical education* (2nd ed.). Baltimore: Brookes.

Readings as assigned from references.

References

Auxter, D., Pyfer, J., & Huettig, C. H. (2005). *Principles and methods of adapted physical education and recreation* (10th ed.). St. Louis, MO: Mosby.

- Foley, J., Kim, S., Lieberman L., & Tindall, D. (2007). How to develop disability awareness using the sport education model. *Journal of Physical Education Recreation and Dance*, 78(9), 32-37.
- Graham, G., Holt/Hale, S., Parker, M. (2007). *Children moving: A reflective approach to teaching physical education* (7th ed.). New York: McGraw-Hill.
- Haager, D., & Klingner, J. (2005). *Differentiating instruction in inclusive classrooms*. Boston: Pearson/Allyn & Bacon.
- Rink, J. (2006). *Teaching physical education for learning* (5th ed.). Boston: McGraw-Hill.
- Winnick, J. (2005). *Adapted physical education and sport* (4th ed.). Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

At the conclusion of the course, students will have demonstrated achievement in the areas of *decision makers*: using knowledge gained regarding different disabling conditions to determine appropriate activities and adaptations for exceptional students with consideration for health, safety, and cultural differences (**Assignments 1, 2**); *leaders*: taking responsible roles in assessing, planning, delivering, and evaluating instruction and program activities (**Assignments 1, 2, 3**); *lifelong learners*: gaining an understanding of the implications and challenges of exceptional individuals beyond the classroom (**Assignments 3, 4**); being *adaptive*: using knowledge and experience gained to make positive modifications in assessment, approach, instruction, and evaluation of exceptional students (**Assignments 1, 2, 3**); *collaborative*: working with classmates, cooperating teachers, supervising teacher, agency leaders and other individuals while involved with various field experiences (**Assignments 1, 2, 3**); *culturally sensitive*: developing an awareness and sensitivity for individuals of all ages who are faced with exceptional challenges and disabilities that interfere in various ways with life functions (**All Assignments**); *empathetic*: connecting with exceptional students and individuals whose lives are affected by different disabilities and challenges and realizing the commonalities shared (**All Assignments**); *knowledgeable*: drawing upon experience, professional knowledge, and the most recent research when making decisions regarding individual student assessments, plans, lesson delivery, and evaluations (**Assignment 1**); being *proactive*: relying upon knowledge, cultural sensitivity, empathy, leadership and decision making in addressing individual student needs at different levels and in various settings for effective management and motivation (**Assignments 1, 2, 3**); *reflective*: engaging in ongoing, continuous reflection regarding interactions and teaching effectiveness with adaptations and modifications of activities involving exceptionally challenged individuals (**All Assignments**).

Assignments

1. Public School Field Experiences: (Total of 100 points: 50 points each)

Students will participate in one elementary and one secondary field experience placement for a minimum of four class sessions at each level. The experience will include individual and small group observations and interactions with exceptional students. Students will select and apply a basic assessment instrument to the assigned individual or small group of students and plan appropriate instruction based on observations and assessment. Students will evaluate lessons for effectiveness. Grading rubrics will be provided for each assignment. Reflection prompts will be provided.

Course Objectives: 1, 2, 3, & 4

2. Community/Agency Field Experiences: (Total of 50 points: 25 points each)

Students will assist with two therapeutic recreation program events or on-going program sessions such as Special Olympic training, fitness classes, bocce ball, golf, horseback riding, etc. Grading rubrics will be provided. Students will fully participate and demonstrate positive professional dispositions. Students will submit a written reflective summary of each event with an emphasis on observations of special adaptations, heightened sensitivity to special needs based on identified characteristics of specific disabling conditions, and overall impression of the effectiveness of the program or event from a psychomotor, cognitive, and affective perspective.

Course Objectives: 1, 2, & 4

3. Disabilities Special Event: (25 points)

Students will collaborate with organizations such as the UWG Achievers Club, a mobility challenged student organization, and Student Development for a university-wide Disabilities Awareness Day or the community therapeutic recreation department for a Special Olympics competition. Grading rubrics will be provided. Students will assist in the planning, organization and implementation of the special event. Students will demonstrate positive professional dispositions and involvement with the actual special event and event participants. Students will submit a written reflection on the special event with an emphasis on their specific role in the planning and organization of the event. The reflection will include observations and insights gained from both the exceptionally challenged participants and the interactions of the non-exceptionally challenged individuals.

Course Objectives: 1, 2, 3, & 4

4. Field Trips/Guest Speakers/Inspirational Stories: (Total of 25 points; 5 points each)

Students will write four brief reflections based upon field trips or guest speakers such as a pediatric physical therapist, individuals with specific disabilities, and/or parents of disabled children. Students will share an inspiring story or video clip of an individual who has overcome a disabling challenge.

Course Objective: 1

GRADING POLICY

A =180-200 points = 90-100%
B =160-179 points = 80-89%
C =140-159 points = 70-79%
D =120-139 points = 60-69%
F = Below 120 points = 59% or less

CLASS POLICIES**Attendance**

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

Foliotek

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek).

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

****If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.**

CLASS OUTLINE

Week	Topic
1	Introduction and Syllabus Awareness Activities Overview of the Most Common Disabilities
2	Field Trips
3	Initial planning for Special Event UWG Achievers Club guest speaker * Agency Experiences begin
4	Guest Speaker Inspirational Stories
5	Observation visit to public high school special needs classes Observation visits to public middle school and elementary special needs classes
6	Overview of basic assessments Public school field experience for individual and small group assessments
7	Planning for appropriately adapted activities based on observations and assessments
8	Field Experience Rotations Review experiences & make modifications as needed
9	Field Experience Rotations Review experiences & make modifications as needed
10	Field Experience Rotations Review experiences & make modifications as needed
11	Disabilities Special Event
12	Field Experience Rotations Review experiences & make modifications as needed
13	Field Experience Rotations Review experiences & make modifications as needed
14	Overview of public school field experiences
15	Parent Guest Speaker Parental Perspective
16	Overview of all Field Experiences Inspirational Stories