

**RHODE ISLAND COLLEGE  
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION**

**COURSE TITLE:** PED 409: Adapted Physical Education  
Fall 2010 Monday/Wednesday 11:00-12:20  
Murray Center Room 202

**INSTRUCTOR:** Dr. Kerri Tunnicliffe

**OFFICE:** Murray Center 141

**OFFICE HRS:** M, W 12:30-1:30, T, TH 10:00-11:00. The best way to see me is by making an appt.

**PHONE:** 456-9689

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**COURSE INFORMATION:**

Prerequisites:

Pass SPED 300 or SPED 433 (with the required grade for PE/HED), admission to the FSEHD Teacher Preparation Program in Physical Education, and concurrent enrollment in PED 413 or HED 418.

Texts:

Sherrill, Claudine. (2004). *Adapted Physical Activity, Recreation and Sport - Cross Disciplinary and Lifespan*. New York: McGraw Hill.

**COURSE DESCRIPTION:**

Catalog Description:

Individual differences, which affect motor learning and performance, are considered. Individual educational programs in adaptive, developmental, corrective, and inclusive physical education are designed. Laboratory experiences are included. Three semester hours. *Offered fall.*

Extended Description:

The students in this course will investigate and plan physical education activities for individuals with disabilities. They will learn about important legislation (PL. 94-142, Section 504 of the Rehabilitation Act of 1973, IDEA, and the "Americans with Disabilities Act of 1990"); the fundamentals of basic motor skills; and a variety of assessment, evaluation, teaching and programming techniques. The etiology and characteristics of various disabilities will be studied. Students will learn about the organization and administration of various sports programs for individuals with disabilities and will be exposed to practical experiences by planning programs for special populations.

Relationship to Professional Program:

This is the second course of a required two-course sequence; it is designed to prepare physical education majors to adapt curriculum offerings to meet individual needs and abilities of diverse populations possessing a variety of disabilities and diseases.

### Relationship to Knowledge Base and FSEHD:

This course provides students with a solid foundation in understanding the needs of individuals with a variety of disabilities and familiarizes them with adapted programs in schools and other educational settings. Utilizing the knowledge base, which is obtained through class lecture, discussion, technology and field experience, the students analyze (reflect upon) the results of various approaches to, and techniques of, teaching activities to diverse populations. Students are introduced to the Adapted Physical Education National Standards and performance assessment.

### **C. COURSE OBJECTIVES:**

At the culmination of this course, students will be able to:

1. demonstrate familiarity with theories and practices related to human development, with emphasis on knowledge and skills helpful in providing quality Adapted Physical Education programs. (C.F. Knowledge - RIPTS 1,2). Assessed through quizzes, examinations, the lesson plan assignment, peer teaching and reflection from the observation assignment.
2. understand how individuals learn motor skills and to apply principles of motor learning during the observation of physical education to students with disabilities. (C.F. Pedagogy - RIPTS 2, 3, 6, 8) Assessed through the observation and special education artifact assignments.
3. grasp concepts of physiological and biomechanical applications encountered when observing diverse populations. (C.F. Diversity and Multiculturalism - RIPTS 1,3,4). Assessed through the observation and special education artifact assignments.
4. understand the major components of each law that relates to education in general and Adapted Physical Education specifically. (Standards – RIPTS 1,2). Assessed through examinations.
5. develop appropriate goals and objectives for children with disabilities to be included in a student's Individualized Education Plan. (C.F. Standards – RIPTS 1,2,10,11). Assessed through power point presentation, lesson plan assignment and peer teaching.
6. understand the importance of collaboration in the education of children with special needs. (C.F. Professionalism - RIPTS 1,7,10,11). Assessed through the special education artifact assignment.

## COURSE SCHEDULE, TOPICS, AND READING ASSIGNMENTS

WEEK OF	TOPICS	ASSIGNMENTS
Aug. 30-Sept. 1	Overview and Competencies	Reading: Ch. 1 (pp. 1-14)
Sept. 6	MEMORIAL DAY NO CLASS	
Sept. 8 & 13	History including Legislation, PL 94-142, IDEA, Professional Resources	READING: Ch. 1 (pp. 15-25) & 4 <b>9/8 name of T observing &amp; S.E. artifact teacher due</b>
Sept. 15 & 20	Fundamental Movement and Factors Affecting Motor Development in Early Childhood	READING: Ch 10
Sept. 22 & 27	Acquisition of Fundamental Patterns and Perceptual Motor Learning	READING: Ch. 11, 12
Sept. 29-Oct. 4	Evaluation and Assessment, Perceptual Motor Dimensions	READING: Ch. 6
Oct. 6	Program Organization, The IEP, Factors Influencing Learning, Teaching Styles	READING: Ch 6
Oct. 12 Tuesday mtg.	Program Organization, The IEP, Factors Influencing Learning, Teaching Styles	
Oct. 13	Catch up day	
Oct. 18	MIDTERM EXAM	<b>10/18 Observation #1 due today</b>
Oct. 20	Mental Retardation	READING: Ch. 20 <b>Research projects start today</b>
Oct. 25-27	Visual and Auditory Impairments	READING: Ch. 26, 27 <b>10/27 wheelchair assign. due</b>
Nov. 1-3	Cerebral Palsy and Learning Disabilities	READING: 25, Ch. 20
Approximate Date Nov. 6-7	Special Olympics Tournament Johnston, RI	
Nov. 8	Attitude Theories (Dr. T)	READING: Ch. 2
Nov. 10	NO CLASS (Thursday Classes Meet Today)	<b>11/10 S.O. write up due</b>
Nov. 15-17	Down's Syndrome and Spinal Cord Injuries	READING: Ch. 21, 23 <b>11/17 special education artifact due</b>
Nov. 22-24	ADD/ADHD and Short Stature Syndrome	READING: Ch. 20, 24
Nov. 29-Dec. 1	Autism and Traumatic Brain Injury	READING: Ch. 22, 25 <b>12/1 Observation 2-5 due today</b>
Dec. 6-8	Muscular Dystrophy and Sports Organizations	READING: Ch. 24 and 21
Exam Week	<b>Final Examination</b>	

**COURSE REQUIREMENTS: If you do not understand any assignment please contact the professor immediately after the reviewing the syllabus during the first week of class. All dates and any other portion of the syllabus are subject to change.**

1. **SPECIAL OLYMPICS RHODE ISLAND BOWLING TOURNAMENT 10%:** You will be responsible for attending one event at the Special Olympic Rhode Island Bowling Tournament. You may choose to attend the:
  - *Senior Bowling Tournament* on Saturday, November 6 from 2:00 pm – 5:00 pm or the
  - *Junior Bowling Tournament* on Sunday, November 7 from 11:30 pm – 3:00 pm. Both will be held at Town Hall Lanes in Johnston, RI. See Blackboard for write up. (RIPTS Indicator 2.3, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 6.3, 7.2, 8.2, 9.4)DUE DATE for write up: November 10<sup>th</sup>.
2. **Quizzes, Homework and Labs: 5%:** - Complete to a satisfactory level quizzes and in-class or homework written assignments. Be prepared for quizzes that may be UNANNOUNCED. These will cover reading assignments and class material. There will be NO MAKE UPS for missed quizzes or labs. (RIPTS 2.1, 2.5, 3.1; NASPE 1, 2, 6).
3. **Research on a specific Disability (See below for specifics for each assignment):** You will choose a specific disability to research and then present a power point as well as a physical education lesson (you can work with one partner if you wish). See the overview below and blackboard for specifics regarding each assignment.
  - a. **Power point presentation 15%:** You (and your partner if you would like) will choose a disability to research and will be responsible for covering all major areas of the disability. See specifics on Blackboard. (RIPTS Indicator 3.1)
  - b. **Design a piece of equipment, a lesson plan & present 10%:** You (and the same partner from the power point; if you chose one) will design a unique piece of adaptive equipment based on the disability and sport you were assigned. You will then create a modified activity using the piece of equipment you made. Please plan an activity for the whole class to participate (if you are playing small games, plan for enough space and equipment for the whole class to participate). Then actually construct the piece of adaptive equipment for a child with the disability you were assigned. Come prepared for the class to use the piece of equipment in your activity. See specifics on Blackboard. (RIPTS Indicator 3.1, 4.1)
4. **Wheelchair/Visual Impairment Assignment 10%:** Choose a partner and check out the wheelchair from the conference room in the Murray Center. See specifics on Blackboard. DUE OCTOBER 27<sup>th</sup>. (RIPTS Indicator 3.1)
5. **Special Education Artifact 10%:** –See specifics on Blackboard. (RIPTS Indicator 3.1, 11.4)  
NAME AND ADDRESS DUE September 8<sup>th</sup>.  
ASSIGNMENT DUE November 17<sup>th</sup>.
6. **Observation/journal 20%:** You will be required to observe a minimum of 5 inclusion or self contained APE classes over the course of the semester. See Blackboard for details.  
CONFIRMATION SHEET DUE September 8<sup>th</sup>. FIRST OBSERVATION DUE October 18<sup>th</sup>  
OBSERVATIONS 2-5 DUE December 2<sup>nd</sup>.
7. **Examinations 20%:** The midterm exam will be October 15<sup>th</sup> and the final exam will be during finals week. (RIPTS 1.1, 1.2, 2.5; NASPE 1).

## EVALUATION AND GRADES:

Special Olympics Unified Tournament	10%
Quizzes/homework/participation	5%
Power Point Presentation	15%
Equipment and Lesson Design	10%
Wheelchair Assignment	10%
Special Education Artifact	10%
Observations	20%
Examinations	20%

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100%

## GRADING SCALE

Letter Grade Earned	Percentage of Points Earned	Description of Learning Accomplished
A	94-100	Exceptional Learning Accomplishment
A-	90-93	
B+	87-89	Above Average/Superior
B	84-86	
B-	80-83	
C+	77-79	Average
C	74-76	
C-	70-73	
D+	67-69	Below Average/Inferior
D	63-66	
D-	60-63	
F	< 60	Inadequate demonstration of learning to pass course

**\*\*\* THERE IS A SPECIFIC GRADE REQUIREMENT FOR THIS CLASS DEPENDING ON WHEN YOU ENTERED RHODE ISLAND COLLEGE.**

\*\* All students going into the public schools to observe or teach MUST have a CURRENT BCI check PRIOR to entering the school. This is a FSEHD requirement. Any issues with BCI's are automatically handled by the dean of the FSEHD. Please see the link provided for details <http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>.

\*\*You must go to the HPE Department website and click on "Important Information for Students" to download the forms: **HEALTH HISTORY QUESTIONNAIRE and RESPONSIBILITIES OF STUDENTS AND FACULTY IN ACTIVITY COURSES.** These need to be completed, signed and returned to the professor before you can participate in the course.

\*\* To access blackboard see the following steps:

- Go to the RIC main page
- Click on line service in the top right hand corner of the page
- Go down to Blackboard and click on link
- Use your login from your email account

**EXPECTATIONS: Students are highly encouraged to contact the professor immediately when additional help is needed or when conflicts with class expectations and/or meetings arise.**

1. **\*\*Be sure to contact the professor IMMEDIATELY when any part of the class becomes confusing, extra help is needed or conflicts with class time arise.**
2. All electronic correspondence will be done via the RIC email system and/or the home page of blackboard. All assignments will be posted on blackboard from the beginning of the semester.
3. All assignments must be computer generated, double spaced, with one-inch margins (unless otherwise noted). Deductions will be made for spelling errors and grammatical mistakes as well as the assignment not being computer generated double spaced, and/or incorrect margins.
4. Regular and prompt class attendance and ACTIVE participation in class discussions/activities are expected. Be prepared for class. All assignments and readings must be completed BEFORE the class for which they are assigned. Be ready to discuss and debate readings. (See professional development statement on page 8 for expectations.) In case of an absence, check with peers PRIOR to the next class meeting in order to be up to date in all class responsibilities. All assignments that are completed in class cannot be made up.
5. You will be allowed **TWO absences. USE THEM WISELY. Two early departures or late arrivals equal an absence.** \*(late arrival means the professor has taken attendance and class has begun. Early departure is 10 minutes or more before the end of class). For the third and each subsequent absence, FIVE POINTS WILL BE DEDUCTED FROM YOUR FINAL GRADE.
6. Be punctual with all assignments.
  - Your grade will be lowered 10 points a day for each day an assignment is late (including all days we do not meet including weekends). Example: assignment is due Monday and you hand it in Thursday (minus 10 Monday, Tuesday, and Wednesday). The grade for the assignment will start at a 70 before it is even graded.
  - All assignments are due at the **BEGINNING** of class on the date noted in the syllabus or specified by the instructor. **Work handed in after the start of class will be considered late.** Example: an assignment is due Monday at 11 and the assignment is handed in at 1130 will start with a grade of 90.
  - Late assignments **will be accepted no later than one week** following the date due.
7. Assignments that are done in class cannot be made up.
8. ***All assignments MUST BE SUBMITTED to Safe Assign and an HARD COPY to the professor the day the assignment is due in order to receive credit. The submission to Safe Assign is due THE SAME TIME the assignment is due. Failure to submit the assignment to Safe Assign will be the same as the assignment being late.***
9. If you have a question about your grade, you must talk to the professor **no later than one week after the assignment has been returned to you.**

## REFERENCES:

*Adapted Physical Activity Quarterly*. Integration, Inclusion, and Transition in Adapted Physical Education.

*Palaestra*. Forum of Sport, Physical Education & Recreation for those with Disabilities.

[www.palaestra.com](http://www.palaestra.com)

[www.sportime.com](http://www.sportime.com) (discussion group "adaptalk")

## OTHER:

Students' assignments may be duplicated and utilized anonymously for the Health and Physical Education Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

## **STUDENTS WITH DISABILITIES: Request for Reasonable Accommodations** (<http://www.ric.edu/disabilityservices/faq.php>)

Once accepted to the College, students with disabilities who want to request reasonable accommodations MUST contact and make an appointment with the Disability Services Office. The process of registering as a student with a disability includes three elements in order to be considered complete:

- Students are required to make an appointment to meet with the Office of Disability Services, Craig Lee, Room 127, 456-8061.
- Students should bring to this appointment, documentation of the disability from a qualified licensed professional. (See [Disability Verification Documentation](#).)
- A Release of Information form must be signed by the student allowing the Disability Services Office to verify registration and eligibility for accommodations.

**Rhode Island College**  
**3.9 ACADEMIC STANDARDS**

**3.9.1 Academic Dishonesty**

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: intentionally or knowingly representation the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
  - Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
  - Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
  - Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39)

Many facts, ideas and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "a rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") **but as a general rule, when one is in doubt, it is best to acknowledge the source.**

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

**\*\*All plagiarism offenses will be sent to the vice president for academic affairs.**



## **PROFESSIONAL DEVELOPMENT STATEMENT**

Appropriate candidate dispositions are essential in the making of a quality, beginning teacher. The way one acts, looks, participates, attempts, is prepared, and feels about his/her self and profession are all part of the assessment of a candidate's disposition. These dispositions must be demonstrated on a daily basis throughout the semester. Teacher candidates will be expected to dress in appropriate attire suitable for a professional physical education teacher. Candidates will also be expected to act in a professional manner during each class.

These dispositions will be assessed regularly and point deductions (up to 10 points per occurrence **OFF YOUR FINAL GRADE**) will be given to candidates who are unable to demonstrate basic professional dispositions. The following is a daily checklist candidates should use to demonstrate appropriate dispositions.

### **A quality Physical Education Teacher Education Candidate will:**

- \_\_\_\_\_ arrive on time.
- \_\_\_\_\_ make sure electronics will not disturb the class.
- \_\_\_\_\_ **CELLS PHONES SHOULD NOT BE HEARD OR SEEN!** (If this continues you will be asked to leave the class.)
- \_\_\_\_\_ take off hats and make sure attire is appropriate.
- \_\_\_\_\_ be prepared for class by reading assigned readings prior to the day the topic is discussed in class.
- \_\_\_\_\_ be prepared for class with a writing instrument, paper shorts/sweat pants, sneakers, shirt to be active when necessary
- \_\_\_\_\_ **stay attentive and ACTIVELY participate in class** (this means both verbally and physically when we are in the gymnasium).  
It is okay – and expected to ask questions when something is unclear!
- \_\_\_\_\_ be able to link course topics with the profession and realize the importance of mastery of such topics by the professional physical education specialist.
- \_\_\_\_\_ demonstrate complete academic honesty at all times.
- \_\_\_\_\_ not pack up folders, notebooks, or other materials until class is dismissed.
- \_\_\_\_\_ appropriate language

### **Observations/Teaching in the public schools/ all of the above as well as...**

- \_\_\_\_\_ always look and act professional.
- \_\_\_\_\_ always wear wind pants or khakis (no jeans or pants rolled over).
- \_\_\_\_\_ always wear a collared shirt (no t-shirts or low cut shirts).
- \_\_\_\_\_ never wear a hat or any nose, eye or tongue piercings into a school.
- \_\_\_\_\_ never bring tobacco, alcohol, or any other substance to a school.
- \_\_\_\_\_ be sure to turn your cell phone off while in the building.
- \_\_\_\_\_ arrive early and stay late.
- \_\_\_\_\_ always smile and be friendly and professional.
- \_\_\_\_\_ always be energetic and willing to help
- \_\_\_\_\_ only say positive things about children, parents, peers, professors, or Programs (you never know where you will find a job).

PED 409  
Adapted Physical Education

Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Assignment	Possible Points	Points Earned	Total Points Accumulated to Date
1. Special Olympics Bowling	10 points	_____	_____
2. Quizzes/Homework/Participation	5 points	_____ _____ _____ _____ _____	_____
3. Power Point Presentation	15 Points	_____	_____
4. Design equipment & LP	10 Points	_____	_____
5. Wheelchair Assignment	10 Points	_____	_____
6. Special Education Artifact	10 Points	_____	_____
7. Observations	20 points	_____	_____
7. Examinations Midterm	10 points	_____	_____
Final	10 Points	_____	_____
<b>DEDUCTIONS</b>			
<b>TOTAL POINTS EARNED</b>	100 points		

- If you would like to figure out you're in class lab grade you need to calculate the average of the grades then multiply by .2. (Example: 98, 67, 80 are you quiz grades. Your average quiz grade is an 82. Then multiply 82 x .2 = 16.4)
- To get 10% of a grade just move the decimal point one place to the left (98 = 9.8).
- At any point in time you can figure out your grade by taking the total number of points and dividing by the maximum number of points completed at that given time. (Total points you earned 56, maximum points to this point 60. 56/60=93).