

ADAPTED PHYSICAL EDUCATION

Kine 4308.001 Spring 2009

Thursday Evening 5:30-8:10 PM

Judy Stanley, Instructor

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Textbook: Adapted Physical Activity, Recreation, and Sport

6th Edition by Claudine Sherrill

Classroom Setting: UTT HPC 2255

**Lab Setting: St. Louis School
2800 Walton Drive (Loop 323 at Tyler Ford)**

Teri DeJong – Adaptive Physical Education

Janice McDaniel – Horseback Riding Instructor

- January 15** Course Overview: Syllabus, grading criteria, attendance.
Student Completion of TISD Criminal Report Form
Poem: Welcome to Holland
Chapter 1: Active, Healthy, Lifestyles for All: Thinking About Philosophy.
- January 22** AT St. Louis School, 2800 Walton Drive **REQUIRED**
Simulation of Disabilities/Horseback Riding Training
Sallie Evans- St. Louis Assistive Technology Specialist
Read Chapters 21, 25, 26, & 27.
- January 29** Reflection Paper on St. Louis Simulations & Training Due
Review of Chapters 2, 3 & 4
Disability topics chosen
- February 5** "Response to Intervention" now requirement of IDEA by Gwen Cooper, Speech Pathologist
Chapter 4 & 6.
- February 12** Chapters 5, 7, 8 & 9

Camp Friendship Information handed out

February 19

Chapter 10 – Activities for Sensorimotor Integration

February 26

Quiz # 1 (Chapters 25, 26, 27, 1-6) 100 points

March 5

**Guest speaker TBA
Chapter 22 – Serious Emotional Disturbances & Autism
Disability Report handed in early (5 points)
Disability Report Presentation Opportunity**

March 9-13

Spring Break UTT

March 9- March 20

**No Observations at St. Louis School
2 week break for entire staff & students**

March ?? (Sat.)

**CAMP FRIENDSHIP Must attend all day to get Extra Credit of 10 points
Assisting a special needs child through activities for the day
8:30 a.m. – 3:30 p.m.**

March 19

**Motor activities
Chapters 11, 12, 13, 14 & 15
Disability Report handed in early (4 points)
Disability Report Presentation Opportunity**

March 26

**Chapters 18, 19 & 20
Disability Report handed in early (3 points)
Disability Report Presentation Opportunity**

April 2

**Quiz #2 (Chapters 10,11,12,13,14, 19,20 &22)
Disability Report handed in early (2 points)
Disability Report Presentation Opportunity**

April 9

**Chapters 14 & 15
Disability Report handed in early (1 point)
Disability Report Report Opportunity
St. Louis Observation Paper (10 extra points)**

April 16	Chapters 16 & 17 Disability Report Paper Due St. Louis Observation Paper (5 extra points)
April 23	Chapter 28 – Aging and Disability St. Louis Observation Paper Due Review of Individual grades Review Material for Exam
April 30	Final Compensative Exam

The above schedule is subject to change at the instructor's discretion. Any needed changes will be made during the class period. Students will be instructed to change their syllabus accordingly.

All assignments must be submitted hard copy to the instructor on the date due to receive full credit. Delinquent assignment will be penalized one (1) full grade for each class session that they are past due. E-mail papers will be NOT accepted without instructor's permission. No make up of quizzes.

Criteria Adapted Physical Education – Spring 2009

100 points	Class Attendance – signing in on attendance log
	0 absence (100 points) 3 absences (40 points)
	1 absence (80 points) 4 absences (20 points)
	2 absences (60 points)
50 points	Attendance for SL simulation & horseback training
50 points	Simulations reflection paper
200 points	St. Louis Observation/Participation Paper
200 points	2 quizzes at 100 points each (3/3 & 4/14)
100 points	Disability Report – topic of choice
200 points	Final Comprehensive Exam

Total Points for Course

900 - 810	= A
809 - 720	= B
719 - 630	= C
629 - 540	= D
<539	= F

Extra Credit Opportunities (points assigned)

- Participation in Camp Friendship (10 points)**
- Handing Observation paper in early (10 or 5 points)**
- Disability Report given to class using power point – 5 points**
- Disability Report handed in early (5, 4, 3, 2, 1 points)**

Student Learning Outcomes (SLO)

By the end of this course, students should be able to:

- **Identify the attributes of a quality adapted physical education program.**
- **Recognize and demonstrate appropriate activities and motor skills that influence a quality adapted physical education curriculum.**
- **Develop a personal professional preparation plan that will help achieve the goal of accepting and appreciating differences, including disabilities.**
- **Apply the Adapted Physical Education National Standards (APENS) to the Texas Essential Knowledge and Skills (TEKS)**
- **Recommend appropriate assessment for the skills/activities for an adapted physical education curriculum.**
- **Demonstrate and reflect the value physical education plays as a link between adaptation and advocacy.**
- **Verbalize the difference between health related fitness and physical fitness in an adapted physical education curriculum.**
- **Identify the six (6) levels of Bloom's Taxonomy, giving an example of each and explaining the relevance to adapted physical education.**

