

10. Environmental factors that can precipitate inappropriate behaviors for individuals with disabilities and how they can be modified.
11. Selection of current standardized and informal assessment instruments and procedures for measuring physiological, biomechanical, perceptual, motor, and postural functioning of individuals with disabilities.
12. Determination of criteria for eligibility, student placement, programming, and progress in adapted physical education and physical education.
13. Assessment and evaluation as it relates to program development for individuals with disabilities.
14. Appropriate development and adaptation of instructional programs for individuals with disabilities emphasizing the following areas: physical and motor fitness, fundamental motor skills and patterns, and skills in, aquatics, dance, individual and group games, and sport, including lifetime sports and leisure skills.
15. Collaboration and consultation with teachers, therapists, community recreation/sport professionals, parents, and administrators regarding program content and implementation.
16. Application of environmental/ecological task analysis methods used in the process of individualized instruction in a variety of instructional settings for individuals with disabilities.
17. Observe and assist in a variety of settings (i.e. preschool to transition) the instruction of activities including skills in physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, individual and group games, and sport, including lifetime sports and leisure under the supervision of a qualified professional.

Make-Up Policy: Since this class is competency based, make-ups are only possible in the lectures missed by getting the information from another student. Exams and other competencies can be made up with instructor by appointment **only**, prior to the scheduled time.

Attendance: Your daily attendance is required. It is highly suggested that you participate as much as possible in order to get out of this class all that is possible. Your attendance will influence your grade when your final number of points are between two set grades.

Assignments: All assignments are due 1 week after being assigned. No late work will be accepted. Rewriting of assignments are allowed one time in order to enhance the learning procedure. Rewrites are due 1 week after being returned the first time with the original. Late rewrites will not be accepted. Applies to assignments 1,2 and 8 only.

Course Syllabi: This syllabus is the instructor's communication with the students and will be followed. It is the student's responsibility to read this syllabi and to ask the instructor to clarify any aspect that is unclear.

Student Evaluations: The Department of Kinesiology and Health Promotion takes student evaluations very seriously. Each student has the right to evaluate each activity class in which they enroll. There are two types of evaluations: formal (bubble sheet) and informal written comments. The instructor will ensure that the formal evaluation has occurred during the last week of the quarter. Informal written comments can be provided to the instructor for their personal use, however, they can not be used for faculty evaluation. If the student would like their written comments to be used for faculty evaluation, they need to write a letter to the department chair and submit it to the department office.

Student Conduct and Discipline: It is expected that all students are enrolled in this lecture class for serious educational pursuits and that their conduct will preserve an atmosphere of learning. This includes arriving to class on time, no wearing of hats in class, showing respect for the instructor and other students, no talking during lecture, and staying the entire class time. All students are expected to assume the responsibilities of citizenship in the campus community.

Dress Code: Professional physical education attire is expected at all times. This includes tops, shorts, and pants that are appropriate for working with students with a disability (not too tight and not too loose). Due to the one-way mirrors in the clinic, parents and others are watching the sessions including the clinicians and associates. Attired and behavior to the highest level is expected.

Academic Integrity: The students are expected to be aware of the University policy on academic integrity.

General Course Evaluation: This course will include two separate grades, evaluations and criteria, one for APE Fieldwork (2 units) and one for APE Fieldwork Activity (1 unit).

ADAPTED PHYSICAL EDUCATION FIELDWORK (2 UNITS)

Course Evaluation:	Points
1. Movement Philosophy Paper applied to your assigned clients	50
2. Fundamental Motor Patterns Worksheets - (2 skills, 1 from each client)	80
3. Dartfish Assignment	25
4. Performance of Fundamental Motor Patterns	50
5. Fundamental Motor Patterns Worksheets Assignment 2	25
6. MSI administration competency	50
7. MSI scoring competency	70
8. Goals and Objectives Assignment	50
9. Dartfish Project	150
10. Final Exam -comprehensive	150

TOTAL POINTS POSSIBLE:

700 points

A = 630 - 700

B = 560 - 629

C = 490 - 559

D = 420 - 489

JOURNAL ASSIGNMENT FOR ADAPTED PHYSICAL EDUCATION FIELDWORK ACTIVITY (1 UNIT)

You will be required to keep a journal for this course for the purpose of recording your hours observing in the Motor Development Clinic. You are required to spend 2 hours a week for 8 weeks aiding clients and clinicians for a total of 16 hours. Make-ups may be allowed by contacting the Clinic office, however **one free absence is allowed**. Use a notebook of any kind and be sure to date and number your entries, one per page.

One entry per session on the following topics:

- Week 1
4/6
 - Give your first impression of the Motor Development Clinic
 - What did the clinician do the first week (hint: describe present level of performance).

- Week 2
4/13
 - List the tasks that are assigned to your clients
 - Behavior of clients - comment on task verses off task verses between task behavior

- Week 3
4/20
 - Record the number of stickers/stamps/ chips received in the session and indicate why
 - Describe the free time activity, was it effective and fun?

- Week 4
4/27
 - Describe the clinician's behavior - body language, voice control and tone
 - Give your impression of the clients parents - were they interested in the home program

- Week 5
5/4
 - List the type of feedback that the clinician used with their clients.
 - Work with your clinician in developing a free time activity and describe it.

- Week 6
5/11
 - Implement your free time activity with your clients – did your clients have fun? Did you?
 - Evaluate your free time activity, what would you do differently next time?

- Week 7
5/18
 - Evaluate your clinician and their use of time. Are they organized? Do they use their time wisely?
 - Comment on your clinicians voice – tone, volume, speed, etc.

- Week 8
5/25
 - Write anything you want about your clients. What have a learned from them?
 - Give your last and final impression regarding the Motor Development Clinic
Has this experience encouraged you to go into the field of Adapted Physical Education? Why or why not?

Evaluation for Journal: The number of entries and the time spent observing in the clinic will be counted, not the content of each journal entry. Write in your journal what is appropriate and meaningful to you.

TOTAL POINTS POSSIBLE:

300 points

A = 270 - 300

B = 240 - 269

C = 210 - 239

D = 180 - 209

TOPIC FOR LECTURES AND EXAM SCHEDULE

			Readings
4/2	7PM	Introduction of class and requirements Determine Clinic therapy hours Motor Development Clinic video First week responsibility and tour clinic/equipment Lecture on clinic philosophy: Factors, outcomes, and categories Assignment # 1 explained Review 1 unit class requirements	Pages 1.1-1.15
4/6		CLINIC OPENS - Begin working assigned sessions	
4/9	7PM	Assignment #1 due Introduction to Dartfish Observing fundamental motor patterns Fundamental motor patterns worksheets	Page 2.1 – 2. Gross Motor Wkbk
4/16	7PM	Assignment #2 due part 1, then Part 2 (after Part1 approved) Hands on Dartfish Assignment # 3	
4/23	7PM	Assignment # 4 due in class Review Dartfish Fundamental motor patterns worksheet Assignment # 5 in class	
4/30	6:30PM	Introduction to assessment, purpose and importance in APE Assessment of motor patterns, Motor Skills Inventory (MSI)	5.1 – 5.5 Body Skills Manual
5/7	6PM	Practice administration and scoring of the MSI Dartfish Project lab time 7PM Meet in the Motor Development Clinic	MSI Manual
5/13 5/14	TBA TBA	Competency on MSI: administration and scoring-Assignment #6 (Time to be determined)	MSI score sheet
5/21		Assignment # 7 due Review MSI competency After assessment then what? ITP writing Goals, objectives and mastery criteria	8.1 – 8.18
5/28		Assignment #8 due Dartfish Project work time in the lab	Page 8.18
6/4	6:15PM	JOURNALS DUE Assignment #9 due Review for the Final	All material
6/9		Final Exam (Assignment #10) Take Exam in the Motor Development Clinic anytime from 2-7pm	
6/11		Summer Meeting for those who are working	