



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION

DEPARTMENT OF
HEALTH, PHYSICAL EDUCATION AND HUMAN SERVICES

I. LOCATOR INFORMATION

Semester: Fall 2009

Course No. & Name: HEED 431 Adapted Physical Education

#Semester Hours of Credit: 3

Time Class Meets: MWF 12:00-12:50 a.m.

E-mail address: gelliott@uncfsu.edu

Instructors: Dr. Gloria Elliott

Office Location: HPERC Rm. #327 Office Phone: 672-1115

Office Hours: M_____ T_____ W_____ TH_____ F_____

II. COURSE DESCRIPTION

A study of principles and methods for adapting health and physical education programs to handicapping conditions. These principles and methods will be demonstrated by evaluations of physical, perceptual motor and postural fitness levels, and the design, implementation, and evaluation of an active diversified adapted program. A 25 clock hour laboratory experience is required.

III. TEXTBOOK

Auxter, David, et.al. Principles and Methods of Adapted Physical Education and Recreation: 10th Edition, The McGraw-Hill Companies, 2005. Madison, WI.

IV. SPECIFIC COURSE OBJECTIVES

Upon completion of the course, the student should be able to demonstrate at least 75% proficiency on the following objectives on written examinations, oral reports and internships:

1. Trace briefly the development of special physical education through the years.
2. Identify the types of perception, show their relationship to movement, and describe how the different types are developed.
3. Plan a program in special physical education for a given population.
4. Develop curricular and behavioral objectives for a given program in special physical education.
5. Explain the differences and similarities of the direct, indirect, and synthesized methods of teaching.
6. Evaluate motor ability of the handicapped using the awkward child test, Texas revised test, a physical fitness test for mental retardates, and a perceptual-motor test.
7. Describe the nature of the following disorders and apply this information to the selection of appropriate physical education activities for those handicapped by these disorders: orthopedic impairment, visual impairment, dual sensory impairment, cardiopathic conditions, asthma, bronchitis, emphysema, anemia, mental retardation, emotional disturbance and learning disabilities.
8. Understand procedures relative to the organization and administration of an adapted physical education program.

V. EVALUATION CRITERIA

A.	Class Participation	50 Points
B.	Oral/Written Reports	200 Points
C.	Research Paper	100 Points
D.	IEP Preparation	100 Points
E.	Mid-Term Examination	100 Points
F.	Practicum (25 Hours)	100 Points
G.	Volunteer Work (Special Olympics, etc.)	50 Points
H.	Final Examination	<u>100 Points</u>
	Total	800 Points

GRADING SCALE

- A = 720-800
- B = 719-640
- C = 639-560
- D = 559-480
- F = below 480

ABSENTEE POLICY

In addition to the University's policy on absenteeism, any unexcused absence above the allowable minimum will result in one (1) point being deducted from the student's final grade average. Example: Final grade average 92 = A; 3 unexcused absences = minus 3 points; 3 points deducted (92 - 3 = 89) = B grade.

Excused absences include **DOCUMENTED** emergencies, medical or otherwise; University service, i.e., athletics, band, choir, etc., or instructor's approval. **This policy includes all levels of classes (100 thru 400 level.)**

VI. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

TOPICS TO BE COVERED

- A. The Mentally Handicapped
 - 1. General Characteristics
 - 2. Terminology
 - 3. The 14th Amendment
 - 4. Concept Development
 - 5. Mainstreaming (Public Law 94-142)
 - 6. Public Law 99-457

- B. Administration of Adapted Physical Education
 - 1. Separate/Regular Classes
 - 2. Scheduling
 - 3. Special Health/Safety Need
 - 4. Equipment and Facilities

- C. Type
 - 1. Auditory
 - 2. Cerebral
 - 3. Orthopedic
 - 4. Learning Disabilities
 - 5. Psychomotor Disturbances
 - 6. The Disadvantaged
 - 7. Visual

- D. Special Physical Activities for the Handicapped
 - 1. Swimming
 - 2. Team Games
 - 3. Rhythm Dance
 - 4. Developmental Physical Fitness
 - 5. Individual Sports
 - 6. Weight Training
 - 7. Outdoor Education

SPECIAL DEFICIENCIES TO BE REPORTED ON

1.	Anemia	1st Week
2.	Bronchial Asthma	1st Week
3.	Cancer	2nd Week
4.	Cardiac Disorder	2nd Week
5.	Cerebral Palsy	2nd Week
6.	Children with Behavior Disorders	3rd Week
7.	Children with Low Intelligence	4th Week
8.	Cystic Fibrosis	4th Week
9.	Diabetes	5th Week
10.	Enuresis	5th Week
11.	Epilepsy	6th Week
12.	Hemophilia	6th Week
13.	Hemorrhage & Coagulation Abnormalities	7th Week
14.	Hypertension	8th Week
15.	Hyperthyroidism	8th Week
16.	Learning Disabilities	9th Week
17.	Leukemia	9th Week
18.	Lumbar In vertebral Disc Lesions	10th Week
19.	Meningitis	11th Week
20.	Neurological Orthopedic and Other Health Impairments	11th Week
21.	Nutritional Disturbances	12th Week
22.	Osteomyelitis	12th Week
23.	Peptic Ulcer	13th Week
24.	Physical Education and Exceptional Children	13th Week
25.	Poliomyelitis	14th Week
26.	Postural Deviation	14th Week
27.	Pregnancy	15th Week
28.	Rubella	15th Week
29.	The Disadvantaged	16th Week
30.	The Educable Mentally Retarded	16th Week
31.	The Trainable Mentally Retarded	17th Week
32.	Visual Impairment	18th Week

VII. COURSE REQUIREMENTS

Each student will be expected to participate in the following:

1. Class Discussions
2. Oral Reports
3. Research Paper
4. Mid-Term Examination
5. Development of a list of 200 technical terms in Adapted Physical Education.
6. Final Examination

VIII. TEACHING STRATEGIES

1. Video review and analysis
2. Lecture
3. Problem Solving
4. Student Presentations/oral written
5. Role-playing
6. Question-Answer

7. Clinical Experiences (practicums)
8. Develop curriculum K-12 at LEA
9. Develop IEP's
10. Book Reviews

SUPPLEMENTAL REFERENCES

- Auxter, David, Pyfer Jean. Principles and Methods of Adapted Physical Education and Recreation. Times Mirrow/Mosby College Publishing, 1989.
- Broadhead, Geoffrey D. Adapted Physical Activity, Human Kinetics Publishers, Inc. 1992.
- Dauer, Victor P. Pangrazi; Robert P. Physical Education for Elementary School Children, 1990
- Eichstaedt, Carl B. Developmental/Adapted Physical Education Making Ability Count MacMillan Publishing Company. 1993
- Gearheart, Bill R. Weishahn Mel W., Gearheart, Carol J. The Exceptional Student In the Regular MacMillan Publishing Company, 1992
- Jansma, Paul, French, Ron Special Physical Education Prentice-Hall, Inc, 1994.
- Kennedy, Dan W. Opportunities For Persons with Disabilities. Wm. C. Brown Publishers, 1987.
- Rimmer, James H. Programs For Special Populations W.C. Brown, Co., 1994
- Sherill, Claudine. Adapted Physical Education and Recreation , Wm. C. Brown Publishers, 1993.
- Sherill, Claudine. Leadership Training in Adapted Physical Education, Human Kinetics Publishers, Inc., 1993.
- Sherill, Claudine, Sport and Disabled Athletics, Human Kinetics Publishers, Inc., 1993.
- Winnick, Joseph P. Physical Fitness Testing of the Disabled. Human Kinetics Publishers, Inc. 1985.
- Wiseman, Douglas C., Physical Education for Exceptional Students. Delmar Publishers Inc., 1994