

**Texas Woman's University**  
**KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008**  
**TENTATIVE Course Syllabus**

**Course Description:**

Adapted physical education, evidenced-based teaching methods and curriculum and instructional design in a variety of settings (e.g., least restrictive environment, inclusive, separate) will be the focus in this course. There will be an emphasis on the implementation of the Individuals with Disabilities Education Act (IDEA).

**Instructor Contact Information:**

Ron French, EdD, CAPE  
Pioneer Hall 208D  
(940) 898-2582  
FAX: 940-898-2581  
[rfrench@twu.edu](mailto:rfrench@twu.edu)





Seokmin Yun, MS  
Pioneer Hall 212  
OFFICE: (940) 898-2595  
CELL: (940) 595-0481  
[syun@twu.edu](mailto:syun@twu.edu)

**Office Hours:** Available for meeting in person or online by appointment only.

**Class Meeting Dates and Times:**

Those taking the course on-site will meet in room 119 of Pioneer Hall on 1/24, 2/14, 3/7, 4/11, and 5/9.  
Class is supposed to meet from 5:00-9:00pm on those days but we hope to dismiss by 8:00pm each night.

**Required Texts & Subscriptions:**

-  TaskStream ~ Can be purchased at [www.taskstream.com](http://www.taskstream.com). We will discuss this purchase in class.
-  Kasser, S. L., & Lytle, R. K. (2005). *Inclusive physical activity: A lifetime of opportunities*. Champaign, IL: Human Kinetics.
-  Kelly, L. E., & Melograno, V. J. (2004). *Developing the physical education curriculum: An achievement-based approach*. Champaign, IL: Human Kinetics.
-  Morris, D., & Stiehl, J. (1999). *Changing kids' games* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.

**Recommended Web-Sites:**

- [www.pesoftware.com](http://www.pesoftware.com) - Bonnie's Fitware Inc (There are articles on topics of interest to physical activity professionals, such as the importance of not using exercise as punishment).
- [www.cfchildren.org](http://www.cfchildren.org) - Committee for Children (This Web-site provides information about social and emotional learning in the form of articles).

**Texas Woman's University**  
**KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008**  
**TENTATIVE Course Syllabus**

**Grading Scale for MS Students:**

A 720-800  
B 640-719  
C 560-639  
D 480-559  
F 0-479

**Grading Scale for PhD Students:**

A 810-900  
B 720-809  
C 630-719  
D 540-629  
F 0-539

**Texas Woman's University**  
**KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008**  
**TENTATIVE Course Syllabus**

<b>Master's Standards and Assignments</b>			
<b>National Standards (APENS, NASPE, SPED)</b>	<b>State Standards (TAHPERD)</b>	<b>TWU Competencies and Outcomes (General Master's Competencies [GMC] &amp; Institutional Effectiveness Plan [IEP] Outcomes)</b>	<b>Evaluation Methods (*within e-portfolio)</b>
APENS 7 (Curriculum Theory and Development): five clusters (refining philosophy in relation to organizing centers; selecting content goals; conducting learner analysis; designing learning objectives; planning learner experiences).		GMC 4.2 Demonstrate ability to develop goals and objective that match assessment data and learning experiences that match goals and objectives. GMC 6.5 Demonstrate refinement of a personal and professional philosophy that provides direction for ethical behaviors.	<b>Philosophy*</b> <b>Teaching Projects*</b> <b>RATs &amp; Final Exam</b>
APENS 9 (Instructional Design and Planning ): three clusters (developing curriculum, unit, and lesson plans; implementing IEP and IFSP processes; using technology such as assistive and mobility devices). APENS 10 (Teaching): two clusters (teaching styles and teaching behaviors).	4. Developmental teaching methods/materials and gymnasium organizational abilities in physical and motor fitness, fundamental motor skills and skills in aquatics, dance, individual and group games and sports for students with disabilities.	IEP Outcome 4: Professional Behavior, Knowledge, and Skills IEP Outcome 5: Work Effectively and Ethically with Diverse Populations	<b>Teaching Projects*</b> • <b>Assistive Technology</b> • <b>PDA's</b> • <b>Spanish</b>
		GMC 6.4 Demonstrate knowledge of resources (e.g., computer networks, professional organizations, leaders, Conferences, journals) and skills in information acquisition.	<b>Project INSPIRE</b> <b>DDC Project</b>
		IEP Outcome 1: Command of Subject Matter and Integration of Information IEP Outcome 2: Read and Interpret Research GMC 1.1 Demonstrate ability to use word processing software to prepare papers GMC 1.2 Demonstrate ability to conduct computer searches of relevant research literature from data bases such as ERIC, PsychLit, & Med Line GMC 3.2 Demonstrate practical application of knowledge in areas of interest	<b>All Assignments</b>

**Texas Woman's University**  
**KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008**  
**TENTATIVE Course Syllabus**

<b>Doctoral Standards and Assignments</b>			
<b>National Standards (APENS, NASPE, SPED, APAQ)</b>	<b>State Standards (TAHPERD)</b>	<b>TWU [Institutional Effectiveness Plan (IEP) Outcomes]</b>	<b>Evaluation Methods (*within e-portfolio)</b>
<p>APAQ 1.1 Understand the framework underlying scientific theory, reasoning, and research.</p> <p>APAQ 1.2 Identify and comprehend current research issues in adapted physical education, special education, and supporting areas.</p> <p>APAQ 1.3 Formulate relevant research questions, including research design, with recognition of the inherent limitations/advantages.</p> <p>APAQ 1.8 Demonstrate the ability to design research projects that involve the unique problems of special populations.</p> <p>APAQ 1.16 Conduct computer searches of relevant research literature from extant databases such as ERIC, CD-ROM, and MED-LINE. Competencies 313</p>		IEP Outcome 2: Read and Interpret Research	<b>Comprehensive Exam Question</b>
<p>APAQ 2.1 Acquire a knowledge base concerning the course content of undergraduate and graduate adapted physical education courses.</p> <p>APAQ 2.2 Acquire a knowledge base concerning the course content in special education and supporting areas.</p> <p>APAQ 2.3 Synthesize relevant information into undergraduate and graduate adapted physical education course content.</p> <p>APAQ 2.7 Demonstrate the ability to formulate curriculum plans for adapted physical education programs at all educational levels including higher education.</p>			<b>6-hour Teaching Unit*</b>

**Texas Woman's University**  
**KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008**  
**TENTATIVE Course Syllabus**

APAQ 6.7 Demonstrate the ability to teach a unit of study in an adapted physical education course and, if applicable, in a subspecialty area.			
APAQ 2.4 Demonstrate a broad knowledge base of disabling conditions, the physical and motor performance of persons with disabilities, assessment resources in adapted physical education, and curriculum models in adapted physical education.	4. Developmental teaching methods/materials and gymnasium organizational abilities in physical and motor fitness, fundamental motor skills and skills in aquatics, dance, individual and group games and sports for students with disabilities.	IEP Outcome 1: Command of Subject Matter and Integration of Information IEP Outcome 4: Professional Behavior, Knowledge, and Skills IEP Outcome 5: Work Effectively and Ethically with Diverse Populations	<b>Teaching Projects*</b>
APAQ 2.8 Demonstrate the ability to develop (or locate) and evaluate written and practical examinations in adapted physical education professional preparation courses.			<b>RAT &amp; Final Exam Questions 6-hour Teaching Unit*</b>
APAQ 2.9 Demonstrate the ability to evaluate the abilities of students enrolled in professional preparation programs in adapted physical education.			<b>Facilitator Teaching Projects*</b>
APAQ 2.15 Demonstrate advanced computer literacy in the areas of computer-assisted instruction and word processing. APAQ 6.13 Maintain an awareness of relevant issues and trends in teaching.		IEP Outcome 2: Read and Interpret Research	<b>All Assignments</b>
APAQ 2.16 Acquire experience in writing and speaking about adapted physical education assessment and curriculum models. APAQ 6.7 Demonstrate the ability to teach a unit of study in an adapted physical education course and, if applicable, in a subspecialty area.			<b>Presentations*</b>

Texas Woman's University  
KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008  
TENTATIVE Course Syllabus

**Course Requirements:**

		<b>Date Due</b>	<b>Individual Points</b>	<b>% of grade For MS Students</b>	<b>% of grade For PhD Students</b>
<b>Everyone:</b>					
1.	Develop or update Homepage	2/14	20	2.5	2.2
2.	Teaching Projects (3)	2/14, 3/7, 4/11	100 each	12.5 each	11.1 each
3.	Projects (INSPIRE updates, DDC)	5/9	80	10	8.8
4.	Electronic Portfolio	3/7 & 4/18	100	12.5	11.1 each
<b>TOTAL for Everyone</b>			<b>500</b>		
<b>MS Students Only</b>					
5.	Readiness Assessment Tests (3)	2/14, 3/7, 4/11	40, 20, 20	5, 2.5, 2.5	
6.	Readings Discussions on Bb:				
	2 Comments each (10 points each)	2/7 & 2/28	40	1.2 each	
	2 Responses each (15 points each)	2/14 & 3/7	60	1.8 each	
7.	APENS-like Final Exam	5/9	120	15	
<b>TOTAL for MS Students</b>			<b>300</b>		
<b>Doctoral Students Only</b>					
5.	Facilitator Role (online & in-class discussions)	Ongoing	50		5.5
6.	RAT & Final Exam Questions:				
	RATs 2, 3, & 4 ~ 40 questions each		25 each		2.7 each
	Final Exam ~ 100 questions each		25		2.7
7.	Presentations	2/14, 3/7 or 4/11	75		8.3
8.	6-hour Unit on Pedagogy & Disabilities	5/2	75		8.3
9.	Comprehensive Final Exam Question	5/2	100		11.1
<b>TOTAL for Doctoral Students</b>			<b>400</b>		

**All assignments are due by no later than 5:00pm on the due date listed. Late assignments will not be accepted without notification from the Vice President of Student Affairs (see University Attendance Policy below).**

**Texas Woman's University**  
**KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008**  
**TENTATIVE Course Syllabus**

**All Students**

**Develop or Update Homepage in Bb:**

To access your personal homepage on Bb, click "Tools" on the left-side menu of the Pedagogy course then click "Homepage." Include information about yourself (e.g., hometown, schooling, significant others, family, pets, hobbies) and a picture. To view other students' homepages, click "Communication" then "Roster." Here you can either search for classmates by last name, username, or email or select "List All" to select individuals from the class list. Click on the classmate's name to see their homepage.

**Teaching ~ Lesson Plans, Modifications, Presentations, Videos, and Reflection:**

Students will demonstrate the ability to apply, implement, and evaluate the items listed below within 3 different teaching approaches. For each activity, students will submit a lesson plan following the example and in the form provided on Bb, a DVD of their teaching the lesson (approximately 10 min. of edited or unedited content). *For those students completing the course entirely online, DVDs should be submitted in time for on-site students to view in class.* A 1-page reflection of the teaching experience, including feedback provided by peers, will be submitted at the next class meeting.

February 14<sup>th</sup>

- Modifications following the models suggested in Kasser and Lytle and Morris and Steihl
- Picture cards
- Trifold displays

March 7<sup>th</sup>

- Modifications following the model suggested by Kelly and Melograno. These modifications should incorporate the evaluation and documentation of student performance.
- Assistive Technology
- PDAs

April 11<sup>th</sup>

- Modified teaching style suggested by Mosston and Ashworth
- Spanish

**Projects (INSPIRE Updates & DDC):**

Project INSPIRE Updates

Those taking the course on-site will be divided into two teams. These teams will review, infuse, and update the information now provided in the current Inclusion Strategies and Transition sections of the Project INSPIRE website ([www.twu.edu/inspire/](http://www.twu.edu/inspire/)). This information should be reorganized and updated using information from Block (2007), Lieberman and Houston-Wilson (2002), Kasser and Lytle (2005), Winnick (2005), Sherrill (2004), Dunn and Leitschuh (2006), and Silliman-French, et al. (2005), and selected

**Texas Woman's University**  
**KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008**  
**TENTATIVE Course Syllabus**

journal articles. Information must follow the outline below, be presented in a user friendly format (fonts, bullets and listings), and include clip art. Information on each section should be 8-10 pages.

One team will be responsible for section on Least Restrictive Environment (LRE) and Inclusion section, including:

- Definitions
  - LRE, provide a continuum
  - Inclusion
  - Mainstreaming
- Rationale
  - LRE
  - Inclusion
  - Mainstreaming
- Laws
  - NCLB
  - Regular Education Initiative
- Compare and Contrast (James Rimmer)
- Research
- Recommended Resources, including books, journals, websites

The second on-site team will be responsible for the Transition section, including:

- Definition
- Rationale
- Law
- Examples
- Research (Shepard, Roth)
- Recommended Resources, including books, journals (Modell, Piletic) websites

Denton Detention Center (DDC)

Those completing the course online will update and expand information in the DDC Physical Education Curriculum Draft. The focus is on educating students with disabilities who are incarcerated in the classroom and physical education/physical activity settings.

**TaskStream (or LiveText) e-Portfolio:**

**Texas Woman's University**  
**KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008**  
**TENTATIVE Course Syllabus**

All students will begin or continue to develop their e-portfolio. Other works can be added but these are the basic requirements for this course. For technical assistance with TaskStream (or LiveText), contact David Powell at [dpowell@twu.edu](mailto:dpowell@twu.edu).

1. Introduction, including:
  - a. Professional photograph of yourself (not taken by a professional but professional in appearance)
  - b. Autobiography
  - c. Professional Philosophy of Education, Physical Education, and Adapted Physical Activity (consider teaching, scholarship, and service)
2. Professional Vitae
3. Program Documentation, including:
  - A. Letter of acceptance
  - B. Program plan (approved before 12 hours)
  - C. Transcripts
  - D. Reference letters
  - E. Graduate program checklist
4. Outcomes 1-5
  - A. Evidence ~ Post selected artifacts that provide documentation of meeting program standards (USA-NASPE-MT National Standards, TWU Kinesiology General Master's Competencies, and USA-APENS for MS students and USA-Adapted Physical Education for PhD students) within each of the 5 Outcomes in your e-portfolio. For MS students, these artifacts must include your professional philosophy and your teaching projects, including lesson plans, teaching videos (different than those submitted for APA Grant Seminar), and 1-page reflection on the comprehensive teaching experience. For PhD students, these artifacts must include your presentations, 6-hour teaching projects, and your teaching projects; including lesson plans, teaching videos, and 1-page reflection on the comprehensive teaching experience. Additional artifacts can be products from coursework or other professional experiences related to adapted physical activity as long as it is individual work.
  - B. Standards ~ Add the standards for which you have demonstrated mastery with the above artifacts (USA-NASPE-MT National Standards, TWU Kinesiology General Master's Competencies, and USA-APENS for MS students and USA-Adapted Physical Education for PhD students).
  - C. Justification ~ Provide an explanation of how the artifacts demonstrate your mastery of the standards you have chosen. Within the justification, link each justification to the specific artifact and standard.
5. Final Reflection of program experiences to date (updated each semester).

**Texas Woman's University**  
**KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008**  
**TENTATIVE Course Syllabus**

**Master's Degree Students Only**

**Readiness Assessment Tests (RATs):**

You will have 3 readiness assessment tests (RATs) over selected course readings (texts and handouts). These RATs will be taken in class on the dates listed below.

**Rat #1 ~ February 14<sup>th</sup>**

- Kelly & Melograno ~ Parts 1-4
- Morris & Stiehl ~ pp. 1-74
- Kasser & Lytle ~ pp. 137-161
- Handouts posted on Bb:
  - Mosston & Ashworth
  - Use of picture cards in integrated physical education classes
  - Behavior management methods that empower students rather than control their behavior.
  - Runkel, Letter to (Grading/Diplomas)

**RAT #2 ~ March 7<sup>th</sup>**

- Handouts posted on Bb:
  - Jansma (1993) Assistive Devices (pp.413-430)
  - Strategies for Collecting Data in Physical Education
  - Integrating Assessment and Instruction: Easing the Process with PDAs
  - Implementing Handheld Computing Technology in Physical Education
  - The Use of PDAs to Assess in Physical Education
  - An Examination of Problems Associated with Grading Students with Special Needs
  - Assessment and Grading in Physical Education
  - Reporting Grades for Students with Disabilities in General Physical Education

**RAT #3 ~ April 11<sup>th</sup>**

- Handout posted on Bb ~ Block (2007) Diversity section (pp. 281-300)

**Readings Discussions on Bb Discussion Board**

Post 2 questions or comments regarding the readings by 5pm on 2/7, 2/28, 4/4, 5/2 and 2 responses by 5pm on 2/14, 3/7, 4/11, and 5/9. In an effort to spread out responses and answer more questions, each comment should have no more than 4 responses for credit for this assignment. Of course, you can always provide more responses than required and share as much as you want!

Texas Woman's University  
KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008  
TENTATIVE Course Syllabus

**Final Exam:**

The final exam will consist of 100 multiple-choice questions (APENS format) and an oral exam **on selected terms in Spanish**. This exam will be taken in class on May 9<sup>th</sup>.

**Doctoral Students Only**

**Facilitator Role:**

Demonstrate understanding of course content and the ability to engage students and answer questions by participating in discussions regarding readings and application both on Bb discussion board forums and in-class reflections.

**RAT and Final Exam Questions:**

Each doctoral student will develop 40 multiple-choice questions for RATs 1-3, **50 different** multiple-choice questions for the final exam, and help expand the databank of questions in Bb for this and future courses. *Tip: While reading and preparing readiness level questions for the RATs, prepare additional application level questions for the final exam. This way, you won't have to go back and develop more questions.* Of the 100 questions chosen for the final exam, no more than 25 can be taken from the questions used on actual RATs. Questions should be developed based on course readings and content and can be taken from previous semester's RATs and exams as well as APENS study guide questions developed by students for Standards 7, 9, and 10 (teaching styles and behaviors).

**6-hour Unit on Pedagogy:**

Develop a unit appropriate for an Introductory APA course related specifically to APA Pedagogy and 3 disabilities chosen by the student. This could be 1 traditional curriculum or more and/or the inclusion of different instructional, curricular, group games and sports modifications. Justify why you selected what you incorporated into this unit. Everything needed to teach this unit should be included (i.e., **unit outline, additional readings, PowerPoint presentations, labs, test, and homework assignments**). **All materials will be posted on the PhD student discussion board by Wednesday, May 2<sup>nd</sup>. Review each others materials and be prepared to discuss on Wednesday, May 9<sup>th</sup>.**

**Presentations:**

This assignment is for on-site PhD students only. Demonstrate the ability **to give a 20-minute presentation on 1 of the following topics. This presentation should be lecture- and activity-based and utilize information from the readings provided.**

1. February 14<sup>th</sup> ~ Graduation Requirements in PE/APE
2. March 7<sup>th</sup> ~ Grading in APE

**Texas Woman's University**  
**KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008**  
**TENTATIVE Course Syllabus**

3. April 11<sup>th</sup> ~ Diversity, PE, & Special Populations

**Comprehensive Exam:**

Students will design an investigation related to college teaching, adapted physical education, and the professoriate. The purpose of this study is to compare two teaching techniques (e.g., Mosston & Ashworth, lecture versus teaming) in an Introduction to Adapted Physical Activity in the country of your choice. This should include an introduction, purpose statement, methods (participants, instrumentation, procedures, data collection, data analyses, and specific research design). Several texts and readings will be provided to begin to prepare for this question. Students will post their responses on the PhD student discussion board by Wednesday, May 2<sup>nd</sup>. Review each others materials and be prepared to discuss on Wednesday, May 9<sup>th</sup>.

---

Texas Woman's University  
KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008  
TENTATIVE Course Syllabus

**University Policies:**

**University Attendance Policy:** <http://www.twu.edu/o-sl/StudentLifeOffice/AttendanceForm.html>

*Consistent and attentive attendance is vital to academic success, and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of students' grades.*

*Instructors are strongly encouraged to keep a record of student attendance. They should note absences due to documented student illness, serious illness or death in the student's immediate family, official school activity, state-recognized religious holiday, or other verified absences deemed appropriate by the instructor. Students must consult with instructors regarding the completion of make-up work.*

*Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student failing the course. An incomplete may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor.*

***All excused absences must be approved through the office of student life.** Take your documentation to the Office of Student Life (in the Student Center); they will notify the instructor if you meet their guidelines for an excused absence. This procedure protects you from instructors exercising capricious judgment. **It is the student's responsibility to review the attendance roll two weeks BEFORE the end of the semester to check their documented attendance and contact the instructor with any concerns or questions.***

**Academic Dishonesty:** <http://www.twu.edu/o-sl/StudentLifeOffice/AcademicDishonesty.html>

*Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections in TWU's Student Handbook. Academic dishonesty includes cheating, plagiarism, collusion, fabrication, falsification, and falsifying academic records and other acts intentionally designed to provide unfair advantage to the student and/or the attempt to commit such acts. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action as per the policy outlined in the TWU Student Handbook.*

- ***Cheating** includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.*
- ***Plagiarism** occurs when a student obtains someone else's work and presents those ideas or words as her or his own academic work.*
- *Collusion occurs when a student collaborates with another person without authorization when preparing an assignment.*
- ***Fabrication** occurs when a student makes up data or results and records or reports them.*

**Texas Woman's University**  
**KINS 5863 ~ Pedagogy in Adapted Physical Education ~ Proposed for Spring 2008**  
**TENTATIVE Course Syllabus**

- ***Falsification** occurs when a student manipulates research materials, equipment, or processes or changes or omits results such that the research is not accurately reflected in the research record.*
- ***Falsifying academic records** includes, but is not limited to altering grades or other academic records.*

**Disability Support Policy:**

*Texas Woman's University seeks to provide appropriate academic adjustments for all individuals with disabilities. This University will comply with all applicable federal, state, and local laws, regulations, and guidelines, specifically Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to Disability Support Services (DSS) at the beginning of each semester and no later than the second week of school unless otherwise determined by the coordinator. The student also must contact the faculty member in a timely manner to arrange for appropriate academic adjustments. For further information regarding Disability Support Services or to register for assistance, please contact the office at 898-3835 (voice), 898-3830 (TDD) or visit CFO 105.*