I. Course Description & Purpose:
Characteristics and implications of special population children as related to activities and activity programs. Ninety percent of students with disabilities are included in general physical activity settings (i.e., physical education classes, sports, and recreation). This course is designed to introduce students in physical education and related disciplines with current information addressing the physical education/activity needs of individuals with disabilities. Emphasis will be placed on the following issues (a) adapted physical education/activity service delivery in accordance with federal laws; (b) unique attributes of disabling conditions with implications for physical education; (c) procedures for adapting regular physical education programs to meet the needs of students with disabilities; and (d) quality teaching, community instruction, sport, and recreational programs for individuals with disabilities.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
Undergraduate Kinesiology
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes:
Upon completion of the course the student will be able to:
1) Demonstrate an understanding of the application of least restrictive alternative concepts and terms related to physical education programming, rehabilitative, therapy, and special education settings.
2) Identify the legal mandates for services, particularly within the physical education setting; IDEA, Section 504, and the Americans with Disabilities Act (ADA).
3) Demonstrate knowledge of unique attributes of disabling conditions (PLO #1, #2, #3, #4).
4) Demonstrate knowledge of assessment tools used in the evaluation process of psychomotor skills for students in the adapted physical education setting (PLO #1, #2, #3).
5) Write an individual education program (IEP) based on assessment data that includes present level of performance, specific goals and objectives, movement activities, and equipment required (PLO #5).
6) Demonstrate an understanding of the planning, organizing, and implementation process for an adapted physical activity program.
7) Demonstrate the ability to utilize a variety of modification techniques to allow for individualizing instructions and the inclusion of students with disabilities in games and activities (PLO #5).
8) Demonstrate dispositions essential to becoming effective professionals (NASPE 6)
**TEExES Standards for Physical Education EC-12 (State Board for Educator Certification)**

**Standard I:** The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

**Standard II:** The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.

**Standard III:** The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

**NASPE Standard 1** – Scientific and Theoretical Knowledge – physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

**NASPE Standard 3** – Planning and Implementation – physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

**NASPE Standard 6** – Professionalism – physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Students are expected to perform with integrity and responsibility both in the classroom and as a representative of the SFA community when off-site.

III. **Course Assignments, Activities, Instructional Strategies, use of Technology:**

1. Students will participate in a variety of physical, individual, and group activities, these Daily Application Tasks (DATs) during class include the disability simulation lab and assessment lab. Any DAT that is done during class time is assigned a point value - these activities cannot be made up and unless noted on the schedule are not generally announced ahead of time. These tasks are used to determine classroom participation and are completed on a daily/weekly basis. Participation is a vital component for determining success in this course. DATs are also tracked to determine continued eligibility for financial aid. ~ 300 points (part of this will be Top Hat – see below) (SLOs 1, 2, 4, & 7)

2. **Top Hat**

   We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. These questions and discussions will be part of your participation and quiz grades so either a correct response and/or a participation response, depending on the question, count as part of your grade. ~ 200 points

   An email invitation has been sent to you to enroll in the Activities for Special Populations Course through Top Hat. This will allow you to participate in the classroom response system and this becomes part of your participation grade as well as quiz grade in class. This is also how attendance will be taken in class. It is important that you get your enrollment in Top Hat completed as soon as possible as we will begin using this in class immediately.

   You can visit the Top Hat Overview (https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

   An email invitation has been sent to your “jacks” email, but if don’t receive this email, check your junk and spam folders, you can register by simply visiting our course website: https://app.tophat.com/e/569293 Note: our Course Join Code is 569293

   Top Hat will require a paid subscription, and although there are three pricing options, depending on your course schedule I use it in two courses KIN 487 and KIN 462. If you are taking them both this semester then purchase it for the single semester. If you aren’t taking them both in one semester then consider when you will be taking them and what will work for you.

   A full breakdown of all subscription options available can be found at: www.tophat.com/pricing.

   Should you require assistance with Top Hat at any time, due to the fact that you require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491
3. Students will develop (100 points), present (25 points) and evaluate (15 points) disability stories – Students will design, write and illustrate a children’s book that has the outcome of educating children about persons with disabilities and inclusion. The book may have any theme you would like but must include a leisure/recreation/physical activity/fitness/sport component. The book will be graded on appropriateness of the theme, binding/durability, originality, overall presentation, illustrations, vocabulary/grammar appropriateness, content appropriateness (must have at least five (5) facts about the disability), readability, and achievement of stated purpose (this is the purpose that you have stated in your paper, see below, and includes educating children about persons with disabilities and inclusion). (SLOS 1 & 3)

Due February 8, 2018 – Additional details about specific content and components of this project will be provided during the first weeks of class.

4. Announced and unannounced quizzes throughout the semester, - ~ 100 points (SLOS 1, 2, 3, 4 & 6)

5. Exams - 4 exams @ 100 points each – content of exams will include, but is not limited to, material discussed/presented in class, material presented in media format (i.e., videos or video clip segments used in presentations), material presented or discussed during day labs, material from handouts provided by the instructor, materials gathered by students to complete homework assignments, and material presented by guest speakers. Both specific content and application of content are stressed on examinations. See schedule for modules and content covered for each of the first three exams. (SLOS 1, 2, 3, 4, & 6)

Fourth exam may be optional depending on your average on previous exams – you may elect to take the average of the three previous exams as the fourth exam grade if your average is an 80 or above or you may elect to take the comprehensive final exam on the final exam day. For those who elect this option your grade will be the better of the two grades. (So you can’t do worse) If your average of the previous three is below an 80 you are required to take the comprehensive final exam. This will be a multiple-choice exam and like all of the exams is usually worth more than 100 points but is averaged over 100 points. (So it is actually possible to earn more than 100 points on any of the exams in this class) (SLOS 1, 2, 3, 4, & 7)

6. There will be other reading assignments, short papers, assigned throughout the semester (i.e., homework) @ 5-30 points each depending on expected amount of time to complete (SLOS 4, 5, 6, & 7)

7. Completion of 5 hours of “volunteer” experience working with individuals with disabilities in physical activity settings outside of class time - this time will be based on your schedule and may include weekends and evenings – some opportunities will be announced in class as they become available and/or students are responsible for seeking opportunities on their own. This assignment will also include writing a minimum 4-page reflective paper (10/12 font, double-spaced, standard font) on the experience(s) - further details will be provided on specific content - and submitting a log of your time spent - due no later than two weeks after completion of last logged hours or May 1, 2018, whichever day occurs first. Points will be deducted for students fudging on the 4-page minimum limit (i.e., wide margins (greater than 1”), larger fonts, wider/more spacing between lines, or extra spacing between paragraphs, extra wording/lines/headers at top of page, anything extra that is not part of the paper that is considered a waste of space and is not reflective of your experience will result in a reduction of points). Project is worth 100 points – 50 points for hours spent and 50 points for the reflective paper – Point values for the components must match – you can’t get points for the hours without writing the required paper and you can’t get more points on the paper than the hours that you spent (i.e., if you only do 2 hours of experience, write a 4 page paper the maximum point value on the paper matches the two hours that you’ve completed). (SLOS 1, 3, 6, & 7)

8. Professional Dispositions – A combination of teacher and self-assessments will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals. (NASPE 6) 75 points

Instructional Strategies, use of Technology:
A variety of instructional methods are modeled during the course and include, but are not limited to the following:
1. Traditional Experiences such as lecture (using PowerPoint), class discussion and demonstration
   PowerPoint presentations and handouts are posted on D2L and it is highly recommended that these be printed out prior to class meetings so that you can take notes in class. NOT EVERYTHING YOU NEED TO KNOW IS ON THE SLIDES!
2. Use of Top Hat classroom response system in class for attendance and question/discussion responses. You will be able to submit answers to in-class questions using Apple or Android smartphones or tablets, laptops, or through text message. This will be part of your grade.
3. Clinical Experiences such as group work, cooperative activities, and lab exercises
4. Field Experiences such as observation and direct instruction of children and/or adults with disabilities in school, sport, and recreation environments
5. D2L is also used for presentation of class quizzes and other assignments so be competent in using the system.

Please see Appendix I for Alignment of Assignments with Standards Assessed in this Course
IV. Evaluation and Assessments (Grading):

Grade is based on the % of the total points assigned during the semester (approximately 1000 points). See Section III for points available for each assignment

A = 90 – 100% of point total
B = 80 – 89.9% of point total
C = 70 – 79.9% of point total
D = 60 – 69.9% of point total
F = below 60% of point total

All assignments given for homework must be typed….no work will be accepted unless it is typed

V. Tentative Course Outline/Calendar: Reading should be done before class as questions will be asked, and graded for correctness, on this material during lectures.

Week 1 Introduction, Survey, syllabus and other in class assignments
Discuss Disability Stories and Course Projects
Module 1A - Educating People with Disabilities (Manual Reading Read pages 91-92, ii-iv, 6-9) (Covers general introductory information regarding terminology, laws, labeling, perceptions towards persons with disabilities, accessibility issues, and how persons with disabilities are depicted in mainstream media.)

Week 2 Module 1B - Evolution of Adapted Physical Activity (Manual Reading Read pages Laws 9-14) (Covers history of adapted physical activity from 3000 BC to present day including important religious, social, scientific, medical, humanistic, and educational aspects of disability. United States laws related to disability and physical activity/education as well as important individuals and historical milestones are also covered.)

Week 3 Finish Modules 1A & B
Thursday, February 1st Disability Simulation Lab - Shelton Gym – SNEAKERS and activity attire

Week 4 Module 2 - Individual Differences
(Covers various models of service that are/have been used for people with disabilities for medical, education, recreation, leisure, and sport activities. Examines strategies for managing stigmas, interacting on an equal status basis and terminology usage for common physical disabilities.)

Disability Stories Due (Thursday, February 8, 2018)

Week 5 Module 2 - General Disability Sports
(Covers a wide variety of sports for people with disabilities including recreation, community, school athletics and various competitive sports for a range of different disability conditions and sport abilities.)

Exam I (Modules 1A, 1B, & 2)

Week 6 Module 3 - Personnel, Service Delivery and Adaptations (Manual Reading Read pages 14-24, 49-51) (Covers the general process of service delivery outlined in Individuals with Disabilities Education Act, specifically highlighting physical education. Includes discussion of specific personnel responsible for the delivery of service in public schools. Discuss various examples and ways to adapt activities for various disabilities including least restrictive environment and universally designed instruction.)

Week 7 Module 4 – Laws, Advocacy, and Adaptations (Manual Reading Read pages 35, 83-90) (Covers laws specifically relevant for physical education, activity, and sports and appropriate practices in physical education and coaching settings for children with disabilities.)

Week 8 Module 10 - Basic Input Systems & Reflexes (Manual Reading Read pages 52-57) (Covers the common systems in the body where many of the physical disabilities problems occurs including, reflexes, vestibular, visual, kinesthetic, and tactile. Discusses definitions and connections to perception motor systems and skilled movements.)

Spring Break – March 12 – 16, 2018

Week 9 Module 5 - General Considerations
(Covers the general information and considerations regarding making decisions about best practices for developing a program of improving motor, social, cognitive skills for children with disabilities. Also includes information on various technology, equipment and use of mobility devices in physical education/activity settings.)

Week 10 Exam II (Modules 3, 4, 5 & 10)
Thursday – March 29, 2018 Easter Holiday

Week 11 Module 6 - Assessment and IEPs (Manual Reading Read pages 25, 34, 37-39, 60-82) (Covers general information on the purposes of assessment in adapted physical activity including screening and referral, eligibility and programming, day-to-day teaching, student progress and feedback, and sport classification decisions. Discusses the various types of assessments and components of appropriate assessments as well as elements of the Individualized Education Program.)
Week 12
Module 13 - Assessment of Fitness Skills
(Covers use of appropriate fitness testing instruments for children with disabilities in public schools given current laws in the State of Texas and use of alternative testing instruments.)

Thursday, April 12 - Assessment Lab – Shelton Gym – wear sneakers and activity attire

Week 13
Module 11 - Assessing and Teaching Motor Skills
(Covers use of a variety of motor assessment testing instruments for children and adults with disabilities for use in a variety of settings for a wide variety of disabilities.)

Week 14
Completion of Assessment module

Week 15
Exam III (Modules 6, 13, 11) - Tuesday, May 1st - Last Day to Submit Fieldwork Papers/Hours (Log Sheets)

Final Day to turn in Fieldwork Reflective Papers and Log Sheets - Tuesday, May 1, 2018 (Remember that these are due two weeks after you complete the last field work hours or May 1st, whichever day is earlier – this is the Final Day to turn them in.

FINAL EXAM DAY – May 10, 2018 - Thursday – 8-10am – Comprehensive Final Exam

The final exam will not be given early for any reason - so make sure that you or your family, do not make plans that necessitate you leaving prior to your exam.

VI. Recommended Text/Readings/Materials:


The text we will be using for this class is available through the Department of Kinesiology and Health Science on loan for the semester. This text is the property of the Kinesiology Department and any damage to the book, including but not limited to highlighting marks, notes written in the book, removal of any pages, etc. will be the responsibility of the student to whom the book has been assigned. Students not returning the book or returning a damaged book will be charged for the full replacement value ($25.00) of the textbook. These charges will be sent to the Business Office at the end of the semester. Failure to pay or return the book may result in you being dropped from registered classes for the following semester.

Access to Desire2Learn to download class lectures and handouts - recommend bringing them to class

Access to Top Hat Top Hat (www.tophat.com) classroom response system in class. This is a service that you will need to pay for, similar to a course fee or textbook, neither of which you have for this course. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. These questions will be part of your participation and quiz grade so both correct responses and participation responses, depending on the question count as part of your grade.

Other readings/videos as assigned by instructor – may be articles or internet accessible materials

Appropriate footwear during physical activity (lab days) is essential for your safety and the safety of your classmates. Students may be limited in activities they will be permitted to do (at the discretion of the instructor) if they do not have appropriate footwear. If you can’t do the activity you cannot earn the points.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information:

Attendance and Preparation for Class:

SPA Attendance Policy (6.7) – Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories and other activities for which a student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.


Daily attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade. Daily Application Tasks (DATs), completed during class cannot be made up. This includes material submitted through the Top Hat response system. Test material comes from class – if you miss class you miss test materials. Students arriving after attendance is taken are considered absent. Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Judicial Office (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 2 class periods. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced in class and obtain class related information if absent. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip. For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

There is a 10-point perfect attendance bonus at the end of the semester – no absences or tardies of any kind earns the bonus.

Absence is no excuse for not knowing. You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part.

**The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence. There is no mechanism for making up work completed during class through the Top Hat response system.

Class preparation is your responsibility. Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments will have a minimum automatic 25% point deduction if turned in within a week of the due date. Assignments later than one week will not be accepted. Charge your electronic device prior to class so it can be used to respond in class. Not being able to respond because your device is not charged is like not having a scantron or pencil – except you can’t borrow one from your neighbor.

Students with Disabilities Policies (6.1 & 6.6)

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/ . Location: Human Services Building, room 325. Phone: (936) 468-3004.

It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.
Student Academic Dishonesty Policy (4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or; helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one’s own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty - Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals - a student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Please read the complete policy at [http://www.sfasu.edu/policies/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf)

Withheld Grades Policy (5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service 6.140]. If students register for the same course in future semesters the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students will be required to file a “Withheld Grade Report,” internal Kinesiology & Health Science Department Form, with faculty member prior to the end of the semester, which documents the work to be completed to remove the ‘withheld’ grade.

Use of Tobacco Products:
The “use of all tobacco products is prohibited in the public areas of the Steen Library and in all indoor classrooms and laboratories.” (For full text see Food, Drink and Tobacco B-8) This includes chewing tobacco!

Insurance:
Physical activity by its very nature may put you at some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

Student Code of Conduct Policy (10.4): Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Program: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Martin 936-468-1740 or snyderke1@sfasu.edu
Undergraduate Teacher Certification:
The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout. (http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf)

Electronic Devices:
Laptops, tablets, and/or cell phones may be used for NOTE TAKING and for using TopHat – the student response system used as part of class. Use for any other purpose may result in the loss of the privilege to use these devices during class at the discretion of the instructor. Because use of the student response system and responding to questions is part of the grading in the class not being able to use your device in class may be detrimental to your grade. The use of the device as part of the course is a privilege and should therefore NOT BE ABUSED.

Use of these devices during class may be disruptive to students and the instructor and shows a lack of respect on the part of the user. Students using electronic devices other than for their intended purpose may be requested to leave the classroom. This will result in an unexcused absence.

General Classroom Civility:
Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspaper, complete work from other classes, talk to their neighbors, sleep during class, text, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period. Students engaging in such behaviors are not demonstrating the dispositions essential to becoming effective professionals (NASPE Standard 6)

Exam Conduct:
• You may not wear sunglasses during an exam
• You will be asked to either remove your hat or turn it around backwards
• You must place all class materials out of sight in a backpack or under your desk
• Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)
• No food or drinks will be allowed during exams - this includes water and gum
• Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic 0 on the examination as well as further disciplinary action at the discretion of the instructor
• All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during examination may be construed as cheating and result in associated disciplinary action.
Appendix 1
KIN 487 - links to the standards can be found on the PCOE and Department website.

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
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<tbody>
<tr>
<td>Disability Story – create children’s book to educate about persons with disabilities and inclusion.</td>
<td>1.4, 6.4</td>
<td></td>
<td>1a</td>
<td>4q</td>
</tr>
<tr>
<td>Disability Simulation Lab – participate in activities simulating disabilities, responding to predetermined questions about the experience.</td>
<td>6.1</td>
<td></td>
<td>1a</td>
<td>3j</td>
</tr>
<tr>
<td>Service Learning – Field Experience – Completing of 5 hours interacting with individuals with disabilities in a physical activity setting, responding to predetermined questions about the experience.</td>
<td>6.3, 6.4</td>
<td>1.3</td>
<td>1a</td>
<td>3p</td>
</tr>
<tr>
<td>Exam #1 – Modules 1A, 1B, &amp; 2. Content covered includes terminology, laws, labeling, perceptions, accessibility, mainstream media depictions of persons with disabilities, history of adapted physical activity, service models used, management of stigmas, disability sports, personnel delivering service.</td>
<td>1.4</td>
<td>1.3</td>
<td></td>
<td>4k, 4q, 9j</td>
</tr>
<tr>
<td>Exam # 2 – Modules 6, 13, 11, &amp; 3. Content covered includes purposes of assessment for individuals with disabilities, types of assessments, elements of the IEP, instruments for assessing fitness skills, instruments for assessing motor skills.</td>
<td>1.2</td>
<td>1.3</td>
<td></td>
<td>2h, 6j, 6k, 6l, 6o, 6p</td>
</tr>
</tbody>
</table>
### Exam #3 – Modules 4, 5, & 10.
Content covered includes laws specific for physical education, appropriate practices in physical education and sport settings, least restrictive environment, universally designed instruction, basic systems in the body where many physical disability problems may occur, technology, equipment, use of mobility devices in physical activity settings.

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<tbody>
<tr>
<td>Exam #3 – Modules 4, 5, &amp; 10. Content covered includes laws specific for physical education, appropriate practices in physical education and sport settings, least restrictive environment, universally designed instruction, basic systems in the body where many physical disability problems may occur, technology, equipment, use of mobility devices in physical activity settings.</td>
<td>1.1, 1.3, 1.4</td>
<td>1.3</td>
<td>2h, 9j</td>
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### Exam #4 – All modules.
Comprehensive Final Exam. See content for Exams 1, 2 & 3.

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<tr>
<td>Exam #4 – All modules. Comprehensive Final Exam. See content for Exams 1, 2 &amp; 3.</td>
<td>1.1, 1.2, 1.3, 1.4</td>
<td>1.3</td>
<td>2h, 4k, 4q, 6j, 6k, 6l, 6o, 6p, 9j,</td>
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### Submission of Textbook – student will return department owned textbook at the end of the semester.

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<td>Submission of Textbook – student will return department owned textbook at the end of the semester</td>
<td>6.3</td>
<td>1a</td>
<td>9o</td>
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### Professional Dispositions – A combination of teacher and self-assessments that will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals.

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<tr>
<td>Professional Dispositions – A combination of teacher and self-assessments that will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals.</td>
<td>6.1, 6.2, 6.3, 6.4</td>
<td>1.1, 1.3, 4.2</td>
<td>21, 9a, 9m, 9n, 9o</td>
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<td>6.1, 6.2, 6.3, 6.4</td>
<td>1.1, 1.3, 4.2</td>
<td>3d, 4c</td>
<td>21, 9a, 9m, 9n, 9o</td>
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