Activities for Special Populations KIN 487.001

Department of Kinesiology and Health Science
KIN 487.001 Activities for Special Populations
Fall 2019

Instructor: Dr. Deborah Buswell
Office: HPE 228A
Office Phone: 936-468-1661
Alternate Contact: 936-468-3503(Department)
Course Website: Desire2Learn
Prerequisites: None

Course Time and Location: TR 2:00-3:15, Room 223, Shelton
Office Hours: TR 9:15-11:15; W 2:30-3:30
Others times by appointment
Credits: 3
Email: buswelld@sfasu.edu
(Email direct to buswelld@sfasu.edu not Desire2Learn – D2L)

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.

Course Justification - "Activities for Special Populations: (3 credits) typically meets 150 minutes of class time each week for 15 weeks, and also meets for a 2-hour final examination. Students have weekly reading assignments, study for quizzes/exams over the course content, complete several short papers throughout the semester reflecting on work done during class such as the disability simulation lab and the assessment lab or other “daily application tasks” and reflect on personal/professional dispositions and develop action plans for change if necessary. Students will complete two projects in the course requiring significant outside of class time: disabilities stories, and service learning working with individuals with disabilities culminating in a reflective paper. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

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

Revised August 1, 2019
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 (SLOs 1, 2, 4, & 7)

2. 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 September 26, 2019 – Additional details about specific content and components of this project will be provided during the first weeks of class.

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

4. 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, & 6)

5. 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)

6. 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 December 3, 2019, 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, but write a 4 page paper the maximum point value on the paper matches the two hours that you’ve completed = 20 points). (SLOs 1, 3, 6, & 7) Submitted hardcopy in class AND in DROPBOX on D2L.

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7. 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. Failure to adhere to professional dispositions may prevent TCs from being eligible for student teaching. (NASPE 6) 60-75 points

Please see Appendices 1 & 2 for Content Specific Standards and for Alignment of Assignments with Standards Assessed in this Course

**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. Clinical Experiences such as observation and direct instruction of children and/or adults with disabilities in school, sport, and recreation environments
3. D2L is also used for presentation of class quizzes and other assignments so be competent in using the system.
4. DATs Daily Application Tasks that apply content in discussion, group or individual assignments, quick labs, etc.

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 900-1000 points).

See Section III for points available for major assignments

- 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, unless specified by the instructor, 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 1 - Educating People with Disabilities (Manual Reading 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 2 – Introduction to APE & Legislation (Manual Reading pages Laws 6-14)
    - (Covers introduction to adapted physical education, philosophy, definition, and purpose for Texas educators; United States laws related to disability and physical activity/education; providing appropriate services for ALL students.)
  - **Thursday, September 5** - Disability Simulation Lab - Shelton Gym – SNEAKERS and activity attire
  - **Week 3**
    - Module 3 – Teaching Adapted PE (Manual Reading pages 14-16)
    - (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.)
  - **Week 4**
    - EXAM 1 (Modules 1, 2 & 3)
    - Module 4 – Team Approach (Manual Reading pages 14-16, 19-24)
    - (Covers instructional service models, direct and related service personnel, general responsibilities, scheduling and caseloads.)
  - **Week 5**
    - Disability Stories Due (Thursday, September 26, 2019)
    - Module 5 – Curriculum & Instruction (Manual Reading pages 17-18 &35)
    - (Covers curriculum and instruction, implementation of adaptations relevant for physical education, activity, and sports and appropriate practices in physical education and coaching settings for children with disabilities.)
  - **Week 6**
    - Module 5 (Continued) – modifications and accommodations applications

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Revised

You can’t do the activity you cannot earn the points.

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.

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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 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:
SFA 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.


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.

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 are accepted but will have a minimum automatic 25% point deduction if turned in within one week of the due date. Assignments later than one week will not be accepted.

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. Test material comes from class – if you miss class you miss test materials. Students arriving after attendance is taken (and/or after their name has been called for roll) are responsible for notifying the instructor at the end of the class period or they will be marked 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.
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

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,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, this form documents the work to be completed to remove the “withheld” grade.

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 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.

Code of Ethics for the Texas Educator: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

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To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver’s 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 Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.
Insurance:
This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

Electronic Devices:
Cell phone use (including TEXTING) is not permitted during class. To prevent disruption of class due to cell phones, all cell phones must be turned to silent and placed out of sight and remain out of sight during class. Please remove any earpieces or Bluetooth devices during class. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

Laptops and tablets may be used for NOTE TAKING ONLY, unless directed by the instructor for assignments during class. Use for any other purpose may result in the loss of the privilege to use the laptop during class at the discretion of the instructor. Use of other devices such as iWatches, phones or any other device of this kind is not permitted during class. Use of such 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 may be requested to leave the classroom. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

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). Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

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

Content Specific Standards for PETE Courses

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 understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Standard III: 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 IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development.

Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

Standard VIII: The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others and seeks opportunities to grow professionally.

Standard IX: The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.

Standard X: The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

National Standards for Initial Physical Education Teacher Education (2008) (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.

Standard 2: Skill-Based and Fitness-Based Competence: Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K-12 Standards.

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.

Standard 4: Instructional Delivery and Management: Physical education teacher candidates use effective, developmentally appropriate instructional strategies and communication techniques to enhance student engagement and learning.

Standard 5: Impact on Student Learning: Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.

Standard 6: Professionalism: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.


**Appendix 2**  
**KIN 487 – Assessment/Assignment Standards Matrix**

Links to additional standards can be found on the PCOE website.

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>EC-12 Texas Phys Ed Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<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>3.9s</td>
<td>1a</td>
<td>4q,</td>
<td></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>1.5s, 3.9s</td>
<td>1a</td>
<td>3j,</td>
<td></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>3.9s, 5.1s, 5.2s, 5.4s</td>
<td>1a</td>
<td>3p,</td>
</tr>
<tr>
<td>Exam #1 – Modules 1, 2, &amp; 3. Content covered includes terminology, laws, labeling, perceptions, accessibility, mainstream media depictions of persons with disabilities, service models used, management of stigmas, disability sports.</td>
<td>1.4</td>
<td>1.3</td>
<td>10.1k, 10.2k</td>
<td>4k, 4q, 9j</td>
<td></td>
</tr>
<tr>
<td>Exam # 2 – Modules 4, 5, &amp; 6. Content covered includes, personnel delivering service, appropriate practices in physical education and sport settings, least restrictive environment, universally designed instruction, adaptation and accommodations applications, use of various technology and mobility devices in physical activity settings.</td>
<td>1.2</td>
<td>1.3</td>
<td>5.1k, 5.2k, 5.3k, 5.4k</td>
<td>2h, 9j</td>
<td></td>
</tr>
<tr>
<td>Exam #3 – Modules 4, 5, &amp; 10.</td>
<td>1.1, 1.3, 1.4, 1.5</td>
<td>1.3</td>
<td>7.1k, 7.2k, 7.3k, 7.4k</td>
<td>2h, 6j, 6k, 6l, 6o, 6p, 6q</td>
<td></td>
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<td>Content covered includes development of fundamental movement skills and basic systems in the body where many physical disability problems may occur, purposes of assessment for individuals with disabilities, types of assessments, elements of the IEP, instruments and adaptations for assessing fitness skills, and instruments and adaptations for assessing motor skills.</td>
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| Exam #4 – All modules. | 1.1, 1.2, 1.3, 1.4, 1.5 | 1.3 | 5.1k, 5.2k, 5.3k, 5.4k, 7.1k, 7.2k, 7.3k, 7.4k, 10.1k, 10.2k | 2h, 4k, 4q, 6j, 6k, 6l, 6o, 6p, 9j, 9o |
| Comprehensive Final Exam. | See content for Exams 1, 2 & 3. |

| Submission of Textbook – student will return department owned textbook at the end of the semester | 6.3 | 1a | 9a, 9m, 9n, 9o |

| 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. | 6.1, 6.2, 6.3, 6.4 | 1.1, 1.3, 4.2 | 3d, 4c | 21, 9a, 9m, 9n, 9o |