Course Information:
Credit Hours: 4.0
Semester/Year:
Classroom Location:

Professor Information:
Instructor:
Phone:
E-Mail:
Office Location:
Office Hours:

Required Materials:

Or


Suggested Materials:

Course Description:
(F) This course provides the students with knowledge required to meet the professional and legal mandates of the Individuals with Disabilities Education Improvement Act (IDEIA) 2004 as they pertain to physical education for students with disabilities. The course is presented through a theoretical motor development perspective as it applies to the development of children with disabilities. Students will be required to complete a series of observations and labs with children with disability as it relates to typical motor development. (4 cr. hrs.)

Course Attendance Policy and Expectations:
Students involved in PED 530 are expected to participate in class discussion and presentation of timely topics dealing with education, health, sport, and physical activity for individuals with disabilities. Activities and assignments for this course are designed to facilitate the interaction of students, especially critical thinking skills related to real life issues surrounding the provision of services for individuals with disabilities. Critical writing and thinking skills will be encouraged through individualized assignments. In addition, presentations of selected topics will be used to provide a variety of theory and research issues surrounding disability and sport. Therefore, attendance in class is required.

Instructional Objectives:
1. Demonstrate knowledge in the federal and state mandates pertaining to physical education for students with disabilities. (NASPE: professional knowledge; CF: diversity, social justices)
2. Demonstrate knowledge of the physical, motor, cognitive, and social characteristics observed when working with students who are at risk, developmentally delayed, or with disability. (NASPE: professional practice; CF: diversity)
3. Demonstrate knowledge to identify and modify developmentally appropriate activities for individuals with disabilities in physical education/activity settings. (NASPE: professional knowledge, professional practice; CF: diversity)
4. Demonstrate ability to access current literature in the area of adapted physical education, disability legislation, special education and related services (OT, PT, Speech, etc) through written presentation. In addition, students will be asked to analyze and discuss current issues of service and research pertaining to adapted physical education and sport. (NASPE: professional knowledge; CF: knowledge base, diversity)
5. Demonstrate knowledge of leading research issues through in class participation and discussion in the field of adapted physical education. (NASPE: professional knowledge; CF: knowledge base, diversity)
Evaluation of Student Performance:

Requirement: % of grade

- Field Experience 15
- IEP Meeting 10
- Presentations 10
- Class Participation 5
- APE Decision Model 15
- Practitioner Paper/Project 35
- Final Exam
- Interview Exemplary APE/
- Special Education Specialist 10

Course Grading:

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<th>Grade</th>
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Presentations:
Each student is expected to give at least 2 presentations the will cover activity modifications for the disabilities cover in class.

Adapted Physical Education Decision Model:
This assignment is the second part of the ongoing portfolio evaluation used for students enrolled in the APE graduate program. The decision model must include specific criteria for entrance and exit within an APE program. A flow chart indicating the process of APE service delivery and description of the services will complete the assignment.

Practitioner Papers:
This assignment is on topic selected by the student and has subject approval from the instructor. Papers need to be in APA format and have a minimum of 20 citations from peer reviewed journals. All margins need to be set at 1 inch. Text needs to be 12 point font and double spaced.

Field Experience:
Students will also be responsible for setting up their field experience in an adapted physical education setting. Each student must complete 15 hours to pass the course. Students are expected to keep a journal of their field experience and have their host teacher sign off on their placement hours.

SUNY Upstate Dates:
Wednesday September 16 at 5:30-7:30
Wednesday October 21 at 5:30-7:30
Wednesday November 18 at 5:30-7:30

School of Professional Studies Deans’ Office:
John Cottone, Interim Dean
(607) 753-2829
Professional Studies Building
Room 1175

Eileen Gravani, Associate Dean
(607) 753-2702
Professional Studies Building
Room 1175
**Teacher Education Candidacy:**
If during your enrollment at SUNY Cortland you are convicted of a crime and/or have any judicial or academic integrity violations, you must notify your School’s associate dean at once. Failure to do so may result in your dismissal from the teacher education program. Failure to provide truthful information may result in your dismissal from the teacher education program and may result in academic dishonesty charges (Source: SUNY Cortland Teacher Education application).

**Academic Integrity Statement:**
"Students in this course are expected to abide by the guidelines on academic dishonesty that are found in chapter 340 of the SUNY Cortland College Handbook (http://www.cortland.edu/president/handbook.pdf). As stated in these guidelines, any instance of plagiarism, cheating on examinations or other forms of academic dishonesty will be punished, most likely by the receipt of a failing grade for this course and possible dismissal from the College. The primary means for enforcing the course's policy on academic dishonesty will be the Web-based plagiarism detection service Turnitin.com, to which you will be required to submit all of the papers you write for this course."

**Disability Statement:**
SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-1 Van Hoesen Hall or call 753-2066 for an appointment. Because many accommodations require early planning, requests for accommodations should be made as soon as possible.