

MAYVILLE STATE UNIVERSITY

HPER 333 PE for the Exceptional Child

2 Semester Hours

Spring, 2018

Instructor Name: Ashley Nelson

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Hours of Availability: Hours are posted on office door. 24/7 (email)

Instruction Mode: on-campus face-to-face

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)

Meeting Times and Location: Monday. Wednesday. 10:00 – 10:50 FH 113 / FH Gym

Course Description

Etiology of specific disabilities and adaptations designed to accommodate individuals in a range of activities in various grade levels. Students will understand the referral, assessment, planning & placement specific to teaching students with disabilities in PE. Students will also engage in some field experience throughout the semester.

Pre-/Co-requisites: Junior or Senior standing.

Purpose of the Course

This course is an educational class that involves learning different learning and teaching techniques that can be utilized not only in the classroom but in a physical education setting. The student will get hands on experience through observation and classroom demonstration. Students will learn to use different objects that can assist them in teaching different motor movements for a variety of muscle movements to benefit a student's health.

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Moodle document 'Conceptual Framework'.

Course Objectives

The course activities, experiences, assignments, and sequence are intended to provide opportunities for class participants to accomplish the following:

1. Understanding the scope of educating persons with disabilities. (INTASC)
2. Demonstrate via discussion, written examination, and assigned projects the ability to incorporate course information into tools and techniques to facilitate the learning of exceptional students. (INTASC)
3. Display the ability to program for specific disabilities.
 - a. Psychosocial
 - b. Mental Retardation (Intellectual disabilities)
 - c. Autism
 - d. Specific learning disabilities
 - e. Emotional disturbances
 - f. Neurological and Orthopedic conditions
 - g. Hearing impairments
 - h. Visual impairments

- i. Posture and body mechanics
- j. Physical and motor development
- k. Other conditions

Program Student Learning Outcomes (SLOs) Addressed in This Course

The Academic Program Student Learning Outcomes document can be found in your Moodle course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing.

- **SLO # 1** – Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.
- **SLO #2** – HPER students will effectively communicate through a variety of methods with a discipline specific population.
- **SLO #3** – HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.
- **SLO #4** - HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

The entire Academic Program Student Learning Outcomes (SLO) document can be found in your Moodle course shell. The document has an index so you can quickly find the degree you are pursuing.

Course Improvements Based on Most Recent Assessment Findings

Some course improvements included in this course based on Spring 2015 assessment findings. Emphasis on the traits in sections “Content” and “Disposition” on the practice teaching evaluation rubric will be emphasized closure to teaching in class projects. Exercises will be done to help students build confidence before they teach in class in the areas of disposition, specifically; professional appearance and voice quality.

Required/Recommended Materials

Recommended Text: Rouse, Pattie, INCLUSION in Physical Education, Human Kinetics, 2009.

Instructional Strategies

- Cooperative Learning Activities
- Class Discussions
- Micro-Teaching
- Written and Oral Communication Tasks
- Exams
- Written research based projects

Learning Experiences

Through the following teaching experiences and special projects you will get a great deal of hands on work with your professional training as a teacher and or professional.

Through the following teaching experiences and special projects you will get a great deal of hands on work with your professional training as a teacher.

1. Attend class. This is an hour class – Please notify the professor prior to any absence.
2. Participate actively in cooperative learning activities and class discussion
3. Teach a physical education or health lesson to your peers.

4. Create class presentations with a lecture type format and power point presentations.
5. Develop lesson plan.
6. Participate in a field experience at a local school. You will journal this experience.
7. Incorporate technology into a physical education class.

Instructional Technologies Utilized in this Course

- Moodle

Expectations/Protocols

1. Attend class, read all assignments prior to class, generally-be prepared for class.
2. Participate actively in cooperative learning activities and class discussion
3. Practice oral skills by preparing and presenting short classroom topics.
4. Develop time management skills.

Instructor/Student Communication

Please email me with any communications you may have throughout the semester. Email is going to be your best way to get ahold of me for a 24 hour response. You may also call my office phone and leave a voice message if I am unavailable.

Students are accountable for all academic communication sent to their Mayville State University e-mail address.

Method of Evaluation/Grading

The goal for evaluation is to assess if students gained the knowledge, skills and dispositions which will result in increased competence in early childhood education. Students are responsible for completing all assignments. All work will carry a point value. Assignments must be handed in on time or points will be deducted.

Attendance is assumed and points are given for each class period. University related and medically cleared absences will be excused. Please notify the professor prior to any absences. It is the responsibility of the student to access the missed information.

Grades will be determined on the following criteria:

1. Class attendance—you are expected to be in class every day.
2. Portfolio
3. Written tests or quizzes
4. Written assignments
5. Activity plans and implementation of activity
6. Participation in class, attitude, and disposition
7. Observations (Middle School)

The assigned work may be subject to change.

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-below %	F

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an action in Moodle, such as completing an assignment or a taking a quiz. Logging into Moodle is **NOT** considered attendance. Please see the enrollment verification activity and complete it by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments but the student is still responsible for learning the course material that was covered during their initial absence. Instructor at her discretion, may deduct daily attendance points from the days missed at the beginning of the semester.

Important Student Information

In the Moodle course, you will find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement

References/Bibliography

Any writings that may occur in class will be required APA format.