



Midwestern State University
Gordon T. & Ellen West College of Education
Adapted Physical Activity
KNES 4513 Fall 2020 MW 12:30-1:50

Course Instructor

Dr. Carrie Taylor Ed.D
320 BH
Office 940-397-4874

E-mail: carrie.taylor@mwsutexas.edu

Office Hours:

Monday 8-10 am
Wednesday 8-10 & 2-3

Class Meeting Places & Times

Monday & Wednesday 12:30-1:50
BH 108 (lecture) & Coliseum 101 (Activities)

There will be a mandatory seating chart, for contact tracing. Everyone will be required to wear masks, and social distance. Our classroom and gym is big enough for us to accommodate the 6 foot rule. We will be cleaning all equipment and surfaces according to the CDC guidelines.

Instructor Response

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Required Text

Winnick, J.P. (2011). *Adapted physical education and sport* (6th Ed.). Chicago, IL;
Human Kinetics.
Jones, J. (1976). *Acorn people*. New York, NY; Random House.

Recommended Texts

Silliman-French, L & Buswell, D. (2008). *Adapted physical education manual of best practices* (2nd Edition). Texas Association for Health, Physical Education, Recreation & Dance.

Rouse, P. (2009). *Inclusion in Physical Education*. Chicago, IL; Human Kinetics.

Course/Catalog Description

A comprehensive study of the theoretical and practical knowledge and skills necessary to assess, plan, adapt and implement developmentally and age appropriate physical education recreation and sports for individuals with disabilities throughout the lifespan. Exposure and execution of adaptations and modifications to physical education activities, team, individual and dual sports, recreation activities, and disability sports (e.g. Special Olympics, Paralympics, etc.) Lessons with WFISD students will occur on each Wednesday during the last eight weeks of class. It is assumed that each student enrolled in this course has taken and passed KNES 3363. Without this prior knowledge coming into the course students may have difficulty applying the necessary information and practices during the field experience portion of class.

Student Email Usage

- You are required to use your MWSU email address for all correspondence during this course. Check that your MWSU email address is the one listed in your D2L Personal Information.
- Using your MWSU address ensures your privacy. If you have a different email account, you can forward your MWSU email to that account, but I will only send and respond to emails within the MWSU address.
- Please make sure to include your name and course number on any email that you send.
- You are required to check your MWSU email a minimum of 4 days per week.

Objectives

Students will:

1. Gain knowledge and skills or motor behaviors of individuals with disabilities. SBEC I, SHAPE 2.2a
2. Gain knowledge and skills of the continuum of placement of individuals with disabilities. SBEC 1, SHAPE 1.1.e
3. Gain knowledge of motor skills assessment for individuals with disabilities. SBEC 1 E, SHAPE 5.5.a
4. Learn how to adapt or modify motor skills, physical activity, fitness activities, and/or sports during teaching. SBEC 1 SHAPE 2.2.a
5. Learn the motor skills, physical activities, sports and fitness activities to meet the needs of individuals with disabilities. SBEC 1, SHAPE 2.2.1
6. Identify quality teaching of motor skills, physical activity, sports and fitness activities. SPEC iii, SHAPE 4.4.a
7. Increase awareness of current issues and laws in general and adapted physical education. SBEC, X, SHAPE 1.1.f

8. Work hands on with special needs students from WFISD throughout the semester, creating lesson plans and executing games and activities to enhance motor skills, physical fitness and sports. SBEC 3, SHAPE 3.3.d

Technology Skills

- Must be able to send and receive email
- Must be able to create, send and receive Microsoft Word, Excel, Publisher or PowerPoint documents and log in to your Google Account to access Google Sites
- Must be able to use Desire 2 Learn portal
- Must be able to download and utilize Flipgrid
- Must be able to appropriately use internet links and websites
- **Important!!!! Chromebooks will not work** with testing tools like Respondus Lockdown Browser and a webcam may be required for tests.
- Be sure to review the technology requirements at [MSUTexas](#) website for online students.
- D2L/Brightspace offers tutorials to help the student become familiar with all of the tools and features of D2L. Students can find those on our [Distance Education](#) page.

Communication Policies

- Before you email me, make sure to follow the “Three then Me” rule. The “Three then Me” rule says that you search for your answer regarding the course in at least three other places before you email me.
- For example, if you have a question about an assignment, you should consult your syllabus, your grading scale or rubric, or the assignment description on D2L.
- Remember, check three sources before you email me your question. It is very likely you’ll find the answer and not need to email me. If you don’t find the answer and need clarification, feel free to email me.
- During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday by noon.

Course Requirements:

- Flipgrid Introduction (10 pts)
- Pre-Survey (10 pts)
- Lesson Plans 20 pts each (154pts)/ Portfolio
- Wheelchair Activity and Flipgrid (80 Pts)
- TGMD Peer Testing (10 pt) bonus
- Observation & Flipgrid (60 pts) (Maybe cancelled due to Covid19)
- Warm-up and Cool Down Lesson Plans (20 pts)
- TGMD test report on WSIFD student (40 pts)
- Adapted Equipment Project and Template (15 pts each, 30 pts)
- Reflection Paper (50 pts)

- Exams (280 pts)
- 2 Quizzes (30 pts)
- Total of 1014 points

Total Points

A: 913-1014
 B: 811-912
 C: 710-810
 D: 608-709
 F: 0-607

Module 1

Monday 8/24 Read Chapter 1 and 2

Introduction & Program Organization & Management/ Syllabus/ Survey/WFIS volunteer form

Discuss Observation

Take: Child Protection Training

<https://secure.msutexas.edu/personnel-training/Child-Protection/>

Wednesday 8/26 Read Chapter 2 Continued

Program Organization & Management

Discuss Wheelchair Activity

Monday 8/31 Wheelchair Activity

Pre-Survey Due

Wednesday 9/2 Chapters 4 & 5

Measurement, Assessment, and Program Evaluation & Individualized Education Programs

Guest Lecture Dr. Rutherford (IEP/ Assessment)

Read Book: Acorn People

Discuss the Wheelchair Activity

Monday 9/7 NO Class

Module II

Wednesday 9/14 Chapter 6

Behavior Management

Guest Lecture Dr. Cavitt

Paper due on the Acorn People

Monday 9/16 Chapter 19 & 20 & Supplemental Slides
Motor Development & Perceptual -Motor Development
TGMD peer testing

Wednesday 9/21 Lesson Plans/TGMD peer testing, will end in the gym
Wear exercise appropriate clothing
Must have taken and passes the Child Protection Training

Monday 9/28 Lesson Plans/Disabilities Presentation & Warmup and Cool Down
Discussed

Wednesday 9/30 WFISD students
Administer TGMD test with WFISD students

Module III

Monday 10/5 Disabilities Presentations Due Test 1
Discussion of TGMD test
Lesson Plan Due 11th

Wednesday 10/7 WFISD Little Gym

Monday 10/12 Disability Presentation 1-6
Warm-up and Cool-down due
Finish in little gym with motor games

Wednesday 10/14 WFISD
TGMD Test on WFISD student due
Lesson Plan Due Sunday 18th

Monday 10/19 Disabilities Presentation 7-11
Review experiential games and initiatives

Wednesday 10/21 WFISD Students
Lesson Plan Due the 25th

Monday 10/26 Presentation 12-16
Test 2 Due Will be determined

Wednesday 10/28 WFISD Students
Lesson Plan Due November 1st

Monday 11/2 Disabilities Presentation 17-21 Due
Discuss Adapted Equipment

Wednesday 11/4 WFISD Students
Lesson Plan Due 11/8

Monday 11/9 Any Late Presentation & Adapted Equipment Presentation
Discuss Lesson Plan
Discuss games and activities

Wednesday 11/11 WFISD Students
Lesson Plan Due 11/15

Monday 11/16 Adapted Equipment Presentation
Plan for recreation Day

Wednesday 11/18 WFISD Outdoor recreation day

Module IV

Monday 11/23 Adapted Equipment
Adapted Equipment Presentation
Portfolio Due

Wednesday 11/25 Last Day for Face to Face
Adapted Equipment Presentations

Monday 11/30 Chapter 23-25
Health Related Physical Fitness & Physical Activity
Rhythmic Movement & Dance
Aquatics
Online Quiz Due

Wednesday 12/2 Chapter 26--28
Team Sports
Individual, Dual, and Adventure Sports and Activities
Winter Sport Activity
Online Quiz Due

Wednesday 12/9 Final 3:30-5:30

Assignment Descriptions (Tentative)

Flipgrid Introduction (10 points)

Please introduce yourself to the class.

1. The year you are in school
2. What is your desire with your degree
3. What are you currently engaging in, like work, school, job
4. Something unique you would like to share with the rest of the class (We all have something special)
- 5 Comment on at least two peers, this is an excellent time to meet those who you will work with eventually within class.

Pre-survey (10 pts)

The student will fill out a survey to assist the instructor with determining how much experience the student has had with individuals with disabilities. This is also an opportunity for the student to become familiar with the procedures used to take assessments (i.e., RATs, Post-survey) on D2L. The student will become familiar with logging onto the D2L and clicking on the Module 1 file, clicking on the Pre-survey Link, answering questions, saving answers, and submitting his/her pre-survey. The student will receive one question at a time and cannot go back to a question once a question has been submitted. The student should make sure that s/he saves all answers to the questions before continuing to the next question. This assessment format will be used for all of the RATs.

Acorn People Paper (100 pts)

Wrote a 2-page paper reviewing the experiences of each individual within the book. Discuss in detail their experiences and what the journey was like for Jones when arriving and when leaving the camp. What do you think made the change for Jones? Give quality examples. Discuss the journey of each individual as how they grew to the end of camp and what effect they had on Ron and Dominic as well as the other campers. Discuss key components of the book.

Rolling in their Shoes (Wheelchair Activity & Flipgrid Presentation) (80 pts)

Each student will take 10 minutes in the chair and then stop.

Whenever one person gets out of the chair, s/he will be the note-taker for the next person. (Of course, the first note taker won't have been in the chair yet). Simply make a note when you come to something that surprises or interests you. A third person should be documented with a cell phone photo; rotate this responsibility. Everyone should be talking about their experience as it unfolds. All details and routes can be located in Google Sites.

Groups will need money for a soda out of the machines or the cafeteria. Please bring it accordingly.

TGMD Peer Testing (Bonus 10 points)

We will do in class testing on a fellow peer. Submitting the complete test will give you practice when you test your student from WFISD.

Observation & Flipgrid (60 points)

- Students must observe a minimum of three (3) hours of a special needs physical activity class, activity, sports practice, or other events. Observations are the best insight to help gain an understanding of how coaches, leaders, and teachers approach and work with students in this demographic.
- Prior approval IS REQUIRED before completing the observation. A validation form MUST be signed by the leader of the activity/class or event, which will be turned in via a hard copy by September 6th in class.
- Additionally, students must record a 4-5 minutes Flipgrid summarizing what they observed and learned during their observation. In dropbox should be a short outline with your name, the facility, and the date of observation.
- Refer to Google Sites for what type of information to include in your Flipgrid Presentation.
- Approved organizations where you can observe are the ARC of Wichita Falls, Special Olympics, or Whispering of Hope Therapeutic Riding Facility. Some might require you to go through training before observing; that is why you need to make contact quickly. Some might need a background check. Scheduling your observation is time-sensitive.
- See the attached for the Observation Verification form in Google Sites.

Disability Presentation & (100 pts)

General information provided in the outline will be used for the presentation.

A minimum of 5 referred journals (dated from 2014 to current) is required in the presentation reference page, but can add as many other references as needed. More criteria for this assignment can be found in Google Sites.

Lesson Plans (LP) (Due each Sunday prior to teaching)

Lesson Plans (LPs) will include correct demographic information (i.e., name, date, location of lesson), two TEKS standards (that relate to the activities), two TEKS expectations (that correspond with the chosen TEKS standards), detailed needed equipment list, starting and stopping times detailed description of activities, and disability adaptations. Each lesson should have a theme (i.e., sport, motor skill, fitness) chosen by

the student to address the student with disabilities' needs and a **minimum** of five activities to meet the lesson objectives. Less is not better. More criteria for this assignment can be found on the Google Sites. Each worth 22 points but the points will be counted in the grade book under portfolio.

Warm-up and Cool Down Lesson Plans (WCLP) (20 pts)

The WCLP will be taught to **ALL** of the WFISD students with disabilities as a large group. The WCLP will include correct demographic information (i.e., name, date, location of lesson), two TEKS standards (that relate to the activities), two TEKS expectations (that correspond with the chosen TEKS standards), detailed needed equipment list, starting and stopping times, detailed description of the warm-up and cool down activities (should last about 5 minutes), and disability adaptations. More criteria for this assignment can be found on the Google Sites.

TGMD Test of Motor Skills Assessments (40 pts)

Students will administer a motor skills assessment to their assigned student with a disability. The *Test of Gross Motor Development - 2nd Edition (TGMD-2)* by Ulrich, will be utilized for this assignment. The results of the motor skills assessment will be recorded on the provided Excel TGMD-2 form and analyzed in order to develop LPs addressing the student with disabilities motor skill needs. More criteria for this assignment can be found on the Motor Skills Assessment Grading Form in Google Sites.

Adaptive Equipment Project & Template (15 pts each = 30 pts)

The student will take an existing piece of equipment adapted accordingly or develop a new piece of equipment from scratch for use during one of his/her lessons with their assigned student. (Using an already existing piece of equipment must be changed significantly) This assignment is to help the student understand how to provide cost effective and adaptive equipment to students with disabilities even without a large equipment budget. More criteria for this assignment can be found on the Adaptive Equipment Project & Template Grading Form in Google Sites.

Portfolio

Once you have completed all lesson plans, the warm-up and cool-down, the reflections, and any changes you have made to your original lesson plans, are due Nov. 20th) (22pts each 154 pts)

Weekly submit your journal entry from your experience working with your assigned groups in the area of the disability paper/presentation, wheelchair experience, warm up and cool down preparations and teachings as well as working with your assigned student during the field experience. Each submission should be included in the Reflection

DropBox in D2L by each Saturday night of each week. You DO NOT have to submit anything on the weeks we are just in lecture.

Reflection Paper (50 pts)

As a culmination of the journal write a reflection paper (including title page). It must be typed, double spaced, with 1" margins, using Times New Roman, left justified, 12 point font). The Title Page should include a creative title, MSU student's phone number and email address, and the date of submission. More criteria for this assignment can be found on the Reflection Paper Grading Form in Google Sites.

The reflection paper should discuss the following:

Discuss your practicum experience

Discuss the individuals that are participating, including their disabilities

Discuss something that you learned from the supervisor or WFISD special education teachers

Discuss something you learned that you will use in the future

Discuss something that you observed that you would not recommend

How did this experience changed or reinforced your feelings/beliefs about individuals with disabilities, and

And anything else that you deem important about your experience

Exams (280 pts)

The exams will have short answers, multiple choice, and true and false.

Grading Procedures

All assignments will be due on the due date in D2L. Discussion paper, presentation, accessibility and reflection papers will be written using APA formatting (7th Edition). Any Desire 2 Learn assignments must be turned in by the time designated on the day they are due unless otherwise stated. All references MUST be referenced using APA Format on the last slide of the PowerPoint presentation to earn points. More criteria for this assignment can be found on the Disability Presentation Grading Form on D2L. No late work will be accepted.

Grading

1. All assignments must be typed for credit (work will not be accepted unless it is typed).
Format – FOR ALL PAPERS: 12-point Times New Roman font, one (1) inch margins, and double spaced. The title page should have your names, class and section number, and the semester centered on the page. Papers that do not follow this format will not be accepted or graded.

2. Late assignments will not be accepted.
3. Exams – The exams may include multiple choice, short answer, and essay questions. Exams, as well as any quizzes or postings will cover both lecture and book/reading materials. Exams can ONLY be made up in the direst of circumstances, and at the Instructor’s discretion.
4. Grammar will be graded as part of any assignment. The MSU writing lab is available to all MSU students. <http://www.mwsu.edu/writingcenter/>
5. The office of Disability Support Services provides information and assistance, arranging accommodations information and assistance, and arranges accommodations and staff. A student/Employee who seeks accommodations on the basis of disability must register with the Office of Disability Support Services. In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a documented disability, please contact the instructor before classroom accommodations can be provided. The Disability Support Services may be contacted at 940-397-4140 (voice), 940-397-4515 (TDD), <http://students.mwsu.edu/disability>, or visit 3410 Taft Blvd., Clark Student Center Room 168.

Attendance Policy

All students are expected to attend all classes. If not in class the student will not earn points for that day. Participation points will be deducted for anyone coming in more than 10 minutes after class begins. Any course material or assignments are the responsibility of the student to get and turn in on time if they are absent. See assignment deadline policy for clarification. If a student is physically unable to participate due to illness or injury, an alternative activity option will be given by the instructor.

Professional responsibility in the context of this course relates to your ability to come to class and participate actively in class, and with other classmates. You should come dressed as though you are coming to class and on presentation days you should dress professionally. Each day is worth 3-points, on time, participation, dress.

2 points: Punctual, Participates, Professional

0 points: Missing any of the above

28 X 5= 140 points

WCOE Attendance Policy

Absence Policy - Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking ‘blocked’ courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

Instructor Drop. An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Other Class Policies

During this course you will be expected to deal with your subject area, your instructors, your peers and your colleagues as a professional. This includes dressing appropriately will be expected that includes no derogatory logos/wording on shirts, pants or shorts, no hats or sunglasses in class. Tennis shoes must be worn when class is held in the gymnasium or when working with individual students. Clothing should be clean, neat and appropriate for the setting, including footwear. When working with the WFISD students you will cover your body and dress professionally, as you are working with students. If you wear inappropriate clothes to class you will be asked to leave and change. When presenting in front of the class appropriate attire includes dress slacks and a button down shirt or collared shirt for men and dress slacks/skirts and an appropriate blouse for women, unless they wear a dress or business suit. No cell phones, I-Pods or other technology that distracts from full class participation will be used unless instructed to do so. If inappropriate attire is worn during class up to 5 points deduction will be taken off for that day's participation/disposition grade. Cell phones will be utilized for the TGMD test and for the use of Flipgrid to video your student.

Plagiarism Statement

Academic Integrity

Student Honor Creed *"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."* You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, a possible failing grade in the course, and may result in additional, more severe disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation. When in doubt on collaboration, citation, or any issue, please contact me before embarking on a perilous path. Please see <http://students.mwsu.edu/dean/> for more information.

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from the Student Handbook. [Student Handbook 2017-18](#)
There will be collaboration on the lesson plans, however, your final version should be of you and your partners' work.

Senate Bill 11

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#)

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.

1. Personal Hygiene

- a. Face coverings should be worn by faculty and students.
- b. Disinfection of gym and lab areas will follow current CDC guidelines, and be performed between each class.
 - i. Disinfection guidelines will be posted in all gym and lab areas.
- c. Frequent handwashing will be required before and after contact with other students or equipment.

General WCOE Classroom Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

- This class will engage in open discussion – all students are to address one another and the instructor with respect and courtesy, this includes speaking when recognized by the professor. The proper way to be recognized is to raise your hand and wait until you are called on. This is not Parliament – you never “have the floor.” I will let you know when you have been recognized and when your turn to speak is complete. If you disagree with a point or classmate, you are expected to express yourself in a principled and dignified fashion. I

trust and feel confident we will engage in discussion and debate that exemplifies the ideals and spirit of the founders of our country. I will accept no less.

- Any disrespectful or disruptive behavior – including, but not limited to: sleeping, reading, side discussions, overt disruptions, harassing behaviors, etc - will result in your dismissal from the class, and may result in your dismissal from the course with a “WF” (Withdraw Failing), and/or a referral to the Office of Student Conduct.
- CELL PHONES (READ THIS TWICE, PLEASE). There are NO cell phones permitted to be out during this class unless we are doing a Flipgrid activity. This class requires your engagement, and cell phones serve to detract from that engagement. Additionally, your phone should be not only put away, but on “silent” (NOTE: vibrate is NOT silent). If your phone is out and/or in sight, you will be asked to put it away, and you will lose 10 points off of your FINAL grade. This is a sign of professionalism. (If your cell phone is required for a class project you will be informed)
- I am to be addressed as “Professor” or “Dr.” Taylor. Decorum in emails and other communications should reflect the same professionalism.
- The instructor reserves the right to amend these rules as necessary throughout the term.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Student Handbook

Refer to: [Student Handbook-2019-20](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Senate Bill 11

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at:
Campus Carry

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Last day to Drop/Add/ W or apply for graduation
<https://msutexas.edu/registrar/calendars.php>

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#)

[Conceptual Framework Overview](#)

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings
- Individual Development - GWCOE demonstrate knowledge of individual differences in growth and development
- Diverse Learners - GWCOE recognize the value and challenges of individual differences:
- Reflection - GWCOE engage in individual and group reflection to improve practice.
- Collaboration, Ethics, Relationships - GWCOE develop positive relationships, use collaborative processes, and behave ethically.
- Communication - GWCOE communicates effectively both verbally and nonverbally through listening, speaking, reading, and writing.
- Professional Development - GWCOE actively engage in continuous learning and professional development.
- Strategies and Methods - GWCOE uses a variety of instructional strategies aligned with content to actively engage diverse learners.
- Content Knowledge - GWCOE demonstrates mastery of the content area(s) and remains current in their teaching fields.
- Planning Process - GWCOE demonstrates effective planning as part of the instructional cycle.
- Assessment - GWCOE demonstrates formative and summative techniques to plan, modify, and evaluate instruction.

Competencies students will:

1. Gain knowledge and skills or motor behaviors of individuals with disabilities. SBEC I, SHAPE 2.2a
 - a. Physical Education EC–12 Standard I The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
 - b. Competency 001: The teacher understands and applies principles of motor development and motor learning.
 - i. C. Demonstrates knowledge of principles and components of perceptual-motor development (e.g., body awareness; auditory, visual and kinesthetic discrimination) and their relationship to motor performance.
 - ii. E. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance and providing positive corrective feedback.
 - c. SHAPE: Standard 2: Skillfulness and Health-Related Fitness* Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
 - i. 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content

- areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
2. Gain knowledge and skills of the continuum of placement of individuals with disabilities. SBEC 1, SHAPE 1.1e
 - a. Physical Education EC–12 Standard I The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
 - b. Competency 001: The teacher understands and applies principles of motor development and motor learning.
 - i. A. Demonstrates knowledge of principles and stages of motor development
 - ii. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance and providing positive corrective feedback.
 - c. SHAPE: Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
 - i. 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.

 3. Gain knowledge of motor skills assessment for individuals with disabilities. SBEC I E: SHAPE 5.5.a
 - a. Physical Education EC–12 Standard I The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
 - b. SBEC: Domain 1 Competency 001: The teacher understands and applies principles of motor development and motor learning.
 - i. E. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance and providing positive corrective feedback.
 - c. SHAPE: Standard 5: Assessment of Student Learning Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
 - i. 5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.

 4. Learn how to adapt or modify motor skills, physical activity, fitness activities, and/or sports during teaching. SBEC 1 SHAPE: 2.2.a
 - a. SBEC Domain 1: Competency 002: The teacher understands principles and practices for developing, combining and integrating motor skills.
 - i. E. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance and providing positive corrective feedback.
 - b. SHAPE: Standard 2: Skillfulness and Health-Related Fitness* Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
 - i. 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content

- areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
5. Learn the motor skills, physical activities, sports and fitness activities to meet the needs of individuals with disabilities. SBEC 1; SHAPE 2.2.1
 - a. Physical Education EC–12 Standard I The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
 - i. E. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance and providing positive corrective feedback.
 - b. SBEC: Domain 1 Competency 001: The teacher understands and applies principles of motor development and motor learning.
 - c. Standard 2: Skillfulness and Health-Related Fitness* Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
 - i. 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
 6. Identify quality teaching of motor skills, physical activity, sports and fitness activities. SPEC III; SHAPE 4.4.c
 - a. Physical Education EC–12 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.
 - b. Competency 011: The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students’ development in various domains (e.g., cognitive, social, emotional).
 - i. H. Demonstrates knowledge of principles and techniques for promoting students’ goal-setting, analysis, problem-solving and decision-making skills in physical education contexts.
 - c. SHAPE: Standard 4: Instructional Delivery and Management Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.
 - i. 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
 7. Increase awareness of current issues and laws in general and adapted physical education. SBEC: X, SHAPE: 1.1.f
 - a. Physical Education EC–12 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.
 - b. SHAPE: Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content,

and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

- i. 1.f Describe historical, philosophical and social perspectives of physical education issues and legislation.
8. Work hands on with special needs students from WFISD throughout the semester, creating lesson plans and executing games and activities to enhance motor skills, physical fitness and sports. SBEC 3, SHAPE 3.3.d
- a. Standard 3: Planning and Implementation Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
 - i. 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
 - b. SHAPE: Physical Education EC–12 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.
 - i. Competency 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.
 - ii. E. Knows how to create, modify and adapt physical education activities, games, rules, equipment and settings to ensure that all students have an equal opportunity to participate, learn, be successful and enjoy physical activity

References/Scientifically-Based Research/ Additional Reading:

Winnick, J.P. (2011). *Adapted physical education and sport* (6th Ed.). Chicago, IL; Human Kinetics.

Jones, J. (1976). *Acorn people*. New York, NY; Random House.

Silliman-French, L & Buswell, D. (2008). *Adapted physical education manual of best practices* (2nd Edition). Texas Association for Health, Physical Education, Recreation & Dance.

Rouse, P. (2009). *Inclusion in Physical Education*. Chicago, IL; Human Kinetics.