

# Course Syllabus

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## EDMA 253: *EveryBODY Wins: Adapted Physical Education*

Drake University  
School of Education  
Des Moines, IA

**Instructor:** Laura Reis

**Cell:** 515-520-1352

**Email:** [Laura.Reis@drake.edu](mailto:Laura.Reis@drake.edu)

**Course Dates:**

**Course Description:**

In this course, you will gain an understanding of disability and how it impacts teaching individuals with disabilities in the physical education environment. In addition, you will become familiar with the related legal requirements for these individuals. You will learn about and apply curriculum differentiation techniques to adjust content, instructional strategies, environment, equipment, and assessment methods in anticipation of student need. Course activities, readings, videos and assignments will highlight inclusive practices.

This course will be delivered online using the Blackboard learning management system and will be broken down into several components of study/analysis:

1. Text readings from: *A Teacher's Guide to Adapted Physical Education: Including Students With Disabilities in Sports and Recreation – 4th edition* (2016) by Martin E Block; ISBN 978-1-59857-669-6
2. Various video elements
3. Reflection on your current practices
4. Interaction with your classmates and instructor
5. Activities and assignments that you will be able to use to differentiate instruction in anticipation of student needs

## Learning Objectives:

As a result of participating in course activities students will:

1. Adjust content, process, environment, equipment and assessment methods of physical education to meet the unique needs of students with disabilities
2. Apply the federal law IDEA and the IEP process to physical education instruction
3. Investigate a variety of awareness activities and explore how disability impacts motor performance and social participation in physical education
4. Describe the implications of disability on delivery of physical education instruction
5. Develop resources for future use by creating disability TIP sheets
6. Track personal learning and add to class “collective wisdom”

## Course Expectations:

**Complete all course work.** The assignments in this course are intentionally designed to contribute to your knowledge, understanding and ability to apply the principles of curriculum differentiation to the process of adapting instruction for unique learners.

**Turn in all assignments on time.** In order for all students to receive timely feedback, please submit work on time. Should an unforeseen circumstance arise, it is your responsibility to contact your instructor.

**ASK for help if you are unclear!**

## Course Content and Activities:

**Module One:** What is Physical Education...What is Adapted Physical Education? Law and implications for physical educators

### Activities/Assignments:

- |  |    |
|--|----|
| • Pre-Class Survey   | 0  |
| • Pre-assessment   | 10 |
| • Personal Introduction Blog                               | 10 |
| • Instructional Differentiation Summary                    | 10 |
| • Physical Education Program Checklist: Policy/Environment | 5  |
| • Policy/Environment Forum                                 | 10 |
| • Collective Wisdom/Pre-assessment update                  | 3  |

**Module Two:** Physical Education and the Individualized Education Plan

Activities/Assignments:

- Instructional Differentiation Summary 10
- IEP Review and PE Placement 15
- PE Placement Recommendation 10
- Collective Wisdom/Pre-assessment update 3

**Module Three:** Inclusive Practices

Activities/Assignment:

- Awareness Videos Reaction Forum 15
- Ability Awareness Assignment 10
- Cooperative Activities Assignment 10
- Collective Wisdom/Pre-assessment update 3

**Module Four:** Curriculum Differentiation: Content and what you teach

Activity/Assignment:

- Touch Base Survey 0
- Instructional Differentiation Summary 10
- Dodge Ball Position Statement Forum 10
- Physical Education Program Checklist: Curriculum 5
- Curriculum Forum 10
- Collective Wisdom/Pre-assessment update 3

**Module Five:** Curriculum Differentiation: Instructional strategies

Activities/Assignments:

- Instructional Differentiation Summary 10
- Physical Education Program Checklist: Appropriate Instruction 5
- Appropriate Instruction Forum 10
- Instructional Techniques: VI vs. ASD 15
- Collective Wisdom/Pre-assessment update 3
- Tip Sheet: Disability Focus 3

**Module Six:** Curriculum Differentiation: WHERE/Environment

Activities/Assignments:

- Instructional Differentiation Summary 10
- Anxiety/ASD and the PE Environment Forum 15
- Environmental Evaluation 10
- Collective Wisdom/Pre-assessment update 3
- Toy Adaptation/Invention: Idea 3
- Tip Sheet: Resources and Disability Definition 3

**Module Seven:** Curriculum Differentiation: Equipment

Activities/Assignments:

- Instructional Differentiation Summary 10
- Adapting Equipment Response 10
- Toy Adaptation/Invention Forum 25
- Collective Wisdom/Pre-assessment update 3

**Module Eight:** Curriculum Differentiation: Assessment

Activities/Assignments:

- Physical Education Program Checklist: Student Assessment 5
- Student Assessment Forum 10
- Collective Wisdom/Pre-assessment update 3
- Re-Assessment 30
- Final Course Reflection Forum 10
- Tip Sheet Assignment 40
- End of Course Survey 0

**Evaluation Criteria:**

Please review rubrics located in the Blackboard course related to each assignment to help guide your responses.

Be sure to:

- Respond with insight, clarity and precision (cite specific text/video examples)
- Respond in relevant illustrative detail (include specific, observable examples)
- Write competently at the graduate level (word-processed, proofread document, APA Format)

There will be 8 modules in this course worth a total of 398 points. Your final letter grade will be determined by the following percentages:

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

### Accommodations Clause:

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day of class. Michelle Laughlin coordinates accommodations. Jean Hansen may assist as well. Their contact information is listed below:

Michelle Laughlin  
Director of Student Disability Services  
(515) 271-1835  
[michelle.laughlin@drake.edu](mailto:michelle.laughlin@drake.edu)

Jean Hansen  
School of Education  
Sr. Online Instructional Designer  
(515) 271-3906  
[jean.hansen@drake.edu](mailto:jean.hansen@drake.edu)

Again, please be sure to make arrangements for accommodations prior to the start or at the beginning of the course.

### Statement of Plagiarism:

Academic dishonesty results in failure of this course. Consult the Drake Catalog (p. 26-28) for policies regarding plagiarism, academic dishonesty, and the severity of resulting consequences. Give credit where credit is due. Use the *APA Publication manual* to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. In other words, do not submit work for this course that you have done for other courses.