Adapted Physical Education: Assessment and Program Evaluation
PED 412A (2 credits)

Time and Location:
6:00 – 8:50 PM, Wednesday, Ganfield 107
Final exam date: Wednesday May 10th

Instructor:
Kristi Hall
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Phone: 952-484-9177
Office Hours: By appointment

Course Description:
This course is designed to introduce the core theoretical and practical background necessary to assess and evaluate the motor development and physical fitness needs of persons with disabilities. Students will be able to administer various psychomotor assessment tools and apply the results in the design of an individualized motor program. (Prerequisites: PED 120, 411)

Course Objectives:
1. Students will identify the components of the IEP process, and be able to design IEPs for students who will participate in Specially Designed Physical Education (adapted physical education).
2. Students will be introduced to the various assessment tools available, be able to select appropriate assessment tools, and administer various assessment tools.
3. Students will be able to write appropriate IEPs for students.
4. Students will be able to write lesson plans based on student needs.
5. Students will be able to implement lesson plans based on student needs.
6. Students will be able to modify lesson plans to meet students’ needs that are integrated in the regular physical education setting.
7. Students will be able to work with other support services (OT and PT) and EEN personnel to provide programming for students.

Course Content:
1. Who are we assessing? (Role of public laws, zero reject and zero fail)
2. Why are we assessing? (The legal obligation; the moral obligation; screening purposes; diagnostic purposes; secure program funding; determine curriculum/program effectiveness; compare performance; determine departure from typical development; determine appropriate placement)
3. Getting to know the student: (Client health-related records; psychological work-ups; school files; the client’s agency file; insights from parents/guardians; insights from other school/agency personnel; insights from the student/client; who assess what?)
4. Can the measurement be trusted? (Validity; reliability; objectivity; relationship between validity and reliability; when tests are less than perfect)
5. Test selection and administration insights: (Ways to gather information; formal tests; informal tests; other informal assessment methods; judging technical adequacy; when no appropriate tests are available)
6. Motor skill and development: (Reflex tests; motor development tests; motor ability tests; perceptual motor tests)
7. Physical fitness: (Fitness among individuals with disabilities; fitness defined)
8. Assessment of posture and gait: (Individual differences in posture; assessment of posture; gait analysis)
9. Behavior, leisure, and play: (Behavior tests; formalized behavior assessments; leisure recreation assessments; play)
10. Translating assessment into action: A team approach: (Preparation and interpretation of assessment; information; team decision making; service delivery; case studies)

**Evaluation Techniques:**
1. Writing IEPs (30%)
2. Analysis of case studies (10%)
3. Practical lab experience and attendance (5%)
4. Writing lesson plans (20%)
5. Administration and evaluation of assessment tools (25%)

**Instructor's Expectations:**
1. Students are required to attend class and participate in class discussion.
2. All assignments are due on the date indicated by the instructor unless individual arrangements have been made with the instructor and have been approved by the instructor.
3. Failure to attend class, late assignments, and failure to complete assignments will result in loss of points and a lower grade.

**Right to Modify Course Content:**
“The instructor and the College reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).”

**Accommodation for Disabilities:**
“Students with documented disabilities who may need accommodations or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262.524.7335 or contacting her via e-mail at mbledsoe@carrollu.edu

**Statement on Academic Integrity:**
The Carroll College Academic Integrity Policy is located in your student handbook. You are encouraged to familiarize yourself with it. “If a student violates this policy in any way, the instructor reserves the right to impose a sanction of failure on the assignment/lab/assessment or failure in the course. If you have any questions about appropriate citations please ask.”

**Statement of due notification:** This statement indicates the precise sanctions that will be imposed if a student is found guilty of violating the academic integrity policy. “If a student is found in violation of the Carroll University Academic integrity policy, I reserve the right to alert the University authorities and follow protocol.”