

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # _____
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Dr. David G. Lorenzi
- (X) Phone (724) 357-4415 Email David.Lorenzi@iup.edu
- (X) Writing Workshop? (If not at IUP, where? when?) IUP Writing Workshop May 2007
- (X) Proposal for one W-course (see instructions below)
- (X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person _____
- () Phone _____ Email _____
- () Course Number/Title _____
- () Statement concerning departmental responsibility
- () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____
- () Phone _____ Email _____
- () Course Number/Title _____
- () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) David G. Lorenzi

Department Chairperson [Signature]

College Dean [Signature]

Director of Liberal Studies [Signature]

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade. (See Summary Chart of Writing Assignments.)
- II. Copy of the course syllabus.
- III. Provide samples of writing assignments that are given to students that include instructions and evaluation criteria. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received

APR 07 2010

Liberal Studies

CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,
Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

- _____ Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- _____ Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- _____ Does one of your course objectives explicitly mention the improvement of writing?
- _____ Will you distribute written instructions, including criteria for evaluation, for major assignments?
- _____ Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- _____ Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- _____ Are there at least two, and preferably more, different writing assignments?
- _____ Will students revise at least one assignment after receiving your review comments?
- _____ Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- _____ Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

- _____ Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

- _____ Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Research Paper	1	5	Draft 1-no Draft 2-no Draft 3-yes	Yes	15%
SNAP Reflection Paper	1	5	Yes	No	10%
Case Studies	2	2	Yes	No	10%
Internet Assignment	1	1	Yes	No	5%
Totals	5	13	NA	NA	40%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.	50%	2	15%
2.	50%	2	15%
3. Final Exam	50% 50%	2 2	15% 15%
Totals		8	60%

*Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.

Writing Summary – HPED 344 Adapted Physical Activity and Sport

HPED 344 Adapted Physical Activity and Sport is being proposed for identification as a “W” writing-intensive course at Indiana University of Pennsylvania in the Department of Health and Physical Education. Once section of this course is traditionally offered every fall and two sections in the spring. Most students taking this course are junior/senior level standing; however, a few sophomores are usually enrolled each semester. HPED 344 is a required course in the Department of Health and Physical Education for students enrolled in the following program tracks: athletic training, exercise science, and sport administration. The class size is limited to 25 students per section.

There are five basic types of writing that take place in this class:

- 1. Writing for Evaluation:** There are four examinations that take place over the course of the semester in this class, including the final examination. Each examination is worth 60 points, with 30 points allocated for multiple choice, true/false, and sentence completion types of questions. Short answer style questions comprise the remaining 30 points of each exam. The students are provided with six short answer style questions, of which they chose three to answer, each worth 10 points. The students will write approximately two pages in order to adequately answer the three questions they have chosen. Overall, the exam scores comprise approximately 60% of the final grade.
- 2. Writing for Research:** One of the major writing assignments in this course is a research paper assignment. The students are required to select a disability topic in which they are interested in researching. Specific directions for this assignment are attached. The students will receive guidance in class at various stages in the process (declaring a topic, peer review of first draft, teacher review of second draft, and teacher grading of the final version of the paper). The required length of the research paper is a minimum of five pages and will be written using APA style. The research paper assignment comprises approximately 15% of the final grade.
- 3. Writing for Reflection:** During the course of the semester, the students are required to complete a 10-hour practicum in the IUP Special Needs Activity Program (SNAP). The SNAP program is a physical fitness, motor development, and aquatics program designed for children and adults with disabilities. The program takes place at IUP and the students work with a variety of clients (children and adults) with different types of disabilities. Upon completion of the required 10 practicum hours, the students must complete a reflective summary of their SNAP experience. They are required to write in detail about their experience, including their own thoughts, positives/negatives, and what they learned in the practicum experience. They are encouraged to link classroom content to the SNAP experience and be able to articulate it in their reflective summaries. The SNAP Reflective Summary paper is a minimum of five pages in

length and comprises approximately 10% of the final grade (the entire SNAP practicum experience, including the reflective summary, consists of approximately 25% of the final grade).

4. Writing for Application: Case studies are an important pedagogical tool utilized in this course. In addition to the numerous case studies that are presented and discussed in class, the students will complete two out-of-class case studies that will be graded. The case studies present a problem or significant issue related to physical activity, sport, and disability. The students will be required to read the case study and respond to open-ended questions related to the case study. The open-ended questions consist of both opinion and factual questions designed to foster critical thinking. Each case study will be approximately 1-2 pages in length (2-4 pages total) and comprise approximately 10% of the final grade.

5. Writing for Review: In order to be able to identify and critically review adapted physical activity-related resources, the students are required to complete an Internet Assignment that consists of locating five quality Internet websites related to exercise, physical activity, physical education, and/or sport for individuals with disabilities. The students will provide a detailed review of each website located. The approximate length of the paper will be 1-2 pages and the Internet Assignment comprises approximately 5% of the final grade.

Textbook

*Winnick, J.P. (Ed.). (2005). *Adapted physical education and sport, 4th Ed.* Champaign, IL: Human Kinetics.

*On reserve at Stapleton Library

Course Format

The content of this course will be delivered in a number of different ways, including lecture, out-of-class assignments, and a practicum experience (SNAP). All course materials can be accessed via Moodle, including the course syllabus, a weekly schedule, all assignments, and PowerPoints for each chapter. Information regarding using the IUP Moodle system can be accessed at the Moodle IT Support Center <http://www.iup.edu/moodle/default.aspx>. At the Moodle IT Support Center website, you will find a section titled, "Getting Started for Students" that will help guide you in using Moodle, especially if you are a first-time user.

Course Competency Areas

Legislation: Demonstrate knowledge of current state and national issues and problems and legislation related to the education of individuals with disabilities.

Assessment: Demonstrate knowledge of appropriate tools for the evaluation of motor development, physical fitness and perceptual motor performance. Use the available information to evaluate physical fitness and perceptual motor performance. Use the available information to evaluate physical and motor performance, program effectiveness, and student progress.

Concepts of Exceptionalities: Demonstrate knowledge of the causes, characteristics, etiology, and implications of learning exceptionalities, sensory defects, physical disabilities and conditions effecting individuals in an integrated, special school, or inclusion settings.

Program Development: Demonstrate the ability to plan and implement appropriate teaching methodology based on assessment and knowledge of various exceptionalities, and awareness of development of the Individualized Educational Plan, Task Analysis and Behavioral Intervention Techniques to enhance learning and program effectiveness.

Community Agencies and Related Services: Demonstrate knowledge of the role of community agencies and related services, which are appropriate in the education of children with disabilities.

Parental Involvement: Demonstrate the ability to work effectively work with parents and other professionals on the development of the IEP, homebound instruction, and appropriate home learning materials.

Course Objectives

Upon completion of this course, the students will be able to:

1. Define adapted physical education and sport.
2. List several of the benefits of physical activity for individuals with disabilities.
3. Briefly explain the major events in the history of physical education and sport for individuals with disabilities.
4. List the different types of assessment.
5. Explain the purposes of assessment.
6. Identify factors that must be considered when selecting an assessment instrument.
7. Demonstrate the ability to research a disability topic and write a research paper.
8. Define the term inclusion.
9. Describe the instructional variables that can be modified to accommodate a learner with a disability in the least restrictive environment.
10. Describe inclusive community-based leisure, recreational, and sports programs.
11. Describe the basic assumptions regarding behavior management.
12. Describes techniques that can be used to identify behaviors that need to be learned or changed.
13. Describe techniques that can be used to facilitate performance of a skill or behavior.
14. Provide examples of techniques that can be used to facilitate generalization.
15. Identify the potential health-related dangers of a sedentary lifestyle.
16. Compare and contrast a general and a specific sports conditioning program.
17. Demonstrate knowledge and understanding of the characteristics of a wide variety of disabling conditions.
18. Utilize the Internet to access available information pertaining to adapted physical education and sport for individuals with disabilities.

Student Evaluation

To successfully complete this educational experience and to accomplish the competencies listed above, the student must fulfill the following obligations:

1. Pass written examinations that indicate an understanding of the cognitive competencies.
2. Successfully complete all in-class and out-of-class assignments in a timely manner.
3. Demonstrate a professional attitude through enthusiastic class participation in all class discussions and activities.

Specific Evaluation

Exam #1		60 points
Exam #2		60 points
Exam #3		60 points
Final Exam		60 points
Internet Assignment		15 points
Case Study #1		15 points
Case Study #2		15 points
Research Paper		50 points
SNAP Practicum		60 points
SNAP Reflection		40 points
<u>IUP Major's Club Membership</u>		<u>10 points</u>
Total	=	445 points

Grade Scale

A = 445-400	D = 310-267
B = 399-356	F = 265- 0
C = 355-311	

Class Policies

Attendance: As future professionals and in order to meet the course requirements, you are expected to be punctual and attend all classes. This is in accordance with the Indiana University of Pennsylvania Undergraduate Class Attendance Policy (IUP Student Handbook, see <http://www.iup.edu/registrar/catalog/acapolicy>). In order to allow for illness or personal emergencies, **three** absences will be permitted during the course of the semester. **Each absence beyond three will result in a 30-point deduction in the final grade.** If an absence occurs, it is the responsibility of the student to obtain the information (class notes, handouts, assignments, etc.) that was missed during an absence. Absences due to school activities that are processed through the Dean's office will not count as an absence when documentation is provided to the instructor.

Assignments: A variety of out-of class assignments will be given during the course of the semester. **All assignments must be uploaded to the Moodle course website – no exceptions. Assignments should be submitted in Microsoft Word 97-2003 format.** All assignments are due by 4:00pm on the specified date. Assignments turned-in up to one day late will be assessed a 50% late penalty point reduction. No assignments will be accepted beyond one day late. Assignments are due on the specified date even if you are absent from class.

Examinations: A total of four examinations will be given during the course of the semester. Each exam will consist of multiple choice, true/false, sentence completion, and short-answer types of questions. Exam material will come from assigned textbook readings, handouts, notes, and class activities. Examinations will usually include some bonus questions.

Missed Examination Policy: A missed examination may only be made up if prior arrangements are made before the scheduled test. **Examinations will not be permitted to be made up during scheduled class time – all make-up exams must be completed before the next scheduled class period.**

Academic Honesty Policy: Shall be in accordance with the Indiana University of Pennsylvania Honesty Policy (IUP Student Handbook – Academic Integrity Policy and Procedures, see <http://www.iup.edu/registrar/catalog/acapolicy>).

Provisions for Students with Special Needs: Students requiring accommodations for special needs should inform the instructor immediately. Please do not wait until difficulty is encountered to communicate such requests. Disability support services available to eligible IUP students, see <http://www.iup.edu/advisingtesting/dss.html>).

Classroom Etiquette: As future professionals, you are expected to adhere to acceptable classroom conduct. You should arrive to class promptly and with all required materials. You are expected to participate fully in ALL class activities. No cell phones permitted in class at any time.

Tentative Course Outline

Tuesday, January 19	Introduction to Course: Syllabus/Policies/Textbook Introduction to Course Assignments/Moodle Introduction to IUP SNAP Program Introductory Activity Chapter #1: An Introduction to Adapted Physical Education and Sport
Thursday, January 21	Chapter #1: An Introduction to Adapted Physical Education And Sport Chapter #4: Measurement, Assessment, and Program Evaluation
Tuesday, January 26	Chapter #4: Measurement, Assessment, and Program Evaluation
Thursday, January 28	Chapter #23: Health-Related Physical Fitness and Physical Activity Internet Assignment Due
Tuesday, February 2	Chapter #25: Adapted Aquatics Review for Exam #1
Thursday, February 4	Exam #1: Chapters 1, 4, 23, 25

Tuesday, February 9	Chapter #3: Adapted Sport
Thursday, February 11	Chapter #3: Adapted Sport Research Paper Topic Due
Tuesday, February 16	Chapter #6: Behavior Management
Thursday, February 18	Chapter #6: Behavior Management Chapter #9: Behavioral Disabilities
Tuesday, February 23	Chapter #9: Behavioral Disabilities Chapter #8: Intellectual Disabilities
Thursday, February 25	NO CLASS Case Study #1 Due
Tuesday, March 2	Chapter #8: Intellectual Disabilities
Thursday, March 4	Exam #2: Chapters 3, 6, 8, 9
March 8 – March 12	Spring Break
Tuesday, March 16	NO CLASS
Thursday, March 18	NO CLASS Case Study #2 Due
Tuesday, March 23	Chapter #10: Pervasive Developmental Disabilities Research Paper Draft #1 Due (peer review)
Thursday, March 25	Chapter #10: Pervasive Developmental Disabilities
Tuesday, March 30	Chapter #11: Specific Learning Disabilities
Thursday, April 1	Chapter #12: Visual Impairments Research Paper Draft #2 (instructor review)
Tuesday, April 6	Chapter #13: Deafness and Deafblindness Review for Exam #3
Thursday, April 8	Exam #3: Chapters 10, 11, 12, 13
Tuesday, April 13	NO CLASS

Thursday, April 15	NO CLASS Research Paper Final Graded Version Due
Tuesday, April 20	Chapter #14: Cerebral Palsy, Traumatic Brain Injury, and Stroke
Thursday, April 22	Chapter #15: Amputations, Dwarfism, and Les Autres
Tuesday, April 27	Chapter #16: Spinal Cord Disabilities SNAP Practicum Reflection Due
Thursday, April 29	Chapter #17: Other Health Impairments All Extra Credit Due
Tuesday, May 4	HPED 344-001 Final Exam 12:30pm – 2:30pm Chapters: 14, 15, 16, 17 Major's Club Forms Due

Note: Every attempt will be made to adhere to the course outline. However, the instructor does have the right to make any changes, additions, or deletions to the course content and requirements as deemed necessary.

Bibliography (all titles available in instructor's office)

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- Beirne-Smith, M., Ittenbach, R.F., & Patton, J.R. (2002). *Mental Retardation, 6th Ed.* Boston, MA: Pearson Education.
- Block, M.E. (2006). *A Teacher's Guide to Including Students with Disabilities in General Physical Education, 3rd Ed.* Baltimore, MD: Paul H. Brooks Publishing Company.
- Coleman, M.C., & Webber, J. (2002). *Emotional and Behavioral Disorders: Theory and Practice, 4th Ed.* Boston, MA: Pearson Education.
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- Eichstaedt, C.B., & Lavay, B.W. (1992). *Physical Activity for Individuals with Mental Retardation: Infancy Through Adulthood*. Champaign, IL: Human Kinetics.
- Emes, C., & Velde, B.P. (2005). *Practicum in Adapted Physical Activity*. Champaign, IL: Human Kinetics.
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- Hodge, S.R., Murata, N.M., Block, M.E., & Lieberman, L.J. (2003). *Case Studies in Adapted Physical Education: Empowering Critical Thinking*. Scottsdale, AZ: Holcomb Hathaway.
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- Horvat, M., Block, M.E., & Kelly, L.E. (2007). *Developmental and Adapted Physical Activity Assessment*. Champaign, IL: Human Kinetics.
- Kasser, S.L., & Lytle, R.K. (2005). *Inclusive Physical Activity: A Lifetime of Opportunities*. Champaign, IL: Human Kinetics.
- Lepore, M., Gayle, G.W., & Stevens, S.F. (2007). *Adapted Aquatics Programming: A Professional Guide, (2nd Ed.)*. Champaign, IL: Human Kinetics.
- Lieberman, L.J. (2007). *Paraeducators in Physical Education: Training Guide to Roles and Responsibilities*. Champaign, IL: Human Kinetics.
- Lieberman, L.J., Houston-Wilson, C. (2009). *Strategies for Inclusion: A Handbook for Physical Educators, 2nd Ed.* Champaign, IL: Human Kinetics.
- Lerner, J. (2000). *Learning Disabilities: Theories, Diagnosis, and Teaching Strategies, 8th Ed.* Boston, MA: Houghton Mifflin.
- National Consortium for Physical Education and Recreation for Individuals with Disabilities. (2006). *Adapted Physical Education National Standards (2nd Ed.)*. Champaign, IL: Human Kinetics.
- Randazzo, D., & Corless, K. (1998). *Activity For Everyone: Children of All Abilities in a Regular Physical Activity Program, 2nd Ed.* Reston, VA: AAHPERD.

Seaman, J.A., DePauw, K.P., Morton, K.B., & Omoto, K. (2003). *Making Connections: From Theory to Practice in Adapted Physical Education*. Scottsdale, AZ: Holcomb Hathaway.

Seaman, J.A., & DePauw, K.P. (1989). *The New Adapted Physical Education: A Developmental Approach, 2nd Ed.* Mountain View, CA: Mayfield.

Sherrill, C. (2004). *Adapted Physical Activity, Recreation, and Sport: Cross Disciplinary and Lifespan, 6th Ed.* Dubuque, IA: Brown and Benchmark.

Recommended Journals

**Active Living Magazine: The Adapted Lifestyle Resource Guide* – DT Publishing

**Adapted Physical Activity Quarterly* (APAC) – Human Kinetics

Medicine and Science in Sport and Exercise – American College of Sport Medicine

**Palaestra* – Challenge Publications, Ltd.

Research Quarterly for Exercise and Sport (RQES) – American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)

Sports-N-Spokes – Paralyzed Veterans of America (PVA)

*(some issues available in instructor's office)

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HPED 344 – Adapted Physical Activity and Sport

Research Paper Assignment

Assignment: This assignment requires you to research a specific type of disability (use your textbook to generate potential topic areas). **The areas that need to be covered in your research paper include:**

- Introduction (why you chose your topic)
- Definition of the specific disability
- Updated prevalence of disability (statistics)
- Potential causes of the disability
- Characteristics of the disability
- Motor Development/Motor Behavior/Motor Learning issues
- How the disability impacts participation in sport and physical activity
- Suggested modifications to use when prescribing physical activity
- Potential organizations designed to serve individuals with this specific disability (in particular, athletic/sport organizations)
- Any other information pertinent to the specific disability that you want to include
- Conclusion – summary of the main points of your paper

Please make each of these areas outlined above a separate heading/section in your paper

***Include a cover sheet that contains your name, date, class, and topic.**

Your paper must be a minimum of 5 pages long (not including cover sheet and reference page) and include at least 3 different reference citations (a minimum of one book, one journal, and one website).

You must cite your references in the body of your paper using APA style and list full citations at the end of your paper in a bibliography or reference list

Format: This research paper should be neatly typed utilizing Times Roman 12-point font, 1.5 spaced, with one inch margins. Be sure to both spell check and proofread your paper before submitting.

Value: 50 points (see attached rubric for grading specifics)

Due Dates:

(Research Paper Topic Due) – Thursday, February 11

(Draft #1 Due – Peer Review) – Tuesday, March 23

(Draft #2 Due – Instructor Review) – Thursday, April 1

(Research Paper Due – Final Graded Version) – Thursday, April 15

HPED 344 – Adapted Physical Activity and Sport

Research Paper Rubric

	Unacceptable (2 points and below)	Acceptable (3 points – 4 points)	Target (5 points)
Cover Sheet	No cover sheet or cover sheet does not contain the required information.	Cover sheet contains 2-3 required items (name, date, class, topic).	Cover sheet includes all required information (name, date, class, topic).

	Unacceptable (4 points and below)	Acceptable (5 points – 7 points)	Target (8 points – 10 points)
Introduction And Conclusion	Research paper is lacking a clear introduction and conclusion and/or an introduction and conclusion are not present in the paper.	Research paper contains an introduction, but does not provide reasons for the selection of the topic. Research paper contains a conclusion but does not fully address the main points of the paper.	Research paper contains a clear introduction outlining reasons for the selection of the topic and sets the scene for the rest of the paper. Research paper contains a clear conclusion summarizing the main points of the paper.

	Unacceptable (7 points and below)	Acceptable (8 points – 11 points)	Target (12 points – 15 points)
Required Topic Areas	Few of the required topic areas addressed and overall lacking adequate detail.	Most of the required topic areas are addressed, some lacking sufficient detail.	All required topic areas are addressed with sufficient detail.

	Unacceptable (4 points and below)	Acceptable (5 points – 7 points)	Target (8 points – 10 points)
Integration Of References	No references included in the body of the paper. APA style not used in reference list.	1-2 references are included (book, journal, website) and referenced in the paper. Use of APA style not consistent or accurate.	A minimum of three or more references are included (book, journal, website) and properly referenced in the paper and reference list using APA style.

	Unacceptable (2 points and below)	Acceptable (3 points – 4 points)	Target (5 points)
Spelling And Grammar	3 or more spelling and/or grammatical errors in paper.	1-2 spelling and/or grammatical errors in paper.	No spelling or grammatical errors present in paper.

	Unacceptable (2 points and below)	Acceptable (3 points – 4 points)	Target (5 points)
Format And Organization	Paper not organized and not formatted correctly as required (headings, margins, font size, spacing).	Paper organized, but lacking some of the requirements (headings, margins, font size, spacing).	Overall, paper well-organized and formatted properly (required headings, margins, font size, spacing).

HPED 344 – Adapted Physical Activity and Sport

SNAP Practicum Assignment

Assignment: This assignment is designed to provide you with a practical “hands-on” experience in working with individuals (children, teenagers, and adults) with disabilities in a physical activity setting. **You are required to complete a total of 12 hours of practicum experience (6 SNAP sessions). This breaks down to 6 hours in the Adult SNAP Program (3 SNAP sessions) and 6 hours in the Children’s SNAP Program (3 SNAP sessions).**

SNAP stands for Special Needs Activity Program is run through the Department of Health and Physical Education here at IUP. The purpose of SNAP is to provide an instructional and recreational motor development, physical fitness, and aquatic program for individuals of varying ages and different abilities. The focus of the program will be on the acquisition of basic psychomotor skills essential for participation in lifelong recreational activities. Additionally, the development of various components of physical fitness will be emphasized.

The SNAP Program takes place at IUP in Zink Hall on eight Wednesday evenings and eight Saturday mornings during the Spring 2009 semester.

The Wednesday evening Adult program runs from 6:00pm – 8:00pm on the following dates: February 3, February 10, February 17, March 24, March 31, April 7, April 14, and April 21. You will need to arrive at 5:30pm for your client assignment and to assist with the equipment set-up. One hour is spent in the gymnasium/fitness center and one hour is spent in the pool. You need to be prepared to **FULLY** participate in all activity environments.

The Saturday morning Children’s program runs from 9:00am – 11:00am on the following dates: January 30, February 13, February 20, February 27, March 27, April 10, April 17, and April 24. You will need to arrive at 8:30am for your client assignment and to assist with the equipment set-up. One hour is spent in the gymnasium/fitness center and one hour is spent in the pool. You need to be prepared to FULLY participate in all activity environments.

Remember that during this practical experience, you are representing IUP – be prompt, professionally dressed, and ready to participate fully in all activities. You must participate in both the gymnasium and aquatics portion of the SNAP program in order to receive full credit. Most importantly, come with an open mind and a positive attitude.

Requirements: After each SNAP session, complete a SNAP Summary Form (attached). The SNAP Summary forms are due in class immediately following SNAP participation.

Value: 60 points

- 5 points per SNAP session attended and FULL participation (30 points)
- 5 points per SNAP Summary Form submitted (30 points)

SNAP Reflective Summary

After completing six SNAP sessions, write a minimum of a five-page summary of your experience. Include in your summary a reflective analysis of the experience and any useful teaching strategies, progressions, and/or behavior management techniques that worked well during the course of the experience. Compare and contrast the different types of disabilities that you encountered and the differences in working with a child versus an adult client. Link what you experienced in the SNAP Practicum with what we have talked about in class and/or what you have read in the textbook. Finally, describe what you learned from the experience?

Be sure to run both a spelling and a grammar check on your paper prior to submission.

Format: Your SNAP Reflective Summary paper should be neatly typed utilizing a 12-point font, 1.5 inch margins, and double-spaced.

Value: 40 points

Due Date: Tuesday, April 27

**HPED 344 – Adapted Physical Activity and Sport
SNAP Summary Form**

Name: _____ **SNAP Session Date:** _____

Name of SNAP Participant that you worked with: _____

Gymnasium/Fitness Center

List and describe the activities that were performed in the gymnasium and/or fitness center?

Outline positives (what went well) during the gymnasium/fitness center portion of the session. Include relevant behavior management strategies utilized.

Describe the gymnasium goal(s) that were worked on during the gymnasium portion of the SNAP program:

Swimming Pool

List and describe the activities that were performed in the swimming pool?

Outline positives (what went well) during the swimming portion of the session. Include relevant behavior management strategies utilized.