Mayville State University

HPER 333 Adapted Physical Education ONLINE

FALL 2025
2 Credit Hours

Course and Instructor Information

Instructor Name: Katie Aasen

Contact Information:

Office: FH 138

Email: katelyn.aasen@mayvillestate.edu

Work phone: 701-788-4843

Hours of Availability:

Monday, Wednesday and Friday: 9:00am-10:00am, 1:00pm-3:00pm

Tuesday and Thursday: 11:00am-12:00pm, 2:00pm-3:00pm

Also available for meetings on other days and times by appointment.

Instructional Mode: Online asynchronous
Course Dates: August 25- December 21
Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

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 Standing.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Physical Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

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 develop and execute a program for specific disabilities.
   a. Psychosocial
   b. 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

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Standards Alignment (Physical Education Program Approval Standards-ND ESPB):

- 2.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 2.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 2.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 3.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 3.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 5.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

Required Materials and Technologies

Winnick, J. P., & Porretta, D. L. (Eds.). (2022). Adapted physical education and sport (7th ed.). Human Kinetics. ISBN: 9781492598022
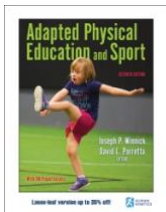
Mayville State Bookstore QR

You will be granted **inclusive access** unless you choose to OPT-OUT in your Inclusive Access Portal before the deadline.

Other materials and technologies:
Laptop/computer, Microsoft *PowerPoint and/or Publisher, Word*, YouTube, video record for the final project

Use of Artificial Intelligence in this Course

You may use AI programs e.g. CoPilot or ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.
You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Any plagiarism or other form of cheating will be dealt with severely under relevant MaSU policies.

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Course Expectations

Instructor/Student Communication

1) You are accountable for all academic communications sent to their MSU email address.
2) Check your blackboard or email, often for announcements from the instructor.
3) Preferred method: email, phone, (zoom meetings if needed)
4) A mini practicum (approx. 10 hrs.) is required to complete this course.
5) Methods of communication preferred by the instructor: 1) Email, 2) Blackboard messaging, 3) Office phone call.

Please allow at least 1-2 days for a response from your instructor, and only if a response is necessary; excluding weekends and holidays. If you do not get a response within your intended time frame, please send a 'follow-up' email.

Assignments and Assessments

Grading Policies
Grades will be posted within 72 hours. Although this timeframe may fluctuate throughout the semester.

Attendance/Participation Policies
You are expected to be in class and participate online unless you have communicated with the instructor prior to class. Participation is key to receive all educational benefits of the course.

Grading Scale
A: 90 – 100
B: 80 – 89
C: 70 – 79
D: 60 – 69
F: Below 59

Breakdown of Grades

Assignments	Points
Chapter 1 Reading & Questions	25
Chapter 2 Reading & Questions	25
Chapter 3 Reading & Questions	25
Chapter 4 Reading & Questions	25
Chapter 8 Reading & Questions	25
Chapter 11 Reading & Questions	25
Chapter 12 Reading & Questions	25
Chapter 15 Reading & Questions	25
Organization Research Presentation	100
5 5 5 Article Post	30
5 Article Reviews	50
Professional Philosophy Paper	100

Course Schedule and Due Dates

Schedule	Tasks/Assignments
August 25 – August 31	Introductions/Syllabus/COVID-19 Support
September 1-7	Chapter 1 Reading & Questions
September 8-14	Chapter 2 Reading & Questions
September 15-21	Chapter 3 Reading & Questions

September 22-28	Chapter 4 Reading & Questions
September 29-October 5	*Activity/peer teaching*
October 6-12	Chapter 8 Reading & Questions
October 13 – October 19	Chapter 11 Reading & Questions
October 20-26	Chapter 12 Reading & Questions
October 27- November 3	Chapter 15 Reading & Questions
November 4-10	Organization Research Presentation
November 11-December 10	5 5 5 Article Post
FINAL WEEKS	FINAL EXAM

All due dates and weekly assignments will be updated and reliable in blackboard. Each week, check the "TO DO LIST" to see exactly what is expected and due.

Late work

If the assigned work is not turned in by the due date at 11:59PM, late assignments are subject to a 5%-point deduction per day exceeding the deadline but is also calculated on a case-by-case basis.

Timeline below is subject to change at the instructor's discretion. Please primarily follow blackboard for due dates as they have been updated accurately.

Method of Evaluation/Grading
- Failure to complete assignments/tasks by December 20th will affect your final grade. After this date, late work will not be authorized.
- You can expect assignments to be evaluated and graded within 1-2 weeks. Feedback may be given as needed.

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 the LMS, such as completing an assignment or a taking a quiz. Logging into the LMS is NOT considered active course participation. Please complete the designated enrollment verification activity 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.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:
- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty

- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Academic Grievance/Concerns and Instructor English Proficiency

Mayville State University faculty members and staff are held to a high standard of behavior and are expected to act as role models for students. In addition, the State Board of Higher Education requires that all faculty members and teaching assistants in the NDUS have appropriate communication skills, including the ability to speak English clearly and with good pronunciation. Students who experience academic concerns should follow the steps outlined here:

1. Discuss the concern with the instructor to see if resolution can be reached.
2. If the concern is still not resolved, contact the instructor's Division Chair for assistance.
3. Concerns still not resolved should be brought to the attention of the Vice President for Academic Affairs (VPAA), via email or within the electronic reporting system using the 'Report a Concern' link located under 'Contact Us' on the bottom of the MSU homepage.

Appendix

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If there is a significant health or safety event that necessitates a change in course format, plans for remote options for this course include zoom, blackboard, and completing the course as usual. These circumstances would have little effect on our asynchronous online course as we would just proceed as usual. If an illness, injury, or emergency interferes with or prevents you being able to participate in class or meet deadlines, you may be required to provide documents from an authorized person (i.e. physician, athletic trainer, nurse, or other health professionals).

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Program Student Learning Outcomes (SLOs) Addressed in This Course

The Academic Program Student Learning Outcomes document can be found in your course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors.

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

> SLO 1: Through demonstration and application of discipline-specific concepts, HPER students will serve as advocates for fitness.

> SLO 2: Students will effectively communicate through a variety of methods with a discipline-specific population.

> SLO 3: Students will utilize a variety of technological resources and equipment to enhance discipline-specific population engagement and learning.

> SLO 4: Students will assess individual understanding of discipline-specific concepts and utilize that assessment toward overall improvement.

Instructional Strategies
Instructional strategies that will be utilized in class will be but are not limited to brainstorming, reflection, self-assessment, personal exploration, field practice, and portfolio.

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.

Starfish – Student Success System

Starfish is Mayville State's Student Success & Early Alert System the faculty and staff use to report feedback on your academic performance, attendance, etc. If you receive a Starfish notification (will be sent to your @mayvillestate.edu email from the Student Success Center), please read it immediately – it will contain important information for you.

We Care About Your Success

Throughout the term, you may receive emails from Starfish® regarding your course grades or academic performance. Please pay attention to these emails and consider taking the recommended actions. They are sent to help you be successful! You will also have the ability to reach out for help by "Raising your hand" in Starfish and choosing between the "I Have a Question" flag and the "I Need Help" flag. After the flag has been raised the appropriate faculty or staff will make contact to see how they can assist you.

Once again, we are here to help you be successful!

In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services.

So be sure to log in to Starfish AND check your MSU email inbox on a regular basis. This is where you'll be notified about your academic progress throughout the semester. If you have any questions, you can visit the Starfish webpage on MSU's site found in the "Current Students" tab and under the "Academic Information" list.

NetTutor - Online Tutoring Program

NetTutor is a free, online tutoring service that provides one-on-one virtual tutoring sessions with a professional tutor, as well as a Question Center which allows students to privately post a question and receive a personalized answer within 24-hours in a variety of subjects. NetTutor does not require you to schedule an appointment, you can just "drop in" online for a live, one-on-one tutoring session. NetTutor helps students progress in the classroom and beyond!

Students with Documented Disabilities

As required by Section 504 of the Rehabilitation Act and the ADA, appropriate and reasonable accommodations will be made for all students with documented disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health-Related, & Other) who request those accommodations to ensure full access to the academic opportunities of Mayville State University. In order to receive services, students must disclose their disabilities, request accommodations and provide documentation showing necessary accommodation to the Director of Student Success and Disability Support Services. Any information shared will remain confidential.

Student Learning Outcomes (SLOs) & Essential Learning Outcomes (ELOs)

Institutional academic assessment at MSU guides improvement of student learning. This assessment process also ensures learning outcomes are consistent with the university's mission and goals and allows comparison of desired learning outcomes to actual learning. This information is the basis for programmatic changes and ultimately to improvements in teaching and learning.

The faculty has defined Student Learning Outcomes (SLOs) for each major. Essential Learning Outcomes (ELOs) apply to students in all courses offered for Essential Studies and are consistent with those identified through the American Association of Colleges and Universities (AAC&U) Liberal Education - America's Promise (LEAP) initiative.

Academic Integrity

Definitions

Academic Integrity is the commitment and demonstration of open, honest, and responsible pursuit of scholarly activity. Academic dishonesty is the purposeful attempt to gain through violating these core principles. Common examples of academic dishonesty include cheating on tests, quizzes, oral presentations, and general coursework. Common examples of cheating include copying from another student's work, using materials or platforms not authorized during a test or for an assignment, not honoring proctoring system rules, allowing someone to copy your work (including research data or any other assignment), stealing, selling, buying, or other unauthorized use or sharing of content or work to fulfill an academic assignment, fabrication of data, and plagiarism. Cheating also includes submission of nearly identical work one has previously offered for credit in another course without prior approval by the instructor, altering official documents, and collaborating on assignments requiring individual work.

Consequences

Breaches of academic integrity are addressed at two levels: As an academic matter and as a violation of the Code of Student Rights and Responsibilities. As an academic matter, breaches are addressed by the faculty instructing a course. Breaches of academic integrity may result in action at the level of the Code of Student Rights and Responsibilities as violations of Part III: Prohibited Conduct, Section A: Academic Integrity.

More information can be found in MSU Policy 540.1 Academic Integrity and in the Code of Student Rights and Responsibilities.

Emergency Notification

The State Board of Higher Education requires all students, student employees, and NDUS employees to participate in the Emergency Notification System (ENS) pursuant to SBHE Policy 1902 (Policy M1902). Students will have the ability to update their information in the ConnectND portal with a cell phone number and an email address. Students are allowed to leave 'ENS' registered cell phones on during class to receive emergency notifications unless instructed otherwise by faculty. If a faculty member instructs students to turn off their cell phones, the faculty member must be able to receive emergency notifications by one of the following methods:

a) 'ENS' registered personal cell phone that is turned on
b) 'ENS' registered campus email when a computer or other electronic communication device is active.

Continuity of Academic Instruction for a Pandemic or Emergency

In the event of a major campus emergency resulting in the need for remote instruction, temporary suspension of classes, or early ending to the semester; the course mode of instruction and course requirements, deadlines, and grading percentages on the official syllabus are subject to change. The course instructor will notify you of such changes by email and/or by the campus learning management system (LMS), currently Blackboard Learn.

Family Educational Rights and Privacy Act of 1974 (FERPA)

In compliance with the Family Educational Rights and Privacy Act of 1974, Mayville State University has information available regarding student and graduation records it maintains. This information is available in the [Mayville State University Academic Catalog](.).

Diversity Statement (Title IX)

MSU is committed to providing a safe learning environment, free of harassment and discrimination. All instructors are asked to practice principles of diversity and inclusion, and as such, will provide a respectful learning environment for all students, regardless of race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Students as well are expected to treat all members of their learning community with respect.

Land Acknowledgement Statement

Mayville State University, a land grant institution created in 1889, collectively acknowledges that the region we occupy rests upon the ancestral, traditional, and current lands of Indigenous groups of the Dakota, Ojibwe, and Metis. We pledge to build our relations with the contemporary First Nations of North Dakota including the Mandan, Hidatsa, and Arikara Nation; Sisseton-Wahpeton Oyate Nation; Spirit Lake Nation; Standing Rock Sioux Tribe; and Turtle Mountain Band of Chippewa, as well as neighboring tribes.

Mayville State University advocates for the healing of the historical trauma endured by the descendants of those who were forcibly removed from their homelands. We recognize and support the sovereignty of tribal nations and for Indigenous communities.

Mayville State University strives toward an emerging future of friendship, collaboration, and progress.