

ADAPTED PHYSICAL EDUCATION SYLLABUS

Faculty	: Sport Science Faculty
Study Program	: Physical, Health and Recreation Education Study Program
Course Title	: Adapted Physical Education
Code of Course	: IKF 219
SCS	: 2 SCS
Semester	: V (Five)
Prerequisites	: -
Lecturer	: Dr. Pamuji Sukoco, M.Pd.

I. COURSE DESCRIPTION:

Adapted Physical Education is a comprehensive service, delivery system design to identify and meliorate problems involve psychomotor domain. Service include psychomotor assessment, individualized educational programming, developmental and/or prescriptive teaching, counseling, and coordination of related resources,/services so as to provide optimal physical education experiences for all children and youth. involves adapting, modifying, and changing a physical activity so it is as appropriate for the person with a disability. This can be done by changing the equipment, distance and speed of the activity, game or sport.

II. COURSE STANDARD COMPETENCY

Students have the knowledge, skills and attitudes about Adapted Physical Education. PE lesson needs to reduce the level of excitement, in order to keep the children's attention. A brief guide to adapting some PE activities to enable the inclusion of pupils with Physical Disabilities.

III. SCHEDULE

Week of	Basic Competency	Content	Strategy	Resource material/ Reference
1-4	Define adapted PE, explain PE as a mandate, direct education, and service in special education	Physical education; Adapted/developmental, special	Lecture Discussion	Part 1
5-8	Develop short-term behavioral objectives for handicapped students in PE	Assesment and programming: adapting instruction; early motor development and learning; fundamental movement pattern; fitness for fully living; postures;	Lecture Discussion	Part 2
		Midle Exam		
9-10	Develop short-term behavioral objectives for handicapped students in PE	Assesment and programming: perceptual motor strengths and		Part 3

		weakness; relaxation and reduction of hyperactivity; aquatic for the handicaps		
11- 16	Demonstrate the same breath of knowledge about each handicapping condition as other specialists involve in assessment and teaching, Determine the need for a comprehensive adapted PE program in school and other community. Demonstrate understanding of organizations that govern sports and games for various handicapping condition	Adapted PE for special population: respiratory problems (Asthma; cystic fibrosis); Cardiovascular problem; learning disability; mental retardation; orthopedically impaired; cerebral passy; deaf and hearing impaired; blind and visually impaired; other health impaired condition.	Lecture Discussion	Part 4

IV. ASSESSMENT METHODS

No	Activity	Score (%)
1	Attendance	10
2	Quizzes, Assignments	20
3	Midle Exam	30
4	Final Exam	40
	Total score	100

V. Grading Scale:

Score Standart		Score	
11	101	Alphabet	Scale
8,6 – 10	86 – 100	A	4,00
8,0 – 8,5	80 – 85	A-	3,67
7,5 – 7,9	75 – 79	B+	3,33
7,1 – 7,4	71 – 74	B	3,00
6,6 – 7,0	66 – 70	B-	2,67
6,1 – 6,5	61 – 65	C+	2,33
5,6 – 6,0	56 – 60	C	2,00
0,0 – 5,5	00 – 55	D	1,00

VI. REFERENCES

1. Sherrill Claudine. 2003. Adapted Physical Education and Recreation, Dubuque: WmC Brown Company Publishers

2. Auxter David. 2001. Principles and Methods of Adapted Physical Education and Recreation. New York; McGraw-Hill Company

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Lecture

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