

**WAYNE STATE
UNIVERSITY**
 COLLEGE OF EDUCATION

Syllabus

Division:	Kinesiology, Health and Sport Studies		
Program Area:	Physical Education and Physical Activity Leadership		
Course #:	KIN 5410		
Course Title	Adapted Aquatics		
Section #:	001		
Term/Year:	Spring 2014		
Course Location:	128 Matthaei and Pool		
Day:	Mon/Wed	Time:	5-8 pm
Instructor:	Dave Potter		
Office Address:	125.2 Matthaei		
Office Hours:	By arrangement		
Office Phone:	248-933-6620		
Email:	potterd@royaloakschools.com		
Website:	NA		
Course Description:	Developing and implementing swimming and water-related activities designed to meet the needs of special populations including water orientation, swim instruction, fitness instruction, facilities and equipment considerations, and research on adapted aquatics.		

Course Outcomes:	<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the benefits of adapted aquatics programming for individuals with disabilities. 2. Demonstrate an understanding of the models of service delivery in adapted aquatics. 3. Demonstrate the ability to develop individualized instructional plans in adapted aquatics. 4. Demonstrate the ability to differentiate instruction based on individual needs including the nature and severity of disabilities. 5. Demonstrate ability to apply knowledge of communication skills, physical assistance, transferring techniques and participant care and safety in adapted aquatics settings. 6. Demonstrate ability to apply knowledge of the learning process, instructional strategies, teaching cues, adapted stroke techniques, and behavior management strategies in adapted aquatics settings. 7. Demonstrate ability to apply knowledge of the unique attributes of swimmers with disabilities in adapted aquatics programming. 8. Demonstrate knowledge of fitness aspects of adapted aquatics programming.
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	<p>9. Demonstrate an understanding of the importance of program and organizational development for the adapted aquatics program including risk management, facility and equipment management, financial development and human resources.</p> <p>10. Conduct a comprehensive adapted aquatics program.</p> <p>11. Be familiar with local adapted aquatic programs and competitive swimming programs for individuals with disabilities.</p>	
Required Texts:	<p>Lepore, M., Gayle, G. W., & Stevens, S. (2007). <i>Adapted aquatics programming: A professional guide</i>. Champaign, IL: Human Kinetics.</p> <p><i>Additional readings may be posted to Blackboard. As such, you must activate your WSU access code/email account and be familiar with Blackboard.</i></p>	
Additional References:	<p>Dummer, G. & Bare, J. (n.d.). <i>Including swimmers with a disability: A guide for coaches</i>. Colorado Springs, CO: USA Swimming.</p> <p>Grosse, S. (2007). <i>Water learning: Improving mental, physical, and social skills through water activities</i>. Champaign, IL: Human Kinetics. HIGHLY RECOMMENDED</p> <p>Kelly, L. (Ed.) (2006). <i>Adapted physical education national standards</i> (2nd ed.). Champaign, IL: Human Kinetics.</p>	
Course Assignments:	<p>Professionalism and Development as a Professional: Active participation in professional development opportunities (e.g., planning and preparation for peer teaching experiences, active learning tasks within class, etc.).</p>	100
	<p>Check(s) for Understanding: The instructor will check for understanding through online quizzes in Blackboard. Check(s) for understanding tasks serve as a means of holding the students accountable for the readings and in class materials. There will be 5 (20 pts each) during the semester.</p>	100
	<p>Adapted Aquatics Practical Teaching Experiences: Students will teach in a community-based aquatics program for individuals with disabilities. Within this practical teaching setting, students must complete a minimum of 18 hours of preparation for and teaching of individuals with disabilities. Students will also peer teach specific techniques (transfers, water aerobics, etc.). Points awarded are based on the preparation for and quality of instruction provided during the practical teaching. Teaching rubrics will be provided.</p>	100

	<p>Instructional Programs and Reflective Journal: Students will develop and implement an adapted aquatics instructional program for each of their participants with a disability (two). The program will also document participant and teacher growth in the reflective journal. The instructional program will be developed for the entire practical teaching experience and be based on established instructional goals and objectives for each participant. The following items must be included in the assignment: an individualized adapted physical activity plan inclusive of a present level of performance statement and instructional goals and objectives; instructional programming for each of the practical teaching sessions in the pool including reflective evaluation of the teaching performance; and a summative reflection wherein the adapted aquatics instructor describes participant and teacher growth over the multi-week session and makes programming recommendations for his/her participant (community-based program recommendations and suggested goals for the participant). Additional assignment details will be provided along with rubrics.</p>	350
	Exams	150
	Bachelor/Undergrad Total	800
	<i>Post-bachelor and Graduate students: Oral presentation on a current evidence-based practice or model program in adapted aquatics that assists K-12 and/or young adult learners with disabilities with learning in aquatic settings.</i>	100
	<i>Grad Total</i>	900
Class Policy	<ol style="list-style-type: none"> 1. As a university student, it is expected that you are dedicated to your own professional development and, as such, you should maintain a high standard of integrity and personal responsibility. 2. You are expected to attend all class sessions, be on time to class, be courteous and respectful while participating, and be present for the duration of each class. Failure to meet such expectations will be reflected in your grade. 3. You are allowed one pre-arranged absence during the semester. Additional absences will result in a <u>10% deduction in your final grade</u>. Students arriving more than 15-minutes late or leaving more than 30-minutes before the scheduled end of class time will receive partial absence. Two partial absences will be combined to equal one full absence and will result in a deduction to your final grade if you have already used your one pre-arranged absence. In other words if you have an 83% after a second absence your final grade would be a 73%. 4. Professional attire is expected. Many class sessions will involve physical activity. Please dress in comfortable clothing that permits movement including athletic-style 	

	<p>shoes. Hats, jog bras without a cover shirt, cut-off shirts, and articles of clothing that do not exemplify professionalism are not permitted.</p> <ol style="list-style-type: none"> 5. Inappropriate behaviors during class such as being disrespectful to others, using laptops for purposes other than class work, reading, cell phone use (e.g., texting), will not be tolerated. 6. Assigned readings must be completed prior to each class session. 7. The schedule for the semester is tentative. It is expected that you be prepared for what is planned, and be flexible if changes to the schedule are required. 8. All written assignments are due on the due date in class (hard copy), and will NOT be accepted via email. <ul style="list-style-type: none"> • There will be a <u>20% deduction</u> each day an assignment is turned in late. For example, if a 100-point assignment is due on Tuesday and is turned in on Wednesday, the most that can be earned becomes 80 points. 9. All assignments must be typed and stapled together, identify your name, the course number, and the assignment title. <p>The syllabus, notes, and announcements will be posted on Blackboard. In addition, the instructor/professor will email individuals as well as the whole class to communicate important information using Blackboard. As such, you must activate your WSU email account. You may forward your WSU email to another account, but you must be able to communicate via WSU email for this course.</p>
<p>Academic Dishonesty/Plagiarism</p>	<p>The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/codeofconduct.pdf).</p> <p>Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html), the Undergraduate Student Handbook (http://comm.wayne.edu/files/undergradhandbook.pdf), and in print and online versions of the Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.</p>

Class Schedule	Class	Topic	Readings
	1	First day of class – syllabus, expectations, Blackboard, etc.; Introduction and orientation to Adapted Aquatics;	AAP Ch 1
	2	AAP: Models of collaboration in adapted aquatics; Inclusion and the least-restrictive environment; ARC: Lifeguarding; Facility Safety; Surveillance; Injury Prevention; Emergency Action Plans; Water Rescue Skills	AAP Ch 2, 3 ARC LG Ch 1-6
	3	AAP: Individualized instructional planning in adapted aquatics; ARC: Water Rescue Skills and Caring for Head, Neck and Spinal Injuries <i>On-line quiz prior to class (AAP Ch 1-4)</i>	AAP Ch 4 ARC LG Ch 6, 11
	4	AAP: Prerequisites to safe, successful and rewarding adapted aquatics programs; Adapted aquatics practical teaching preparation with speech pathology colleagues <i>Peer teaching/modeling of positioning and supporting techniques</i> <i>On-line quiz prior to class (AAP Ch 7)</i>	AAP Ch 7 Online readings: AWA and ARC WSI items
	FRI 5/16	Meet Your Coach Night – Aquatic evaluations for determining program placement. From 5-8pm	Matthaei Pool
	5	AAP: Instructional strategies – the learning process, teaching and guiding participants, addressing behavior problems; Adapted aquatics practical teaching preparation (TEAM PLANNING) <i>Peer teaching of aquatic games and activities</i> <i>On-line quiz prior to class (AAP Ch 8)</i>	Ch 8 Selected items from Grosse text
	6	AAP: Addressing the specific needs of adapted aquatics participants (selected disabling conditions) <i>*Adapted aquatics practical teaching 1</i>	Ch 9
	7	AAP: Addressing the specific needs of adapted aquatics participants (selected disabling conditions) Adapted aquatics practical teaching preparation including revisions to block plans and APAPs. Discussion of teaching evaluations. <i>Peer teaching/modeling of transfer techniques</i> <i>On-line quiz prior to class (AAP Ch 9)</i>	Ch 9
	8	Addressing the specific needs of adapted aquatics participants (selected disabling conditions) <i>*Adapted aquatics practical teaching 2</i>	Ch 9
	9	AAP: Aquatic fitness - health-related physical fitness and aquatic exercise; ARC: Before Providing Care, Breathing Emergencies <i>Peer teaching/modeling of water aerobic and water fitness activities</i>	Ch 10 ARC LG Ch 7, 8
	10	AAP: Adapted aquatics program selection – program	Ch 11

		environments, purposes, and types of participation *Adapted aquatics practical teaching 3	
	11	AAP: Competitive and recreational activities in adapted aquatics; Classification of competitive swimmers with disabilities; coaching swimmers with disabilities ARC: Cardiac Emergencies, First Aid <i>Graduate student evidence-based practices or model program presentations</i> On-line quiz prior to class (AAP Ch 10, 11, 12)	Ch 12 ARC LG Ch 9, 10
	12	AAP: Assistive technology, assistive devices and specialized adapted aquatics programming for learners with severe or multiple disabilities *Adapted aquatics practical teaching 4	Online readings
	13	AAP: Program and organization development in adapted aquatics; Facilities, equipment and supplies; Program evaluation in adapted aquatics; Adapted aquatics professional credentials ARC: FA and CPR Skill testing, if needed	Ch 5, 6 Online readings ARC LG Ch 9, 10
	14	AAP: Local inclusive community-based or adapted aquatics programming. *Adapted aquatics practical teaching 5	
	15	Course review Instructional Programs and Reflective Journals Due Exams	
	16	Class wrap up and letters to families distributed *Final adapted aquatics practical teaching 6	
Grading System:	Points for all assignments are listed above. Final grades are based on the percentage of total points earned divided by the total points possible (UG = 800; Grad = 900). Final grades for the course will be assigned using the grading scales below.		
	Undergraduate Grades:		
	A = 93 – 100%	B- = 80 – 82%	D+ = 69-67%
	A- = 90 – 92%	C+ = 77 – 79%	D = 66-64%
	B+ = 87 – 89%	C = 73 – 76%	D- = 63-60%
	B = 83 – 86%	C- = 72-70%	F = 59% or below
	Graduate Grades:		
	A = 93 – 100%	B+ = 87 – 89%	C+ = 77 – 79%
	A- = 90 – 92%	B = 83 – 86%	C = 73 – 76%
		B- = 80 – 82%	F = 72% or below
Enrollment/	Beginning in Fall 2011, students must add classes no later than the		

<p>Withdrawal Policy</p>	<p>end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.</p> <p>Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.</p> <ul style="list-style-type: none"> ○ WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested ○ WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested ○ WN will be awarded if no materials have been submitted, and so there is no basis for a grade <p>Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.</p>
<p>Attention Students with Disabilities:</p>	<p>If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.</p> <p>Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.</p>
<p>Religious Observance Policy:</p>	<p>Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative</p>

	arrangements as suitable as possible may be worked out.
Wayne State University Writing Center:	<p>The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.</p>