I. COURSE DESCRIPTION

A course designed to direct kinesiology majors toward meeting the program needs of the exceptional individual in physical activity settings. Practical instructional application with exceptional individuals is stressed.

II. RATIONALE

Special Populations in Kinesiology is an introductory/survey course designed to provide the student with a basic knowledge of conditions which impede the psychomotor, cognitive, and /or affective domains and their implications for participation in physical activity and/or the professional work environment. Methods for effectively instructing physical activity to people with disabilities are taught. Classroom and practical experience opportunities will be provided to increase the student’s awareness about people with disabilities as well as to facilitate the application of knowledge to real life situations.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES COMPETENCIES

Competency 001 – The teacher uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.

Competency 002 – The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.

Competency 003 – The teacher appreciates human diversity, recognizing how diversity in the
classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

Competency 005 – The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

Competency 006 – The physical educator understands socialization processes related to physical activity and uses this understanding to foster learners’ social development.

Competency 008 – The physical educator knows how to develop and implement physical education programs that are responsive to learner needs and interests.

Competency 009 – The teacher uses a variety of instructional materials and resources to support individual and group learning.

Competency 010 – The teacher uses processes of informal and formal assessment to understand individual learners, monitor instructional effectiveness, and shape classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

Competency 011 – The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

Competency 012 – The teacher is a reflective practitioner who knows how to promote his or her own professional growth.

V. COURSE OBJECTIVES/LEARNING OUTCOMES

Given lectures, discussions, films and field experiences the student will be able to:
A. Demonstrate knowledge of the current terminology and societal issues associated with individuals with disabilities.
B. Demonstrate a basic knowledge of the current federal laws that effect individuals with disabilities.
C. Demonstrate knowledge associated with individualized educational programming (IEP) for individuals with disabilities. This includes screening, assessment, IEP development, lesson plan development and activity selection.
D. Demonstrate an understanding of the affects of disabling conditions on emotional development.
E. Demonstrate a basic knowledge of characteristics associated with various physical, motor, metabolic, cognitive/learning and social/emotional disabilities.
F. Demonstrate skills for the successful integration/inclusion of individuals with disabilities into all environments (e.g. work, school, home, leisure).
G. Develop an appreciation for the abilities of individuals with disabilities in all environments (e.g. work, school, home, leisure).

VI. COURSE TOPICS

The major topics to be considered are:
A. Modification of physical activities for individuals with special needs
B. Psychosocial Aspects of Disability
C. Legal Issues when dealing with individuals with special needs
D. Inclusion/Mainstreaming
E. Assessment and Evaluation
F. Learning Disabilities
G. Behavior Disorders
H. Perceptual Motor Impairment
I. Mental Retardation
J. Hearing/visual impairment
K. Cerebral Palsy
L. Autism
M. Physiological Changes of Regression

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

A. Course is completely on-line. All tests, quizzes, assignments, discussions and chats are detailed on the Blackboard calendar, assignment tool and test tool.

VIII. EVALUATION AND GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignment are:

A. Requirements and point values. The total number of assignments in categories 1-5 is tentative. Therefore, the point values listed below may vary.

1. Quizzes 10 @ 10 points 100 points
2. Homework 5 @ 10 points 50 points
3. Guest Lecturers 2 @ 10 points 20 points
4. Participation/lab days 2 @ 10 20 points
5. Group work 3 @ 10 points 30 points
6. Tests 3 @ 100 points 300 points
7. Final @ 100 points 100 points

620 points

B. Grading Scale:

90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60% = F

C. Final Test – The final test is not comprehensive and assesses the content covered after Test 3.

Final Test Exemption - Students may be exempt from the final, but must meet the following requirements: 1) An overall 94% in the course; 2) no less than 70% on any of the three regular tests; and 3) no more than one unexcused absence.

IX. COURSE SCHEDULE AND POLICIES

Please find below the order for all assignments, quizzes and tests below. Dates for each are posted on Blackboard.

Assignments/Quizzes/Test

1 Intro; Syllabus; General characteristics of disabilities (quiz 1)
2 Public Laws (Assignment 1)
3 Psychosocial Aspects of Disabilities (Assignment 2)
4 Negligence and Liability Issues (Assignment 3)
5 Quiz 2
6 Practice Test
7 Test 1
Mutual Respect
It is an expectation of this course that all individuals involved (e.g. professor, students, guest speakers) treat each other in a respectful fashion. I set the bar extremely high for myself and ask you to do the same, not only in this course, but also in all of your educational pursuits at this university. For example, I will not argue with a student about a response on a test but do invite them to question a response in a professional manner whereby we may discuss it. If you have a more personal or salient problem, please make an appointment so we may discuss the issue in a private and professional manner outside of class. Also, I will never talk to someone while a student is speaking (e.g. presentation, making a point) and expect all students to extend that courtesy to all individuals in this class. Additionally, when I attend class I will either, leave my cell phone in the office, turn it off, or put it on “vibrate” prior to coming into the room. Finally, those who have laptops or using a computer in this class it is expected that the use of this technology will be for professional support and not personal. Students who do not adhere to this will lose the privilege of using a computer in class.

Assignments
A. All homework or papers must be typed.
B. All homework that is over one page in length must be stapled or held together with a paper clip.
C. All homework must be turned in at the beginning of the hour (8:00). Any paper turned in after that time is considered late and subject to the identified penalty.
D. Tardy students may turn in their paper, but will incur the late penalty.
E. Unless specified by the instructor, all assignments should be done individually and not with the aid of another student. To do so constitutes plagiarism and students who engage in such activities would be subject to the penalties identified in the “Academic Honesty” section.
F. It is suggested that students turn in homework assignments via “attachment” on an e-mail. This saves you time, reduces printing issues or problems with discs, the availability of computer labs and other problems.
G. A student will lose 20% of the points awarded for the assignment if the paper is turned in after the deadline regardless of the excuse.
H. If the assignment is not received the following day by 8:00 am it will not be accepted and the student will receive a zero.

I. It is expected that all papers be “spell checked” and proof read.

J. Papers with edits after printing (e.g. write ins, strike-throughs, liquid paper) will not be accepted.

K. All written assignments are due at the beginning of the class period of the deadline date.

L. Points will be deducted from papers that are not professionally completed.

M. The paper will not be accepted if the minimum criteria are not met.

N. Grading of papers/assignments - your grade on an assignment/paper is assessed by the following criterion:
   1. Minimum requirements met – grade starts at 50%
   2. Quality/thoroughness of the content – 30%
   3. Professionally prepared – 20% (A paper is professionally prepared if it meets the requirements above, is neat, and organized in a consistent and logical pattern or as identified by the professor).

**Quizzes**
Quizzes are unannounced and usually are given daily. Material on a quiz will come only from the lecture, activity, guest speaker and/or homework from the previous class. All students are responsible for the quiz material regardless if they attended the previous class or not. Quizzes are directly related to each major test.

**Tests**
Reviews are typically given for all tests. Also, test questions come directly from the daily quizzes and often worded exactly the same. If a student has notified the professor prior to missing a test they must make arrangements with the professor to make it up within five class days. Typically, this should be the next day.

**X. TEXTBOOK**


**XI. BIBLIOGRAPHY**


**XII. GRADE APPEALS**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at
http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Academic Honesty**

**ACADEMIC HONESTY**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).

**XIII. DISABILITIES ACCOMMODATIONS**

**Americans with Disabilities Act (ADA)** - The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall. Room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.