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. Introduction to Adapted Physical Education and Sport
B. Program Organization and Management
C. Adapted Sport
D. Measurement, Assessment, and Program Evaluation
E. Individualized Education Programs
F. Behavior Management
G. Instructional Strategies for Adapted Physical Education
H. Intellectual Disabilities
I. Behavioral Disorders
J. Autism Spectrum Disorders
K. Specific Learning Disabilities
L. Visual Impairments
M. Hard of Hearing, Deaf or Deafblind
N. Cerebral Palsy, Traumatic Brain Injury, and Stroke
O. Spinal Cord Disabilities
P. Other Health-Impaired Conditions
Q. Motor Development
R. Perceptual Motor Development
S. Health-Related Physical Fitness and Physical Activity
T. Enhancing Wheelchair Sport Performance

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. On-Quizzes 20 @ 10 points 200 points
2. On-Assignments 20 @ 10 points 200 points
3. Discussions 20 @ 10 points 200 points
4. Pop Assignments 10 @ 10 points 100 points
5. Tests 4 @ 100 points 400 points

Total Points 1100 points

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

IX. COURSE SCHEDULE AND POLICIES

Please find below the order for all assignments, quizzes and tests below.

Assignments/Quizzes/Test

July 7 Syllabus Assignment
July 8 Pre-Test Assignment
July 9 Assignment 1
July 10 Quiz 1
July 16 Quizzes 2-5, Assignments 2-5
July 17 Test (T) 1
July 23 Quizzes 6-10, Assignments 6-10
July 24 T 2
Assignments
You may open and work on them at your leisure as you have unlimited access until the due date.

A. All assignments should be submitted directly on the submission pages. Please **DO NOT** attach a Word document. This severely slows down how quickly I can evaluate and post grades.

B. Please use the “Type Submission” section to type your responses. This section is beneficial for you as it has Word Processing tools to help you create a professional response.

C. It is expected that all papers be “spell checked” and proof read thus I STRONGLY encourage you to use those tools in the “Type Submission” section or you may do your work with a Word program and then copy and paste it.

D. Assignments that are not professionally completed may receive a zero or points will be deducted dependent upon the level of error. See the sample given after letter 'F'. Be reminded, this is an example and may not have enough information. I am just showing you what is should look like.

E. The paper will not be accepted if the minimum criteria are not met. Thus, for example incomplete assignments where all questions are not addressed or portions of questions are not answered will receive a zero. This includes the required formatting instructions on Blackboard.

F. Fully completed assignments will be graded in the following manner:
   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).

Sample Assignment (good)
1. Cerebral palsy is a non-progressive disease that affects the cerebral cortex which controls motor function.
2. The cause of cerebral palsy can be due to multiple causes, but typically occur in the pre-natal developmental stage.
3. Typical causes during the pre-natal stage is blunt force trauma, high fever, or toxins ingested by the mother.
4. There is no cure for this condition, but strengthening exercises and flexibility training are recommended.
5. There appears to be no protection from this condition as it can be caused by external factors that cannot be avoided.

Sample Assignment (bad)
1. cerebral palsy is a non-progressive disease that affects the cerebral cortex which controls motor function.
2. The cause of cerebral palsy can be due to multiple causes, but typically occur in the pre-natal developmental stage.
3. Typical causes during the pre-natal stage is blunt force trauma, high fever, or toxins ingested by the mother.
4. There is no cure for this condition, but strengthening exercises and flexibility training are recommended.
2. There appears to be no protection from this condition as it can be caused by external factors that can not be avoided.

Inconsistent formatting examples above that will keep you from getting full credit include, but are not limited to the following:
1. Inconsistent numbering (#'s 3, 4 and 5 are incorrect).
2. Indentations are not consistent (#2 and others).
3. Wrap around sentences that are further left than the number (second #1 and second #2).
4. Inconsistent capitalization and spelling errors (#1, cerebral at start of sentence isn't capitalized and mitor instead of motor)

**Quizzes**

You may take the quizzes twice. Blackboard will automatically use your 'best' score for grading purposes. There are 10 questions for each chapter taken at random from a larger bank of questions. Thus, no two students will get the same 10 questions, nor will an individual student get the exact 10 questions if they take the quiz a second time, but will likely get some of the original ones.

Questions will pop up individually and you will have 1 minute to answer each. I have no qualms if you use your book, notes, or assignment answers you have saved, but this will be difficult to achieve in just 60 seconds.

All questions are objective, thus either a 'True or False' or 'Multiple Choice'. No discussion questions are utilized on the quizzes.

**Tests**

Similarly to the quizzes each test utilizes random selections of the entire bank of questions from each chapter. Thus, no two students will get the same questions. There are 100 questions per test.

Questions will pop up individually and students will have 1 minute to answer each. I have no qualms if you use your book, notes, or assignment answers you have saved, but this will be difficult to achieve in just 60 seconds.

All questions are objective, thus either a 'True or False' or 'Multiple Choice'. No discussion questions are utilized on the tests.

The test may be taken only once.

**Missed or Late Assignments**

As a rule students are not allowed to complete or turn in assessments past the due date. The only exceptions that are allowed will only be allowed is if the absence is due to a religious holiday, or the student is on approved university business (e.g. athletic travel, student research conferences – See University Catalog). However, in such cases if the professor is not notified ahead of time students will not be allowed to make up missed work.

Further, since this is an on-line class and students have an entire week to complete work thus such an excuse should rarely be an issue as the student knows in advance the when the religious holiday and university trip occurs, thus should adjust accordingly.

If a situation arises for a student beyond what is identified above that causes them to miss class product they must the professor will decide if the situation warrants a make-up. However, as a matter of practice only tests and major assignments may be made up.
**Final Word**

No assessment (assignment, quiz or test) will be allowed after each due date. Once the due date/time has lapsed students will not be allowed access to any of them thus a grade of zero will be automatically submitted.

Therefore, plan accordingly. Students have one full week to get everything completed.

**Extra Credit**

Extra credit opportunity MAY be given ONLY to students who have earned an 89% grade after all assessments have been completed.

**Attendance/tardiness**

Students are required to punctually attend all class meetings. Excused absences are limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to the absence. Coursework, assignments, and quizzes may not be made up due to tardiness. Consistent and punctual attendance is critical to the successful completion of this course. Therefore, if you are not in class by the time I am done taking role, you will be counted as absent. Tardiness is NOT acceptable.

**Cell Phone/Electronic Device Usage**

Professional behavior is expected of all students. Inappropriate class conduct (cursing, disruption, etc.) may result in a reduced final grade or failure of the course. All cell phones will be turned off or to the inaudible mode during class. Cell Phones, Musical Technology, and other Non-class Related Equipment are not allowed. If a student disregards the directions about electronics during class, in particular cell phones (e.g. texting), they will be asked to leave and may not return to class until that have come to my office to visit about their refusal to abide by class policy. The student will only be allowed back in the classroom when the professor is confident the student understands the rule and is willing to abide by it. If a student misses information, quizzes, assignments, tests or any other class product while absent due to the cell phone violation they will receive a zero for that product. The intent of this policy is not to be punitive, but rather to reinforce, in a powerful manner, the importance of professionalism in the classroom and beyond.

**Academic Integrity/Plagiarism.**

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, falsification, forgery, complicity 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, such as dismissal from the program or from the University.

See the University Catalog for more information.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. ( ) is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**
Students are expected to provide citations and references in any scholarly work. The preferred method is APA style. Below is an example of APA citation of an article found on-line:


**Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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](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.

XIII. 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.

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KINE 4339-Special Populations in Kinesiology
Syllabus Acknowledgment Form

I, (print name)____________________________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 4339-Special Populations in Kinesiology at Texas A&M University-Corpus Christi.

Signature ___________________________ Date ___________________________