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. This is a hybrid/blended course where course content is delivered completely on-line and the
   students responsibility to obtain prior to class meetings.
B. On-line Experiences. All tests, on-line quizzes, and on-line assignments are detailed on the
   Blackboard calendar, assignment tool and assessment sections.
C. In class experiences include discussions and application type activities based on the content
   (lecture/discussion; demonstration; guest speaker; video).
D. Clinical Experiences (simulations; cooperative groups; student demonstrations and presentations;
   guided discovery; lab exercise)
E. High Impact Practice
   1. Cooperative group projects
   2. Groups presentations (healthy disparities)
   3. Service learning volunteerism with special populations.
   4. Small group interactive discussions with mini-presentations.

VIII. EVALUATION AND GRADE ASSIGNMENT (*Tentative)

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 20 Chapter Quizzes @ 10 points  200 points
   2. In Class Quizzes Approximately 10 @10-20 pts. 100 points*
   3. Chapter Assignments 20 @ 10 points   200 points
   4. Group Project @ 40          50 points
   5. Creative Assignments Approx. 2-4 @10-20 depending upon level of involvement.  80 points*
   6. Activity days and Follow up assg. 2-3 @ 20 points. 30 points*
   7. Tests 4 @ 100 points          400 points

   **Total Points** 1060 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 on-line products (Quizzes, Tests and Chapter Assignments). All are due on the dates provided and no later than 11pm of that day. Students are welcome and encouraged to work ahead.

**Assignments/Quizzes/Test**

**Days/Class Periods**

1. First Day (Hard Copy Quiz 1 and Homework 1)
2. Syllabus, Pre-test, Assignment 1 (AS1) and Chapter Quiz 1 (C1Q)
3. AS2 and C2Q
4. AS3 and C3Q
5. AS4 and C4Q
6. AS5, C5Q and Test 1
7. In Class Activity
9. AS6 and C6Q
10. AS7 and C7Q
11. AS8 and C8Q
12. AS9 and C9Q
13. AS10, C10Q and Test 2
14. In Class Activity
16. AS11 and C11Q
17. AS12 and C12Q
18. AS13 and C13Q
19. AS14 and C14Q
20. AS15, C16Q Test 3
22. AS16 and C17Q
23. AS17 and C19Q
24. AS18 and C20Q
25. AS19 and C23Q
26. AS20 and C29Q
27. Last Day of Class – In Class Activity
28. Test 4 (See final schedule on TAMUC website)
**On-line 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 completed on a Word document. All ‘on-line’ assignments should be uploaded as an attachment. Failure to comply will result in a zero.

B. It is expected that all papers be proof read, “spell checked” and “grammar checked” prior to submission and formatted in a neat, professional fashion (see “Good” Sample below). Be reminded, this is an example and may not have enough information. I am just showing you what is should look like.

C. Assignments that are not professionally completed may receive a zero or points being deducted dependent upon the level of error.

D. 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.

E. Examples:

**“Good” Sample Assignment**
1. Cerebral palsy is a non-progressive disease the 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.

**“Bad” Sample Assignment**
1. Cerebral palsy is a non-progressive disease the 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.

**What is wrong in the “bad” example?**
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)

**In Class Assignments**
Any in class assignment that requires a hard copy that is turned in at a later date will have all specific requirements on the specification page that is handed out in class.
**On-line 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 20 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.

Finally, it is strongly suggested you take the quiz twice even if you make a perfect score the first time, because you get exposed to additional questions that could be on the tests.

**Daily/Pop Quizzes**
Unlike the on-line quizzes which are completely objective (multiple choice and true/false) the daily quizzes are discussion/application questions utilizing the knowledge you gained by reading your chapter and doing the quizzes. These will not be announced and will start promptly at the beginning of each class. Students that come in late will not be allowed to take the quiz no matter what the reason.

**Tests**
Similarly to the on-line 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.

If a situation arises for a student beyond what is identified above that causes them to miss class product 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 11pm due date/time has lapsed students will not be allowed access to any of the on-line assessments, thus a grade of zero will be automatically submitted. This **also** includes if a student starts an assessment and the 11pm occurs before they have completed it. Thus, a student could be almost finished and due to their poor time management will receive a zero.

Therefore, plan accordingly.
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 Rule13.02.99.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.
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 ____________________