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 category 4 is tentative. Therefore, the point values listed below may vary.  
   1. Online Chapter Quizzes 20 @ 10 points  
   2. Online Chapter Assignments 20 @ 10 points  
   3. Discussion Forums 3-5 @ 10-15 points  
   4. Professional Volunteer Activity  
   5. Pop Quiz/Assignments 3-5 @ 10 points  
   6. Tests 4 @ 100 points  

Total Points = 910 points  

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

IX. COURSE SCHEDULE AND POLICIES  

The order and dates for all product (Quizzes, Tests and Chapter Assignments) are on Blackboard and the Calendar. All are due on the dates provided and no later than 11pm of that day. Students are welcome and encouraged to work ahead.  

However, the general pattern for all “online” product (Module quizzes, assignments and tests) typically follow the pattern below and not to be taken literally. This is shown here to give you a feel of the order. Please check the calendar and notifications for each product in Blackboard to find due dates as these may be altered due to unforeseen circumstances.  

Chapter Assignments/Quizzes/Test  

June 3  Syllabus Assignment, Islander Email Assignment, Pre-Test Assignment, Profile Pic Assignment, General Information Assignment.  
June 4  Chapter Assignment 1  
June 5  Chapter Quiz 1  
June 13  Quizzes 2-5, Ch. Assignments 2-5  
June 14  Test (T) 1
On-Line Chapter 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.
C. All chapter assignments are to be formatted in a neat, professional “outline” fashion. Students must use the exact same formatting as those provided. (see outline samples on Blackboard in the menu under “Handouts”). This includes, but is not limited to:
   1. Exact numbering and letting.
   2. No use of bullets or other methods that are not like the examples (e.g. Roman numerals, parentheses).
   3. Alignment with numbering and lettering.
D. Assignments that are not professionally completed may receive a zero or points being deducted dependent upon the level of error.
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.

On-line Chapter Quizzes
You may take the quizzes twice. Blackboard will automatically use your 'best' score for grading purposes. There are 10-20 questions for each chapter taken at random from a larger bank of questions. Thus, no two students will get the same 10-20 questions, nor will an individual student get the exact questions if they take the quiz a second time, but will likely get some of the original ones. Therefore, it is to your advantage, even if you record a perfect score on your first attempt, to take the quiz a second time as you will be exposed to additional questions that may appear on your test. Questions will pop up individually and you will have 45 seconds to answer each.

Also, be reminded to plan to have plenty of time PRIOR to the due date time to complete your quiz. Plus, the quizzes and tests are set up with "Auto-Submit", thus if you reach the 11:00pm deadline and/or the time limit it will be automatically submitted regardless of where you are on the quiz/test and it will register as late. Further, the computer will automatically submit a zero as you have either gone beyond the deadline or the time limit which isn't allowed in this course. Therefore, be sure to plan accordingly to not only have enough time to complete you assessment before the deadline, but to save and submit it prior to time expiring.

Finally, my course has built in bonus opportunities so I typically do not round grades up unless a student has demonstrated great responsibility throughout. In such a case I would consider that. But, I also look at the attempts of quizzes. So, for example, if a student requests at the end of the semester I bump their grade up because they are not that far away from the next highest grade, I will immediately go to the gradebook and see if they took all quizzes twice, thus aptly demonstrating they did their best to get as
many points as possible. If they have not put forth such effort, then I won’t round up. My position on this is simple: If you are not willing to do extra to improve, then why would I do extra at the end?

**Tests**

Similarly to the quizzes each test utilizes random selections from the entire bank of questions from each chapter in the module. Thus, no two students will get the same questions. There are 100 questions per test. Like the quizzes students have 45 seconds per question which totals 75 minutes to complete the test. However, if well prepared for the test, 45 seconds is ample time for an objective multiple choice and/or True/False question.

Plus, as with the quizzes the tests are set up with "Auto-Submit", thus if you reach the 11:00pm deadline and/or the time limit it will be automatically submitted regardless of where you are on the quiz/test and it will register as late. Further, the computer will automatically submit a zero as you have either gone beyond the deadline or the time limit, which isn't allowed in this course. Therefore, be sure to plan accordingly to not only have enough time to complete you assessment before the deadlines, but to also save and submit it prior to time expiring.

Additionally, I will likely add some discussion questions to the test as well as additional multiple choice questions and at time multiple answer questions. This is to improve test integrity, as NONE of these will be on the quizzes and solely generated by me. Further, often the information will NOT come from the chapter material, but information and experiences shared in the class, gym or other settings when they occur.

Therefore, instead of just memorizing the response to questions you've written down, photo copied, or saved in some other manner, students must rely on what they know and have prepared for on the day of the test. Such questions are also higher point valued, as they will require more critical thinking, and guessing is not likely to help. Therefore, again, please study accordingly so you receive the best grade possible.

Additionally, when I do add questions such as these, I'll either add more time to take the test, or reduce the number of the original Multiple Choice and True/False questions so students will have ample time to complete the test.

Also, be reminded to plan to have plenty of time PRIOR to the due date time to complete your test. Though the computer will allow you to continue taking the test, once the due time registers whatever you are working on is officially "late" and a zero will be recorded.

Finally, all students that have a minimum of a 93 percent in class on the last day, will be **EXEMPT** from taking the Final Exam.

**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 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).

**Beyond** the university rules on Scholastic Honesty, let me be perfectly **clear**, unless students are given express permission by Dr. Bonnette, sharing documents and information with other students in any fashion that are graded products in this course is **strictly forbidden**! This includes, but is not limited to, quiz/test questions and/or answers, Chapter Assignments, homework assigned beyond chapter assignments, group project material, and Discussion Forums. This includes uploading such product on websites that other students may use, or using graded product material a student retrieves from a website.

**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 __________________