Special Populations in Kinesiology

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
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. * Indicates tentative number of products. Therefore, the point values listed below may vary.
   1. Quizzes 20 Chapter Quizzes @ 10 points  200 points
   2. In Class Quizzes Approx. 10-15 @10-20 pts. 100 points*
   3. Practice Outline (Chapter Assignment) 10 points
   4. Chapter Assignments 20 @ 10 points 200 points
   5. Group Project @ 50 50 points
   6. Discussion Forums Approx. 4-6 @10-15 60 points
   7. Activity Days. 2-3 @ 10-20 30 points*
   8. Tests 4 @ 100 points 400 points

   Total Points 1050 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. But, this is shown here JUST to give you a feel of the order. Please check the calendar and each product in Blackboard to find due dates.
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 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”).
D. Instructions for how to use a Word Document Outline System is included in those handouts as well. Thus, your outline should include, but is not limited to:
   1. Exact numbering (1, 2, 3; i, ii, iii) and lettering (a, b, c.).
   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 as well as sentences (see examples for clarity).
   4. When more than one answer is required, **EACH** must have their own delineation by a letter. (EX Question: Identify the major prime mover muscle in the bicep curl and give it origin. The answer should have the name of the muscle identified with the letter ‘a.’, and then the insertion with a ‘b.’).
   5. If asked to explain, or define something, you simply start with an ‘a.’ and then type your response.
   6. This system makes it **INCREDI-**... **BLE** easier for me to find and grade your answers.
   7. Having to read an entire paragraph and find what I am looking for is **UNACCEPTABLE**.
E. Assignments that are not professionally completed may receive a zero or points being deducted dependent upon the level of error.
F. 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.

**In Class Assignments/Homework**
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 or distributed via email or announcements.

**On-line Chapter Quizzes**
You may take the quizzes twice. Blackboard will automatically use your 'best' score for grading purposes. There are 20 questions for each chapter taken at random from a larger bank of questions. Thus, no two students will get the same 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. Though the computer will allow you to continue taking the quiz, once the 11:00 pm due time registers whatever you are working on is officially "late" and a zero will be recorded electronically.

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?
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 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. However, as with the quizzes you will have 45 seconds per question, which equates to 75 minutes for the entire test. However, if well prepared for the test, 45 seconds is ample time for an objective multiple choice and/or True/False question.

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 will have to 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.

Finally, 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.

The test may be taken only once.

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.

Final Test (Test 4) Exemption - All students that have a minimum of a 93 percent in class on the last day, will be EXEMPT from taking the Final Exam. Also, as this is a gift, I DO NOT round up on exemptions regardless of the reason.

Respondus Lockdown Browser for Quizzes and Tests
Respondus Lockdown Browser is required to access and take a quiz or test. To access the free version look in your menu bar under “Ancillary Materials” and click on the Respondus link. Once you have downloaded Respondus to your computer and ready to take a test or quiz, click on Respondus, and then gain access to Blackboard.

If you do not follow this procedure you will not be granted access to assessments. A typical sign students receive if they do not follow the correct procedure is an error message asking the student to provide a password. I do not use passwords for assessments, thus if you get this message, you are not accessing and going through the Respondus Browser and just your normal browser.
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. UNIVERSITY POLICIES RELATING TO THIS COURSE

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.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in include 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. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed

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 your
academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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. Please see the University Academic Calendar to identify the last day to drop a class with an automatic grade of “W” this term.

Statement of Civility

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. Further, 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.

Grade Appeals

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C0.03, 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations

The Americans with Disabilities Act (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 disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 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.

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.

XI. **TEXTBOOK**


XII. **BIBLIOGRAPHY**


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.

Student A#: ________________________

Signature ______________________________________ Date ____________________