

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE OF HEALTH SCIENCES
KINESIOLOGY DEPARTMENT

KIN 4314
Special Populations: Characteristics/Motor Behavior

COURSE DESCRIPTION

Development of an understanding of atypical persons and programs of sports and physical activity adapted to their needs. The nature of physical, mental, emotional, and social disabilities will be discussed with application of corrective, developmental, and remedial physical activities in various social settings. Practical laboratory experiences will be provided.

COURSE OBJECTIVES

At the end of this course, the student will be able to:

1. identify the purpose, goals, domains, and outcomes of adapted physical education and communicate these to others.
2. discuss the impact of legislation for provision of physical education services to the disabled.
3. list and describe the specific components of the Individual Education Program (IEP) Process.
4. assess basic locomotor and object control skills of students with disabilities using visual biomechanical analysis and selected assessment tools.
5. assess and evaluate fitness levels of individuals with disabilities to develop and implement effective fitness programs.
6. list developmental milestones in the accomplishment of various movement tasks and discuss factors that contribute to delays.
7. identify and discuss the cause and characteristics of major disabilities most common in the public schools from a lifespan perspective.
8. develop appropriate teaching strategies, techniques, and materials as they relate to organization, management, and instruction of physical education experiences for students with disabilities.
9. discuss social benefits that can be achieved by the disabled through sports and games.
10. empathize with individuals with disabilities facing the challenges of independent living.
11. value the need for physical activity for disabled students.

CLASS MEETINGS

Day	Time	Location
Tuesday & Thursday	12:00 – 1:20	Holliday Hall
	or	
Monday & Wednesday	1:30 – 2:50	Holliday Hall

FACULTY

INSTRUCTOR: Nancy Torres, MS
OFFICE: Health Sciences Bldg 220
TELEPHONE: 747-7266
204-0470
EMAIL: natorres@utep.edu

OFFICE HOURS (Other times by appointment)

Tuesday	9:00-10:00
Thursday	9:00-10:00

REQUIRED TEXTS

Lieberman, L.J., & Houston-Wilson, C. (2002). Strategies for inclusion: A handbook for physical educators. Champaign, IL: Human Kinetics.

OPTIONAL READINGS

- Auxter, D., Pyfer, J., & Huettig, C. (2001). Principles and methods of adapted physical education and recreation (9th ed.). New York: McGraw-Hill.
- Block, M. E. (1996). Implications of U.S. federal law and court cases for physical education placement of students with disabilities. Adapted Physical Activity Quarterly, 13(2), 127-152.
- Hellison, D. R., & Templin, T. J. (1991). A reflective approach to teaching physical education. Champaign, IL: Human Kinetics.
- Huettig, C., Pyfer, J., & Auxter, D. (2001). Gross motor activities for young children with special needs (9th ed.). New York: McGraw-Hill.
- Sherrill, C. (1998). Adapted physical activity, recreation, and sport: Crossdisciplinary and lifespan (5th ed.). Boston: WCB McGraw-Hill
- Winnick, J.P. (2000). Adapted Physical Education and Sport (4th ed) Champaign, IL: Human Kinetics.

EVALUATION OF STUDENTS

Your grade in this course will be based on your performance on the following items:

Written Quizzes/Exams – Exams will be based on reading assignments (text and articles-reinforce readings), lecture, and class discussions. Format for the exams will include multiple-choice questions. Reviews may be provided for each exam.

Article Reviews - Articles selected by the student based on an assigned topic will be read and reviewed in a computer generated one-page summary. The article review includes an APA bibliography entry, statement of the problem/purpose of the article, summary of the article/research, and the student's personal reaction to the article. A rubric will be provided.

Weekly Reflective Postings & Responses – Weekly Reflective Postings and Responses will be submitted by each student throughout the semester on WebCT. The **Reflective Posting** is a summary of what you learned during the previous week, the insights you gained, how you see this material relating to other information, and how it may apply to your chosen field of employment. The **Reflective Response** will be response to one other student's Reflective Posting.

Portfolio - The portfolio is the repository of all course materials (syllabus, handouts, and articles) and your course products (article reviews, reflective journal, class notes, tests, etc.). The materials of the portfolio will be organized in a 3-ring binder (use tab dividers). A rubric will be provided.

Disability Information Sheet - The Disability INFO Sheet is a one or two page summary (front and back) of a disabling condition assigned to each student that contains the name of disabling condition and a definition of the condition, characteristics of the disabling condition, teaching strategies, modifications, adaptations, and inclusion techniques, websites, and bibliography. The material will need to be organized in an attractive and professional manner. A rubric will be provided.

Disability INFO Presentation – Each team will summarize the information on its Disability Information Sheet to the class in a 10-12 minute presentation. A rubric will be provided.

Field Experience – A minimum of 20 hours of field experience in the public schools (or approved site is required).

Class Assignments – Students will work in teams on APE laws, IEP's, PLPs, ST0's AG's, assessment tools, etc.

STUDENT CHECKLIST

Category	Points Possible	Points Made
Written Quizzes/Exams		
1	50	
2	50	
3	50	
Classwork Assignments		
Article Reviews	100	
<input type="checkbox"/> AR 1		_____
<input type="checkbox"/> AR 2		_____
<input type="checkbox"/> AR 3		_____
<input type="checkbox"/> AR 4		_____
<input type="checkbox"/> AR 5		_____
Class Assignments	100	
Disability INFO Sheet	100	
Disability INFO Presentation	100	
Field Experience (min 20 hrs)	100	
Portfolio	100	
Weekly Reflective Postings and Weekly Reflective Responses	150	
<input type="checkbox"/> WK 1		_____
<input type="checkbox"/> WK 2		_____
<input type="checkbox"/> WK 3		_____
<input type="checkbox"/> WK 4		_____
<input type="checkbox"/> WK 5		_____
<input type="checkbox"/> WK 6		_____
<input type="checkbox"/> WK 7		_____
<input type="checkbox"/> WK 8		_____
<input type="checkbox"/> WK 9		_____
<input type="checkbox"/> WK 10		_____
<input type="checkbox"/> WK 11		_____
<input type="checkbox"/> WK 12		_____
<input type="checkbox"/> WK 13		_____
<input type="checkbox"/> WK 14		_____
<input type="checkbox"/> WK 15		_____
Total Points		900

Grades will be determined according to the following scale:

- 90 - 100% = A (810 points)
- 80 - 89% = B (720 points)
- 70 - 79% = C (630 points)
- 60 - 69% = D (540 points)
- 0 - 59% = F (Less than 539 points)

WITHDRAWAL DATE

Last day to withdraw from class with an automatic "W" is Friday, April 3. After that date a grade of "F" will be recorded.

STUDENT RESPONSIBILITIES

1. It is a university policy that each student attends and participates in all classes. Each student receives **one (1) absence** without penalty. Each subsequent absence will result in 75 points being deducted from the student's final point total (i.e., second absence subtracts 75 points from final total; third absence subtracts another 75 points, and so on). Class will begin at the time scheduled. Students who are tardy should come in quietly. Two (2) tardies count as one absence. Students are responsible for acquisition of material covered on days when absent. Prior arrangements must be made with the instructor if absence from a test is unavoidable. NOTE: Attendance is monitored during each class session even if you are not aware that it is happening.
2. All assignments, reports, and other related coursework are to be turned in **on the due date**. **NOTHING** will be accepted beyond the due date.
3. **Read chapters ahead of time** so you can ask and answer questions, complete quizzes successfully, and be involved in discussion/assignments.
4. Expect to spend **6-9 hours per week outside of class** on this course.
5. Turn your cell phone off during class. **DO NOT** receive or make any calls during class. Leave your cell phone out of sight (like in a purse or backpack).

SCHOLASTIC HONESTY AND DISCIPLINE

Students are encouraged to study together and to share their knowledge freely during the learning process, as well as cooperate to the best of their ability on group projects. However, during exams and quizzes no assistance from other students or outside sources is allowed (materials such as books and notes may not be used unless otherwise indicated by the instructor). Students should handle their answer sheets discretely by keeping them out of easy view of others. Students may discuss individual written assignments (i.e. lab reports, article reviews, etc.) but these assignments must be the student's own work. "Scholastic dishonesty--which includes the attempt of any student to present the work of another as his or her own, or any work which s(he) has not honestly performed, or attempting to pass any examination by improper means--is a serious offense and will subject the student to disciplinary action. The aiding and abetting of a student in any dishonesty is held to be an equally serious offense. All alleged acts of scholastic dishonesty will be reported to the Dean of Students for disposition. It is the Dean of Students' responsibility to investigate each allegation, dismiss the allegation, or proceed with disciplinary action in a manner that provides the accused student his or her rights of due process.

PROFESSIONAL CONDUCT

During this course you will be expected to deal with your subject area, your colleagues, and yourself as a professional. Approach learning with offensive strategies rather than with defense and evasion. Demonstrate pride in your chosen profession through both your actions and your attitude. This includes being on time for class and coming to class prepared. **Attendance is required. Contact the instructor if you are going to miss a class.**

NOTE: The Kinesiology Program seeks to provide reasonable accommodations for all qualified individuals with disabilities with respect to equal educational opportunities. It is the student's responsibility to present proper documentation to the faculty member in a timely manner in order to arrange for appropriate accommodations.