



HHPK 536 – Adapted Kinesiology
COURSE SYLLABUS: **SPRING 2019**

PROFESSOR INFORMATION

Instructor: Seo Hee Lee (Janet), PhD
Office Location: Online office
Office Hours: Tuesdays & Thursdays 11am-1pm, and by appointment
Office Phone: 903.468.8196
Email Address: slee34@twu.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Kasser, S. L. & Lytle, R. K. (2013). Inclusive physical activity. Human Kinetics.

Software Required: basics

Optional Texts and/or Materials: other readings will be posted in MyLeo Online

Course Description

Principles of adapting physical activities to individual needs will be studied. Instructional strategies, screening and testing procedures and modification of equipment will be emphasized. Patterns of organization and administration of programs will also be addressed.

Student Learning Outcomes

As a result of this course, students will be able to do the following:

1. understand and therefore differentiate among the physical, mental, medical, and health disabilities in order to most appropriately provide for the indicated motor developmental, special physical education, or exercise therapy programming.
2. demonstrate competency in making the appropriate curricular decisions in terms of adapting physical education skills and exercise therapy skills to assist people with disabilities.

The syllabus/schedule are subject to change.

3. understand the appropriate methods and procedures for working with special populations of all ages.
4. articulate the need for special physical education & lifetime exercise and therefore have developed competencies to effectively implement Public Law 101-476, Individuals with Disabilities in Education Act (IDEA) of 1990 (and re-authorizations of 1997, and 2004) and related legislation including Public Law 101-336, 1990, The Americans with Disabilities Act (ADA), and the No Child Left Behind Act (NCLB) of 2004, in all physical activity/exercise settings.

COURSE REQUIREMENTS

D2L discussions and assignments

Within D2L, you will have several weekly discussions and assignments. See the calendar below for due dates. You will see the point values of all discussion and assignments in D2L. All assignments should be dropped in the appropriate drop box. Please identify your documents this way: "lastname.nameofassignment.doc" Thanks!

Individual Differences Brief

As practitioners, you will undoubtedly interact with a variety of individuals. To be as knowledgeable and effective as possible, you will want to be informed about person-related factors influencing capability and the recommended guidelines and strategies that apply to the programs you will be offering. The purpose of the brief is to expose you to the vast network of resources available regarding physical activity and individual difference conditions. Equipped with this information, you can then share your insight with others so that everyone has a basic understanding when planning for associated course experiences and assignments. More details will be given in D2L.

GRADING

Grading Scale

90– 100%	A (exceptional, excellent, mastery)
80– 89%	B (above average, good performance & learning)
70– 79%	C (average)
60– 69%	D (below average)
00– 59%	F (failing)

Subject Matter:

Major Course Assignments:

	All Students	Date Due	Individual Point
1.	Who you are as a teacher	2/12	
	○ Part I: Journal		50
	○ Part II: 60-Second Commercial		50
2.	IEP Assignment	3/5	
	○ Assessment		50
	○ Report and Goals		50

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3.	Observation Experience and Site Report	3/26	100
4.	Project or Scholarly Paper	5/7	200
	TOTAL		500

All assignments are due by no later than 5pm on the due date listed unless otherwise noted. Late assignments will be accepted for up to 5 days after the due date but there will be a 10% grade reduction for each day.

Assignments

1. Who you are as a teacher and a coach... (50 pts)

Part I: Reflective Journal

Respond in Pearson LearningStudio with a well-organized, typewritten response to the following:

- In your educational experiences to date (from Kindergarten to today), who was the teacher you perceive as being the “best” teacher you have ever had as well as the teacher you perceive as being “definitively not the best” teacher you have ever had? In your response, be sure to provide justification for why you perceive the teachers in this manner.
- As you matriculate through your Master’s degree and reflect on your professional development, please share how you would describe yourself as a teacher and a coach. Include in this description, identify those attributes that may set you apart from other teachers.
 - Compare this with how you believe one of your “average” students (or colleagues if you have not taught) would describe you as a teacher?
- What is your current teaching philosophy (your beliefs related to teaching)? Make sure in your response to relate your philosophy of general *and* adapted physical education.

Part II: 60-second Commercial (50 pts)

After you’ve developed this journal response, convert it into a "60-second" commercial of yourself. Draft out the script and then practice it before you video tape yourself/your 60-second commercial. As you develop your 60-second commercial of yourself, envision what you'd say if you met a principal, APE teacher, superintendent, etc. in the elevator and had just one-minute to tell them about yourself as a teacher in a casual yet well thought out manner. This one minute must convey the essence of who you are as a teacher including the essence of your teaching philosophy. Your commercial must be no less than 45-seconds and no more than 90-seconds in length, and should be conversational rather than scripted in presentation.

2. IEP Assignment (100 pts)

This is a two-part assignment. First, you will assess a child with and without a disability (ages 3-11 years) using the TGMD (Test of Gross Motor Development) motor skills assessment tool. From the information you gather, you will write a brief IEP report (1 Goal; 2 to 3 objectives; see example provided). A rubric for this assignment is posted on Pearson LearningStudio.

3. Observation Experience and Site Report (100pts)

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In order to provide an opportunity for each of you to further understand and apply course content, all students will visit and participate for a total of four (4) hours at one (1) approved site where school or community-based adapted physical activity programs are offered to pupils/clients with disabilities. Subsequent to this experience, you will complete a typed "Site Report" which provides an overview of the setting, the activities offered, the equipment used, any examples of best practices, and an overall evaluation of the field/clinical experience. See additional directions for completing the assignment on Pearson LearningStudio.

4. Project or Scholarly Paper (200 pts)

All students will select a topic related to children or/and adults with disabilities on which to complete a scholarly paper (See additional directions for completing the assignments on Pearson LearningStudio). The papers can be field-based but must be literature-based. The topic for this project or scholarly paper must be approved by the fourth week of class (March 5th). The paper will be typed, double-spaced, with a cover page and reference page (not to be included in the page total) and follow APA 6th Edition format.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

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- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

I have an “open-door” policy. It is your responsibility to communicate with me regarding your grade, attendance, etc. Therefore, I attempt to provide ample time to meet to discuss these things.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

- 1 Students are expected to submit materials on time.
- 2 Any student missing an exam or assignment without prior arrangement will receive a score of zero.
- 3 E-college will be used extensively in this web-enhanced class. Get familiar with it immediately.
- 4 You **MUST** check your e-mail regularly in case I need to communicate with you. I will not e-mail you junk, and I request that you do the same for me. (leo account)
- 5 **DUE DATES:** The due dates listed for assignments are the **LAST** chance to submit them. Please turn in your work early. I **DO NOT** accept late assignments.
- 6 If you have a question or concern, **TALK** to me. I am here to help. If you need to reach me and I am not in my office, e-mail me. Please do not contact me at home or send me any forwarded e-mails (jokes, stories, etc). Thanks!

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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

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provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

This schedule is tentative and is subject to change. I will let you know if the schedule changes!! We will complete this schedule the first night of class.

Week	Date	Topics	Assignment Due by Sunday
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1	1/14	Syllabus, web page, introduction to the course	
2	1/22	Health, PA, & Individuals with Ability Differences	Assignment #1 Who you are as a teacher
3	1/28	Inclusive Physical Activity Approach	
4	2/4	Overcoming Barriers to Physical Activity	Assignment #2 IEP Assignment
5	2/11	Teaming & Collaboration	
6	2/18	Program Focus and Assessment	
7	2/25	Preparing and Planning Inclusive PA Programs	Assignment #3 Observation Experience and Site Report
8	3/4	Functional Approaches to Modifying Movement	
9	3/11	Movement Skills & Concept	
10	3/25	Play, Games, and Sport	
11	4/1	Health-Related Fitness and Conditioning	
12	4/8	Aquatics	
13	4/15	Outdoor Pursuits	
14	4/22	Work on Scholarly Paper	
15	4/29	Work on Scholarly Paper	
16	5/6	FINAL EXAM Project or Scholarly Paper due by 5/10 @ midnight	Assignment #4 Project or Scholarly Paper

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