

Exercise Programming for Special Population

KES 4316 - Spring 2019

Sul Ross State University

Department of Kinesiology and Human performance

Class Time: Online July 5th – August 10th

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Office Hours: Monday – Friday 9:30 – 11:30am

COURSE RATIONALE: The purpose of this course is to provide an in-depth study of exercise programs for special populations.

RECOMMENDED TEXTBOOKS/READING MATERIAL:

Textbook: Williamson, P. (2011). *Exercise for special populations*. Philadelphia: Lippincott Williams & Wilkins.

STUDENT LEARNING OUTCOMES:

SLO 1 - Undergraduate students will demonstrate written comprehensive competency in Core Kinesiology Theories.

SLO 2 - Undergraduate students must quantify student internship experience.

SLO 3 - Undergraduate students will demonstrate proficiency in a variety of communication methods.

STANDARD ALIGNMENT:

- Standard II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
 - ✓ *Competency 006:* The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.
 - ✓ *Competency 007:* The teacher understands principles and activities for developing and maintaining cardiovascular endurance.
 - ✓ *Competency 008:* The teacher understands principles and activities for developing and maintaining flexibility, posture, and muscular strength and endurance.
 - ✓ *Competency 009:* The teacher understands health and wellness concepts including those related to nutrition, weight control and stress management, and analyzes ways in which personal behaviors influence health and wellness.

COURSE OBJECTIVES: Students will be able to:

1. Demonstrate knowledge of the structures, functions, components, and actions of major body systems and how various body systems produce movement, adapt to physical activity and contribute to fitness.
2. Analyze the physiological effects of moderate and vigorous physical activity during and after exercise and knows the risks associated with inactivity and the health benefits of regular participation in physical activity (e.g., decreased risk of illness, lowered resting heart rate).
3. Apply knowledge of the basic components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition) and their significance in relation to physical activity, health and fitness.
4. Demonstrate an understanding of basic principles of physical fitness training (e.g., frequency, intensity, type, duration, progressive overload, specificity), and knows principles and benefits of warm-up and cool-down exercise procedures.
5. Analyze individual variation in levels of health and fitness and knows principles and techniques for designing, implementing and maintaining individualized health and fitness plans (e.g., setting realistic short-term goals, evaluating and selecting activities to achieve goals).

STYLE OF TEACHING: The objectives of this course will be met through an integrated teaching style that will include discussion via blackboard, video activities and quizzes from the chapter readings. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class. This is a **online blackboard** course. You may email the instructor if you have questions though **all** assignments must be submitted on blackboard. No assignments will be accepted on email. All quizzes, assignments, and discussion boards will be posted at least two days in advance and there will be an announcement on blackboard indicating the assignment is available.

DISCUSSION BOARD: Must be at least 100 words. There will be a discussion question posted under the discussion tab for you to respond. To respond to the discussion you click on the hyperlink to the discussion and then click on create new thread. Put your last name and the week in the subject line (eg. LastNameDiscussion1). You can respond directly in the message area, however, I suggest you type your response in a word document, spell check, then copy and paste it into the message area. You can upload your response as an attachment, but please **ALSO** copy and paste it into the message area so we do not have to open an attachment to read your post. Answering a discussion question is worth 15 points. As mentioned below each response is worth 5 points totaling 25 points.

Responses to others: Both responses must be at least 30 words each. Under each discussion post you must respond to another classmate's original discussion post. The response is worth 5 points (respond to two separate classmates for 10 points). The response must be more than "good job", "I like what you said", etc., it must be a substantial response that would be as if you were having a discussion on the topic in class. A substantial response would include, but not limited to: adding to the discussion with further information you find (cite your source), asking relevant questions, as well as critiquing in a positive way the post. **ALWAYS** spell check and edit your responses. These should be academic responses and not chat room or informal language. Do be respectful of others, do use proper language – do **NOT** hurt others feelings. To respond to another's post, click on their post and reply. Title the subject of your response with your last name and "response to _____ week 1 post" (eg. Hector's response to Henderson's Discussion 1 post).

GRADING EXAMPLE:

- Discussion post = 15 points
- Discussion response = 5 points
- Second discussion response = 5 points
- Total points: = 25 points

GRADING:

1000 total points possible

- Final exam = 100 points
- Chapter quizzes (10 @ 40 points each) = 400 points
- Video activities (5 @ 50 points each) = 250 points
- Discussion boards = (5 @ 50 points each) = 250 points
- Semester written project = (1 @ 100 points) = 100 points
- Syllabus Quiz = 20 points bonus

A = 1100 – 990
B = 989 -880
C = 879 – 770
D = 769 – 660
F = ≤659

EVALUATION PROCEDURES:

- ✓ **Syllabus Quiz = 20 bonus points**
 - There will be a syllabus quiz worth twenty bonus points. **See syllabus calendar for due date.**
- ✓ **Final Exam = One exam at the end of the semester @ 100 points**
 - The final exam will consist of multiple choice questions. Exams will cover all material provided in the assigned readings.
 - All students are expected to take the exam no later than the designated day and time assigned.
 - The final exam will be posted in the Quiz, Test & Exams section of blackboard.
 - All students are expected to take the final exam no later than the designated day and time assigned in the syllabus calendar.**
- ✓ **Quiz, Test & Exams = Ten quizzes @ 40 points each totaling 400 points.**
 - There will be 10 quizzes that may consist of multiple choice questions. Quizzes could cover any material provided in the assigned reading.
 - Fifty point quizzes can be found in the Quiz, Test, Exams section of blackboard.
 - All students are expected to take the quiz no later than the designated day and time assigned in the syllabus calendar.**
 - All assignments that are submitted after the due date will receive half off.**
- ✓ **Video Activities = Five video activities @ 50 points each totaling 250 points.**
 - Video activities may consist of various projects related to the topic area of discussion.
 - Video activities are found in the Assignments section of your menu.
 - All students are expected to complete video activities no later than the designated day and time assigned in the syllabus calendar.**

- ✓ **Discussion Board = Five DB's @ 50 points each totaling 250 points.**
 - Discussed online on Discussion Board which can be found on the menu of blackboard.
 - **Students must participate in discussion board activities no later than the dates outlined in the syllabus calendar.**
 - **Students will receive a zero if they do not participate on discussion boards before the due date.**

- ✓ **Semester Written Project = One project totaling 100 points.**
 - Students will submit on blackboard a written project outlining a program for one of the special populations outlined in the textbook.
 - Instructor will give more details on the written project on blackboard.

Note: All grading will be based on the quality of the assignment submitted; factors such as a student's ability and the effort put into an assignment will only be assessed to the extent that they influence the quality of the work submitted. All written work should be submitted in APA format.

EXPECTATION OF STUDENTS:

- Students are responsible for keeping up with the chapter reading and are expected to view the assigned video activities and/or other posted readings prior to class in order to contribute to online discussion.

ADA Accommodations: The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator:

Counseling Accessibility Services
Ferguson Hall Room 112
432-837-8203

ACADEMIC DISHONESTY OR MISCONDUCT: Sul Ross State University is committed to the highest standards of integrity and ethical conduct. Participating in behavior that violates academic integrity (plagiarism, etc.) will result in disciplinary action and may include: receiving a failing grade for the assignment, failing the course, and suspension and/or dismissal from the University.

DROP POLICY: Access information regarding schedule changes at:
<http://www.sulross.edu/page/967/schedule-changes-withdrawals>

Tentative Course Outline

This schedule is subject to revision. Please check Black Board for updates.

REVIEW ALL DUE DATES. TOPICS WILL NOT BE AVAILABLE AFTER DUE DATES

Topic	Due Dates
<i>Syllabus Quiz available</i>	<i>Monday, January 21</i>
<i>Syllabus Quiz due</i>	<i>Sunday, January 27</i>
<i>Quiz 1 – Chapter 1</i>	<i>Sunday, February 3</i>
<i>Quiz 2 – Chapter 3</i>	<i>Sunday, February 10</i>
<i>Discussion Board 1</i>	<i>Sunday, February 17</i>
<i>Video Activity 1</i>	<i>Sunday, February 24</i>
<i>Quiz 3 – Chapter 4</i>	<i>Sunday, February 24</i>
<i>Quiz 4 – Chapter 5</i>	<i>Sunday, March 3</i>
<i>Discussion Board 2</i>	<i>Sunday, March 10</i>
<i>Video Activity 2</i>	<i>Sunday, March 17</i>
<i>Quiz 5 – Chapter 6</i>	<i>Sunday, March 17</i>
<i>Quiz 6 – Chapter 7</i>	<i>Sunday, March 24</i>
<i>Discussion Board 3</i>	<i>Sunday, March 31</i>
<i>Video Activity 3</i>	<i>Sunday, March 31</i>
<i>Quiz 7 – Chapter 8</i>	<i>Sunday, April 7</i>
<i>Video Activity 4</i>	<i>Sunday, April 7</i>
<i>Quiz 8 – Chapter 9</i>	<i>Sunday, April 14</i>
<i>Video Activity 5</i>	<i>Sunday, April 14</i>
<i>Discussion Board 4</i>	<i>Sunday, April 28</i>
<i>Quiz 9 – Chapter 11</i>	<i>Sunday, April 28</i>
<i>Quiz 10 – Chapter 12</i>	<i>Sunday, May 5</i>
<i>Discussion Board 5</i>	<i>Sunday, May 5</i>
<i>Written Project</i>	<i>Sunday, May 12</i>
<i>Final Exam</i>	<i>Sunday, May 12</i>