



SUL ROSS STATE UNIVERSITY

Department of Kinesiology and Human Performance

Spring 2021-KES 2320- Foundations Adapted PE and Recreation

MW - 11:00 – 12:15 am

Graves Pierce Complex – RM 105

Instructor -- Katie Hector M. Ed.

Office Hrs -- MW 9:00 -11:00am *or by appointment*

Office # -- GPC 102C

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Course Description: This course is for a physical education, elementary education and special education undergraduate student who is seeking a certification. The course provides a broad range of experiences and assessment in order to help prepare students with work with special needs children in the future. The course aims to provide a background in adapted physical education as well as laboratory experiences and practical training through field experiences.

Recommended Text: NO REQUIRED TEXT. MATERIAL WILL BE PROVIDED.

Student Objectives:

At the conclusion of the course a student will be able to:

A. Applies knowledge of principles and techniques for selecting, adapting, and modifying sports activities to improve performance, promote the use of combinations of motor skills, and provide practice in specific sports skills in game like situations.

B. Applies knowledge of principles and procedures for selecting, adapting, and modifying activities and games based on student characteristics, instructional goals, skill levels, range of individual variation, and exceptional needs.

C. Knows how to create, modify, and adapt physical education activities, games, rules, equipment, and settings to ensure that all students have an equal opportunity to participate, learn, be successful, and enjoy physical activity.

D. Applies knowledge of principles and techniques for evaluating the effectiveness of the physical education program and for adapting and modifying practices and programs based on reflection, assessment data, observation of students, and program evaluation results.

E. Demonstrates knowledge of state and federal laws and guidelines regarding student rights and teacher responsibilities in physical education contexts (e.g., in relation to gender equality, inclusion, and privacy).

Student Learning Outcomes:

The students will know how to:

- use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.
- apply principles of motor development and motor learning.
- use factors relevant to learning and performance in physical education and;
- use this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).

Texas Education Agency Standards

Physical Education EC-12 Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Physical Education EC-12 Standard VI: The physical education teacher uses effective, development appropriate instructional strategies and communication techniques to prepare physically educated individuals.

STYLE OF TEACHING: The objectives of this course will be met through an integrated teaching style that will include discussion via Blackboard and PowerPoint presentations. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Meaningful and pertinent participation is required. Examples of academic dishonesty include, but are not limited to: o Turning in work as original that was used in whole for another course and/or professor; o Turning in another person's work as one's own; o Copying from professional works or internet sites without citation. *Any of these offenses will result in a zero for the assignment with no option to redo for credit.*

General Responsibilities: No make-up activities will be accepted by email or by handing after or during class. All make-up activities should be sent in via blackboard. Students are responsible for reading their blackboard announcements.

Attendance: Classroom attendance and participation is a requirement. In accordance with the University catalog, a student with excessive (unexcused) absences will be dropped from the course. For this class, 6 unexcused absences will result in being dropped from the course. Excused absences include sports related, COVID-19 and personal/family emergency absences. I will be notified about required COVID-19 quarantines but please reach out to me so I can keep you up to date on the class. Zoom class will not be available after the first 2 weeks..

Grading: See below for description of points		Grading Scale	
Daily Participation - 10 points/day	300 points	1,000 - 900	A
Quizzes - 5 @ 60 points	300 points	899 - 800	B
Activities - 5 @ 20 points	100 points	799 - 700	C
Midterm Exam	100 points	699 - 600	D
Final Exam	150 points	> 599	F
YOUR Adapted PE game presentation	50 points		
Total Points available	1,000 points		

Daily Participation - 300 points

Attendance is required and your involvement in class is graded.

Quizzes - 5 @ 60 points = 300 points

Quizzes will take place in class. See class outline for dates. If you are absent, please email me and we will schedule a time for you to take the quiz.

Activities - 5 @ 20 points = 100 points

We will have at least 5 times when we go to the gym to experience and practice adapted PE games. Your participation is required. Note* If you are absent on an activity day, then you will lose 30 points that day. Excused absences will have a makeup assignment available.

Midterm Exam - 150 points

Midterm will be taken in class and cover the material covered in the first half of the semester.

Final Exam - 150 points

The final will be taken in class. This will cover some material covered in the first part of the semester (laws, legislation, etc.) and remaining material covered in the semester.

YOUR Adapted PE game - 50 points

You and a partner will be assigned a disability and will present a PE game for the other students.

Class Outline

Monday - Wednesday	Topic (Includes rules, discipline, etiquette, teamwork & appropriate participant and spectator behavior.)	Assignment Due
Jan 11 & Jan 13	Syllabus/Expectations & Why should we have Adapted PE?	Syllabus Quiz - Due Jan. 13 @ 11:59 pm
Jan 18 & Jan 20	Mainstreaming & Legislation	
Jan 25 & Jan 27	Laws: Public Law 92-142, IDEA	Wed. Jan. 27 - Quiz #1
Feb 1 & Feb 3	Teaching Strategies & Inclusion	Wed. Feb 3 - Activity #1
Feb 8 & Feb 10	Intellectual & Behavioral Disabilities	Wed. Feb. 10 - Quiz #2
Feb 15 & Feb 17	Autism Spectrum & Social Communication Disorders	
Feb 22 & Feb 24	Visual & Hearing Impairments	Wed. Feb. 24 - Activity#2
Mar 1 & Mar 3	Specific Learning Disabilities	Wed. Mar 3. - Midterm
Mar 8 & Mar 10		
Mar 15 & Mar 17	Cerebral Palsy, Traumatic Brain Injury and Stroke	Wed. Mar. 17 - Activity #3
Mar 22 & Mar 24	Amputations, Dwarfism, and Les Autres	Wed. Mar. 24 - Quiz #3
Mar 29 & Mar 31	Spinal Cord Disabilities	Wed. Mar. 31 - Activity #4
Apr 5 & April 7	Long-term disabilities & Obesity	
Apr 12 & Apr 14	Motor Development	Wed. Apr. 14 - Quiz #4
Apr 19 & Apr 21	YOUR Adapted PE game	Both days available to present
Apr 26 & Apr 28	Team Sports/ Review	Mon. April 26 - Activity #5
Apr 29	Dead day	
DATE TBD	FINAL -- TIME TBD	Final exam

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Integrity Statement

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session.

(and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

ADA Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services. Students seeking accessibility services must contact Rebecca Greathouse Wren, M.Ed., LPC-S, Counseling & Accessibility Services, Telephone: 432-837-8203, or E-mail: rebecca.wren@sulross.edu.

For more information see: <https://www.sulross.edu/page/1384/accessibility-services>