



## **KES 2320**

### **Foundations of Adapted PE and Recreation SPRING 2022 – GPC 105 – Tue/Thur 12:30-1:45pm**

**Mary Powers**

**GA/Instructor - Kinesiology & Human Performance**

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**Office Hours:** MON/WED: 10a-12p TUE/THUR: 9a-12p  
**Required Text:** NO REQUIRED TEXT. MATERIAL WILL BE PRESENTED FROM THE FOLLOWING SOURCES: Winnick, J. P. & Porretta, D.L. (2017). Adapted Physical Education and Sport (6<sup>th</sup> edition). Human Kinetics.

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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 a laboratory experiences and practical training through field experiences.

**Course Student Learning Objectives** Upon successful completion of this course students will:

- 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).

## **Standards**

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

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

## **Marketable Skills**

The following marketable skills are achieved in this course: (these are your options)

1. Students acquire *communication* skills.
2. Students acquire *collaboration* skills.
3. Students demonstrate *creativity*.
4. Students demonstrate *critical thinking*.

## **Program Learning Outcomes**

- 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).

## **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

### **Attendance/Participation**

Attendance for class is mandatory. Every class day is a grade. You will receive 100% credit for being on time and actively participating in class discussions and activities.

### **All Course Requirements Deadline**

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of Wednesday in Week 15 at 11:59pm to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per policy below.

### **Late Work Policy**

Late work will be accepted on a case by case basis. Each late assignment will be subject to a 5-10% grade reduction per day they are late.

### **GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS**

- In-Class Activities plus Orientation @ 15 x 20 points per activity = 300 points
- Community Assignment = 100 points
- Quizzes from chapter readings @ 4 x 100 = 400 points
- Discussion Board @ 50 x 2 = 100 points
- Video Activity @ 1 x 100 = 100 points

\*Letter Grading as per SRSU policy will be used in this course.

### **COURSE REQUIREMENTS (include an explanation of the work the students will do)**

#### **I. Chapter Readings NA**

**II. Class Participation** Attendance, active participation in discussions and activities is required to earn daily credit.

**III. Homework assignments.** See weekly assignments tab in blackboard

**IV. Community work.** This will be given TBD

# Zoom Etiquette for Class

1. Join the meeting early – Show your respect for the other meeting attendees, join a Zoom meeting up to five (5) minutes before it is scheduled to start.
2. Dress appropriately – One of the magical things about working remotely is the freedom to wear anything to work. It's the dream, right? Still, there is no reason to show your fellow students your PJs and bedhead. Take a few minutes to throw on a clean shirt and brush your hair. The best part of actually getting ready while attending class remotely is that you will put yourself in the right headspace to be productive.
3. Be aware of your surroundings – Your fellow students will not be able to hear your ideas or take you seriously when there is a pile of dirty clothes in the corner behind you. You also want to avoid looking like you work from the inside of a cave because of bad lighting. Adjust your work setup so that you face a window or are exposed to plenty of light. And make sure your background is professional and work appropriate. While kids and pets are adorable (and a much needed distraction when you're feeling overwhelmed), your fellow students will not love having to talk over a screaming child or barking dog. So, be mindful of noise. This means: No beds (unmade or made) in the background No messy rooms or open closets where everyone can see your clutter No NSFW artwork
4. Mute your microphone when you are not talking – There is nothing more frustrating than hearing that alien echo noise from conflicting microphones. Save everyone from the ear-splitting madness by joining the meeting while on mute. Muting your microphone when you're not speaking gives other participants the ability to share their thoughts.
5. Have your camera turned on – Remember to look into the camera when talking instead of looking at yourself. If you are looking at yourself on the screen while you are talking, it will seem like your attention is elsewhere. Direct eye contact into the camera while speaking gives attendees the impression that you are looking at them rather than off to the side, which creates an environment where everyone feels engaged and present in the conversation. Position your web camera and monitor at eye level If you are sharing a screen to discuss a report, chart, worksheet, etc., try to place the image on your screen close to your webcam, this will help your eyes align with the camera.
6. Speak up – Don't be afraid to project your voice. Your classmates will appreciate being able to hear you without having to strain their ears or turn their volume all the way up.
7. No food allowed – Try to eat a snack before your virtual class. No one wants to see you stuff your face with chips while discussing course work.
8. Stay seated and stay present – It may be tempting to check your inbox or carry on a side conversation during a dull moment in a meeting, but don't! You might miss out on key information or an opportunity to give input. If you are using your webcam, use attentive body language: sit up straight, do not make big extraneous movements, and do not let your eyes wander too much.

## **UNIVERSITY POLICIES**

### **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.

### **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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. 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. Directions for filing a student complaint are located in the student handbook.

### **SRSU Library Info**

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **Disability Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

### **Academic Integrity Statement**

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 appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **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.