



**KINE 4369 Adapted Physical Activity  
Fall 2017**

Adapted physical activity is defined as "service delivery, pedagogy, coaching, rehabilitation, therapy, training, or empowerment conducted by qualified professionals to enhance physical activity goal achievement of individuals of all ages with movement limitations and/or societal restrictions (i.e., attitudinal and environmental barriers)" (Sherrill, 2004, p. 4).

*KINE 4369 is a required course for Kinesiology and Kinesiology-Physical Education Teacher Education.*

**College of Health Sciences, Department of Kinesiology**

**Instructor:** Jack Sears  
Office: Health & Kinesiology Center 207  
Phone: (936) 294-1170 Kinesiology Department  
Email: [jvs005@shsu.edu](mailto:jvs005@shsu.edu) \*\*Best Option\*\*

**Office hours:** by appointment only

**Day and time the class meets:** KINE 4369.01 TR 9:30 – 10:50  
KINE 4369.02 MW 9:30 – 10:50

**Location of class:**  
MW Class – HKC 246  
TR Class – HKC 239

**Textbooks, Materials, and Resources:**

**Required Textbook**

**Authors:** Winnick, J.P., & Porretta, D.L.  
(Ed.) (2011).  
**Title:** *Adapted Physical Education and Sport*  
(6th Ed.)  
**Publisher:** Champaign, IL: Human Kinetics.



## SHSU Online Blackboard

- Supplementary readings, announcements, web links, and assignment information will be posted on Blackboard.
- Please make sure you are familiar with our course site and the information on it!

Recommended Reading for Optional Assignment: Choose only one

	<ul style="list-style-type: none"> <li>• <i>Fully Alive: Discovering What Matters Most</i> by Timothy Shriver, Chairman of Special Olympics; Farrar, Straus and Giroux, New York, 2014.</li> <li>• <i>On my own two feet: From losing my legs to learning the dance of life</i> by Amy Purdy. William Morrow, an imprint of HarperCollins Publishers, 2014.</li> <li>• <i>Expect a Miracle: A mother's tale of Brotherly Love, Faith, and the Race that changed a family's life</i> by Jenny Long. Sports Illustrated Books, 2015.</li> <li>• <i>Tragedy on the Mountain: A Quadriplegic's journey from paralysis to Paralympics</i> by Brent Poppen, <a href="http://wwwcreatespace.com">wwwcreatespace.com</a>, 2012</li> <li>• <i>Tough as They Come</i> by SSG Travis Mills. Convergent, New York, 2015.</li> </ul>
--	---

## Course Description

A study of the special needs of individuals with disabilities with emphasis on the adaptations of activities for them in a program of kinesiology. This course is required for kinesiology and teacher certification. Credit hours: 3. Prerequisite: None

**Course Objectives:** The following objectives will be met during this course:

Objectives	Activities/Assignments	Measurement	Standards Alignment
The student will be able to describe current concepts and trends in adapted physical education/activity	<ul style="list-style-type: none"> <li>✓ Community engagement Lab</li> <li>✓ Volunteer Observation of School and/or Private</li> <li>✓ Notebook/Log</li> <li>✓ Supplemental Reading (optional)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Exam</li> <li>✓ Oral Presentation</li> <li>✓ Notebook Submission: Log and Reflection</li> </ul>	APENS 1, 2, 3, 5, 6  National Standards for Sports Coaches (NSSC) Domains: 2, 5, 6, 7

The student will be able to demonstrate the ability to assess physical education/activity abilities of a student requiring adapted physical education	<ul style="list-style-type: none"> <li>✓ Community engagement Lab</li> <li>✓ APA Assessment - Test of Gross Motor Development-2</li> <li>✓ Notebook/Log</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quiz</li> <li>✓ Oral Presentation Rubric</li> <li>✓ Practice assessment</li> <li>✓ Lesson Planning</li> <li>✓ Notebook Submission: Log and Reflection</li> </ul>	<p>APENS 3,4, 8, 12</p> <p>NSSC Domains: 5,6, 8</p>
The student will be able to demonstrate the ability to successfully implement an adapted physical education/activity program for a student/individual with a disability	<ul style="list-style-type: none"> <li>✓ Community engagement Lab</li> <li>✓ Teaching Strategy and Implementation</li> <li>✓ Notebook/Log</li> </ul>	<ul style="list-style-type: none"> <li>✓ APA program implementation</li> <li>✓ Oral Presentation Rubric</li> <li>✓ Lesson Planning</li> <li>✓ Notebook Submission: Log and Reflection</li> <li>✓ Professionalism</li> </ul>	<p>APENS 6, 7, 9, 10</p> <p>NSSC Domains: 1, 3, 4, 5</p>
The student will be able to describe the influence of selected diseases, conditions, and disabilities on the learning and performance of physical education activities	<ul style="list-style-type: none"> <li>✓ Community engagement Lab</li> <li>✓ Notebook/Log Oral Presentation</li> <li>✓ Supplemental Reading (optional)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Exam</li> <li>✓ Oral Presentation Rubric</li> </ul>	<p>APENS 1, 2, 3, 5, 6</p> <p>NSSC Domains: 2, 4</p>
The student will be able to demonstrate the ability to modify physical education activities to meet student needs and abilities	<ul style="list-style-type: none"> <li>✓ Community engagement Lab</li> <li>✓ Notebook/Log</li> <li>✓ Oral Presentation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Notebook Submission: Log and Reflection</li> <li>✓ Oral Presentation</li> <li>✓ Reflection</li> <li>✓ Lesson Planning</li> <li>✓ Professionalism</li> </ul>	<p>APENS 1, 2, 3, 5, 12, 13</p> <p>NSSC Domains: 5, 6, 8</p>
The student will be able to demonstrate a knowledge of sport opportunities available to students/individuals with disabilities	<ul style="list-style-type: none"> <li>✓ Notebook/Log</li> <li>✓ Oral Presentation</li> <li>✓ NFHS Online Course (optional)</li> <li>✓ Supplemental Reading (optional)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Exam</li> <li>✓ Notebook Submission: Log and Reflection</li> <li>✓ Oral Presentation on Adapted Sports</li> </ul>	<p>APENS 1, 2, 3, 13, 1</p> <p>NSSC Domains: 1, 4, 5, 6</p>
The student will be able to apply ways of modifying teaching methods to meet unique needs	<ul style="list-style-type: none"> <li>✓ Community engagement Lab</li> <li>✓ Notebook/Log</li> <li>✓ Oral Presentation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Notebook Submission: Log and Reflection</li> <li>✓ Oral Presentation</li> <li>✓ Reflection</li> </ul>	<p>APENS 6, 7, 8, 9, 10</p> <p>NSSC Domains: 5, 6, 7</p>

		✓ Lesson Planning ✓ Professionalism	
The student will be able to demonstrate a positive attitude when teaching a student with a disability	✓ Written Reflection	✓ Self Reflection ✓ Professionalism	APENS 12, 13, 14, 15  NSSC Domains: 1, 4, 7
The student will be able to demonstrate unique functions required to implement a program in an inclusive setting	✓ Community engagement Lab ✓ Notebook/Log ✓ Oral Presentation	✓ APA program implementation ✓ Oral Presentation ✓ Notebook Submission: Log and Reflection	APENS 4, 6, 7, 9, 11, 12, 14  NSSC Domains: 1, 4, 5, 7, 8

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- **Essential:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- **Important:** Gaining factual knowledge (terminology, classifications, methods, trends)



#### Course Format:

The content of this course is delivered in a traditional classroom setting, including a community engagement lab, with Blackboard serving as an ancillary resource. Instructional strategies used in this course will include lecture, student-centered discussion, service-learning, small group discussions, audiovisual aides such as videotapes and slides, Internet computer technology, questioning, reciprocal teaching and activities, independent reading, movement, and the use of outside resources. The instructor's main objective is to facilitate learning in all students by motivating each to seek knowledge of the subject.

#### Course Content:

Adapted Physical Activity (APA) can be defined as a cross disciplinary body of knowledge and practice of professionals to serve and advocate not only individuals with disabilities but also anyone experiencing movement difficulties (Reid, 2003). Thus, as a service delivery profession, APA can influence various aspects of the lives of individuals with all movement and/or intellectual difficulties, including school-based physical education, rehabilitation, sports, leisure and other daily life contexts (DePauw & Sherrill, 1994; Kudlacek & Barrett, 2011; Reid & Stanish, 2003). This course is important for future professionals in education, recreation, sport, and clinical fields.

This course offers information, resources, and experiences on the following topics:

- Terminology, attitudes, legal obligations
- Guidelines for adapting physical activities
- Behavioral principles for positive behavior management strategies
- Individual education programs
- Evaluating and assessing motor needs
- Types of disabilities

### Course Requirements:

1. Attendance. Attendance is mandatory. Roll will be called. **Accumulation of more than two absences may result in a lower grade** (e.g., 3 absences may result in a reduction of one letter grade, 4 absences may result in a reduction of two letter grades, 5 absences may result in a failing grade). Students are expected to be in class on time. On days when the class will be engaged with the HISD students (Community Engagement Project) you are highly encouraged to be at least 10 minutes early to set up the instructional area. You are late if your name has already been called when checking attendance. If you are late more than 15 minutes from the start of class, you should refrain from entering the classroom. **Being late twice will be considered as an absence.** Should you miss any classes, you alone are responsible for all material covered. **The class starts at 9:30 am and ends at 10:50 am.** To be counted present in class, you must be in attendance for the entire class time. (see [SHSU Class Attendance Policy AP 800401](#))
2. Professionalism/Participation. It is expected that students be active, enthusiastic, and collegial participants during the semester. **The success of this course is in large part a result of your contributions to it.** Significantly contributing to a course's success includes more than just showing up and being a consumer. For example, it also includes:

- Your own conduct in class
- Your timely arrival to class
- Being inquisitive, asking good questions, taking initiative
- Your active involvement in class discussions/debates
- Knowing when to speak and when to listen
- Avoiding side conversations
- Listening to your peers' comments and questions
- Respecting other people's views
- High quality work in and out of class
- Investing time and energy outside of class
- Being prepared for each class session
- Actively and productively contributing to group assignments
- Show a high level of energy in class sessions and while working with students from HISD



Also see: [Academic Grievance Procedures for Students AP 900823](#)



3. Examinations and Assignments: Exams will be administered only on the specified dates. No make-up exams are administered; however, the professor reserves the right to give make-up exams because of unforeseen valid emergencies, which can be officially documented in writing. Should a make-up exam be given, it will differ in style from the original exam. Assignments and examinations are due at the end of class on the assigned date. Assignments may be required to be submitted on Blackboard (Turn it in) and a hard copy must be provided to the instructor. **The instructor will not accept emailed copy of assignments. Make-up work is only allowed upon presentation of medical or legal evidence.** In this case the work needs to be done upon returning to class. During examinations you will be required to store your belongings in your personal bag or backpack and placed on the floor near your desk.

**In the United States, most sources say that 10 to 15% of individuals in the birth-to-age-22 group have disabilities and could benefit from special education services, including physical education with and without adapted physical activity supports.**

4. Community Engagement Projects.

In order to apply the knowledge and skills we are learning in this course, **each student** will observe, engage, teach and/or participate in situations where persons with disabilities are involved in physical education, sports or some other type of physical activity. **All students** in this course will spend approximately 9 hours of class time (5-6 weeks/ one day a week) teaching a special needs student from Huntsville ISD. **All students** will observe/volunteer assist with persons with disabilities in related environments for 10 hours (i.e. Special Olympics, Wheelchair basketball, Wounded Warriors). More information on this project will be forthcoming.



5. Class Behavior: Disruptive behavior will result in the student being asked to leave the classroom. **This will be counted as an absence.** A second violation and the student will be dropped from the class. **Sleeping in class is unacceptable and unprofessional behavior.** If you do, I reserve the right to call you to attention. **Baseball caps are not to be worn during the Community Engagement Project. Leaving the classroom or gym during group work is unacceptable. Your peers count on your contributions, active participation and equipment pick-up at the end of class. Please plan ahead.**

6. Class Materials: **The textbook is a requirement of the course.** You are responsible for reading the chapters from the textbook, assigned online readings and handouts distributed in class.
7. Electronic devices. **Devices, including cell phones, which produce noise or are otherwise distracting, are not to be operated during classes.** If you are caught using your cell phone in class you will receive a warning. The second time you are caught using your cell phone in class, you will be asked to leave the classroom. The third violation and you will be asked to drop the class. Laptops, tablets or other recording devices may be used with approval from the instructor. See: **SHSU Policy on Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP100728.**
8. Sexual Harassment. In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in the course must conform to the university policy.
9. Drop/add/withdraw. It is your responsibility to make sure that you are officially enrolled in this course. If, at any point, you decide to attend this course no longer, it is your responsibility to officially drop or withdraw from enrollment. It is your responsibility to drop or withdraw at the time designated by the University. Failure to do so may result in a failing grade.
10. Syllabus subject to change. While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

**Today the term adapted physical education is primarily used in the USA, Asia, and by some countries when referring specifically to school-based instructional adapted physical education.**

11. Email Etiquette. When communicating with me via email, you **must** follow the etiquette below; otherwise I reserve the right of not replying to your email.
  - Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help me prioritize reading your email.
  - Just like a written letter, be sure to open your email with a greeting like Dear Professor Sears or Hello Professor Sears.
  - **Use standard spelling, punctuation, and capitalization. THERE'S NOTHING WORSE THAN AN EMAIL SCREAMING A MESSAGE IN ALL CAPS. Stay away from abbreviations and do not use emoticons (those little smiley faces).**
  - Write clear, short paragraphs and be direct and to the point; I consider your email communication as business.

- Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off appropriately in email)

12. *Academic Dishonesty*: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: <http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

“Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student’s curriculum. As a result, the Department of Health and Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that is recycled from other assignments or a prior publication that one submits for course credit in another course.

Each instructor is provided the discretion to evaluate whether a student has engaged in self-plagiarism on a course assignment. If a student is unsure whether use of prior content would constitute self-plagiarism, they must consult with the instructor of the course within a reasonable period of time prior to the due date of the assignment. In most cases, this consultation should take place a minimum of 10 business days prior to submission. Following submission of the assignment, if the instructor deems that the student has engaged in self-plagiarism, he or she has the right to state that the student has violated Section 5.3 of The Texas State University Rules and Regulations dealing with Academic Honesty and the student is thereafter subject to any and all penalties and punishments present in the policy. This may include failure of the assignment and/or failure of the course. Additionally, the student may be referred to the Department Chair of Kinesiology, the Dean of the College of Health Sciences, the Dean of Students, and/or the Provost and Vice-President for Academic Affairs for further academic review.”

13. *Student Absences on Religious Holidays Policy*: **(AP 861001)** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or



examinations are to be completed. <http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

14. *Students with Disabilities Policy:* It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>
15. *Visitors in the classroom:* Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**Sport can play a key role in the lives and communities of people with disabilities, the same as it can for people without a disability.**

#### **Course Evaluation:**

The course evaluation will be based on written tests and assignment(s), attendance and participation. Exams and quizzes will be mostly multiple choices. The approximate breakdown for the components of the evaluation will be as follows:

- Two exams and Reading quizzes 40%
- Assignments 50%
  - APA Notebook/Log/Reflection & Oral Presentation (25%)
  - Lab work: Community Engagement Project (25%)
- Group work in class 5%
- Professionalism/Active Participation 5%

**\*Please note that each incomplete grade will result in 2% deduction of your final grade.**

Cut-offs for grades will be (percentage of total points):

A= 89% or better  
B= 78 to 88%  
C = 66 to 77%  
D = 54 to 65%  
F = less than 53%

# Sam Houston State University

*A Member of Texas State University System*

## DEPARTMENT OF KINESIOLOGY

COURSE: KINE 4369

SEMESTER: Fall 2017

PROFESSOR: J. Sears

CLASS DAY: MW or TR (circle)

This form is to verify that I have read the syllabus for this course and I understand **all** policies and expectations set forth within. This includes understanding the **attendance policy** that has been set for this course.

---

Student Signature

---

Date

---

Sam ID

Instructor \_\_\_\_\_ Class Time \_\_\_\_\_ ☐ Circle your class days: M T W TH F  
 Semester \_\_\_\_\_ Year \_\_\_\_\_

### MEDICAL HISTORY AND DISCLAIMER

Last name: \_\_\_\_\_ First name: \_\_\_\_\_  
 Address: \_\_\_\_\_ Sam ID#: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Home phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: ☐ M ☐ F

IN CASE OF EMERGENCY: \_\_\_\_\_ PERSON TO CONTACT: \_\_\_\_\_  
 EMERGENCY PHONE#: \_\_\_\_\_ RELATIONSHIP: \_\_\_\_\_

Yes <input type="checkbox"/> No	1	Do you have asthma? If yes, how severe is it? _____
Yes <input type="checkbox"/> No	2	Is your asthma exercise induced?
Yes <input type="checkbox"/> No	3	Do you smoke?
Yes <input type="checkbox"/> No	4	Have you ever had a seizure? If yes, explain: _____
Yes <input type="checkbox"/> No	5	Has your doctor ever said you have heart trouble? If yes, explain: _____
Yes <input type="checkbox"/> No	6	Are you taking any medication for this? If yes, what? _____
Yes <input type="checkbox"/> No	7	Do you frequently have pain in your heart or chest?
Yes <input type="checkbox"/> No	8	Do you often suffer from severe dizziness?
Yes <input type="checkbox"/> No	9	Do you have any orthopedic problems such as arthritis that might be aggravated by exercise? Check all that apply: <input type="checkbox"/> knee <input type="checkbox"/> ankle <input type="checkbox"/> hip <input type="checkbox"/> back <input type="checkbox"/> shoulder <input type="checkbox"/> neck Explain: _____
Yes <input type="checkbox"/> No	10	Is there a good reason not mentioned here why you could not follow an exercise program even if you wanted? Explain: _____
Yes <input type="checkbox"/> No	11	Are you over age 40 <u>and</u> not accustomed to vigorous exercise?
Yes <input type="checkbox"/> No	12	Have you ever been told by a doctor that your blood pressure was too high? Explain: _____
Yes <input type="checkbox"/> No	13	Are you currently pregnant? # of months _____ If pregnant, are you exercising aerobically at the present time? <input type="checkbox"/> Yes <input type="checkbox"/> No
Yes <input type="checkbox"/> No	14	Are you currently using any prescription medication? Name of medication: _____ Taken for: _____
Yes <input type="checkbox"/> No	15	Is there anything you need to disclose to your instructor that may affect your ability to exercise? Explain: _____

A PHYSICAL IS RECOMMENDED FOR PEOPLE OVER 40.

### DISCLAIMER

I accept full responsibility for any injury or accident to myself as a result of my participation in this course. Every reasonable effort will be made by Sam Houston State University and its employees to make this course safe and enjoyable.

Print your name: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_