CSRF 6324: Sport, Fitness & Recreation for Special Populations  
Summer I 2018  
Time: M-F 8-9:45am Room: CHP 205  
Angelo State University

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**Course Description**  
This course provides an overview and rationale for programming design and skills with special populations/ participants in distinct settings. Most specifically this course will enhance and develop attitudinal awareness and knowledge of special populations (youth, senior citizens, military, faith based organizations and correctional facilities).

**Course Objectives & Student Learning Outcomes**  
By the end of the course a student should be able to:  
- Describe characteristics of a SFR for Special Populations in Special Settings.  
- Improve communication and counseling skills.  
- Know teaching/learning principles, including doing group processing with participants.  
- Know theories of helping and related approaches used in recreation.  
- Know a variety of potential interventions to reach outcome goals.  
- Understand ways to promote Sport, Fitness, and Recreation for Special Populations within the community where one lives.

**Recommended Texts/Readings**  
Classroom Setting and Conduct
It is expected that students who enroll in this class are mature and self-motivated. This is not a lecture-based class; instead, it is seminar based and so we will spend time in discussion concerning our readings, their interconnectedness, and your personal perspectives on the readings. Students should prepare for class by doing the assigned readings and jotting down notes or questions they would like to raise in class discussion. Much of the success of this course depends on your participation. As a master’s level course, is expected that students will be prepared and will participate in constructive discussion grounded in the readings of each class period.

Rules that Guide Class Discussion: To create an environment that fosters open examination of ideas, we must be well-prepared for class, express ourselves effectively, respect and listen to everyone’s ideas, challenge each other to think critically, and correct mistakes or misunderstandings in a positive and encouraging manner. With that in mind, here are some guidelines for class discussion:

1. **No question or opinion is “stupid.”** We must start where we are at, and undoubtedly each person in this room is “at” a different point in their understandings and experience.

2. **We will listen to each other with respect.** The proper response to comments you do not understand or agree with is to ask the speaker to explain and to probe for deeper understanding.

3. **We not only accept, we encourage diverse viewpoints and opinions.** Critical thinking comes from examining many different dimensions of any topic. Students are encouraged to raise points and examine positions that they do not agree with, in attempt to foster a tradition of critical thinking.

4. **There is no room for anger when discussing academic ideas and issues.** When you feel an emotional response to an issue, step back and examine the values or beliefs inside you that were validated or threatened by someone else’s comment. Use those points of emotion as a window to better understand the cultural factors that are embedded deep within yourself.

✓ A variety of instructional techniques will be utilized to stimulate student interest and accommodate a full range of learning styles. These techniques include lecture, small and large group discussion, student exercises, readings, exams, and papers. **If you have a special learning need, please let the instructor know. Every effort will be made to accommodate your need.**

✓ **Students with Disabilities:** Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Students with disabilities who request reasonable accommodations must meet
with the Course Coordinator within the first week of classes. Reasonable accommodations will be provided as authorized by the Office of Student Life as long as course requirements are not compromised. Faculty will provide no accommodations without authorization from the Office of Student Life. It is the student’s responsibility to be a self-advocate when requesting accommodations.

☑ Every effort will be made to create a learning environment that is free of bias and favoritism. The instructor and all students in class must respect each student’s viewpoint as individual and unique, and treat each student as a valuable, contributing member of the classroom culture. Students are encouraged to express their individual perspectives, ask questions, and contribute insights in the spirit of free, open, and nonjudgmental discussion. Thoughtful and well articulated debate and disagreement is welcome.

☑ Students are expected to actively engage with course material, participate in class discussion, respect individuals who are speaking during class, contextualize opinions, avoid side conversations, and complete all written and reading assignments by the designated due dates.

**Attendance**

**You are expected to attend each class and to be on time both at the beginning of class and after breaks.** An absence means that a student will miss a significant amount of material. Students are responsible for anything that happens in class during their absence. **Notify the instructor at least one week in advance** if you have a scheduling conflict that will cause you to miss class. Missing class influences your grade

☑ Officially sanctioned college activities (athletics and competing academic duties) may be considered permissible absences if the student shows official documentation to the instructor a class period in advance of the absence.

☑ Observance of a religious holy day may be considered permissible absences pending verification.

**Assignments**

- Assignments are due at the *beginning* of each class period.
- **No late assignments will be accepted for this class unless arranged with the instructor on a case by case basis.** If an assignment is accepted late it must be turned in by the next class period and there will be a 10% reduction in points per day (the deduction begins immediately)—weekend days too. Late assignments will not receive written feedback.
- Students should use APA format 6th edition. **Type all assignments** with 12 font, one inch margins, and double spacing. Papers should be well written, unpadded, and adequately referenced.
- **All work turned in should be the unique work of that individual.** Papers that are discussed with group members still need to be independently written and must be the original work of that person. **Plagiarism/cheating will result in full point loss on that assignment and potential class failure—period.**
Evaluation of Student Performance
As an instructor I do not give grades; as students, you earn them. To earn an “A” on your exams/assignments you must do excellent work. Excellent means that your work makes a creative contribution as a well-written, insightful, coherent, and original piece of work. A “B” means that your work is good and that you do have a grasp of the content, but it is conventional work. You will earn a “C” or grade of adequate if you simply do the assignment, follow directions, and are competent within a limited scope. A “D” means that the work is poor or flawed. A “F” means that work was not turned in, did not follow directions, or was simply unacceptable. Those who show evidence of effort, thought, and synthesis of the class material with their projects will likely receive higher grades.

Academic Integrity
It is not acceptable to take ideas or words of another person and pass them off as one's own. All students at Angelo State University are responsible for knowing the rules governing academic conduct (dishonesty, plagiarism, etc...). The complete code of student rights and responsibilities is available at https://www.angelo.edu/forms/pdf/Honor_Code.pdf

Any evidence of academic misconduct will be referred to the College judicial system.

- **Cheating**: Students will avoid all forms of cheating. Cheating includes but is not limited to giving or receiving answers on assignments and tests or using any materials or aids pertinent to assignments and tests without permission of instructor. Plagiarism would be a serious form of cheating.

- **Plagiarism**: Plagiarism means offering the work of someone else as your own. This may range from isolated sentences or paragraphs to entire articles copied from books, periodicals, the web, or the writings of other students. Honesty requires that any material taken from another source for either written or oral use must be acknowledged. Any student who fails to give credit for ideas or materials obtained from another source is guilty of plagiarism.

Writing is one of the most powerful tools for learning in any college course and is important for clearly and effectively communicating your ideas and/or thoughts to a specific audience. When writing is required outside of the classroom, assignments are to follow the standards of written work as discussed in class.

*Have fun, learn, and be excited to participate! Enthusiasm is contagious and it only takes one student to make or break the atmosphere of a class. Be positive and open to new experiences and always encourage one another.*
Grading System
Using the following system, YOU WILL EARN a final grade based on your fulfillment of the requirements listed below. Grades will be assigned on the basis of total score, which will be determined on the following basis:

Papers- 36 points @ 12 points a piece
   Paper 1     Day 6
   UREC Paper  Day 11
   “You Call It” Paper  Day 21

Practical- 20 points

Discussion & Participation- 30 points

Professionalism- 14 points
Week 1 - June 5th-9th
Day 1  Introductions (YPT on blackboard)
Day 2  Surprise
Day 3  Chapter 12 Aging & the Lifespan
Day 4  

Day 5  Team Building/ Meet at Central’s Baseball Field

Week 2- June 12th-16th
Day 6  Paper 1 due  Chapter 11 YD & TR
Day 7  

Day 8  Surprise 2
Day 9  Guest Speaker
Day 10  Chapter 10 TR & Mental Health/ Field Trip to Sonrisas

Week 3
Day 11  Rec Programming & 5 Categories
Day 12  UREC Camp
Day 13  UREC Camp
Day 14  UREC Camp
Day 15  UREC Paper Due/
Week 4
Day 16

Day 17 Director’s EYES & Leadership
Day 18

Day 19 Chapter 13 Wellness through Physical Activity
Day 20

Week 5
Day 21 Chapter 14 Demographics, Economics, Politics & Legislation
Day 22

No class on 4th of July
Day 23 Chapter 16 Paradoxes in Leisure & TR
Day 24 You Call It due/ Chapter 9 TR & Developmental Disability