Course and Contact Information

Instructor: Erin Siebert, PhD, MPH
Office Location: SPX 173D (courtyard)
Telephone: (408) 924-3207
Email: Erin.Siebert@sjsu.edu
Office Hours: Tuesday/Thursday 3-4pm
Class Days/Time: Thursday 4-6:45pm
Classroom: SPX 151 & SPX 107A/B
Prerequisites: KIN 070 for majors/minors only or instructor consent.

Course Description

Focus on attitude change as well as knowledge, comprehension and application of human movement principles related to individuals with disabling conditions.

Course Format

Technology Intensive, Hybrid, and Online Courses

This course requires regular in class participation. Come to class prepared to participate in discussions and in class activities. The more you put into this class the more you will get out of it.

In addition to in class participation, students will submit assignments electronically via Canvas through the course site unless otherwise stated. Internet connectivity and a computer are needed to complete assignments.

Service Learning (SL) Courses

This course is a service-learning course. Service-learning enables students to apply what they are learning in class to issues being addressed in the community. Students then reflect upon and integrate their service experiences with course content.

SJS4 is the San José State University instance of CalStateS4 (S4), a web application hosted by the Chancellor’s Office. SJS4 is used to capture curricular off-campus student placements; facilitate risk management processes required for curricular service-learning; and list approved organization site information.

Students must complete a CSU-SJSU Learning Plan & Participation Guide; participate only with an SJSU approved partner organization; and enter all required SL or Internship information in the SJS4 (http://www.sjsu.edu/ccll/sjs4/) database. More details are available from links below.

- Definition of Service Learning: Visit University Policy S02-3 (http://www.sjsu.edu/senate/docs/S02-3.pdf) for definition or more information on service learning.
Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas learning management system at http://sjsu.instructure.com. You are responsible for regularly checking Canvas and your SJSU email for information and messages. Login using your My SJSU username and password. For help with using Canvas see Canvas Student Resources page at http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

Course Goals

SJSU Department of Kinesiology Program Learning Objectives (PLO):

1. Students will be able to effectively explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.
2. Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
3. Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
4. Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
5. Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to demonstrate:

1. The primary course objectives are to facilitate a positive attitude and create a knowledge base in the undergraduate student towards the provision of physical education/activity, recreation, and sport services to individuals with disabilities (PLO#1 &5).
2. an understanding of the historical, legal, and cross-disciplinary foundations of adapted physical education/activity (PLO #1, 2, 4 & 5) (APEAA 2 & 10): Learning materials, class activities, and exams
3. an understanding of the IEP process (learning how to write goals and objectives) as outlined by federal rules and regulations (PLO#1, 2, 3, & 5) (APEAA 4 & 7): Learning materials and exams
4. a conceptual understanding of various disabling conditions and their implications toward adapted physical education, recreation and sport (PLO #1, 2, 3, 4 & 5) (APEAA 3): Learning materials, class activities, and roundtable sessions
5. the utilization of appropriate instructional methods (including behavior management), techniques, and materials in the physical education/activity programming of the individuals with disabilities (PLO #1, 2, 3 & 5) (APEAA 3, 6, 8, 11 & 13): Learning materials, class activities, field experience, and roundtable sessions
Required Texts/Readings

Textbook

Other Readings
Additional readings such as research and practical articles as well as other book chapters will be made available on Canvas.

Library Liaison
Adriana Poo
Email: adriana.poo@sjsu.edu
Phone: (408) 808-2019
Reference Desk: (408) 808-2100
Student Computer Service: (408) 808-2470

Course Requirements and Assignments
The course will consist of a combination of lecture and class discussion. Student participation is both a vital part of the learning process and an important way to enrich the classroom experience. The required textbook will be used as a basis for understanding issues in adapted physical activity. Lectures will present the points that are the most important for students to understand about development. Students are encouraged to raise issues, provide information from their own experiences, and ask questions at any time during the class.

Active participation in all lecture sessions is expected. This requires that EACH class member makes an INDIVIDUAL COMMITMENT to be an active participant in the teaching/learning process. Individual contributions and differing viewpoints will be appreciated and respected.

All assignments will be turned in electronically via the course Canvas site unless otherwise stated. Elaborated assignment descriptions will be posted on Canvas. It is most beneficial to you to follow all directions carefully to maximize your opportunity to receive the highest grade possible. It is each students responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated. You must be present to receive credit for in class presentations and group activities. NO late assignments will be accepted unless prior arrangements have been made with the professor.

Make-ups are permitted only for illness and emergency (truly extraordinary circumstances). The student is responsible for notifying the instructor and making prior arrangements at the earliest possible time. All requests for make-up exams will be evaluated on an individual basis.

1. **Exams:** There will be three exams, including the final exam, to test students’ knowledge of all the course material discussed in class and from assigned readings. The first two exams will cover basic inclusive physical activity and adapted physical education principles, models of disability, special education legal issues, disability categories, behavior management, and other information discussed in class. The final exam will cover materials taught in the entire course including specific disabilities and content covered online. The format of each exam will be given at a later time.
2. **In-class Activities:** Participation in the class activities is an important contributor to your success in the course. Each class session may have a task or two class activities including participation in guest speaker’s sessions, class discussion, a worksheet, and so on. Using electronic devices not for purposes related to this course such as access Canvas and class notes during class activities will not be considered as participation. Participation for the in-class activities means having read the assigned materials before the scheduled class meeting. The expectation is that you will each participate by raising issues that you did not understand during your readings, asking questions of the group during discussions, and provide your opinion and thoughts on various relevant subjects. During the final poster presentation sessions, individual students have a unique opportunity to learn and present factors that enable individuals with disabilities to be successful in learning activities. Students’ active participation in the presentation includes their attendance, attitude and active interactions with presenters will determine your in-class activity score.

3. **Fieldwork Experience:** Students will complete **at least 15 hours** of volunteer work during the semester, assisting physical activity programs for individuals with disabilities or inclusive physical activity programs. Physical Education students must volunteer in adapted physical education classes or inclusive physical education classes working directly with students with disabilities. Teachers/supervisors of these volunteer hours must hold appropriate credentials (e.g., APE classes are taught by instructor with an APEAA). Students are expected to dress and act professionally (e.g., wear athletic attire you are comfortable being active and meets approved dress code for the facility). Students must complete all required paperwork and assignments for the fieldwork experience.

4. **Sammy Fit – On-campus Practicum:** Students will interact with and teach children and youth with disabilities invited to an adapted physical activity program on campus. Students are responsible for getting to know their assigned participants, modifying activities, and creating a motivating and safe learning environment for all learners. Students will be paired with participants and assist in leading them through lesson plans designed by pre-PETE students. Practicum activities will be evaluated by a scoring rubric each session. Failure to complete all scheduled practicum experiences places the student at risk for not meeting course objectives. Students are also responsible for notifying the faculty prior to a scheduled practicum if they will be unable to meet their commitments. An "excused absence" is defined as an absence with valid reasons, such as illness (with a doctor’s note), or participation in officially approved university activities.

5. **Poster Presentation:** The poster presentation is a culminating experience designed to enable students to summarize their practicum experience and report on it to a wide audience in a meaningful way. Students are responsible for designing and printing their own poster. Rubrics and elaborated assignment instructions are provided on Canvas. Detailed discussion of assignment expectations will occur in class.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**Final Examination or Evaluation**
The final exam will cover material presented throughout the semester including specific disabilities and content covered online and will be discussed in greater detail in class. The final exam is due on Thursday May 14th, by 7:30pm.

Grading Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exams (PLO #1, 2, &amp; 5)</td>
<td>30%</td>
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<tr>
<td>In-class Activities (PLO #1, 2, 3, 4 &amp; 5)</td>
<td>15%</td>
</tr>
<tr>
<td>Fieldwork Experience (PLO #1, 2, 3, 4 &amp; 5)</td>
<td>10%</td>
</tr>
<tr>
<td>On-campus Practicum (PLO #1, 2, 3, 4 &amp; 5)</td>
<td>25%</td>
</tr>
<tr>
<td>Poster Presentation (PLO #1, 2, 3, 4 &amp; 5)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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Determination of Grades

- At SJSU all grades are earned as either a base letter grade (i.e. B) or with a plus (i.e. B+) or minus (i.e. B-). To earn a plus on a letter grade the students will need to earn above the 7th percent in that grade category (i.e. 67%, 77%, etc.). To earn a minus on the letter grade the students will need to earn at or below the 2nd percent in that grade category (i.e. below 62%, 72%, etc.).
- Final total grades will be rounded based on the tens place, .49 rounds down to next whole number and .5 rounds up. So if your grade was 92.62%, this would be rounded to 93% and receive a letter grade of A, not A-.
- Extra credit options, if available will be announced to the whole class and not on an individual basis.
- Grade disputes must be raised with the professor within one week of the assignment being graded. Last minute end of semester requests to review assignments for additional points will not be considered. Any grade disputes should be raised privately via email between the student and the professor and not in class.
- It is each students responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated.
- NO late assignments will be accepted and will receive a grade of 0, unless PRIOR arrangements have been made with the professor. It is your responsibility to make sure assignments submitted to Canvas have posted correctly.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>97 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>93 to 96%</td>
</tr>
<tr>
<td>A minus</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B plus</td>
<td>87 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 to 86%</td>
</tr>
<tr>
<td>B minus</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C plus</td>
<td>77 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76%</td>
</tr>
<tr>
<td>C minus</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D plus</td>
<td>67 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>63 to 66%</td>
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</tbody>
</table>
Classroom Protocol

1. Check Canvas and your SJSU.edu email regularly!
2. Come to class prepared by completing required readings and assignments.
3. Respect your teacher, classmates, and guests by not talking while they are and be an active participant in class activities.
4. Dress and act professionally! Students are expected to act and dress accordingly in the classroom setting and especially when we are working with community organizations. When we are on campus you should wear clothing you can move in, we will be physically active during class. If you are unable to physically perform what is asked of you please let me know!
5. Cell phones and other distractions (i.e. tablets, newspapers, and other recreational materials) should not be present during class unless otherwise stated.
6. Laptops are permitted for the purposes of note taking and class participation. If you are doing other non-class related activities you will be asked to close your laptop and take notes by hand.
7. If you have any questions or concerns email me, I will respond to your email within 2 business days (e.g., if you email me Friday after 4pm I may not respond until the following Tuesday. In your email put KIN 156 at the beginning of the subject line and any relevant information.

Practicum and Fieldwork Professional Behavior Expectations:
Students will compete some fieldwork hours working with individuals with disabilities to complete various assignments. In this case, proper attire is required such as tennis shoes, athletic wear (e.g., jogging pant, collar shirt and/or SJSU T-shirt). No gum, no headphones, and no cell phones, please. Failure to meet the professional behavior expectations will result in 20% deduction of your total points for each occasion.

Group Work Policy

- Group work is meant to be worked on as a group. Do not divide the assignment into sections and just combine them at the last minute. All members are responsible for knowing all of the content presented.
- All group members will receive the same points for the assignment: clearly indicate on the title page ALL group members who have contributed to writing the paper.
- If you choose to continuously miss group meetings or fail to maintain contact with your group, do NOT expect your group to include your name on the group work.
- The instructor will NOT accept complaints about group members any later than one week before the assignment due date. You should have a well-developed draft by then and should be aware of any difficulties you have had working with someone. The instructor will NOT accept complaints about group members until you have discussed your complaint with that group member and discussed possible solutions. That is, you must first address your concerns with that group member and bring it to his/her attention that you feel he/she is not contributing equally to the project before you come to me. If you still think you need to come to me, you must be able to tell me the response you received from the group member, so that the instructor knows a legitimate attempt was made to resolve the issue on your own.

University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.
Forms of Address

Emails:
All emails need to have the course number in the subject line followed by any other relevant information (e.g., KIN 156 – quiz question). They should begin and end with a salutation (e.g., Hi Dr. Siebert or Hello Professor Siebert and Best or Regards). Emails should be clearly written and follow general grammar rules.

Names and Pronouns:
Many people might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. he, she, they, ze or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity. My pronouns are she/her/hers.

Ability:
This class supports and respects all levels of ability. We will engage a variety of sports and activities. Each student is encouraged to participate to the fullest extent possible. If you need an accommodation or modification for any reason please let me know I will be happy to assist you.

Self-Identifications:
San Jose State University recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. How you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g. should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed.

I will do my best to address and refer to all students accordingly and will support you in doing so as well.
**KIN 156, Spring 2020, Course Schedule**

This is a tentative schedule and may be change with fair notice. Students will be notified of any changes in-class and on Canvas. The most up to date schedule can be found on the Canvas course site. **Bold** text indicates the date assignment is due.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1/23</td>
<td>Welcome – Syllabus – Intro: What do you know about APA?</td>
</tr>
<tr>
<td>1</td>
<td>1/30</td>
<td>Models of Disability, Legal Mandates and Inclusion&lt;br&gt;Read: Ch 1 – Winnick &amp; articles on Canvas&lt;br&gt;*Bring your laptop</td>
</tr>
<tr>
<td>2</td>
<td>2/6</td>
<td>Adapted Physical Education&lt;br&gt;Tentative Guest Speaker: Robb Stiff – SJUSD&lt;br&gt;Read: Ch 2 – Winnick</td>
</tr>
<tr>
<td>3</td>
<td>2/13</td>
<td>Behavior Management&lt;br&gt;Read: Ch 6 – Winnick</td>
</tr>
<tr>
<td>4</td>
<td>2/20</td>
<td><strong>CAHPERD</strong> – No class due to conference&lt;br&gt;Autism Spectrum Disorder&lt;br&gt;Read: Articles on Canvas&lt;br&gt;Exam 1 available on Canvas</td>
</tr>
<tr>
<td>5</td>
<td>2/27</td>
<td>Instructional Strategies&lt;br&gt;Read: Ch 7 – Winnick&lt;br&gt;<strong>Exam 1</strong>&lt;br&gt;<strong>Sammy Fit Program Walk Through</strong></td>
</tr>
<tr>
<td>6</td>
<td>3/5</td>
<td>Visual Impairments&lt;br&gt;Read: Ch 12 – Winnick&lt;br&gt;<strong>Sammy Fit</strong></td>
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<tr>
<td>7</td>
<td>3/12</td>
<td>Measurement, Assessment, and Program Evaluation&lt;br&gt;Read: Ch 4 – Winnick&lt;br&gt;<strong>Sammy Fit</strong></td>
</tr>
<tr>
<td>8</td>
<td>3/19</td>
<td>Individualized Education Programs (IEP)&lt;br&gt;Read: Ch 5 – Winnick&lt;br&gt;<strong>Sammy Fit</strong></td>
</tr>
<tr>
<td>9</td>
<td>3/26</td>
<td>Intellectual Disabilities&lt;br&gt;Read: Ch 8 – Winnick&lt;br&gt;<strong>Sammy Fit</strong>&lt;br&gt;<strong>Exam 2</strong></td>
</tr>
<tr>
<td>10</td>
<td>4/9</td>
<td>Deaf or Hard of Hearing&lt;br&gt;Read: Ch 13 – Winnick&lt;br&gt;<strong>Sammy Fit</strong></td>
</tr>
<tr>
<td>11</td>
<td>4/16</td>
<td>Cerebral Palsy &amp; TBI&lt;br&gt;Read: Ch 14 – Winnick&lt;br&gt;<strong>Sammy Fit</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<td>------------------------------------------------------------------------</td>
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</tbody>
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| 12    | 4/23 | Spinal Cord Injury
     |      | Read: Ch 16 – Winnick
     |      | **Sammy Fit**                                                          |
| 13    | 4/30 | Review
     |      | **Sammy Fit**                                                          |
| 14    | 5/7  | **Poster Presentations**                                               |
| Final Exam | 5/14 | Available on Canvas, **Due by 7:30pm**                                  |