San José State University

Kinesiology 156—Introduction to Adapted Physical Activity (3 units)

Colleague of Health and Human Sciences
Department of Kinesiology

Course and Contact Information
Instructor: Dr. Jihyun Lee
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Office Hours: T 2:00–4:00pm & by appointment
Class Days/Time: W 4:00–6:45pm
Classroom: SPX151

Course Description
This course focuses on attitude change as well as knowledge, comprehension, and application of human movement principles related to individuals with disabilities Prerequisite: KIN 070 for majors/minors only or instructor consent.

MYSJSU Messaging and Canvas
In order to ensure that you receive all pertinent email communication, you must have a current and accurate email address in the MySJSU system. Please check to make sure your email is updated in MySJSU at http://my.sjsu.edu. You are responsible for regularly checking your emails and announcements posted on Canvas to learn of any updates. Copies of course materials such as the syllabus (greensheet), PowerPoint slides, and major assignment instructions and guidelines can be found on Canvas at http://sjsu.instructure.com. For more information on setting up your account go to Canvas Student Resources at http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources/index.html.

Kinesiology Undergraduate Degree Program Learning Outcomes
At the completion of a Bachelor of Science degree program in the Department of Kinesiology students should be able to:
1. Obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the subdisciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. Effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. Apply scholarship and practice of different movement forms to enhance movement competence in kinesiology.
4. Recognize and apply sustainable approaches as they relate to kinesiology.
5. Identify social justice and equity issues related to kinesiology for various populations.
Course Learning Outcomes
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). At the conclusion of this course, the undergraduate student will demonstrate:

1. an understanding of the historical, legal, and cross-disciplinary foundations of adapted physical education/activity (PLO1,2,4 & 5) (APE AA 2 & 10): Learning materials, class activities, and exams
2. an understanding of the IEP process (learning how to write goals and objectives) as outlined by federal rules and regulations (PLO1,2,3, &5) (APE AA 4 & 7): Learning materials and exams
3. a conceptual understanding of various disabling conditions and their implications toward adapted physical education, recreation and sport (PLO 1,2,3,4 & 5) (APE AA 3): Learning materials, class activities, and roundtable sessions
4. 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) (APE AA 3, 6, 8, 11 & 13) learning materials, class activities, field experience, roundtable session

Course Requirements/Assignments & Evaluation Criteria:
1. Two Exams (PLO1,2 & 5) 30 %
2. Class Activities (PLO1,2,3,4 & 5) 15 %
3. Roundtable or Activity Presentation (PLO1,3,4 & 5) 25 %
4. Roundtable or Activity Presentation Participation (PLO1,3,4 & 5) 10%
5. Field Experience & Mini Poster (PLO1,2,3,4 & 5) 20 %

1. Two Exams: There will be two exams held in class to test students’ knowledge of all the course material discussed in class and from assigned readings. The midterm exam 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 disabilities covered during roundtable and activity presentations. The format of each exam will be given at a later time.

2. 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 your participation. Participation 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.
3. Roundtable or Activity Presentation: Students have a unique opportunity to work in a small group that will help classmates understand how to enable individuals with disabilities to successfully be engaged in learning activities during recess and physical education and become more active. **Roundtable sessions** will cover basic information on physical activity of individuals with a disabling condition, principles of physical activity modifications, research evidence, what to consider when programming physical activity and so on. **Activity presentations** will be held in the gymnasium to give students hands-on experiences in various activity modifications. There are separate instructions to complete a roundtable presentation and activity presentation. Students will select only one option.

4. Roundtable or Activity Presentation Participation: These activities include your active participation in roundtable and activity presentations. This includes attendance, appropriate attire, attitudes, active participation in discussion, suggesting more activity ideas, and so on.

5. Field Experience & Mini Poster: students will complete 12 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 for adapted physical education classes or inclusive physical education classes to assist students with disabilities. Students must email the on-site supervisor copying the instructor on that email to confirm their initial visit. At the end of the volunteer work, students must email an image of their hour log sheet signed by the supervisor and copy the instructor on that email as a verification. There will be a separate file for how to create a mini-poster and what information should be included.

**Required Textbook**
- Other readings as assigned.

**When are finals?**
University policy S17-1 states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” More details can be found in this University policy S17 document: [http://www.sjsu.edu senate/docs/S17-1.pdf](http://www.sjsu.edu senator/docs/S17-1.pdf)

**Grading Information**
Final course grade will be assigned according to the following scale based on the total accumulated percentage of available points during the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>100-97%</td>
</tr>
<tr>
<td>A</td>
<td>96-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>B</td>
<td>86-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
</tr>
<tr>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>C</td>
<td>76-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72-70%</td>
</tr>
<tr>
<td>D+</td>
<td>69-67%</td>
</tr>
<tr>
<td>D</td>
<td>66-63%</td>
</tr>
<tr>
<td>D-</td>
<td>62-60%</td>
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<tr>
<td>F</td>
<td>59-0% Unsatisfactory</td>
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</tbody>
</table>
Course Policies

- **Learning Environment:**
The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which share of themselves without losing their identities, and to develop and understanding of the community in which they live. The instructor reserves the right to lower the grade if students do not meet class behavior expectations. All students are expected to actively participate. That means that students should:
  - actively prepare by reading assigned materials
  - bring class notes and reading materials to class
  - refrain from anything not class related during class
  - turn off cell phones
  - close laptops during class sessions, presentations, and meetings
  - respect each other’s opinion

- **Make-up Work & Tests**
A missed exam or presentation will result in a zero point and no make-up test/presentation will be allowed under normal circumstances. If you need a special arrangement, you MUST discuss options with the instructor at least 48 hours BEFORE the test/presentation day. All tests will cover the information from the lectures and reading assignments (could be cumulative)
  - All hardcopies of your assignments need to be turned in at the beginning of the class on the due date. All electronic copies of your assignments need to be turned in via Canvas by 11:59 p.m. on the due date
  - If you fail to turn in an assignment on time (either an electronic copy or hardcopy), you will receive 50% of the points for the assignment (your points, not total points for the assignment) within a 3-day window including weekend, 25% of the point within 7-day window, and 0% after the 7-day window

- **Field Work Professional Behavior Expectations**
Students will compete some fieldwork hours working with individuals with disabilities to complete fieldwork assignments. In this case, proper attire is required such as tennis shoes, sweat pants, collar shirt and/or SJSU T-shirt. No gum, no headphone, and no cell phone, please. Failure to meet the professional behavior expectations will result in 20% deduction of your total points for each occasion
Group Work Policy

- A “group work” is meant to be worked on as a group. Therefore, do not divide the assignment into sections as people start arguing which section is more challenging to do than other parts of the assignment.
- Because some individuals have difficulty working with others, they have an option to work individually and submit an individual work.
- 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, and thus will be handing in identical versions.
- 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. In such a case, you will need to complete this assignment on your own.
- 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

Please note that detailed information on the following university policies can be found on the Office of Graduate and Undergraduate Program’s website at http://www.sjsu.edu/gup/syllabusinfo. Please familiarize yourself with this information.

- General Expectations, Rights and Responsibilities of the SJSU Student
- Dropping and Adding
- Consent for Recording of Class and Public Sharing of Instructor Material
- Academic integrity
- Campus Policy in Compliance with the American Disabilities Act
- Student Technology Resources
- SJSU Peer Connections
- SJSU Writing Center
- SJSU Counseling and Psychological Services
- Students with Disabilities: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.” Academic Senate Policy F06-2 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.” Academic Senate Policy F06-2
## Course Schedule

* Schedule is subject to change. Changes will be announced in class and/or posted on Canvas.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/24</td>
<td>Orientation. What Do You Know about APA?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/31</td>
<td>Intro to APA; Models of Disabilities. Community Resources. Guest Speaker (Ms. Jennifer Schachner)</td>
<td>Readings on Canvas Class Activity</td>
</tr>
<tr>
<td>3</td>
<td>2/7</td>
<td>Legal Mandates &amp; Inclusion</td>
<td>Ch1 *Bring your laptop Class Activity</td>
</tr>
<tr>
<td>4</td>
<td>2/14</td>
<td>Instructional Strategies</td>
<td>Ch7. Class Activity</td>
</tr>
<tr>
<td>5</td>
<td>2/21</td>
<td>Physical Activity Barriers (Mr. Derrick Williamson)</td>
<td>Reading on Canvas Class Activity</td>
</tr>
<tr>
<td>6</td>
<td>2/28</td>
<td>Adapted Physical Education; Guest Speaker (Mr. Robb Stiff)</td>
<td>Ch2. Class Activity</td>
</tr>
<tr>
<td>7</td>
<td>3/7</td>
<td>Behavior Management</td>
<td>Ch 6 Class Activity</td>
</tr>
<tr>
<td>8</td>
<td>3/14</td>
<td>Autism Spectrum Disorders (Lecture)</td>
<td>Reading on Canvas Class Activity</td>
</tr>
<tr>
<td>9</td>
<td>3/21</td>
<td>Activity for Individuals with Autism Spectrum Disorders (Activity Group 1)</td>
<td></td>
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<tr>
<td>10</td>
<td>3/28</td>
<td>Visual Impairments (Lecture)</td>
<td>Read Ch14 Class Activity</td>
</tr>
<tr>
<td>11</td>
<td>4/4</td>
<td>Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>12</td>
<td>4/11</td>
<td>(Instructor’s Conference) IEP &amp; Assessment</td>
<td>Ch 4; Ch 5 (Canvas)</td>
</tr>
<tr>
<td>13</td>
<td>4/18</td>
<td>Visual Impairments-Activity (Activity Group 2) Cerebral Palsy or TBI (Roundtable Group 1)</td>
<td>Materials on Canvas Class Activity</td>
</tr>
<tr>
<td>14</td>
<td>4/25</td>
<td>Activity for Individuals with Orthopedic Impairments (Activity Group 3) Activity for Intellectual Disabilities (Activity Group 4)</td>
<td>File submission</td>
</tr>
<tr>
<td>15</td>
<td>5/2</td>
<td>Deafness or deaf-blindness (Roundtable Group 2) Activity for Individuals with Deafness or Deaf-blindness (Activity Group 5)</td>
<td>File submission</td>
</tr>
<tr>
<td>16</td>
<td>5/9</td>
<td>Mini-Poster Session</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>5/16</td>
<td>Exam 2</td>
<td></td>
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</tbody>
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