

San José State University
College of Health and Human Sciences
Department of Kinesiology
KIN 170CS, Seminar in Adapted Physical Activity, 01, Spring, 2021

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| Instructor: | Dr. Erin Ashleigh Siebert |
| Office Location: | SPX 173D (SPX courtyard) |
| Telephone: | (408) 924-3207 |
| Email: | Erin.Siebert@sjsu.edu |
| Office Hours: | Thursday 11am-1pm (PST) via Zoom or by appointment |
| Class Days/Time: | Wednesday 8-9am (PST) via Zoom Asynchronous, Check-ins and observations TBD |
| Classroom: | Online, Zoom link on Canvas course site. |
| Prerequisites: | KIN 070 for majors/minors only or instructor consent; KIN 156. Concurrent enrollment in KIN 172 or KIN 178 or KIN 179. |

Course Description

Seminar in adapted physical activity at selected public and private agencies.

Course Format

Technology Intensive, Hybrid, and Online Courses

This course requires regular access to the internet and online participation (on Canvas). You need to engage with all course material to fully participate (complete assigned readings, watch posted videos, etc.). In addition to participation, students will submit assignments electronically via Canvas, YouTube and through the course site unless otherwise stated. Internet connectivity and a computer are needed to complete assignments. Additional course information will be provided via the Canvas course site and through the Canvas email message system.

California Commission on Teacher Credentialing (CTC) Adapted Physical Education Added Authorization (APEAA) Standards:

- 2-Professional, Legal and Ethical Practices
- 3-Educating Diverse Learners
- 4-Effective Communication and Collaborative Partnerships
- 5-Assessment of Students
- 6-Using Educational and Assistive Technology
- 7-Transition and Transition Planning
- 8-Field Experience in a Broad Range of Service Delivery Options
- 9-Assessment of Candidate Performance
- 10-Characteristics of Students in Adapted Physical Education APEAA Standard
- 11-Motor Behavior as Applied to Adapted Physical Education
- 12-Scientific Principles of Human Behavior APEAA Standard
- 13-Instructional Strategies and Adaptation

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. may be found on the e-campus [Canvas learning management system](http://www.sjsu.edu/at/ec/canvas/) at <http://www.sjsu.edu/at/ec/canvas/>. 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](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Kinesiology Undergraduate Degree Program Learning Outcomes (PLO)

Upon successful completion of a Bachelor of Science degree program in the Department of Kinesiology, students will be able to:

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) 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)

It is the intention of this course to provide the candidate with a seminar in conjunction with or after the completion of their practical adapted physical activity/education experience under the direct supervision of qualified professional in public and private agencies and a SJSU faculty advisor. If the candidate is intending to pursue a California teaching credential or currently holds a based credential and is working to complete an adapted physical education added authorization (APEAA), they must demonstrate competency across the 13 APEAA standards.

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

1. knowledge to identify disability categories as identified in IDEA; or under a Section 504 plan, and apply these to the characteristics presented by the student for effective instruction (**APE AA 2, 10**): Work Sample
2. knowledge and application of assessment techniques in meeting the individual physical activity needs of persons with disabilities (**APEAA 5, 10; APEAA 5, 10**): Work Sample
3. an understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served within the physical education setting. (**APEAA 3**): Work Sample
4. a positive attitude and conceptual understanding of various disabling conditions and their implications toward adapted physical activity, recreation, and sport. (**APEAA 10**) Work sample
5. knowledge of assistive technology to facilitate communication and students' learning (**APE AA 6**): Work sample
6. knowledge in collaboration with personnel from other educational and community agencies to plan for successful physical activity transitions (**APEAA 7; APEAA 7**): Work sample
7. effective communication with individuals with disabilities and their parents, and primary caregivers, all teachers, related service personnel, and administrators for partnerships to design, implement, and

evaluate appropriate, integrated physical education services based on individual student motor needs (APEAA 4; APEAA 4): Work Sample

8. knowledge in scientific principles of exercise and movement principles of neurological development, motor learning, motor control, and perceptual motor development (APEAA 11, 12): Work Sample
9. knowledge and skills in using instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings (APEAA 8, 13; APEAA 8, 13): Work sample

Required Texts/Readings

Textbook

California Adapted Physical Education Guidelines (2012 revision)-PDF available online at <https://www.califstatecouncilape.org/california-apeguidelines.html>

Other Readings

Other readings will be posted to Canvas course.

Other technology requirements / equipment / material

Need use of phone/tablet/computer with camera or other video recording technology that can connect to a computer or the Internet.

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

This is a 1 unit, Credit/No Credit course. Students must earn an 85% or higher on their final work sample to receive a "Credit" grade.

Candidates must submit the portfolio (Work Sample) addressing **the California APEAA Standards** adopted January 2014, to demonstrate their competencies in the **APEAA standards**:

Standard 2-Professional, Legal and Ethical Practices

Standard 3-Educating Diverse Learners

Standard 4-Effective Communication and Collaborative Partnerships

Standard 5-Assessment of Students

Standard 6-Using Educational and Assistive Technology

Standard 7-Transition and Transition Planning

Standard 8-Field Experience in a Broad Range of Service Delivery Options

Standard 9-Assessment of Candidate Performance

Standard 10-Characteristics of Students in Adapted Physical Education

Standard 11-Motor Behavior as Applied to Adapted Physical Education

Standard 12-Scientific Principles of Human Behavior

Standard 13-Instructional Strategies and Adaptation

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

Final Work Sample – detailed instructions provided in the APEAA Portfolio Guidelines 2021 document available on the Canvas course.

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.

Grading Information

Candidates will be graded on a credit/no credit basis (1 unit) and must score 85% or better, at least 64 out of 75 points, on the final portfolio (work sample) to receive credit for this course. Summary of scores is as follows:

Above 70 points: Candidate demonstrates excellent performance expectations

64-69 points: Candidate successfully demonstrates performance expectations

53-63 points: Candidate meets some but not all performance expectations

Below 52 points: Candidate fails to meet performance expectations

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.

Classroom Protocol

1. Check Canvas regularly!
2. 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 at 4:00pm I may not respond until the following Monday or Tuesday). In your email put KIN 170cf at the beginning of the subject line and any relevant information.
3. Given the nature of this class, you will need to budget time for assignment completion independently.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<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](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). 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 179 – 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" or "she" or "they" or "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 170cs / Seminar in Adapted Physical Activity, Spring '21, Course Schedule

Course Schedule

| Week | Topics and Readings | Assignments and Deadlines |
|------------|--|--|
| 1 | Course Orientation | Review APEAA Portfolio Guidelines '21 |
| 2 | Work Sample (WS) Section 1: Planning | Work on Section 1 |
| 3 | WS Section 1: Planning | Submission for Peer Review – 2/10 |
| 4 | WS Section 1: Planning | Peer Review by – 2/17 |
| 5 | WS Section 2: Assessment | Work on Section 2 Section 1 Final Version – 2/24 |
| 6 | WS Section 2: Assessment | Submission for Peer Review – 3/3 |
| 7 | WS Section 2: Assessment | Peer Review by – 3/10 |
| 8 | WS Section 3: Teaching | Work on Section 3 Section 2 Final Version – 3/17 |
| 9 | WS Section 3: Teaching | Submission for Peer Review – 3/24 |
| 10 | WS Section 3: Teaching | Peer Review by – 4/7 |
| 11 | WS Section 4: Collaboration/IEP/Transition | Work on Section 4 Section 3 Final Version – 4/14 |
| 12 | WS Section 4: Collaboration/IEP/Transition | Submission for Peer Review – 4/21 |
| 13 | WS Section 4: Collaboration/IEP/Transition | Peer Review by – 4/28 |
| 14 | WS Section 5: Scientific Principle | Work on Section 5 Section 4 Final Version – 5/5 |
| 15 | WS Section 5: Scientific Principle | Submission for Peer Review – 5/12 Peer Review by – 5/17 |
| Final Exam | Final Portfolio (complete work sample) | Section 5 Final Version – 5/24 Due on Canvas by Monday, May 24 th , by 12:30pm (PST) |