

California State University, Chico  
Department of Kinesiology

**Introduction to Adapted Physical Activity**  
KINE 315 Fall 2015  
3 units

Instructor	Marci Pope
Office Hours	Yolo 265 Monday 1-2, Tuesday 10-11; Wednesday 7-8pm; Thursday 1-2:30 or by appointment
Phone	office 530-898-6069 cell 530-514-3205
E-mail	Most communication and assignments will be done through Blackboard LEARN; Other contact through mjpope@csuchico.edu

DEADLINE TO ADD/DROP IS Friday, September 4<sup>th</sup>, 2015.

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**Course Purpose and Description**

This course is designed for future teachers of individuals with disabilities. It deals with the role of the adapted physical educator; laws and regulations governing school programs; the historical and philosophical basis for adapted physical education; and common disabilities found in the schools.

Prerequisites: none

<u>STUDENT LEARNING OUTCOME</u>	<u>PERTINENT KINE 315 COURSE OBJECTIVES</u>	<u>METHOD OF ASSESSMENT</u>
<b>Content Knowledge:</b> Demonstrate knowledge and disciplinary concepts related to the field of Kinesiology.	Know state and federal mandates and ethical practices for instruction of students with disabilities in physical education. (APEAA 2.1)  Demonstrate understanding and knowledge of IFSP, IEP, ITP development and monitoring of physical education instruction. (APEAA 2.3)  Identify the disability categories as identified in IDEA: or under a Section 504 plan as they relate to eligibility for adapted physical education service provision (APEAA 10.1)	Disability Presentations  Quiz  Debate
<b>Communication:</b> Apply knowledge of effective verbal, nonverbal, and media communication	Students will demonstrate the ability to effectively collaborate and consult on physical activity programming for individuals with disabilities. (APEAA 13.5)	Quick Write – Collaborative IEP

techniques to enhance learning and engagement in physical activity.	Students will collaboratively develop and implement an intervention strategy/lesson. (APEAA 4.3)	Lesson Plan and presentation Games presentation
<b>Reflection and critical thinking:</b> Demonstrate reflection and critical thinking in order to refine professional practice.	Students will adapt and reflect on situations that arise in the service learning placement.	Service Learning reflections
<b>Programming and assessment:</b> Demonstrate evidence-based knowledge and skills (and best practices) for assessing client/student needs and for designing, implementing and evaluating programs.	Demonstrate ability to use low and high tech equipment for fitness and motor skill development of students with disabilities. (APEAA 6.3)  Student will select appropriate safe, and effective teaching strategies and activities for individuals with a variety of disabilities. (APEAA 11.2)  Students will be able to make modifications based on physiological conditions of specific disabilities. (APEAA 12.1)  Students will identify variations of movement performance/patterns necessary for activity participation. (APEAA 12.3)	Games Design Sports Day Plan Lesson Plan
<b>Professionalism and ethics:</b> Demonstrate professional behaviors, including commitment to excellence, valuing diversity and collaboration, service to others, and techniques for lifelong learning.	Student will select appropriate safe, and effective teaching strategies and activities for individuals with a variety of disabilities. (APEAA 11.2)	Lesson plan
<b>Value physical activity and fitness:</b> Articulate a philosophy that physical activity programs are important to health and well-being of individuals, and that physical activity can foster self-expression, development, and learning.	Students will understand the importance of disability sport and fitness for individuals with disabilities.	Disability Sport

### Instructional Activities

This class is designed to take a collaborative approach to learning and you will be expected to contribute your thoughts to the class as a whole as well as in small groups. In addition, periodic class reflection/quick writes, in class projects and case study questions will be utilized for you to share additional thoughts and ideas. Lecture, discussion, readings, small group activities, stations, participation in activity sessions, peer presentations, and guest speakers. Assigned readings should be completed prior to class. Class comments, discussion and listening are highly encouraged.

Blackboard LEARN is used for submission of assignments and assessments. You need to have access to Blackboard LEARN to complete assignments in a timely manner. Paperless assignments expected. They are due before class on the due date of the assignment. If you need computer support contact student user services at 898-6000 or [helpuserserv@csuchico.edu](mailto:helpuserserv@csuchico.edu).

## Text Book

Required:

Kasser, S. & Lytle, R. (2013). Inclusive Physical Activity: Promoting Health for a Lifetime, second edition. Champaign, IL: Human Kinetics. ISBN# 1-4504-0186-4

## Grading

Your final grade will be calculated based on a percentage of your total points.

93-100 = A	77-79 = C+	
90-92 = A-	73-76 = C	59 or below = F
87-89 = B+	70-72 = C-	
83-86 = B	67-69 = D+	
80-82 + B-	60-66 = D	

There will be absolutely no make-up exams or quizzes. Please plan ahead to take the quiz early if you cannot be there on the scheduled time.

Athletes. It is your responsibility to get your competition schedule to the instructor. You must make up all missed work. If you do not request this work in advance of your competition, the instructor has the right not to allow it as make up work. Plan ahead. Quizzes can only be done ahead of time; there will not be make-up quizzes.

## Cell Phone, Tablet and Laptop Policy

Common courtesy shall prevail with use of technology during class time. Cell phones, tablets, and laptops should only be in use when class projects require. Calls, texting, social networking, and email is not directly relate to curriculum content. Disruptive use of technology during class will affect participation grade.

## University Policies and Campus Resources

### Attendance in Class

You are expected to attend classes regularly. You should discuss absences with your instructors, but you may report an absence of more than a week's duration to Academic Advising Programs when it results from circumstances beyond your control, such as illness or accident. The office will then send notification of your absence and the reason for it to your instructors. Instructors can, if they choose, drop you from a course for non-attendance.

### Academic integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/sja.shtml>

**Plagiarism is unacceptable.** Please give credit where credit is due.

*The examples below do not include all possible violations of the university's expectations, but they do give a good idea of behavior which will result in grade reduction, disciplinary probation, suspension, or expulsion from the university.*

*Plagiarism: Copying homework answers from your text to hand in for a grade; failing to give credit for ideas, statement of facts, or conclusions derived from another source; submitting a paper downloaded from the Internet or submitting a friend's paper as your own; claiming credit for artistic work (such as a music composition, photo, painting, drawing, sculpture, or design) done by someone else.*

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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. Students with disabilities requesting accommodations must register with the Accessibility Resource Center to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

### Student Computing

Computer labs for student use are available [www.csuchico.edu/stcp](http://www.csuchico.edu/stcp) located on the 1<sup>st</sup> floor of the Merriam Library Room 116 and 450, Tehama Hall Rm.131 and the BMU Room 301. Additional labs that may be available to students in your department/college.

### Student Services

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: [www.csuchico.edu/5.-studentservices.html](http://www.csuchico.edu/5.-studentservices.html).

### Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please also contact the Accessibility Resource Center (ARC) to coordinate reasonable accommodations for students with documented disabilities. Accessibility Resource Center online: [www.csuchico.edu/arc/](http://www.csuchico.edu/arc/).

### Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at [www.csuchico.edu/slc/](http://www.csuchico.edu/slc/). The University Writing Center has been combined with the Student Learning Center

## Assignments

Assignment and description	Points *
<p><u>Service Learning</u>. 20 hours minimum of service learning and reflection project. Your volunteer hours must be working with individuals with disabilities. A culminating project is to be turned in upon completion of the hours.</p> <p>a. 15+ hours. Following are some choices for ongoing service learning.  <u>KIDSPLAY</u>-Saturdays 2:30-4, Chico Sports Club, Kids activity program.  <u>BE:WEL</u> Program - MW 12-2 in Yolo 150 or T/Th 10-11.</p> <p>b. 4 hours. Chico Walks for Autism. Saturday, April 4<sup>th</sup> 8:30-11:30. Each of you will be responsible for planning, setting up, and running an activity station (with a partner) for children with disabilities.5 hours.</p> <p>c. APE Sports Day. Friday, October 23<sup>rd</sup> 8:00-1:00. Each of you will be responsible for planning, setting up, and running an activity station (with a partner) for children with disabilities.</p>	100
<p><u>Service learning reflection project</u>. A reflection regarding your experiences throughout your service learning placement. This culminating reflection may be presented in a variety of formats including, written, visual media, musical, graphically, through performance or any other means approved with the instructor.</p>	15
<p><u>Disability Awareness assignment</u>. You will participate in 12 hours of disability awareness activities.</p>	35
<p><u>Quick writes</u> on various topics</p>	40
<p><u>Service Learning Journals</u>. Reflections on service learning and class experiences.</p>	40
<p><u>Debate</u>. Teams will debate the LRE vs. Inclusion arguments.</p>	20
<p><u>Games Design</u>. You will be placed in a group to design, develop and present a game.</p>	35
<p><u>Lesson plan</u>. This will be completed with a group and will be 30 minutes in length. You will present an adapted physical activity for the age group of your choice. Details will be discussed in class and your group will be assigned a specific disability as part of your lesson.</p>	50
<p><u>Disability Presentation</u>. You and a partner will present information regarding a specific disability as well as provide information regarding opportunities, organizations and suggestions for participating in physical activity with the specified disability.</p>	35
<p><u>Participation</u>. Includes attending class regularly and taking risks to share information and opinions in class during discussion. Non-academic use of cell phones or computers will affect participation grade.</p>	90
<p><u>Quizzes and final exam</u>. Quizzes may be given in a variety of formats to include, individual written quiz or collaborative quizzes in small groups.</p>	70-90
<p><u>Various class assignments</u>: Peer Review rubric on lifts and transfers, Guidelines for a Safe and Successful physical activity environment, Disability Sport, Learning Disability, and Activity Day Plan</p>	60

\*Point totals subject to change