



California State University, Long Beach
College of Health and Human Services
Department of Kinesiology



KIN 320
Introduction to Adapted Physical Education

- A. **Melissa Bittner, Ph.D.**
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Office Email: Melissa.Bittner@csulb.edu
- Student Assistant:**
Michaela Helinski Michaela.Helinski@student.csulb.edu
- D. **Office Hours: Tuesdays 1-2pm; by appointment and email**
- E. **Spring 2021**
- F. **Monday 1-2:50pm; Wednesday 1-2:50pm LAB (3 Units)**
- G. **Class Location: Online** (synchronous & asynchronous)

H. Expected Outcomes:

KIN 320 (Prerequisite: A/P 208): This course is designed to prepare Kinesiology majors (primarily pedagogy majors) to effectively implement a variety of physical activity programs based on the unique needs of individuals with disabilities (lecture/laboratory format). Collaboration with related service personnel (e.g., physical therapy, occupational therapy) will also be discussed. This course covers physical activity programming considerations and discusses characteristics of individuals with developmental, physical, emotional, sensory, health, learning and/or multiple disabilities. This service-learning opportunity provides benefits to the Long Beach community by successfully including individuals with disabilities into a physical education program. This service-learning opportunity benefits to CSULB students by providing opportunities to teach individuals with disabilities using evidence-based practices.

Course Objectives:

At the conclusion of the course, the student will be able to:

1. Describe the importance and benefits of physical education and activity for individuals with disabilities.
2. Design an individualized educational program (IEP) in physical education for an individual with a disability that complies with federal mandates including



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- appropriately written; present level of performance statement, instructional annual goals with benchmarks, and method/materials.
3. Analyze the definitions, etiology, characteristics, physical activity instructional programming considerations, and contraindicated activities as recognized by the Individuals with Disabilities Education Act (IDEA) for the 13 disabilities including: (a) developmental disabilities (i.e., mild to severe), (b) orthopedic disabilities (e.g., spinal cord injuries), (c) neurological disabilities (e.g., autism spectrum disorder, learning disability), as well as (d) other health impaired who may need a section 504 plan (e.g., diabetes, asthma, seizures).
 4. Students will teach in the Transition Practicum using successful instructional methods and activities of inclusion in order that individuals with diverse backgrounds and various disabilities can safely and successfully participate in lifespan physical activity. Students will then reflect on the lesson discussing how to take the theory discussed in class and apply to our Transition Practicum.
 5. Students will develop a heightened sense of community, civic engagement, and personal responsibility, and/or a deeper understanding of issues of social justice, equity, and/or ethics relating to people with disabilities.

I. Required Readings and Materials:

Required

Winnick, J. P, & Porretta, D. L. (2017). *Adapted physical education and sport* (6th ed.). Champaign, IL: Human Kinetics.

Internet access for BeachBoard and CSULB email address

Netiquette: (Lecture)

- A. Preferred, always have your camera on during Zoom meetings.
- B. Students are human, be respectful to classmates by being good team members and speaking to each other with respect both during class meeting and in the process of completing assignments. Foul language will not be tolerated. Disrespect for classmates will warrant a student being asked to leave class for that day.
- C. Unrelated talking and other disruptive behavior are not permitted while classes are in session.

Netiquette: (Lab = Wednesdays)

- A. Please have your camera on and participate in activities during lab practicum.
- B. Athletic attire is required for every (virtual) lab in KIN 320.
 - Wear athletic shoes and shorts/pants as we will be exercising.
 - Wear appropriate shirts (on lab days, do not wear sports bras by themselves or t-shirts that contain inappropriate words or pictures (e.g., alcohol, drug, sex related).
 - Please do not chew gum.



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J. Types of Assignments

IEP - 15 pts Due Feb 3 (Peer Review) & Feb 10 (Final Submission)

With the information and test score results provided, write an appropriate motor IEP for (hypothetical student) Maria. Write a present level of performance statement based on the information provided. Write at least 3 annual goals based on the child's present level of performance statement needs. Write at least 3 benchmarks or short-term objectives in behavioral terms that meet each annual goal listed. Write at least one annual goal with benchmarks or short-term objectives in the cognitive or affective domain.

Lesson Plan- 15 pts (two teachings = Total 30 pts) Due depending on letter assigned

The purpose of the lesson plan is to organize and thoroughly explain the activities for the virtual practicum. Information should include general, behavioral objectives, preparation, skills/activities, methods, cues/skill modifications, and transitions. The lesson plan is evaluated on a rubric scoring system for each category. One lesson plan is taught for 30 minutes w/ assigned partner according to the ASAPP unit plan.

2 weeks from teaching: **lesson plan** to student assistant Michaela Helinski

Michaela.Helinski@student.csulb.edu

1 week from teaching: **lesson plan and visuals** to Dr. Bittner Melissa.Bittner@csulb.edu

Feedback in track changes. Students will continue to re-submit (CLEAN COPY- no track changes) until approval to teach (BOTH visuals and lesson plan). There is a video in BeachBoard (Assignments – Lesson Plan tab) explaining how to do track changes. Final copy submitted to BeachBoard by midnight on date of teaching.

APE Podcasts: 10 pts Due May 5

Lecture and instruction will become much more applicable and meaningful by learning more about physical activity for individuals with disabilities. Therefore, class members will accumulate 5 hours of time outside of class listening to the What's New in Adapted Physical Education podcast. Students will write a reflection.

Disability Sport Presentation: 15 pts Due April 26 & May 3

The purpose of this group presentation is to discuss the history, rules, and regulations of a disability sport game. Groups will pick a disability sport of their choice.

All assignments must be submitted the day they are due before midnight.

Assignments are to be submitted through BeachBoard Discussion Board Dropbox.

Late course work: Assignments submitted after the prescribed due date will result in the following grade deduction: ONE TIME 20% late penalty. All other late assignments will NOT be accepted. It is your responsibility to save and submit assignments on time. There is NO extension for extra credit.



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K. Sequence of Assignments

Tentative Course Calendar

Any changes will be announced in class and posted on BeachBoard. Check syllabus posted on BeachBoard for most current Course Calendar and due dates.

<u>Wk</u>	<u>Dates</u>	<u>Topics</u>	<u>Readings</u>
1	Jan 20	Welcome KIN 320 Syllabus Ice Breakers	
2A	Jan 25	Introduction to APE Assigned: Podcasts	
2B	Jan 27	Writing IEPs Assigned: IEP	Winnick & Porretta (2017) Chapter 5 Individualized Education Programs
3A	Feb 1	Lesson Planning Assigned: Lesson Plans	Bittner & Dillon (<i>submitted</i>) Using Technology to Universally Design Learning Opportunities in APE
3B	Feb 3	Teaching Tips & Techniques Virtual Teaching (w/ Michaela) DUE: IEP (Peer Review)	Winnick & Porretta (2017) Chapter 6 Behavior Management
4A	Feb 8	Assessment in APE Brockport Physical Fitness Test	Winnick & Porretta (2017) Chapter 4 Measurement, Assessment, and Program Evaluation
4B	Feb 10	Universal Design for Learning Strategies for Differentiating Instruction DUE: Teacher A Lesson Plan #1 (draft) DUE: IEP (Final Submission)	Winnick & Porretta (2017) Chapter 7 Instructional Strategies for APE
5A	Feb 15	Programming for Students with High Needs of Support	Grenier, Miller, & Black (2017) Applying UDL and the Inclusion Spectrum for Students with Severe Disabilities in General Physical Education
5B	Feb 17	Inclusion DUE: Teacher B Lesson Plan #1 (draft) Assigned: Disability Sport Presentations	Lieberman & Houston-Wilson (2018) Chapter 1 Understanding Inclusion
6A	Feb 22	APE Panel Midterm Review	
6B	Feb 24	LAB: Practicum #1 Teacher A DUE: Teacher C Lesson Plan #1 (draft)	
7A	March 1	Midterm Exam	



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7B LAB	March 3	LAB: Practicum #2 Teacher B DUE: Teacher D Lesson Plan #1 (draft)	
8A LAB	March 8	Disorders of the Central Nervous System	Winnick & Porretta (2017) Chapter 8 Intellectual Disabilities Winnick & Porretta (2017) Chapter 11 Specific Learning Disabilities
8B LAB	March 10	LAB: Practicum #3 Teacher C DUE: Teacher E Lesson Plan #1 (draft)	
9A	March 15	Programming for Autism Spectrum Disorder	Bittner et al. (2017) Exercise Identified as EBP for Students with ASD
9B LAB	March 17	LAB: Practicum #4 Teacher D	
10A	March 22	Programming for Deaf/Hard of Hearing DO podcast SURVEY	Winnick & Porretta (2017) Chapter 13 Hard of Hearing, Deaf, or Deafblind
10B LAB	March 24	LAB: Practicum #5 Teacher E DUE: Teacher A Lesson Plan #1 (draft) DUE: Teacher B Lesson Plan #1 (draft) Note. Teacher B Lesson Plan technically due March 31	
11A	March 29	OFF Spring Break	
11B	March 31	OFF Spring Break	
12A	April 5	Programming for Visual Impairment DO podcast SURVEY	CAPS 1: https://uni.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=73a29ae4-9bd4-45f3-8754-aa8d015a1824 CAPS 2: https://uni.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=45aa67e2-9a48-4472-97bd-aa8d0168ff83
12B LAB	April 7	LAB: Practicum #6 Teacher A DUE: Teacher C Lesson Plan #1 (draft)	



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13A	April 12	Programming for Orthopedic Disabilities	Winnick & Porretta (2017) Chapter 16 Spinal Cord Injuries
13B LAB	April 14	LAB: Practicum #7 Teacher B DUE: Teacher D Lesson Plan #1 (draft)	
14A	April 19	Disability Sport Historical Perspectives	DePauw & Gavron (2005) Disability Sport Chapter 2
14B	April 21	LAB: Practicum #8 Teacher C DUE: Teacher E Lesson Plan #1 (draft)	
15A	April 26	DUE: Disability Sport Presentations Review Final Exam	
15B LAB	April 28	LAB: Practicum #9 Teacher D	
16A	May 3	DUE: Disability Sport Presentations Review Final Exam	
16B LAB	May 5	LAB: Practicum #10 Teacher E DUE: APE Podcasts *Last day to submit late materials*	
Final Exam	Wed, May 12 8am to 11:59pm	Final Exam	

L. Basis for Assigning the Course Grade
Tentative Course Evaluation

Description	Course Objectives	Points Per Part	Total Possible Points	% of Grade
1. IEP	2	15	15	11%
2. Lesson Plans (2)	4,5	15	30	18%
3. Midterm Exam	1,2,3,4,5	50	50	29%
4. APE Podcasts	12,3,5	10	10	6%
5. Disability Sport Presentation	1,5	15	15	11%
6. Final Exam	1,2,3,4,5	50	50	29%
			170	100%

Meeting and Submitting Assignments

Assignments are to be submitted through BeachBoard Discussion Board Dropbox.
 All assignments must be typed and submitted on the prescribed due date **before midnight** and will be graded on content and grammar.



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Late course work: Assignments submitted after the prescribed due date will result in the following grade deduction:

- First late assignment = -20%. Last day to submit late materials is the last class date (excluding final exam).
- NO other late assignments will be accepted after the first “buddy pass” (i.e., late assignment accepted with 20% deduction)
- NO late work will be accepted for extra credit.

Course Grading Scale

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

M. Instructional Policies Requirements

Statement of Non-discrimination

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, <http://www.csulb.edu/depts/oed/>.

Statement of Accessibility

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link. http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

Accommodation

Statement Regarding Students with Disabilities

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the [Bob Murphy Access Center \(BMAC\)](#) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible.



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BMAC is located in the Student Success Center, Room 110 and can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Statement Regarding Campus Programs and Services

Please click on <http://web.csulb.edu/divisions/students/programs.html> for a list of general student supports offered by the Division of Student Affairs.

Cheating and Plagiarism (Refer to the University Academic Senate Website for the most current policy.)

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized



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assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

“One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- A. Review – no action.
- B. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- C. A requirement that the work be repeated;
- D. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- E. Assignment of a failing final grade;
- F. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.

Attendance Policy:

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- A. Illness, injury to the student, or medical conditions, including those related to pregnancy
- B. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student.
- C. Religious reasons (California Education Code section 89320)
- D. Jury duty, military service, or other government obligation
- E. University-sanctioned or -approved activities (examples include but are not limited to artistic performances, participation in scholarly conferences and presentations, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused.



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Withdrawal Policy

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

- Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
- Withdrawals in terms prior to fall 2009 at CSULB,
- Withdrawals at institutions other than CSULB, and
- Withdrawals at CSULB for exceptional circumstances such as serious illness or



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accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Medical Withdrawal:

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Campus Behavior Civility Statement:

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Accommodations for Religious Holidays & Military Service

Students needing special consideration for class schedules due to religious observance or military obligations must notify the instructor at least one week in advance; for those established religious observances, the instructor should be notified during the first week of instruction.

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging



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professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.