

## KIN 638 - SEMINAR TRENDS IN ADAPTED PHYSICAL EDUCATION

*Too often practice in physical education has little to do with scientific knowledge about learning and even less with knowledge from research ~Nixon & Locke*

### COURSE SYLLABUS

Enrollment in this course demonstrates consent to abide by CSULB General Policies and Regulations, and all items contained in this syllabus.

- A. **Course Instructor: Amanda Young, PhD, CAPE**
- B. **Office Number** HHS2, Room 214
- C. **Office Telephone: 562-985-4077**  
**Office Email: [Amanda.Young@csulb.edu](mailto:Amanda.Young@csulb.edu)**
- D. **Office Hours: Tuesdays 2:30-3:30pm; by appointment and email**
- E. **Fall 2021**
- F. **Mondays 6-8:45pm**
- G. **Class Location: Zoom**  
Join Zoom Meeting: <https://csulb.zoom.us/j/89910947985>

**Course Objectives:** This course is designed to develop critical analysis, synthesis, and discussion of applied research and literature pertaining to Adapted Physical Education (APE) in the public schools.

***Prerequisite:*** A basic course in Adapted Physical Education at the undergraduate level or its equivalent.

### EXPECTED OUTCOMES

At the conclusion of the course, the student will be able to identify, synthesize, analyze, and demonstrate an understanding of the following topics pertaining to adapted physical education for individuals with disabilities:

**\* APE Student Learning Outcomes (SLO) to be met and part of APE portfolio -see assignments**

1. Current critical issues and their impact to the adapted physical activity profession.
2. The various functions of the Adapted Physical Education Specialist in the public schools and community, including methods to effectively; deliver direct services, collaborate with other professionals, and serve as an advocate to individuals with disabilities.
3. Be able to analyze the *Adapted Physical Education Guidelines in California Schools* materials and its impact on programs in APE for individuals with disabilities.
4. The current issues and strategies associated with the assessment of individuals with disabilities.
5. The dynamics (issues, problems, & strategies) for effectively including individuals with disabilities in the public schools and community (i.e., inclusion & LRE).
6. The current issues specific to disability sport (e. g., National Disability Sport Organizations SOI, USABA).
7. The current literature specific to family/parent intervention programs in adapted physical activity.
8. The current literature pertaining to physical activity for individuals with disabilities including preschool disabilities and children with prenatal exposure to drugs.
9. Be able to analyze various professional organizations and their journals/literature related to adapted physical activity programming as part of writing assignments (i.e., APE Textbooks, journals- APAQ, PALAESTRA, AAHPERD, CAHPERD).
10. \*Be able to design and implement a collaborative/consultation program in a class you teach.

11. \*Write a paper that describes the essential skills and content knowledge needed to teach APE.
12. Be a life-long learner in the profession by being able to access information specific to adapted physical activity by using library sources and technology (i. e., email, list serves, internet web sites).

### Course Requirements:

#### REQUIRED READINGS:

CAHPERD/SCAPE (2012). *Adapted Physical Education Guidelines in CA Schools*. CA Dept. of Ed, Special Ed. Division (*Note*. This is a free download)

Internet access for BeachBoard and CSULB email address

#### Suggested Readings:

American Psychological Association (2019). *APA Publication Manual* (7<sup>th</sup> Ed.). Washington, D.C.: American Psychological Association. (any Bookstore or online) [www.apa.org](http://www.apa.org)

#### 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.

### Educational Opportunities:

Types of Assignments and Methods of Presentation

*Modified and use with permission from Dr. Melissa Bittner*

#### Tentative Course Evaluation

Description	Course Objectives	Points Per Part	Total Possible Points	% of Grade
1.Participation/attendance	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	10*	10*	6%
2. Unit Review	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	10	10	6%
3. APE Essential Skills Paper*	1, 2, 4, 5, 11, 12	35	35	22%
4. California APE State Guidelines Review	2, 3	25	25	16%
5. Reaction Paper (2)	1, 12	20	40	25%
6. E-portfolio: SLOs	1, 4, 5	10	10	6%
7. Collaboration Project*	10	30	30	19%
			160	100%

#### Meeting and Submitting Assignments

**Assignments are to be submitted through (a) BeachBoard Dropbox or (b) hard copy WITH the rubric.** Document files (e.g., PDF, DOC) must be submitted to dropbox, google links will not be accepted. All assignments must be typed and submitted on the prescribed due date and will be graded on content and grammar. **Late course work:** Assignments submitted after the prescribed due date will result in the following grade deduction, one week or less 10%, more than a week 20%. After the last day of class, no work will be accepted. It is your responsibility to save, print and submit assignments on time.

**Participation & Attendance – 10\* pts (2 points each)**

Students will record and share 5 flipgrid videos throughout the semester as reflections to course content. Videos are due the week following the topic.

Topics include: (a) Paralympics, (b) Collaboration, (c) Paraeducators, (d) Families, and (e) Transition.

**Unit Review- 10 pts Depending on day assigned**

The purpose of the lesson review is to use *gamification* to highlight important topics from the last lecture as a student review. The daily reading should also be included. Lecture reviews may NOT exceed 15 min.

**E-portfolio: Student Learning Outcomes (SLOs)- 10 pts Due Dec 13**

\*APE Portfolio Requirement: APE Student Learning Outcomes (SLO) to be met and part of APE portfolio see assignments: All APE Option Credential students are required to include these signature assignments in their APE teaching evaluation electronic portfolio. You may choose the website design of your choice (e.g., Weebly). You will be required to develop an APE PE portfolio while a student in the APE option and it will be submitted as part of your APE credential graduation requirements. See the KIN APE website: <http://www.csulb.edu/APE>

**APE Essential Skills Paper\*- 35 pts Due Nov 8**

Develop and write an APE teaching philosophy paper specific to teaching physical education to individuals with disabilities (APE). Include in your discussion how your philosophy of APE has grown since enrolled in the APE Specialist Credential program and taking coursework at CSULB (e.g., pedagogy, laws, assessment). While this is your own philosophy, your response needs to contain the information described on the grade rubric.

**California APE State Guidelines Review & Presentation- 25 pts Due Dec 13**

You are responsible to complete a review and presentation of a specific assigned chapter(s) or section of the Adapted Physical Education Guidelines in California Schools Manual. The purpose of this assignment is to synthesize the assigned chapter or section of the APE State Guidelines in a review to the class in both written and presentation format. The assignment is to be typed (double spaced) and follow standard (APA) style writing format. The review is to be no longer than three pages. Assignments are graded based on content, grammar, and most importantly a critique and presentation of the assigned material. See enclosed grade rubric for this assignment and the syllabus calendar for the due date. You will share your assigned chapter or section the day the assignment is due using a UDL Presentation (be creative). Having class members review a section of the manual and post their review to each member will allow us as a class to learn about the California APE Guidelines a valuable document to an APE Specialist. You will provide one copy of your review to the instructor with grade rubric and also post your review on BeachBoard. A copy of the manual can be obtained at the campus bookstore or online at <https://www.califstatecouncilape.org/california-ape-guidelines.html>

**Reaction Papers (2 papers x 20 pts each for a total of 40 points)**

Select and complete 2 out of the 4 of the following Reaction Paper Assignments

Assignment A: APE Teacher Interview (Due Sept 20)\*

Assignment B: Inclusion: What's the Confusion? (Due Nov 1)

Assignment C: How Can Transition in APE be Improved? (Due Nov 15)

Assignment D: Parent of a Child with a Disability Interview (Due Oct 25)\*

\*Cannot choose both these reaction interview papers

Each reaction paper will be 3-4 pages in length. The completion of each specific Reaction Paper Assignments will be a little different each time and it is important to read each assignment directions carefully. The reading material located in the reading packet for that particular week will help you get started with the assignment, but you must draw information from other articles, textbooks, and web sites. Don't complete your assignment only based on topics/questions listed on the assignment but also generate additional questions. You are required to generate at least two topics/additional questions to help you seek more information and this will be part of your assignment and consider into your final grade. Each reaction paper is located in BeachBoard. Examine and answer the questions and to also assist you with the assignment see the questions located on the outline for that specific lecture topic. Your grade will be

based on the information provided on the grade rubric for each of the different reaction papers. The day the assignment is due please submit a copy of the paper to the instructor and attach the grade rubric. Also post your paper on BeachBoard.

### **Collaboration Project\* - 30 pts Due Dec 6**

The purpose of this project is to assist you to improve your collaboration skills to work with other professionals more effectively and to assist individuals with disabilities in your program. Provide background information and choose a student or a class that you believe would benefit from this collaboration/consultation project. Next discuss the professionals for collaboration by choosing one or more allied professional (e.g., classroom teacher, OT, PT) to work with that is needed to meet that class or student's needs more effectively. It can be more than one professional and can include a parent. For example, for a child with an orthopedic disability in a wheelchair you may choose to collaborate with a PT who has expertise on wheelchair use and mobility activities. The day the assignment is due please submit a copy of the paper to the instructor and attach the grade rubric. Also post your paper and presentation on BeachBoard.

Presentation: the day of the assignment presentation you will take 10-15 minutes to present your project to the class. Post on BeachBoard your presentation to the class (e.g., power point slides). Provide the class with a visual presentation (e. g., PowerPoint slides). Develop a Collaboration Project Proposal Outline (due Oct 11th). Before you start this project, submit an outline to share with me of your proposed project. Once your project idea has been approved, you can proceed.

### **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	Aug 23	<b>Welcome to KIN 638</b> APEAA Advising Syllabus Writing using APA Formatting Paralympics! <b>Assigned: Reaction Papers</b>	
2	Aug 30	Research Design <b>Assigned: Unit Review</b> <b>Due: Introduction Flipgrid</b>	Haegele & Hodge (2015) Quantitative Methodology: A Guide for Emerging PE & APE Researchers
3	Sept 6	Labor Day – <i>No Class</i>	
4	Sept 13	History of APE What is APE? <b>Assigned: CA APE Guidelines</b> <b>Due: Paralympics Flipgrid</b>	Sherrill (2004) Celebration of the History of APE
5	Sept 20	What is a Highly Qualified APE Teacher? APE Challenges/Issues <b>Assigned: APE Essential Skills Paper</b> <b>DUE: Reaction Paper A (APE Teacher Interview)</b>	Lytle, Lavay, & Rizzo (2010) What is a Highly Qualified APE Teacher? NASPE (2012) How Can I Demonstrate Effective PE Teacher

6	Sept 27	Thriving or Surviving as an APE Specialist! <b>Assigned: Collaboration Project</b>	Hilgenbrinck (2016) What's in your APE bag?  Konukman & Haegele (2011) Six Tips for First Year Adapted Physical Educators
7	Oct 4	Communicating in a Collaborative Team Approach <b>Assigned: E-portfolio SLOs</b> <b>DUE: Unit 1 Review</b>	Shapiro & Sayers (2010) Who Does What on the Interdisciplinary Team Regarding PE?
8	Oct 11	Collaboration – SLP, PT, OT <i>Guest Speakers</i> <b>DUE: Collaboration Project Outline</b>	Silliman-French et al. (2013) How Can an APE, OT, or PT Help?  SLP & APE (2019)
9	Oct 18	Utilizing Paraprofessionals <i>Guest Speaker</i> <b>DUE: CA APE Guidelines</b> <b>Due: Collaboration Flipgrid</b>	Lee & Haegele (2016) Tips for Effectively Utilizing Paraprofessionals in Physical Education
10	Oct 25	Families/Parent Intervention in Physical Education <i>Guest Speaker</i> Fit Families Homework <b>Due: Paraprofessional Flipgrid</b> <b>DUE: Reaction Paper D (Parent Interview)</b>	Columna, Senne, & Lytle (2009) Communicating with Hispanic Families
11	Nov 1	Inclusion: What's the Confusion? <b>DUE: Unit 2 Review</b> <b>Due: Families Flipgrid</b> <b>DUE: Reaction Paper B (Inclusion)</b>	Lieberman & Houston-Wilson (2018) Chapter 1 Understanding Inclusion
12	Nov 8	Everything Preschool <b>DUE: APE Essential Skills Paper</b>	Reading TBD
13	Nov 15	Transition Teachers and Post-Secondary Success <i>Guest Speaker</i> Candidates are able to plan, implement, and evaluate transition experiences in physical activity for students with disabilities across their lifespan. Candidates collaborate with personnel from other educational and community agencies to plan for successful physical activity transitions by students in order to promote future healthy behavior and lifetime physical activity. <b>DUE: Reaction Paper C (Transition)</b>	Samalot-Rivera, Lopez-Aleman, & Volmar (2015) Increasing Transition Opportunities for Youth with Disabilities Steps to Follow in Program Selection
	Nov 22	CSULB Fall Break – <i>No Class</i>	
14	Nov 29	Cooperative Games for Inclusive PE Special Olympics <b>During-class SPOT evaluations</b>	Reading TBD

		<b>Due: Transition Flipgrid</b>	
15	Dec 6	Class Project: Physical Activity Outside of School Collaboration Project Presentations  <b>DUE: Unit 3 Review</b> <b>DUE: Collaboration Project &amp; Presentation</b>	
16	Dec 13	CA APE Guideline Presentations  <b>DUE: E-portfolio SLOs</b> <b>DUE: CA APE Guidelines</b>	

### University, College, and Department Policies:

#### Instructor's Interpretation of the University's Withdrawal Policy

It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses and may choose not to do so.

Withdrawal from a course after that date requires the signature of the instructor and the department chair and is permissible only for serious and compelling reasons. [Severe or extensive medical problems would be a reason to drop after that date, but fear of receiving a final grade lower than desired, or change in one's work schedule are not considered a serious and compelling reasons.] A "W" will appear on the student's transcript.

During the final three weeks of instruction withdrawals 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. The cause must be documented. Ordinarily, withdrawals in this category involve total withdrawal from the university. You will need the approval of the college dean as well as that of the class instructor and the department chairperson for each class you drop.

#### Attendance Procedures:

Please read the CSULB attendance policy carefully. It can be found at:

<http://www.csulb.edu/~senate/Policies/01-01.html>

ATTENDANCE IS VERY STRONGLY RECOMMENDED. Experience has shown that good grades are strongly correlated with attendance, practice, and participation.

1. Absences **DO NOT** exempt students from academic requirements.
2. An "Incomplete Grade" may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor. <sup>[1]</sup><sub>[SEP]</sub>
3. Make-up Policy: Students that are participating in school sponsored events (e.g., athletics, professional conferences, academics) need to turn in/complete assignments and readiness assessments tests **AHEAD** of time or by the due date. **Make-up assignments will be determined case-by-case.** If unable to participate during class due to illness or injury, an alternative in-class activity option will be given by the instructor. If unable to participate during class due to illness or injury, an alternative in-class activity option will be given by the instructor.

### Deadlines

All assignments must be submitted the day they are due by **6:00pm**. Assignments are to be submitted through (a) BeachBoard Discussion Board AND (b) hard copy WITH the rubric. All assignments must be typed and submitted on the prescribed due date and will be graded on content and grammar. **Late course work:** Assignments submitted after the prescribed due date will result in the following grade deduction, one week or less 10%, more than a week 20%. After the last day of class, no work will be accepted. It is your responsibility to save, print and submit assignments on time. There is NO extension for extra credit.

### Disability Statement

Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Disabled Student Services at 562-985-5401 or visit Brotman Hall, Suite 270 during 8AM-5PM weekday hours. Disabled Student Services will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to DSS as soon as possible.

### Kinesiology Electronic Device Policy

Students are expected to turn off or silence any electronic devices that have the potential to disrupt the class, its members, or the instructor. Electronic devices such as cell phones, beepers, IPODS, Palm Pilots, PDA's and similar devices that disrupt the class or the instructor, can be held by the instructor until the class period has ended.

### Sample Cheating and Plagiarism Policy

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections in CSULB catalog. Academic dishonesty includes **cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student or the attempt to commit such acts**. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action as per the policy outlined in the CSULB catalog.

- **Cheating** includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.
- **Plagiarism** occurs when a student obtains someone else's work and presents those ideas or words as her or his own academic work.
- **Collusion** occurs when a student collaborates with another person without authorization when preparing an assignment.
- **Fabrication** occurs when a student makes up data or results and records or reports them.
- **Falsification** occurs when a student manipulates research materials, equipment, or processes or changes or omits results such that the research is not accurately reflected in the research record.
- **Falsifying academic records** includes but is not limited to altering grades or other academic records.

Furthermore, students should be aware that faculty members have a range of academic actions available to them in cases of cheating and plagiarism from arranging a conference, to failing a student on that work, to failing a student in a course, to referring the case to judicial affairs.