

San José State University
KIN 107 – Adapted Aquatics (2 credits)
Spring 2022

College of Health and Human Sciences
Department of Kinesiology

Course and Contact Information

Instructor:	Dr. Jihyun Lee
Office Location:	Online
Email:	jihyun.lee@sjsu.edu
Office Hours:	Wednesday 2-4pm or by appointment
Class Days/Time:	Lecture: Asynchronous–100% Online Modules Laboratory: Saturdays 9:00AM-10:50AM
Classroom:	Canvas/Zoom

Course Description

Theories, techniques and practices in the instruction of persons with disabilities as they function in the aquatic environment. **Prerequisite:** KIN 70 and KIN 156 for Kinesiology majors/minors only or instructor consent; passage of swim skills component required (must be able to swim 100 yards without stopping) or demonstrated by completing KIN 2A or KIN 105. Waived requirements while this class is offered as online: “passage of swim skills component required (must be able to swim 100 yards without stopping) or demonstrated by completing KIN 2A or KIN 105”

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, 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 <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>

Kinesiology Undergraduate Degree Program Learning Outcomes

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

1. 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. effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
3. effectively communicate through an oral presentation (clear, concise and coherent) topics in kinesiology.
4. 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. identify and analyze social justice and equity issues related to kinesiology for diverse populations.

Course Learning Outcomes

Upon completion of KIN 107, through a high level of class participation and satisfactory completion of examinations, the student will be able to:

1. recognize a philosophical understanding of the importance of aquatic activity for individuals with disabilities including a knowledge of various models of adapted aquatic and organizational development (PLO1,2, & 3) (APEAA2).
2. describe and present a basic knowledge of various disability categories and their implications toward aquatic activities (PLO1,2, & 3) (APEAA10,11, &12).
3. demonstrate an awareness of appropriate facilities, equipment, and supplies for adapted aquatic programming (PLO3,4, & 5) (APEAA6 &13).
4. demonstrate skills in effective transfers and various teaching techniques/styles, including assessment and development of individualized instructional plans, that facilitate learning in an adapted aquatic environment (PLO1,2,3,4, & 5) (APEAA5 &10)
5. demonstrate positive attitudes towards and practical experiences in working with special populations in an aquatic setting (PLO1,2,3,4, & 5) (APEAA4 & 8).

Required Textbook

There is no required text this semester. All materials will be uploaded on the course website.

Library Liaison: Adriana Poo

- **Email:** adriana.poo@sjsu.edu
- **Phone:** (408)808-2019

Course Requirements/Assignments

“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.” See [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>

Assignments

1. **Exams:** There will be three exams to test students’ knowledge and understanding of the topics discussed in each class session and through assignments and assigned readings/course materials.
2. **Class Activities (Laboratory):** Participation in weekly class activities is an important contributor to your success in this course. In each class session, students will be asked to complete one to three class activities via the Modules.

Final Examination or Evaluation

This course’s culminating activities are the final exam (Exam#3).

University [policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) 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 S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) at <http://www.sjsu.edu/senate/docs/S17-1.pdf>

Grading Information

This course utilizes percentage weight assigned to various class assignments:

Exams 60%

Class Activities 40%

- Final grades are NOT rounded up to the nearest grade level.
- Make-up Work & Tests: A missed exam or assignment will result in a zero point and no make-up opportunity will be allowed under normal circumstances. If you need a special arrangement, you MUST discuss options with the instructor at least 3 days BEFORE the due date (not including weekends).
- All assignments need to be turned in via Canvas by 11:59 p.m. on the due date.
- Final course grade will be assigned according to the following scale based on the total accumulated percentage of available points during the semester.
- **Students pursuing the Adapted Physical Education Added Authorization (APEAA) must earn a grade of B or better for the course to count toward their teaching credential.**

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>97 to 100%</i>
<i>A</i>	<i>93 to 96%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>87 to 89 %</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60 to 62%</i>

Course Protocol

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.

Email Etiquette

- When communicating with the instructor via email, you must follow the etiquette below; otherwise the instructor reserves the right of not replying to your email.
- Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the instructor prioritize reading your email.
- Just like a written letter, be sure to open your email with a greeting such as Dear Dr. Lee.
- Introduce yourself (your name and what class you are taking).

University Policies

Per [University Policy S16-9 \(Link to the policy\)](#) 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](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>),

which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

SJSU has transitioned to online classes during the time of COVID-19. It is important to note that while working on the APEAA during the time of COVID-19 you may NOT be able to complete fieldwork hours as normally completed during the semester when in-person classes are allowed to meet. However, in accordance with CTC guidance you are still required to satisfy the full hours requirement in order to receive the Add-On Authorization. Thus, if you pursue the APEAA now you will need to complete these hours (i.e., 10 hours each for KIN 107, 108, 156 and 159, for a total of 40 hours for all 4 courses) outside of the semester. You will need to work with the APEAA coordinators (Drs. Lee and Siebert) to confirm the setting and the nature of the fieldwork to make sure your placement is appropriate. You will need to carefully document and verify your hours in order to receive credit for these hours. Once the fieldwork hours are completed, please provide this documentation when you request your letter for the APEAA Coordinators.

Course Schedule

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

Week	Asynchronous Lecture Topic & Task	Saturday Lab Date & Task (Saturdays 9:00-10:50am)
Week 1	"Start Here" Module. Going over class tasks Getting to know each other	1/29: Synchronous meeting. Class Activity.
Lesson 1	What is Adapted Aquatics Benefits of Aquatics	A course module Class Activity
Lesson 2	Water Properties Reading: Korel (1996)	A course module Class Activity
Lesson 3	General Safety Pearn & Franklin (2013)	A course module Class Activity
Lesson 4	Entry, Exit, & Transfers Reading: Textbook p.114-120 (Chapter 6) & p.133-147 (Chapter 7)	2/26: Synchronous meeting Class Activity
Lesson 5	Creating A Physically & Emotionally Safe Learning Environment Exam 1	3/5: Synchronous meeting Class Activity
Lesson 6	Apply "Hydrodynamics"	3/12: Synchronous meeting Class Activity
Lesson 7	Models of Adapted Aquatics Program Development Reading: Textbook p.21-37 (Chapter 2)	A course module Class Activity
Lesson 8	How to Program Adapted Aquatics Programs Reading: Textbook p.96-105 (Chapter 5)	A course module Class Activity
Week 10	Spring Break	Spring Break
Lesson 9	How to Position & Support Swimmers Reading: Textbook p.157-161 (Chapter 7)	4/9: Synchronous meeting Class Activity
Lesson 10	Physiological & Psychological Factors Affecting Swimmers Learning Reading: Textbook p.163-172 (Chapter 8) Exam 2	A course module Class Activity
Lesson 11	Instructional Equipment & Supplies Reading: Textbook p.121-125 (Chapter 6)	A course module Class Activity
Lesson 12	General Instructional Strategies Reading: Textbook p.172-176; p.130-132; & p.177 (Chapters 7 & 8)	4/30: Synchronous meeting Class Activity
Lesson 13	Specific Needs of Swimmers with Disabilities Reading: Textbook p.189-228 (Chapter 9)	A course module Class Activity
Lesson 13	Specific Needs of Swimmers with Disabilities Reading: Textbook p.189-228 (Chapter 9)	5/14: Synchronous meeting Class Activity
Week 16	Exam 3	

Examinations

Exam 1

- Lesson 1- Benefits of Aquatics
- Lesson 2- Water Properties
- Lesson 3- General Safety

- Lesson 4- Entry, Exit, and Transfer
- Lesson 5- Creating a Physically and Emotionally Safe Learning Environment

Exam 2

- Lesson 6- Apply Hydrodynamics
- Lesson 7- Models of Adapted Aquatics
- Lesson 8- Adapted Aquatics Program Development
- Lesson 9-How to Support Swimmers' Body Positions
- Lesson 10-Physiological and Psychological Factors Affecting Swimmers' Learning

Exam 3 covers

- Lesson 11- Instructional Equipment and Supplies
- Lesson 12- General Instructional Strategies
- Lesson 13- Specific Needs of Swimmers with Disabilities