

**San José State University**  
**KIN156–Introduction to Adapted Physical Activity (3 units)**  
**Lecture & Laboratory**  
**Spring 2022**

College of Health and Human Sciences  
Department of Kinesiology

**Course and Contact Information**

Instructor: Dr. Jihyun Lee (Lecture)  
Email: [jihyun.lee@sjsu.edu](mailto:jihyun.lee@sjsu.edu)  
Office Hours: Wednesday 2-4pm or by appointment  
Class Days/Time: Lecture: Thursdays 4:00-5:50pm  
Laboratory: Thursdays 6:00-7:50pm  
Classroom: KIN151/SPX107B/Canvas/Zoom

**Course Description**

This course focuses on attitude change as well as knowledge, comprehension, and application of human movement principles related to individuals with disabilities. **Prerequisite:** KIN 070 for majors/minors only or instructor consent.

**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](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) 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 should be able to:

1. 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. communicate in writing (clear, concise and coherent) on topics in kinesiology.
3. communicate through an oral presentation (clear, concise and coherent) on 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

The primary course objectives are to facilitate a positive attitude and create a knowledge base in the undergraduate student towards the provision of physical education/activity, recreation, and sport services to individuals with disabilities. At the conclusion of this course, the undergraduate student will be able to:

1. Recognize the historical, legal, and cross-disciplinary foundations of adapted physical activity and education (PLO1,2,3,&5) (APEAA2&10)
2. Explain the IEP process (learning how to write goals and objectives) as outlined by federal rules and regulations (PLO1,2,3,&5) (APEAA4&7)
3. Identify characteristics of various disabling conditions and develop strategies for quality adapted physical education, recreation and sport (PLO1,2,3,4,&5) (APEAA3)
4. Discuss and develop appropriate instructional methods (including behavior management), techniques, and materials in the physical education/activity programming of the individuals with disabilities (PLO 1,2,3,&5) (APEAA3,6,8,11&13)

### Required Textbook

- Winnick, J.P., & Porretta, D. L. (2017). Adapted Physical Education and Sport (6th ed.). Champaign, IL: Human Kinetics
- Other readings will be shared via Canvas

### Library Liaison: Adriana Poo

- **Email:** [adriana.poo@sjsu.edu](mailto: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.” [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>

**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, 156 and 159, for a total of 30 hours for all 3 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.

### 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:** Participation in the 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 and in-person. For the viewers/audience during the presentations, class activities will be typically comprised of two parts.
3. **Roundtable Presentation (group project):** Students have a unique opportunity to work in a small group that will help classmates understand how to enable individuals with disabilities to successfully be engaged in learning activities in various physical activity settings such as physical education and afterschool sports programs. See presentation instructions for more detail.

### **Final Examination or Evaluation**

This course's culminating activities are the final exam and a paper.

University [policy S17-1](#) 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:

Lecture (65%)

Exams: 40%

Class activities: 25%

Lab (35%)

Roundtable Presentation: In-class presentation and file submission 20% + Activity Simulation 15%

- Final grades are not rounded up to the nearest grade level (for example, 89.9 is still B+).
- 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).

### **Group Work Policy**

- A “group work” is meant to be worked on as a group. Therefore, do not divide the assignment into sections as people start arguing which section is more challenging to do than other parts of the assignment.
- All group members will receive the same points for the assignment: clearly indicate on the title page ALL group members who have contributed to the assignment, and thus will be handing in identical versions.
- If you choose to continuously miss group meetings or fail to maintain contact with your group, do not expect your group to include your name on the group work. In such a case, you will need to complete this assignment on your own.
- The instructor will not accept complaints about group members any later than one week before the assignment due date. You should have a well-developed draft by then and should be aware of any difficulties you have had working with someone. The instructor will not accept complaints about group members until you have discussed your complaint with that group member and discussed possible solutions. That is, you must first address your concerns with that group member and bring it to his/her attention that you feel he/she is not contributing equally to the project before you come to the instructor. If you still think you need to come to the instructor, you must be able to tell the instructor the response you received from the group member, so that the instructor knows a legitimate attempt was made to resolve the issue on your own.

### **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.

## Course Schedule

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

Week	Lecture Topic & Task	Lab Task
1 (1/27)	Orientation/Get to know each other	Groups for presentations Class Activity
2 (2/3)	Models of Disabilities/Physical Activity Barriers/Inclusive Physical Activity Readings: Materials in the module	Complete Class Activity
3 (2/10)	Legal Mandates/Inclusion Readings: Winnick Ch1 & Ch2 & other readings in the module	Complete Class Activity
4 (2/17)	Adapted Physical Education Readings: Ch2 & Ch 21	Complete Class Activity
5 (2/24)	Individualized Education Programs (IEP) Readings: Winnick Ch 5 & other materials in the module <b>Exam 1</b>	Complete Class Activity
6 (3/3)	Behavior Management Readings: Winnick Ch 6 & other materials in the module	Complete Class Activity
7 (3/10)	Instructional Strategies Readings: Ch 7 & other materials in the module	Complete Class Activity
8 (3/17)	Autism Spectrum Disorders Readings: materials in the module	Complete Class Activity
9 (3/24)	<b>Visual impairment</b> Readings: Winnick Ch12 & other materials in the module	<b>Roundtable Presentation 1</b> Complete Class Activity
3/31	<b>Spring Break</b>	<b>Spring Break</b>
10 (4/7)	<b>Specific Learning Disabilities &amp; Developmental Coordination Disorder</b> Readings: Winnick Ch11 & other materials in the module <b>Exam 2</b>	<b>Roundtable Presentation 2</b> Complete Class Activity
11 (4/14)	<b>Intellectual Disabilities</b> Readings: Winnick Ch 8 & other materials in the modules	<b>Roundtable Presentation 3</b> Complete Class Activity
12 (4/21)	<b>Hard of Hearing, Deaf, Deafblindness</b> Readings: Winnick Ch 13 & other materials in the module	<b>Roundtable Presentation 4</b> Complete Class Activity
13 (4/28)	<b>Cerebral Palsy</b> Readings: Winnick Ch 14 & other materials in the module	<b>Roundtable Presentation 5</b> Complete Class Activity
14 (5/5)	<b>Traumatic Brain Injury</b> Readings: Winnick Ch 14 & other materials in the module	<b>Roundtable Presentation 6</b> Complete Class Activity
15 (5/12)	<b>Other Health Impairment Conditions: ADHD</b> Readings: Winnick Ch 17 & other materials in the module	<b>Roundtable Presentation 7</b> Complete Class Activity
16 (5/19)	<b>Exam 3</b>	