



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



**KIN 388**

**Planning and Instruction in Adapted Physical Education**

**"Teachers who fail to plan, plan to fail!" (Dauer & Pangrazi)**

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**D. Office Hours:** Tuesdays 1-2pm; by appointment and email

**E. Spring 2021**

**F. Tuesday & Thursday 2-3:30pm (3 Units)**

**G. Class Location** Online (synchronous & asynchronous)

**H. Expected Outcomes:**

Prerequisites: KIN 320, 427 and 387 or their equivalents. Co-requisite: KIN 489A. A lecture and laboratory format with an emphasis on program planning and development of effective teaching skills for providing APE services to individuals with various types of disabilities. The course is taken for meeting the requirements toward the California APE Added Authorization (APEAA) Credential.

**Course Objectives:**

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

**APE Option Program Student Learning Outcomes (SLO 6)\***

1. \*Design an APE philosophy that includes the essential skills and content knowledge to teach physical education to individuals with disabilities. **(SLO 6)**
2. Explain the importance of collaborative services with other professionals such as the classroom teacher, speech OT, and PT in order to facilitate effective program instruction for individuals with disabilities.
3. Design and implement effective programs (e.g., Individualized Education Program, Student Assessment Report) for children with the 13 disabilities in accordance with federal (IDEA) and CA state legislative special education guidelines that includes differentiated instruction to effectively meet the diverse needs and functional abilities of students with disabilities in a variety of physical education program areas within the IDEA definition of physical education including; fundamental motor skills, physical



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- fitness, active learning games, cooperative games/sport, play, and creative dance/movement programs.
4. Develop effective programming (i.e., IEP, IFSP) collaborative, consultation and transition planning (i.e., ITP) strategies to work with families of children with disabilities (ages 3-22) in school, home, and community settings (i.e., providing resources -websites, newsletter).
  5. Develop professional materials (e.g., resume, cover letter, e-portfolio) that will assist with securing a position in adapted physical education.

### I. Required Readings and Materials:

#### Required

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.

### J. Types of Assignments

#### **Individualized Education Plan (IEP) (total 15 pts)** Due March 25

Design and write an IEP on a child 3.0 to 10.11 years of age using the *Test of Gross Motor Development-3* (Ulrich, 2019). Write a present level of performance statement based on the information provided. Write at least 3, no more than 4 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.

#### **Student Assessment Report (20 points)** Due March 25

Writing an evaluation of an assigned child(s) taught in the After School Adapted Physical-activity Program (ASAPP). The student assessment report should include the student's background information, present level of performance, strengths, needs, and recommendations. Information includes assessment information, skill and social progress, program activities, and recommendations for future programming.

#### **Interprofessional Collaboration Presentation (15 points)** Due May 4, May 6, or May 13

Groups will be assigned an allied profession and professional (e.g., special education teacher, school psychologist, OT, PT, SLP, GPE) to describe in a presentation and interview the assigned professional.



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**Schedule/Budget (10 points)** Due February 25

Students will create an itinerant APE schedule and budget to better understand the organization that needs to take place to be a professional in the field.

**E-portfolio (10 points)** Due May 13

Students will develop an e-portfolio that will be submitted as part of the APE credential graduation requirements. Students may choose the website design of your choice (e.g., Weebly). All APE Added Authorization students are required to include SLO signature assignments in their APE teaching evaluation electronic portfolio.

**Gamification Review (10 points)** Due per assigned unit

The purpose of gamification review is to highlight important topics from the unit assigned as a review. The daily readings should also be included. Gamification reviews should NOT exceed 15 min. Be creative!

**Quiz Questions & Answers (4 pts each; 16 points total)** Due see course calendar

For each of the seven units, students will submit four questions AND answers. Quiz questions for each unit will be selected from student submitted questions.

**Quizzes (10 points each; 40 points total)** Due see course calendar

A short quiz will be administered for each of the units in KIN 388. Quizzes will be taken outside of class. For student accommodations, please contact the CSULB Bob Murphy Access Center.

**Essential Skills Paper (35 points)** Due May 6

The essential skills needed to be an effective teacher is an ongoing process that is constantly evolving. This paper will help guide you in your future teaching endeavors. The paper includes both outside sources not just required readings in KIN 388, explore the literature.

**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.

**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>Week</u>	<u>Date</u>	<u>Topics</u>	<u>Readings</u>
1A Tu	Jan 19	Welcome to KIN 388 Syllabus Ice Breakers	



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		<b>Assigned: E-portfolio</b> <b>Assigned: Gamification Reviews</b>	
1B Th	Jan 21	Professional Writing <b>Assigned: IEP</b> <b>Assigned: SAR</b>	
2A Tu	Jan 26	Research in APE	
2B Th	Jan 28	CSULB Library Michelle DeMars	
3A Tu	Feb 2	History of APE	Sherrill (2004) Celebration of the History of APE
3B Th	Feb 4	What is an Effective APE Teacher? <b>Assigned: Essential Skills Paper</b>	Lytle, Lavay, & Rizzo (2010) What is a Highly Qualified APE Teacher?
4A Tu	Feb 9	Surviving or Thriving as an APE Specialist! <b>Assigned: Schedule/Budget</b> <b>DUE: Quiz 1 Questions &amp; Answers</b>	Hilgenbrinck (2016) What's in your APE bag?  Konukman & Haegele (2011) Six Tips for First Year Adapted Physical Educators
4B Th	Feb 11	<b>DUE: Gamification Review Groups 1, 2, 3</b> Communicating in a Collaborative Team Approach <b>Assigned: Interprofessional Collaboration Presentation</b>	Shapiro & Sayers (2010) Who Does What on the Interdisciplinary Team Regarding PE?  Bittner et al. (2021) Are Adapted Physical Education Teachers Facilitating Peer Engagement and Social Communication?
5A Tu	Feb 16	SLP Collaboration- Alaine Ocampo, PhD Belinda Daugherty, PhD <b>DUE: Quiz 1</b>	
5B Th	Feb 18	Utilizing Paraprofessionals	Lee & Haegele (2016) Tips for Effectively Utilizing Paraprofessionals in Physical Education
6A Tu	Feb 23	Working with Paraprofessionals Wendy Arteaga	
6B Th	Feb 25	Programming for Preschoolers at Risk <b>DUE: Schedule/Budget</b>	Winnick & Porretta Chapter 22 Early Childhood Adapted Physical Education
7A Tu	March 2	Preschool Tina Robertson & Melissa Ottone	
7B Th	March 4	Preschool Everything! Heidi Ambrosius <b>DUE: Quiz 2 Questions &amp; Answers</b>	
8A Tu	March 9	<b>DUE: Gamification Review Groups 4, 5, 6</b> Transition Services	Samalot-Rivera et al. (2015) Increasing Transition Opportunities for Youth



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			with Disabilities Steps to Follow in Program Selection
8B Th	March 11	Class Project: Physical Activity in Southern California <b>DUE: Quiz 2</b>	
9A Tu	March 16	Transition Teacher Heather Hendricks	
9B Th	March 18	Families/Parent Intervention in PE	Columna et al. (2009) Communicating with Hispanic Families
10A Tu	March 23	Fit Families Heather Katz & Laura Prieto	
10B Th	March 25	Parents of Children with Disabilities Shannon McCabbe, Robbin Weckerly, & Nubia Cedenio <b>DUE: IEP</b> <b>DUE: SAR</b> <b>DUE: Quiz Questions &amp; Answers #3</b>	
11A Tu	March 30	<b>OFF Spring Break</b>	
11B Th	April 1	<b>OFF Spring Break</b>	
12A Tu	April 6	<b>DUE: Gamification Review Groups 7, 8, 9</b> Inclusion: What's the Confusion?	Lieberman & Houston-Wilson (2018) Chapter 1 Understanding Inclusion
12B Th	April 8	Cooperative Games for Inclusive PE <b>DUE: Quiz 3</b>	
13A Tu	April 13	Special Olympics	
13B Th	April 15	Special Olympics Chrissy Aulicino	
14A Tu	April 20	Professional Preparation <b>Assigned: Resume/Cover Letter</b> <b>Preparation: Mock Interviews</b>	
14B Th	April 22	How to Interview Lindsay Cecil, Dale Mun, Becky Paradise, & Katrina McClanahan	
15A Tu	April 27	<b>Student Teacher/Mentor Teacher Panel</b> <b>DUE: Quiz 4 Questions &amp; Answers</b>	
15B Th	April 29	<b>DUE: Gamification Review Groups 10, 11, 12</b> Mock Interviews <b>DUE: Resume/Cover Letter</b>	
16A Tu	May 4	Interprofessional Collaboration Presentation <b>DUE: Quiz 4</b>	
16B Th	May 6	Interprofessional Collaboration Presentation *Last day to submit late materials* <b>DUE: Essential Skills Paper</b>	



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Final Exam Thursday, May 13 @ 12:30pm	Interprofessional Collaboration Presentation <b>DUE: e-portfolio</b>	
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**M. Basis for Assigning the Course Grade  
Tentative Course Evaluation**

Description	Course Objectives	Points Per Part	Total Possible Points	% of Grade
1. Individualized Education Program		15	15	12%
2. Student Assessment Report		20	20	12%
3. Gamification Review		10	10	6%
4. Quiz Questions & Answers		4	16	10%
5. Quizzes		10	40	24%
6. Cover Letter/Resume		15	15	9%
7. Essential Skills		35	35	21%
8. Schedule/Budget		10	10	6%
9. E-portfolio		10	10	6%
9. Interprofessional Collaboration Presentation				
			171	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.

**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



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## 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/](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. 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 [bmacc@csulb.edu](mailto:bmacc@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. Acknowledge 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



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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 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;





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- 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.

**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:**



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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 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.



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### **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 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.