



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



KIN 489A
Fieldwork in Adapted Physical Education

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Student Assistants:

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

E. **Spring 2021**

F. **Tuesday & Thursday 3:45-5pm (3 Units)**

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

H. Expected Outcomes:

Fieldwork in Adapted Physical Education (KIN 489A) offers three units of credit for candidates interested in gaining experience providing physical education to individual with disabilities. The experience is part of the required coursework for the Adapted Physical Education Added Authorization (APEAA) Credential. Candidates who are current SSPE, MS, and ES credential holders are required to complete 6 units of credit toward KIN 489A Fieldwork, as part of the California Teacher Credential APEAA program requirement.

Course Objectives:

APE Option Program Student Learning Outcomes (SLO) meets 3 and 5

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

1. *Construct an appropriate physical education instructional program for individuals with disabilities that include the design of a curriculum plan. **(SLO #3)**
2. *Plan, teach code, analyze, and reflect a physical education lesson plan designed for individuals with disabilities using the CSULB KIN AIM teaching behaviors. **(SLO #5)**
3. Identify and use appropriate visual and equipment/facilities and make the necessary accommodations and modifications to conduct a quality instructional program of adapted physical education for individuals with disabilities.
4. Students will gain a heightened sense of community, civic engagement, and personal responsibility, and/or a deeper understanding of issues of social justice, equity, and/or



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ethics relating to people with disabilities through (virtual) school observations with assigned APE teacher.

I. Required Readings and Materials:

Required

Internet access for BeachBoard and CSULB email address

Netiquette: (Lab)

- A. Please have your camera on and participate in activities during lab practicum.
- B. Athletic attire is required for every (virtual) lab in KIN 489A.
 - 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.

J. Types of Assignments

Lesson Plan (total 15 points) 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 Rachel (THURSDAY) or Elsie (TUESDAY) emails on top page of syllabus

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). Final copy submitted to BeachBoard by midnight on date of teaching.

APE Teacher Observation (total 20 points) Due May 4

APE teachers will share their availability to observe virtually. Students will follow the given prompts and reflect on the 10 teacher observations.

Peer Observations (total 20 points) Due by last day of ASAPP

Students will observe peers 10 times during virtual ASAPP. Students will participate and have video on during observations for 90%+ during the time of observations. Students will also participate in the post reflection. No write-up is necessary beyond full participation.

Curriculum Plan (25 pts) Due Feb 25

This assignment will involve designing and writing a curriculum plan with 3 to 5 week unit plans on a movement area (e.g., locomotor or object control skills, playground skills, sport) of a class you are teaching.



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AIM Coding and Reflection (15 points) Due one week after teaching (depending on letter assigned)

Video the actual lesson for individuals you teach with disabilities and then view, code, and analyze your teaching. Analyze the lesson by using the CSULB coding system located in BeachBoard. Reflect on your teaching and answer the questions provided.

Professional Growth Plan (10 Points) Due Part 1 January 28 & Part 2 May 6

Develop and write at least two goals. One must be a professional goal (e.g., join professional organization, attend conference) but one may be a personal goal statement (e.g., fitness goal) that you will work to accomplish during the remainder of the semester. Include at least two steps for how/when you will meet this goal (like a benchmark). Verify in writing by explaining in behavioral detail how you met your goals to receive credit for this assignment.

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 (Tuesday)</u>	<u>Date (Thursday)</u>
1 Jan 19 & 21	KIN 489A Syllabus Assigned: Professional Growth Plan	Lecture: Curriculum Planning Assigned: Curriculum Plan
2 Jan 26 & 28	Lecture: Lesson Planning Assigned: Lesson Plan Assigned: Peer Observation	Lecture: AIM Coding & Reflection Assigned: AIM Coding & Reflection Assigned: APE Teacher Observation DUE: Professional Growth Plan (Part 1)
3 Feb 2 & 4	Ice Breakers: Rachel & Elsie DUE: Group A Lesson Plan (draft)	Ice Breakers: Rachel & Elsie DUE: Group B Lesson Plan (draft)
4 Feb 9 & 11	DUE: Group C Lesson Plan (draft)	DUE: Group D Lesson Plan (draft)
5 Feb 16 & 18	Group A DUE: Group E Lesson Plan (draft)	Group B DUE: Group F Lesson Plan (draft)
6 Feb 23 & 25	Group C DUE: Group G Lesson Plan (draft) DUE: Group A AIM Coding & Reflection	Group D DUE: Group H Lesson Plan (draft) DUE: Group B AIM Coding & Reflection DUE: Curriculum Plan
7 March 2 & 4	Group E DUE: Group I Lesson Plan (draft) DUE: Group C AIM Coding & Reflection	Group F DUE: Group J Lesson Plan (draft) DUE: Group D AIM Coding & Reflection
8 March 9 & 11	Group G DUE: Group K Lesson Plan (draft) DUE: Group E AIM Coding & Reflection	Group H DUE: Group L Lesson Plan (draft) DUE: Group F AIM Coding & Reflection



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9 March 16 & 18	Group I DUE: Group G AIM Coding & Reflection	Group J DUE: Group H AIM Coding & Reflection
10 March 23 & 25	Group K DUE: Group M & O Lesson Plan (draft) DUE: Group I AIM Coding & Reflection	Group L DUE: Group N & P Lesson Plan (draft) DUE: Group J AIM Coding & Reflection
11 March 30 & April 1	OFF Spring Break DUE: Group Q Lesson Plan (draft)	OFF Spring Break DUE: Group R Lesson Plan (draft)
12 April 6 & 8	Group M & O DUE: Group S Lesson Plan (draft) DUE: Group K AIM Coding & Reflection	Group N & P DUE: Group T Lesson Plan (draft) DUE: Group L AIM Coding & Reflection
13 April 13 & 15	Group Q DUE: Group U Lesson Plan (draft) DUE: Group M & O AIM Coding & Reflection	Group R DUE: Group V Lesson Plan (draft) DUE: Group N & P AIM Coding & Reflection
14 April 20 & 22	Group S DUE: Group W Lesson Plan (draft) DUE: Group Q AIM Coding & Reflection	Group T DUE: Group X Lesson Plan (draft) DUE: Group R AIM Coding & Reflection
15 April 27 & 29	Group U DUE: Group S AIM Coding & Reflection	Group V DUE: Group T AIM Coding & Reflection
16 May 4 & 6	Group W DUE: Group U AIM Coding & Reflection DUE: APE Teacher Observations *Send thank you email to APE teacher*	Group X DUE: Group V AIM Coding & Reflection *Last day to submit late work* DUE: Professional Growth Plan (Part 2)
Final Exam Thursday, May 13 @ 1:30pm	Tuesday, May 11 DUE: Group W AIM Coding & Reflection	Thursday, May 13 DUE: Group X AIM Coding & Reflection

**L. Basis for Assigning the Course Grade
Tentative Course Evaluation**

Description	Course Objectives	Points Per Part	Total Possible Points	% of Grade
1. Lesson Plan*	2	15	15	14%
2. APE Teacher Observations+ (10 sessions)	3, 4	2	20	19%
3. AIM Coding & Reflection+	2	15	15	14%
4. Professional Growth Plan+	1, 2, 3, 4	10	10	10%
5. Peer Observations+ (10 sessions)	3, 4	2	20	
6. Curriculum Plan+	1	25	25	24%



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			105	100%
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*Assignment graded by Dr. Bittner

+Assignment graded by Professor Taylor

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%
- NO other late assignments will be accepted after the first “buddy pass.” NO EXCUSES without university excuse.
- 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/



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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 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. 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 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



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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;
- 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



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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:

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,



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- 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.

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.



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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.