



## **(2) Brief list of specific learning objectives of the course,**

### **Depth and Breadth of Knowledge**

- *Define and give examples of the appropriate terminology and content used in adapted physical activity; interpret research and course material; construct and develop new ideas and meaning of content.*
- *Identify and discuss various characteristics of differently abled individuals to understand the specific needs during physical activity and sport*
- *List benefits of inclusive activity through practice and planning for people with and without a disability*
- *Compare and contrast rules in various Paralympic Sports; identify key terminology; analyze and evaluate game design*
- *Discuss how to facilitate inclusion, social acceptance and positive behaviour management in educational and recreational settings*

### **Application of Knowledge**

- *Analyze the built environment and illustrate an understanding of the AODA standards during a campus tour*
- *Participant in various parasports to carry out basic movement skills in different activity settings*
- *Analyze current issues in adapted physical activity to propose strategies to increased involvement and participation in physical activity and sport*
- *Carry out activity plans that demonstrate appropriate curricular and instructional decisions, appropriate modifications and safe participation.*
- *Evaluate physical motor skills, fitness and movement for differently abled individuals to design effective program and lesson plans.*
- *Reflect and generate new ideas, structures and meaning of material through community focused experiential learning, campus and in-class activities*

### **Course Text / Readings**

*The following text will be used for readings for the course:*

***Roth, K., Zittel, L., Pyfer, J., & Auxter, D. (2017). Principles and Methods of Adapted Physical Education and Recreation (12th ed.). Burlington, MA: Jones & Bartlett Learning***

### **Evaluation \***

*The final grade for the course will be based on the following items weighted as indicated:*

#### **Assignments – 55%**

- **Campus Accessibility (15%)**
- **Research Paper (20%)**
- **SkateABLE or Sport Project (20%)**

**Test 1 - 25%**

**Test 2 - 20%**

**“Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.”**

## **Assignments:**

### **Campus Accessibility (15%):**

Students will explore different aspects of York University and report on the campus's accessibility for person's with a disability, identifying strengths and weaknesses. Students will use the four stages of reflection to complete their assignment. Further assignment details will be provided.

### **SkateABLE or Group Project (20%):**

**SkateABLE:** Held at the Canlan Ice Sports complex at York, the program runs Saturday evenings from 5:45-7:45pm. Students will teach children with disabilities using the five HIGH FIVE Principles of Healthy Child Development and SkateABLE standards for program delivery. Individual weekly lesson plans and reflections will be submitted. An individual final report for SkateABLE and for Professor Bowerman will be completed. Requirements for SkateABLE organization will be completed. Further details will be provided.

**\*\*SkateABLE begins Saturday January 13 – March 17th**

**\*\* 5:30 - 7:45 Canlan Ice Sports Complex**

**Sport Project:** Students will develop a Paralympic sport resource (approval required). As a group, a presentation of a sport lesson plan will be presented in tutorial. Each group will create a Sport Fact Sheet/Flyer including: Introduction to the sport, rules, player classification and sporting information. A presentation lesson plan will be submitted.

Individually, students will develop a sport proposal. Students will submit an 8-week program design including program goals and learning outcomes, weekly training lessons, and two different forms of assessments. Further details will be provided.

### **Research Paper (20%):**

A 7-8 page written paper will be turned in during class time. Students will submit use *Turn-It-In* for submission as well as paper copy in class. Students will choose a topic of their choice that relates to Adapted Physical Activity in some way. The paper will follow APA format (6th edition) for referencing, in text citations, and writing format and style. There will be three separate due dates (i.e., topic, reference list/summary, and final paper). Further details will be provided.

**Topic (1.5%) - Due February 8<sup>th</sup>**

**Reference list and summary (3.5%) - Due March 1<sup>st</sup>**

**Final draft of paper (15%) – March 15<sup>th</sup>**

### **Test 1 (25%):**

Test 1 will cover the material and readings that has been covered to date. Tests will be multiple choice and short written answer. If there is a missed midterm, with supporting documentation, the final exam will be worth 45% of the student's grade (see Make-up Policy below).

### **Test 2 (20%):**

Test 2 will cover the material covered from Test 1 onwards plus any additional topics. Tests will be multiple choice and short written answer.

## **Grading, Assignment Submission,**

### **Lateness Penalties and Missed Tests**

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04\\_5\\_acadinfo.pdf](http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf))

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the *Faculty of Health* section of the Undergraduate Calendar:

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in at the beginning of class on the date that they are due. If for a reason students cannot make it to class or will miss, assignments should be turned in on or before the due date. Assignments can be placed in the Professors mailbox in the Kinesiology Office (Bethune 341). Ask the secretary to date and time stamp the assignment.

**Lateness Penalty:** Assignments received later than the due date will be penalized. There will be a penalty of 1 % per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., Attending Physician's Statement).

**Missed Tests:** Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., a completed Attending Physician's Statement form) may request accommodation from the Course Instructor. To accommodate a missed test with supporting documentation, test 2 will be worth the combined percentage of both test 1 and test 2 (45%). Student should speak with the Professor to discuss individual circumstances. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

## **ADDITIONAL INFORMATION**

### **IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

### **Some Recommended Resources**

#### **Books**

- Block, M.E. (2016). *A Teacher's Guide to Adapted Physical Education: Including Students with Disabilities in Sports and Recreation (4th ed.)*. Baltimore, MA: Brookes Publishing Co.
- Davis, R.W. (2011). *Teaching Disability Sport: A Guide for Physical Educators (2nd ed.)*. Champaign, IL: Human Kinetics.
- Hellison, D. (2005). *Teaching Responsibility through Physical Activity*. Champaign, IL: Human Kinetics.
- Kasser, S.L., & Lytle, R.C. (2013). *Inclusive Physical Activity: Promoting Health for a Lifetime*. Champaign, IL: Human Kinetics.
- Kasser, S.L. (1995). *Inclusive Games: Movement fun for Everyone!* Champaign, IL: Human Kinetics.
- Lieberman, L. J., & Houston-Wilson, C. (2009). *Strategies for Inclusion (2nd ed.)*. Champaign, IL: Human Kinetics.
- Morris, G.D., & Stiehl, J. (1999). *Changing Kids' Games (2nd ed.)*. Champaign, IL: Human Kinetics.
- Steadward, R., Witkinson, E., & Wheeler, G. (2003). *Adapted physical activity*. Edmonton, Alberta: The University of Alberta Press
- Winnick, J.,P. (2011). *Adapted Physical Education and Sport (5th ed.)* Champaign, IL: Human Kinetics

#### **Journals**

Adapted Physical Activity Quarterly  
Journal of Physical Education, Recreation, and Dance (JOPERD)  
PALAESTRA  
International Journal of Physical Education, Sports and Health  
Physical Education & Sport Pedagogy  
Strategies: A Journal for Physical and Sport Educators

**Tentative Weekly Schedule**  
KINE 3345 – Adapted Physical Activity  
Weekly Schedule – Winter 2018

Date	Lab	Lecture	Readings (Articles Added throughout the term)
	<b>Tuesday</b>	<b>Thursday</b>	
Week 1		Jan 4 - Course Introduction / Experiential Education / What is Adapted Physical Activity?	Words with Dignity Chapter 1
Week 2	Jan 9 Introductions & Communication	Jan 11 – What is APA? / What is Inclusion? / What is AODA	AODA Inclusion Handouts Saturday January 13 – First Day of SkateABLE
Week 3	Jan 16 AODA Lab	Jan 18 – Assessment and Planning	Chapters 3
Week 4	Jan 23 TGMD-II	Jan 25 - Meeting the Learner's Needs / Instructional Modification	Chapters 5
Week 5	Jan 30 Sitting Volleyball	Feb 1 – Intellectual and Developmental Disabilities <b>Accessibility Report Due</b>	Chapter 11
Week 6	Feb 6 Adapted Activities / Behaviour Management	Feb 8 - Autism Spectrum Disorder / Enhancing Student Behaviours <b>Research Topic Due</b>	Chapters 12 Chapter 7
Week 7	Feb 13 Adapted Activities	Feb 15 - <b>Test 1</b>	
Week 8	February 17-23 <b>Reading Week NO CLASS</b>		
Week 9	Feb 27 Goalball	Mar 1 – Visual Impairments and Deafblindness <b>Reference List and Summary Due</b>	Chapters 17
Week 10	Mar 6 <b>Paralympic Sport Teaching</b>	Mar 8 – Physically Disabilities <b>Paralympic Sport Project Due (All Groups)</b>	Chapter 15 SkateABLE Project Due to Lisa
Week 11	Mar 13 <b>Paralympic Sport Teaching</b>	Mar 15 - TBA <b>Research Paper Due</b>	TBD - March 17 – Last Day of SkateABLE – Project Due to Stephanie
Week 12	Mar 20 <b>Paralympic Sport Teaching</b>	Mar 22– Disability Sport and Recreation / LTAD Model	Chapter 9
Week 13	Mar 27 Disability Sport TBA	<b>March 29 - Test 2</b>	