

Land Acknowledgement of Indigenous Peoples and Traditional Territories:

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

YORK UNIVERSITY BASIC COURSE OUTLINE KINESIOLOGY AND HEALTH SCIENCE COURSE – Adapted Physical Activity

Course: KINE 3345 – Adapted Physical Activity

Course Webpage: eClass

Term: Winter 2024

January 8th – April 8th

Prerequisite / Co-requisite: None

Course Instructor

Stephanie Bowerman, Ph.D. (she/her)
Email: sbowerma@yorku.ca
Office: Stong College 317

Course consultation hours

Tuesday: 12 – 1pm
Thursday: 10:30 – 11:30am
Or by appointment.

Time and Location:

This course will be delivered in-person (Lecture and Tutorial)

Lecture: ACE 009

Thursday's 12:30 – 2:30pm

Tutorial: Tait McKenzie - Upper Gym

Tutorial 1 – Tuesday's 9:30 – 10:30am

Tutorial 2 – Tuesday's 10:30 – 11:30am

Health and Safety Information:

In this course, all university community members must comply with York's health and safety protocols, found on the [Better Together](#) website.

All are strongly encouraged to:

- Wear masks while indoors on campus;
- Self-screen using the [YU Screen](#) tool prior to coming to campus for any in-person activities; and
- **NOT** attend in-person activities at any of York's campuses/locations if feeling unwell or if you answer yes to any of the screening questions.

All members of the York community share in the responsibility of keeping others safe on campuses and ensuring respectful interactions with one another.

Take Care of Yourself:

We are all dealing with a tremendous amount of stress, anxiety, fear, and uncertainty as a consequence of the COVID-19 pandemic. Please be kind and gentle with yourselves and others during this difficult period. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://coronavirus.info.yorku.ca/>

<https://yorkinternational.yorku.ca/>

Calumet and Stong Colleges' Student Success Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)

- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadm@yorku.ca, and request to be added to the listerv.

Technical requirements for taking the course:

Several platforms will be used in the course (e.g., eClass, Zoom, YouTube, and Video) through which students will interact with the course material, the course director, as well as with one another. Students may be required to submit video components as part of their assignments.

For this to occur, **students will need** stable, higher-speed Internet connection, a computer with webcam and microphone, and/or a smart device with these features as well as a device that can record video and audio. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and assignments will be conducted.

Student FAQs for eClass can be found **here** - <https://lthelp.yorku.ca/95440-student-faq>

Useful links describing computing information, resources and help for students:

Student Guide to eClass	https://lthelp.yorku.ca/student-guide-to-e-class
Computing for Students Website	https://student.computing.yorku.ca/
Student Guide to eLearning at York University	http://elearning-guide.apps01.yorku.ca/
Learning Skills Services	https://lss.info.yorku.ca/online-learning/
Zoom@YorkU User Reference Guide	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
Zoom@YorkU Best Practices	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

Expanded Course Description

Organization of the course:

This course involves both lecture and practical physical activity learning opportunities. Formal lectures will occur once a week that are held in-person, for two hours involving lectures, discussions, and active learning. It is highly recommended that students attend each lecture to fully emerge in content understand the theoretical aspects of adapted physical activity in which they will be asked to apply in the practical setting. Various forms of active learning occur while students explore assessment, program planning, delivery, and adaptations/modifications to physical activity across various settings.

The practical physical activity tutorials will be held in-person, once a week for one hour in Tait McKenzie gym. Each student is expected to attend their assigned tutorial session in which they are enrolled. Students will be active in the practical physical activity sessions and will need to wear clothing and footwear that allows students to move freely within the gym space. Shoes with rubber soles are required. Socks only will not be permitted. Various opportunities for in-

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class experiential education occurs as well as a community-service learning EE opportunity. Students will have opportunities for direct hands-on learning supporting high school students with disabilities in a physical activity setting.

Attendance is highly expected in both the lecture and practical activity session. Course focused experiential education is incorporated throughout the course for both lecture and tutorials. In-class reflective learning activities as well as an opportunity for participation in Community Service Experiential Education through interactions with a partner in the community. The Community Service Learning will address both student learning outcomes and established community needs.

Course Learning Objectives

Purpose of the Course:

Adapted physical activity and the importance of inclusive physical activity for individuals with disabilities will be introduced in the course. The theoretical and applied aspects of adapted physical activity will be delivered. Students will gain knowledge and experience skills necessary to carry out assessments, programming, delivery and evaluation for individuals with various disabilities in physical activity and sport. Students will be given direct hands-on experience to support high school students with multiple exceptionalities in physical activity. Students explore ways to modify a lesson plan to accommodate an individual's needs, ways to adapt activities to increase the development of motor skills and inclusive participation. ***Course focused experiential education is incorporated throughout the course during in-class reflective learning activities and Student's will be offered an opportunity for participation in Community Service Learning that will address both student learning outcomes and established community needs.***

Specific learning objectives of the course:

1. Demonstrate introductory and developing knowledge related to key elements of adapted physical activity and inclusion.
2. Identify, discuss and apply characteristics and specific needs for people with disabilities with how the disability can impact recreation, sport, physical education, and/or fitness.
3. Plan, deliver and modify appropriate activities that accommodate student's diverse backgrounds and meet their individualized needs in a physical activity setting.
4. Engage in critical reflection to generate new ideas, structures and meaning of material through course content, experiential learning, and in class activities.

COURSE TEXT / READINGS

All course resources/readings will be posted on eClass (e.g., websites, articles, or other types). No textbook will be used for the course.

Evaluation *

Week/Date	Evaluation Activity	Description	Link to CLO	Weight (%)
Feb 8	Test #1	In-person exam	1, 2	20%
March 5 March 12 March 26 (Back-up Apr 2)	APA Learning Lab - Attendance	Attendance required for Tutorial – York/JCM Adapted Physical Activity Learning Lab	3	6%
Due March 8 March 22	APA Learning Lab - * Lesson Plans - 5, 5%	Students will prepare for the York/JCM sessions by planning modifications/back up activities to the LP for their specific student	2, 3	10%
Due March 12 March 18 April 2	APA Learning Lab - Reflections - 7, 7, 8%	Students will complete a reflection following each of the YorkU/JCM sessions	3, 4	22%
Due April 4	APA Learning Lab - * Final Report	Students will complete a final report on their JCM student	2, 3, 4,	7%
February 29 March 7 March 14	* Disability Project/Presentation	In groups, students will present a disability presentation and develop a handbook	1, 2, 3	15%
	Test #2	In-person exam	1, 2, 3	20%

Note: * indicates group grade

Community-Service EE – JCM Sessions (45%)

Attendance: (individual grade) – 6%

Student from JCM will attend three tutorials. Attendance will be taken and a grade will be given for attendance. **There will be no make-up for being absent in any circumstance** as the JCM students will only attend on these following dates:

- Session 1: March 5th
- Session 2: March 12th
- Session 3: March 26th

3-Part Lesson: (group grade) – 10%

Each group will submit an activity plan following the three-part lesson template provided on eClass. Students will submit their activity plan on the Friday prior to tutorial sessions with the JCM students. Each group will plan and develop accommodations specific to their student's needs using the lesson plan provided for Session 2 and Session 3, as well as back-up activities for the various stations.

- 3-Part Lesson Session 2: Due March 8th
- 3-Part Lesson Session 3: Due March 22nd

Reflections (individual grade)- 22%

Each student will submit a Reflection following every session with the JCM students. Students will submit their guided reflection on eClass using the template provided.

- Reflection #1 Due (7%): Tuesday March 12th
- Reflection #2 Due (7%): Tuesday March 19th
- Reflection #3 Due (8%): Tuesday April 2nd

- If a student is absent, they will still have to submit an assignment in place of the reflection. Students absent will act as a consultant and submit a written report for recommendations for the following week. Students will have a discussion/debrief with their partner about how the session went, what went well and what their challenges were. Recommendations must be justified and supported with resources/literature offering three different recommendations.

Final Report (group grade) -7%

The final report will include a general observations/engagement with your JCM student. This is based on your observations and interactions during the in-person sessions. Various components such as how you communicated with, what type of accommodations were made and why, behaviour concerns or observations, and additional comments will be reported. In addition, a specific and measurable physical and motor skills assessment will be reported. Final recommendations on the social and physical environment that may be needed to enhance their experience in the physical activity setting will be described. A conclusion with your overall recommendations and resources that will support the high school student in a physical activity setting. Details for the final report will be posted on eClass. Refer to assignment description and rubric.

- Final Report Due (7%): Thursday April 4th

Disability Project/Presentation (15%)

Students will be placed into small groups and will be assigned a specific disability. Groups will prepare and deliver an in-class presentation on assigned dates. Students will create an PowerPoint Presentation + Handbook as well as provide a fact sheet that will be posted on eClass. The presentation will cover an overview of the disability and how it can impact recreation, sport, physical education, and/or fitness. Accommodations and recommendations to best support people in a physical activity setting will be presented. The PowerPoint should ensure Accessibility is checked and that people with disabilities should not have difficulty reading the document. The full project details will be posted on eClass. Students must be present to earn presentation grade. A portion of the grade will be peer evaluated.

- Various dates throughout the term will be assigned for disability presentations.
 - February 29
 - March 7
 - March 14

Test 1 (20%)

Test #1 will be held during the assigned course time slot on Thursday February 8th (12:30 – 2:30pm EST).

Test #2 (20%)

Test #2 will be held during the assigned course time slot on Thursday March 28th (12:30 – 2:30pm EST).

The **Senate Grading Scheme and Feedback Policy** stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade (see the policy for exceptions to this aspect of the policy - <http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>)

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

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/2010-2011/academic/index.htm>)

NOTE: Students grades are not given out, they are earned. I will round a grade from a 0.5% to the next number. Do not ask to receive a higher letter grade.

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 through the course eClass Page.

Lateness Penalty: Late assignments without advanced approval from the course instructor will incur a late penalty of 1% deduction of the assignment, per day. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor, but must be discussed and approved with the course instructor.

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc, may request accommodation from the Course Instructor and may be granted permission to write the make-up test. Further extensions or accommodation will require students to contact and discuss with the instructor. Any requests made must be within 7-days of the exam.

ACADEMIC HONESTY AND INTEGRITY

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty.

To promote academic integrity in this course, students may be required to submit their written assignments to Turnitin (via eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

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://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012.pdf>

- 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

TENTATIVE Course Weekly Schedule/Topics/Readings

Dates	Tuesday Tutorials	Thursday Lectures Topics	Reading Assignment
Jan 9 & 11	<i>No tutorial</i>	Course Welcome & Introduction What is Adapted Physical Activity and Inclusion	<ul style="list-style-type: none"> • Words with Dignity & Language and Terminology • OPHEA - Language Matters
Jan 16 & 18	Introductions Communication Activities	Assessment/AODA	<ul style="list-style-type: none"> • Disability and Exercise Training 6-Step Companion Guide: Supporting people with disabilities in a Fitness and Recreation Setting
Jan 23 & 25	Fundamental Movement Skills/Physical Literacy/TGMD-III	Meeting the Learner's Needs and Making Accommodations for Physical Activity	<ul style="list-style-type: none"> • Assessing the Fundamental Movement Skills of Children with Intellectual Disabilities in the Special Olympics Young Athletes Program • Utilizing Self Determination Theory to Promote Physical Activity in Individuals with Autism Spectrum Disorder
Jan 30 & Feb 1	Wheelchair Sports *Location: Fieldhouse Sport for Life: Long Term Development Stages https://sportforlife.ca/long-term-development/ Writing Reflection Practice	Meeting the Learner's Needs Making Accommodations for Physical Activity Cont'd	<ul style="list-style-type: none"> • The Impact of Wheelchair Tennis on the Lives of Youth with Disabilities and their Families • Wheelchair Basketball School Resource Guide: Intermediate/Senior • Infusing Universal Design for Learning into Physical Education Professional Preparation Programs
Feb 6 & 8	Goalball	Test #1	<ul style="list-style-type: none"> • Get Active Goalball: Intermediate Lesson Plans
Feb 13 & 15	Disability Centred Movement Lab & Making Accommodations	Behaviour Management *Distribution of JCM profiles Preparation of Sessions	<ul style="list-style-type: none"> • Behaviour Management: What Have I Learned?
Feb 20 & 22	Reading Week – No Classes Feb 17-23 The University will be open		
Feb 27 & 29	Disability Centred Movement Lab/Practice for 1 st Session	Disability Presentation #1 & Handbook Due	<i>Reading to be updated for 2nd Half of Term – determined by disability group presentations.</i>

March 5 & 7	JCM Session #1	Recap of Session 1 Disability Presentation #2 & Handbook Due	
March 12 & 14	JCM Session #2 Reflection #1 Due	Recap of Session 2 Disability Presentation #3 & Handbook Due	
November 8th - Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)			
March 19 & 21	Sitting Volleyball Reflection #2 Due	Course Recap/Case Studies/Test Review	
March 26 & 28	JCM Session #3	TEST #2	
April 2 & 4	Back-up JCM Session Reflection #3 Due	Final Celebration Day at JCM School Final Report Due	
April 8 th Last Day to Submit Course Work			