

HHS2, Room 213

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Student Assistants:

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- D. Office Hours: Tuesdays 12pm; by appointment and email

- E. Spring 2021

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

- G. Class Location- prerequisite: KIN 489A. A  
lecture and laboratory format with an emphasis on program planning and d APE Option Program

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)



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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, 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 CEO 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 endeavor. This paper includes both outside sources and 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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			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	Columnaet al.(2009) Communicating with Hispanic Families



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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

	Course Objectives	Points Per Part	Total Possible Points	% of Grade
		15	15	12%
		20	20	12%
		10	10	6%
		4	16	10%
		10	40	24%



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M. Instructional Policies Requirements  
Statement of Nondiscrimination

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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 ~~my 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