

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

Depth and Breadth of Knowledge

- *Demonstrate knowledge of the terminology and content used in adapted physical activity.*
- *Understand the knowledge of the characteristics of differently abled individuals.*
- *Demonstrate an understanding of the importance of adapted physical activity for differently abled persons in various settings.*
- *Demonstrate the ability to apply theory to practice in the context of case studies and practical physical activity settings*
- *Reflect and generalize practical physical activity experiences to enhance further opportunities.*

Application of Knowledge

- *Apply multi-disciplinary knowledge of physical activity and health to life situations.*
- *Demonstrate and adapt basic movement skills or activities in a variety of settings for differently abled individuals.*
- *Demonstrate an understanding of rules and game design for various parasports.*
- *Apply practical skills for assessing motor/skills, fitness and movement for differently abled individuals.*
- *Demonstrate the ability to develop physical activity programming for differently abled individuals and make instructional decisions within various settings.*

Course Text / Readings

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

Winnick, J.,P. (2011). *Adapted Physical Education and Sport (5th ed.)* Champaign, IL: Human Kinetics

The following is an e-book at the library:

Steadward, R., Witkinson, E., & Wheeler, G. (2003). *Adapted physical activity.* Edmonton, Alberta: The University of Alberta Press

Evaluation *

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

Assignments – 55%

- **Campus Accessibility Report - 10%**
- **Reflection - 5%**
- **Group Project or SkateABLE (20%)**
- **Research Paper (20%)**

Active Participation (on-going) - 5%

Test 1 - 20%

Test 2 - 20%

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

Assignments:

Campus Accessibility (10%)

Students will explore different aspects of York University and report on the campus's accessibility for person's with a disability, identifying strengths of weaknesses. A three-four page (double spaced) paper will be submitted. Further details will be provided.

Reflection (5%)

A reflection will be submitted via moodle. Using an assigned experience from tutorial, students will critically reflect on their learning process and how it has impacted their professional growth. Reflections submitted can be a written document, powerpoint presentation, or video. Students must respond online to a minimum of two other students reflections. Further details will be provided.

Group Project or SkateABLE (20%):

Coaching Manual Group Project: Each group will develop a coaching manual for an assigned Paralympic Sport (approval is required). Introduction to the sport, rules, player classification and information, and safety are identified. An 8-week program will be designed including program goals and learning outcomes, weekly training lessons, two different forms of assessments and a brief sport handout flyer. In addition, a sport specific fitness program is included. A presentation of the a sport lesson will be presented in tutorial. Both manual and presentation are graded. Further details will be provided.

SkateABLE: Held at the Canlan Ice Sports complex at York, the program runs Saturday evenings from 6:00-7:00pm. Teach children with disabilities basic ice skating skills using the five HIGH FIVE Principles of Healthy Child Development and SkateABLE standards for program delivery. Weekly progressive lesson plans for their athletes are developed. Each lesson plan is delivered and a report on each session is submitted after each class. A final report is completed following the SkateABLE criteria. Further details will be provided.

****SkateABLE begins Saturday January 9th**

Research Paper (20%):

A 8-9 page written paper will be submitted. Students will use *Turn-It-In* for submission as well as hard copy in class. Students will choose a topic of their choice that relates to Adapted Physical Activity. The paper will follow APA format (6th edition) for referencing, in text citations, and writing format and style. Topic must be approved by Professor. Further details will be provided.

Active Participation (On-Going) (5%)

Active participation considers the quality of your participation. This includes active participation in lecture and tutorial, prompt attendance, preparation and enthusiasm. Showing respect and consideration for others, listening and sharing experiences is expected. Online activity to course readings or questions is observed. If you are not in class, you will not be able to accumulate tasks that contribute to your overall participation mark.

Test 1 (20%):

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 40% 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/uq2004cal/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 (40%). 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

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.

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
 KINE 3345 – Adapted Physical Activity
 Weekly Schedule - Winter 2016

Date	Lab	Lecture	Readings (Updated Weekly)
Week 1 Jan 5/7		Jan 7 - Course Introduction What is Adapted Physical Activity? What is Inclusion	Chapter 2 (Steadward) Words with Dignity
Week 2 Jan 12/14	Lab 1 Introductions/Names	Jan 14 – Inclusion cont'd Social Model of Disability/AODA Breaking down barriers	AODA
Week 3 Jan 19/21	Lab 2 (Jan 19) Inclusive Games	Jan 21 – Planning for Inclusive program	Chapter 2 (Winnick) To be posted
Week 4 Jan 26/28	Lab 3 (Jan 26) Assessment TGMD-II	Jan 28 - Assessment Accessibility Report Due	Chapter 4 (Winnick) Chapter 15 (Steadward) TGMD-II
Week 5 Feb 2/4	Lab 4 (Feb 2) Activity Analysis/Modifications	Feb 4 – Instructional Strategies/Program Modifications	Chapter 7 (Winnick)
Week 6 Feb 9/11	Lab 5 (Feb 9) Goalball	Feb 11 – Sensory Disabilities Research Topic Due Goalball Reflection Due	Chapter 12 (Winnick) Chapter 13 (Winnick)
Week 7 Feb 16/18	Lab 6 (Feb 16)	Feb 18 - READING WEEK	
Week 8 Feb 23/25	Lab 7 (Feb 23) Sensory Activities Reflection Response Due	Feb 25 - Test 1	To be posted
Week 9 Mar 1/3	Lab 8 (Mar 1) Sitting Volleyball	Mar 3 – Physical Disabilities	Chapter 14 (Winnick) Chapter 16 (Winnick)
Week 10 Mar 8/10	Lab 9 (Mar 8) Group Teaching Sports All Group Projects Due	Mar 10 – Intellectual Disabilities	Chapter 8 (Winnick)
Week 11 Mar 15/17	Lab 10 (Mar 15) Group Teaching Sports	Mar 17 – Aspergers/Autism Research Paper Due	Chapter 10 (Winnick)
Week 12 Mar 22/24	Lab 11 (Mar 22) Group Teaching Sports	Mar 24 – TBA	Chapter 12 (Steadward)
Week 13 Mar 29/31	Lab 12 (Mar 29) - Adapted Activities	Mar 31 - Test 2	
Week 14 Apr 5	Apr 5 - Study Day		