

**San José State University**  
**Department of Kinesiology**  
**KIN 108, Adapted Physical Activity for Young Adults, Spring, 2025**

**Course and Contact Information**

Instructor: Dr. Erin Ashleigh Siebert  
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Office Hours: Tuesday/Thursday 1-2pm via Zoom or by appointment as needed  
Class Days/Time: Lecture: T 3:30-4:20pm | Lab: W 9-10:50am  
Classroom: Lecture: Online – Zoom link on Canvas  
Lab: Off campus – Wilson High School, Santa Clara Unified School District  
Prerequisites: KIN 70 and KIN 156 for majors/minors only or instructor consent.

**Course Description**

Theories, techniques, and practices in the design of physical activity promotion for postsecondary transition students with disabilities.

**Course Format**

**Technology Intensive, Hybrid, and Online Course**

This course requires regular online participation on Canvas. You need to engage with all course material to fully participate (complete assigned readings, watch posted videos, etc.). In addition to participation, students will submit assignments electronically via Canvas through the course site unless otherwise stated. Internet connectivity and a computer are needed to complete assignments. Additional course information will be provided via the Canvas course site and through the Canvas email message system.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking Canvas and your SJSU email to learn of any updates. Login using your My SJSU username and password. **For help with using Canvas see [Canvas Student Resources page](#).**

**Lab Information**

This course requires regular off campus physical activity participation. Come to class dressed and prepared to be physically active (i.e., closed toe shoes, running pants/shorts, hair ties, etc.). During lab all clothing needs to be respectful and representative of San Jose State University values (e.g., clothing does not contain alcohol/drug/sexual or other inappropriate references, all clothing fits appropriately and sufficiently covers private parts, etc.).

**APEAA Fieldwork Hours**

Fieldwork hours are required as part of the Adapted Physical Education Added Authorization (APEAA) for those pursuing that. As a part of this course, students are required to complete 10 hours, spread out over the semester, engaging with transition aged adults with disabilities (i.e., 18-22 years old) in an off campus post-secondary program. Alternate opportunities, for open university students only, for hours should be discussed directly with the instructor if a schedule conflict exists.

## **SJSU Department of Kinesiology DEI Statement**

The Department of Kinesiology is committed to developing and implementing equitable curricula and teaching practices that reflect the diversity of our student body and departmental core values. The faculty strives to foster an inclusive learning environment where all students feel valued, supported, welcomed, and empowered to succeed in **ALL** classes. All students, inclusive of all, but not limited to ethnicities, socioeconomic and cultural backgrounds, gender identities and expressions, castes, religions, ages, sexual orientations, abilities, bodies, political affiliations, statuses, and nationalities, are encouraged to share their rich array of perspectives and experiences. KIN department faculty, staff, and students all have something of value to contribute. Everyone is expected to respect differences and demonstrate diligence in understanding how others' perspectives, behaviors, and views may be different from theirs.

### **Course Goals**

SJSU Department of Kinesiology Program Learning Objectives (PLO):

1. Students will be able to effectively explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.
2. Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
3. Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
4. Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
5. Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to demonstrate:

1. identify pedagogical theories and strategies used in physical education to meet the individual needs of students with a disability with a variety of cultural and ethnic backgrounds, experiences, and motor abilities (PLO 1 & 4)
2. demonstrate knowledge, skills, and abilities to become proficient in implementing evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging postsecondary students with disabilities in physical activity settings (PLO 1,2 & 3)
3. describe the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of physical activity services, and bridge transitional stages across the lifespan for all learners as they move into a lifetime of healthy behaviors and physical activity (PLO 2)
4. plan, implement, and evaluate transitional life experiences in physical activity for students with disabilities across the lifespan (PLO 1, 2, & 5)
5. collaborate with personnel from other educational and community agencies to plan for successful physical activity transitions by students in order to promote future healthy behavior and lifetime physical activity (PLO 2)
6. demonstrate the knowledge and ability to teach students appropriate physical activity self-determination skills. (PLO 1 & 5)
7. demonstrate instructional strategies and adaptations for attaining individualized measurable goals for postsecondary students with disabilities throughout the lifespan using safe and developmentally appropriate physical activity (PLO 3 & 5)

## Adapted Physical Education Added Authorization (APEAA) Program Standards

Upon successful completion of this course, candidates will be able to demonstrate competency on the following:

APEAA Program Standards	CLOs	Assessment
<b>#3: Educating Diverse Learners</b> The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served within the physical education setting. In addition, the program provides knowledge and application of pedagogical theories and strategies used in physical education to meet the individual needs of students with a disability with a variety of cultural and ethnic backgrounds, experiences, and motor abilities. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities in physical education settings.	1 & 2	Lesson Plan; Community Resource Document; Person-centered transition planning: Student Information Paper
<b>#4: Effective Communication and Collaborative Partnerships</b> The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) all teachers (including physical educators) and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated physical education services based on individual student motor needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of physical activity services, and bridge transitional stages across the life span for all learners as they move into a lifetime of healthy behaviors and physical activity.	3	Person-centered transition planning: Interest Form
<b>#7: Transition and Transitional Planning</b> The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences in physical activity for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful physical activity transitions by students in order to promote future healthy behavior and lifetime physical activity. Each candidate demonstrates the knowledge and ability to teach students appropriate physical activity self-determination skills.	4, 5 & 6	Person-centered transition planning: Yearly plan; Goal/objectives; Monitoring Tool; and Review, Revise, Reflection Paper
<b>#13: Instructional Strategies and Adaptation</b> The program provides opportunities for the candidate to demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings. This knowledge of instructional strategies and adaptations should include comprehensive curriculum planning, content	7	Lesson planning; Professional behavior; Person-centered transition planning; Practical teaching experience; Weekly Journal Entries

standards, lesson and unit plans, behavior management, collaboration, consultation, and transition planning to comply with legislative mandates.		
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## Required Texts/Readings

### Textbook

There is no required text this semester. All materials will be uploaded on the Canvas course site.

### Other Readings

Achola, Edwin O. and Greene, Gary. 'Person-family Centered Transition Planning: Improving Post-school Outcomes to Culturally Diverse Youth and Families'. 1 Jan. 2016 : 173 – 183

Blessing, C. (2002). Infusing a person centered approach into transition planning for students with developmental disabilities. Ithaca, NY: Cornell University, School of Industrial and Labor Relations Extension, Employment and Disability Institute.

<http://digitalcommons.ilr.cornell.edu/edicollect/105>

Blessing, C. (2003). Integrating essential elements of person-centered transition planning practices into the development of the individualized education program with all students with disabilities. Ithaca, NY: Cornell University, School of Industrial and Labor Relations Extension, Employment and Disability Institute.

<http://digitalcommons.ilr.cornell.edu/edicollect/106>

Gibbons, M., Taylor, A.L., Wheat, L.S., & Szepe, A. (2018). Transformative learning for peer mentors connected to a postsecondary education program for students with intellectual and developmental disabilities. *International Journal of Research on Service-Learning and Community Engagement*, 6(1), Article 10.

Krueger, D. L., DiRocco, P., & Felix, M. (2000). Obstacles adapted physical education specialists encounter when developing transition plans. *Adapted Physical Activity Quarterly*, 17(2), 222-236. <https://doi.org/10.1123/apaq.17.2.222>

Lindsay, S., & Munson, M. (2018). Mentoring for youth with disabilities: National Mentoring Resource Center Population Review. National Mentoring Resource Center.  
[http://nationalmentoringresourcecenter.org/images/PDF/Mentoring\\_for\\_Youth\\_with\\_Disabilities\\_Population\\_Review.pdf](http://nationalmentoringresourcecenter.org/images/PDF/Mentoring_for_Youth_with_Disabilities_Population_Review.pdf).

Roberts, D. A., Herring, M., Plotner, A., Roach, A. (2018). Physical activity in inclusive postsecondary education for students with intellectual disabilities. *Journal of Postsecondary Education and Disability*, 31(3), 239-252.

Roth, K., & Columna, L. (2011). Collaborative strategies during transition for students with disabilities, *Journal of Physical Education, Recreation & Dance*, 82(5), 50-55,  
<https://doi.org/10.1080/07303084.2011.10598629>

Sullivan, A-C., (2016). Empowering students in transition. *Frontiers in Public Health*, 4, Article 211..  
<https://doi.org/10.3389/fpubh.2016.00211>

Young-Southward, G., Cooper, S. A., & Philo, C. (2017). Health and wellbeing during transition to adulthood for young people with intellectual disabilities: A qualitative study. *Research in Developmental Disabilities* 70, 94–103. <https://doi.org/10.1016/j.ridd.2017.09.003>

Additional readings will be made available on Canvas.

## Library Liaison

Adriana Poo

Email: [adriana.poo@sjsu.edu](mailto:adriana.poo@sjsu.edu)

Phone: (408) 808-2019

Reference Desk: (408) 808-2100

Student Computer Service: (408) 808-2470

## Course Requirements and Assignments

The course will consist of online lectures and discussions as well as off-campus programming. Student participation is a vital part of the learning process. The required readings will be used as a basis for understanding transition programming. Lectures will present the points that are the most important for students to understand about development. Students are encouraged to raise issues, provide information from their own experiences, and ask questions. Individual contributions and differing viewpoints will be appreciated and respected.

All assignments will be turned in electronically via the course Canvas site unless otherwise stated. Elaborated assignment descriptions will be posted on Canvas. It is most beneficial to you to follow all directions carefully to maximize your opportunity to receive the highest grade possible. It is each student's responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated. **NO late assignments will be accepted unless prior arrangements have been made with the professor.**

Make-ups are permitted only for illness and emergency situations (truly extraordinary circumstances). The student is responsible for notifying the instructor and making prior arrangements at the earliest possible time. All requests for make-ups will be evaluated on an individual basis.

Students should work through all content, participate in all online and live meetings of their classes depending on their assigned group, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.

This class will be evaluated through a combination of online assignments and in person lab participation as well as a final exam. Rubrics and elaborated assignment instructions are provided on Canvas. Detailed discussion of assignment expectations will occur in class.

1. **Training sessions:** Students will participate in an off-campus service learning program (Spartan Fitness) for young adults with disabilities enrolled in a local transition program. Students are expected to attend the all training sessions on time and stay until the session is dismissed (Punctuality). Students will be expected to ask questions and engage in the tasks (Participation). Students are expected to maintain an attitude of professionalism at all times and with all individuals and groups with

whom they interact (Attitudes).

2. **Service-learning experience:** Service learning is an experiential learning method that integrates academic work with community service. Students learn to apply knowledge gained in the classroom to “real life” by getting hands-on experience in the community. In this class, Spartan Fitness, a peer-mediated physical activity program designed for postsecondary students with disabilities will be used for SJSU students’ service learning experience. Students will complete 10 hours of fieldwork during the semester, assisting the Spartan Fitness program and other activities and events for postsecondary students’ positive physical activity experiences. Students are required to attend all Spartan Fitness sessions, including the Special Olympics events. If students are unable to attend a Spartan Fitness session, they need to notify the instructor immediately. Missing more than 1 session will adversely affect a student’s final grade and may not count for the APEAA. Unexpected absences require a follow up explanation.

Service-learning experience will be graded based on the following tasks:

- a) **Weekly journal reflections:** Following each session students will be presented with prompts and asked to write about their service learning experience. What went well, what should be improved, and insights regarding the postsecondary students’ likelihood to engage in community physical activity with maximum potential independence. Reflections will be submitted through campus. These are due by the Friday following your lesson. Note that full points possible if submitted by Friday, but only half points possible if submitted by Sunday.
- b) **Participation:** Students will be expected to maintain an attitude of professionalism at all times and with all individuals and groups with whom they interact during their service-learning experiences. The class instructor will randomly select days to observe the service-learning instruction. Feedback of concerns from community partners may affect the overall grade.
- c) **Lesson plans:** Students will design a direct instruction lesson using the provided lesson plan template. The plan will include age and developmentally appropriate instructional material and strategies to promote preference/self-determination. Students are required to teach this lesson to the postsecondary transition students during Spartan Fitness. These are due the Sunday before you teach and should be shared with all support personnel.

### 3. Lecture Assignments:

- a) **Community resources:** Develop a one to two page flyer, handout, brochure, website, etc. with information regarding resources to support engagement in community physical activity. What supportive resources are available: financial, transportation, equipment, facilities, non-profits, scholarships, Federal or State program supports.
- b) **Student information paper:** Students will write a 1-1/2 to 2 page paper detailing the interests of one of the participants. The paper will include student age, interests, social skills, emotional well-being, communication skills, physical performance, and will need family and/or teacher/aide input. Students will need to work to get to know the participant to help understand their likes/dislikes and motivations to be used for the final evaluation.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Final Evaluation

This course's culminating final evaluation is creating a person-centered transition plan and will be discussed in greater detail in class. The final is due on Canvas by Friday May 16<sup>th</sup>, 5:15pm.

1. **Person-centered Transition Planning:** According to the Parent Advocacy Coalition for Educational Rights (PACER) center (<https://www.pacer.org>), person-centered planning is “an ongoing problem-solving process used to help people with disabilities plan for their future.” Students will develop a person-centered transition plan for a transition student to promote future healthy behavior and lifetime physical activity. plan transitional life experiences in physical activity for students with disabilities across the lifespan. Each student needs to collaborate with community agencies and the student with disabilities to plan for successful physical activity transitions.

The transition plan should include:

- a) **Knowledge of the person and family:** What type of physical activity at home or in the community has the student done in the past? What are the family's physical activity expectations? What are the student's existing skills and strengths when it comes to participation in physical activity? What are the student's interests and preferences in physical activity?
- b) **Yearly plan:** What are the skills needed to be developed every year so that students will sustain physical activity to the maximum extent possible in the community when they age out of the postsecondary education program. This plan includes overarching goals to achieve each year between ages 16 - 21 years.
- c) **Create a measurable IEP goal and strategies:** Develop an age and developmentally appropriate goal that aligns with the student's interests and community availability. It should include 3 objectives and provide 3 strategies, exercises, or tasks that promote practice. The goal should encourage enhanced self-determination and social inclusion. How can the student maintain and build new connections in the community while doing physical activity?
- d) **Monitoring progress:** Develop a tool to monitor the performance of the postsecondary student. The tool is developed to align with the personal goal and objectives and will record weekly data to reflect the practice performance for analysis of growth or regression of skills. It will guide the use of strategies and tasks presented in future lessons.
- e) **Review, revision, and reflection:** A narrative that self-evaluates the over-all transition program, analyzes the data collected, trends observed, and strategies used and found to be successful. It includes recommended changes to the transition program (including goals and objectives) and personal reflections (challenges and growth) that you felt occurred throughout the service learning experiences.

In order to complete the transition plan, students will need to collaborate with their postsecondary student to identify personal interests, strengths, needs, and desires. This will occur throughout the semester during the service learning experiences.

## Grading Information

Assignment	Weight
Student Learning Experience (PLO #1, 2, 4 & 5)	30%
- Weekly journal reflection	- 10%
- Participation (includes participation, punctuality, and attitude during sessions)	- 10%

- Lesson plans (# plans)	- 10%
Lecture Assignments	30%
- Student information paper (PLO #1, 2, 4 & 5)	- 20%
- Community resource (family support) document (PLO #1, 2, 4 & 5)	- 10%
Final Exam (PLO #1, 2, 4 & 5)	40%
- Interest form	- 5%
- Yearly plan	- 5%
- Goal and objectives	- 10%
- Monitoring tool	- 5%
- Review, revise, and reflection paper	- 15%

Detailed rubrics and/or examples to explain and show students how they can assess themselves or check their own learning are available on Canvas.

### Determination of Grades

- At SJSU all grades are earned as either a base letter grade (i.e. B) or with a plus (i.e. B+) or minus (i.e. B-). To earn a plus on a letter grade the students will need to earn above the 7th percent in that grade category (i.e. 67%, 77%, etc.). To earn a minus on the letter grade the students will need to earn at or below the 3<sup>rd</sup> percent in that grade category (i.e. below 63%, 73%, etc.).
- Final total grades will be rounded based on the tenths place, .49 rounds down to next whole number and .5 rounds up. So if your final grade was 93.62%, this would be rounded to 94% and receive a letter grade of an A, not an A-. However, if your final grade was a 93.48, it would not round up and you would receive a letter grad of an A-.
- Extra credit options, if available will be announced to the whole class and not on an individual basis.
- It is each student's responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated.
- NO late assignments will be accepted and will receive a grade of 0, unless PRIOR arrangements have been made with the professor. It is your responsibility to make sure assignments submitted to Canvas have posted correctly.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>97 to 100%</i>
<i>A</i>	<i>94 to 96%</i>
<i>A minus</i>	<i>90 to 93%</i>
<i>B plus</i>	<i>87 to 89 %</i>
<i>B</i>	<i>84 to 86%</i>
<i>B minus</i>	<i>80 to 83%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>74 to 76%</i>
<i>C minus</i>	<i>70 to 73%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>64 to 66%</i>
<i>D minus</i>	<i>60 to 632%</i>

### Classroom Protocol

1. Check Canvas regularly!
2. Come to class prepared by completing required readings and assignments prior to attempting the module quizzes.



3. A significant part of the success of this class will depend on your willingness and ability to contribute thoughtful and critical comments and questions to the whole class. Students will participate in group discussions to facilitate and foster intellectual community.
4. Respect your teacher, classmates, and guests by engaging in appropriate, active participation and not talking while they are during in-class activities.
5. Dress and act professionally! This is a teacher preparation course and you will be treated as such. Students are expected to act and dress accordingly in the classroom setting and especially when we are working with local schools and/or students. When we are off campus you should wear clothing you can move in, we will be physically active during class. If you are unable to physically perform what is asked of you please let me know!
6. If you have any questions or concerns email me. I will respond to your email within 2 business days (e.g., if you email me Friday at 4:00pm I may not respond until the following Monday or Tuesday). In your email put KIN 108 at the beginning of the subject line and any relevant information.
7. Given the nature of this class, you will need to budget time for assignment completion independently.
8. Cell phones and other distractions (i.e. newspapers, and other recreational materials) should not be present during class unless otherwise stated.
9. The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment where students can share of themselves without losing their identities, and to develop understanding of the community in which they live. Not meeting appropriate behavioral expectations may affect a students overall grade and their ability to successfully pass the course. All students are expected to actively participate. That means that students should:
  - a. actively prepare by reading assigned materials prior to class
  - b. bring materials necessary for success to every session
  - c. refrain from anything not class related during class
  - d. respect other students' opinions and any differences of ability

## University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Fieldwork Hours/Service Learning Behavior Expectations

The purpose of the APEAA fieldwork hours/service learning experience is to give students the opportunity to apply course concepts in a real world setting and provide needed services while collaborating with a community partner. Failure to meet the behavior expectations will result in 20% deduction of your total points for each occasion. Serious and/or repeated issue will be addressed with the course instructor and may impact your ability to pass the class. At NO TIME shall the field experience student be unsupervised or be solely responsible for an individual/group they're working with.

1. You will be professionally dressed every day in accordance with that entity's dress code. Proper attire includes active wear you can move comfortably in such as a collar shirt, program T-shirt and/or SJSU branded T-shirt.
2. You will work under the direct supervision of the site coordinator/classroom instructor/aid(es)
3. You will seek advice from the instructors and university faculty with any questions and concerns you may have with this field experience.

4. You will be prompt and on time by arriving 10 minutes prior to the start of each service-learning session.
5. You will act and talk in a professional manner while on-site.
6. Refrain from doing anything that is not service-learning related (using cellphone, emailing, web surfing/browsing, readings for another class, text messages, etc.).
7. All headsets/earbuds, a cell-phone, and gum must be removed upon entering the class/service-learning.
8. Use a tone of voice that expresses courtesy and respect when communicating with teachers, other staff, and students at the site.

## **Forms of Address**

### **Emails:**

All emails sent to the instructor need to have the course number in the subject line followed by any other relevant information (e.g., KIN 108 – quiz question). They should begin and end with a salutation (e.g., Hi Dr. Siebert or Hello Professor Siebert as well as best, regards, sincerely, etc.). Emails should be clearly written and follow general grammar rules. You may use the Canvas messaging system as well as your SJSU.edu email.

### **Names and Pronouns:**

Many people might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they choose to go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. You can also share your pronouns on Canvas. The pronouns someone indicates are not necessarily indicative of their gender identity. My pronouns are she/her/hers.

### **Ability:**

This class supports and respects all levels of ability. We will engage a variety of sports and activities. Each student is encouraged to participate to their fullest extent possible. If you need an accommodation or modification for any reason, please let me know I will be happy to assist you for any of the physical activities in the lab. If you have a documented disability and need an instructional accommodation you need to go through the University's Accessible Education Center (AEC) to setup formal accommodation request.

### **Self-Identifications:**

San Jose State University recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. How you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, it is your choice whether to disclose (e.g. should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed.

I will do my best to address and refer to all students accordingly and will support you in doing so as well.

# KIN 108 / Adapted Physical Activity for Young Adults, Spring 2025,

## Course Schedule

This is a tentative schedule; changes may be made as the course progresses. No additional coursework or assignments will be given. Students will be notified of any changes at least one week in advance via Canvas.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/26	<b>Orientation</b> - Understanding APE, related services, school special education programs, transition specialist, defining transition. Personal reflection of our own transition into post-secondary life.
	8/27	Lab – Lesson Structure <b>Meets on Zoom</b>
2	9/2	<b>First Day Structure</b> - Overview of lesson planning. Review lesson plan ideas, structure for first day, peer mentoring and emphasis on building a community of trust.
	9/3	Lab - Program Planning <b>Meets on Zoom</b> <b>DUE: Lesson Plan 1</b>
3	9/9	<b>Laws, Policies, and Procedures</b> - regarding transition, engaging in virtual games, getting to know students through tasks/activities.
	9/10	Lab - Program Planning <b>Meets on Zoom</b> <b>DUE: Lesson Plan 1 - resubmit if needed</b>
4	9/16	<b>Transition Programming</b> - The Individualized Education Program (IEP) and it's connection to Transition Programming. Small group Case Study Analysis.
	9/17	Lab - SJSU Student Orientation (Spartan Fitness #1) Meets off campus <i>Get to know the group and procedures - Light Exercise/Game</i> <b>DUE: Lesson Plan 2 &amp; Reflection 1</b>
5	9/23	<b>Importance of Positive Communication &amp; Student Autonomy</b> - Look over interest forms, brainstorm lifetime physical activity options. Include process of building independence, family support, and what it takes to be successful (e.g., cost, transportation, time management, equipment, etc.).
	9/24	Lab - Student Lessons (Spartan Fitness #2) Meets off campus <i>Activities to gauge some ability levels</i> <i>Interest Forms - send home family questionnaire</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>DUE: Lesson Plan 3 &amp; Reflection 2</b>
6	9/30	<b>Planning with Intent</b> - based on data collected, interest/ability, task analysis of skills. Have transition students identify 3 interests of physical activity they want to do in the community. <b>DUE: Student Interest Form</b>
	10/1	Lab - Student Lessons (Spartan Fitness #3) Meets off campus <i>Goal development (discussion with students)</i> <b>DUE: Lesson Plan 4 &amp; Reflection 3</b>
7	10/7	<b>Transition Planning</b> - Support students to identify location/contact information, cost, how to get there, what to wear and equipment, what to bring-water, etc. <b>DUE: Student Information Paper</b>
	10/8	Lab - Student Lessons (Spartan Fitness #4) Meets off campus <i>Goal development (discussion with students)</i> <b>DUE: Reflection 4</b>
8	10/14	<b>Post-Secondary Goals</b> - Developing post-secondary goals towards the activities of interest and being successful (consider: cognitive, physical, social, emotional goals) <b>DUE: Yearly Plan</b>
	10/15	Lab - Special Olympics – Soccer <b>Meets at The Plex – 8:30am-12pm</b> <i>Host/run soccer events</i> <b>DUE: Lesson Plan 5</b>
9	10/21	<b>Weekly Log</b> - Developing a weekly training plan and a weekly log. Teaching nutrition as an important factor towards engagement in daily physical activity <b>DUE: Goal/objectives</b>
	10/22	Lab - Student Lessons (Spartan Fitness #5) Meets off campus <i>Activities to work towards goals</i> <b>DUE: Lesson Plan 6 &amp; Reflection 5</b>
10	10/28	<b>Reflections and Discussion</b> - Check-in, how are things going, discuss monitoring student performance (assessments), class brainstorming and problem-solving. <b>DUE: Monitoring tool</b>
	10/29	Lab - Student Lessons (Spartan Fitness #6)

Week	Date	Topics, Readings, Assignments, Deadlines
		Meets off campus <i>Activities to work towards goals</i> <b>DUE: Lesson Plan 7 &amp; Reflection 6</b>
11	11/4	<b>Family Support</b> - empower families by sending information home, building family by-in (supports work performance, over-all health/wellness, daily life and independence, emotional wellness). Create lists of community opportunities/resources to empower parents.
	11/5	Lab - Student Lessons (Spartan Fitness #7) Meets off campus <i>Activities to work towards goals</i> <b>DUE: Lesson Plan 8 &amp; Reflection 7</b>
12	11/11	<b>Student Self-Advocacy</b> - Developing transition student self-advocacy, self-awareness, independence, making decisions.
	11/12	Lab - Student Lessons (Spartan Fitness # 8) Meets off campus <i>Activities to work towards goals</i> <b>DUE: Lesson Plan 9 &amp; Reflection 8</b>
13	11/18	<b>Motivation to Continue Engagement</b> - identify role models, connect with mentors, connect with peers (become part of the community), show motivating videos (where the students see themselves in the people within the video), have students make a plan and then share their plan or successes. Establishing student pride and celebrating their work. <b>DUE: Community Resource (Family Support) Document</b>
	11/19	Lab - Student Lessons (Spartan Fitness #9) Meets off campus <i>Activities to work towards track and field Special Olympics event</i> <b>DUE: Reflection 9</b>
14	11/25	Optional Online Check-in
	11/26	Thanksgiving Break – NO CLASS
14	12/2	<b>Performance Analysis</b> – Analyze performance, review, and revise transition goals, develop a performance report. Mock presentation to peers on student growth and moving forward.
	12/3	Lab Reflection <b>Meets on Zoom</b>
<b>Final Project</b>	12/12	<b>Review, Revise, and Reflect Paper due Friday, December 12th, due on Canvas by 5:15pm (PST)</b>