

KIN 159
San José State University

Department of Kinesiology
KIN 159, Sport and Adapted Activities, Fall 2025

Course and Contact Information

Instructor: Kayla Rooney
Email: kayla.rooney@sjsu.edu
Office Hours: Email to schedule a time via Zoom or in person
Class Days/Time: Lecture: Tuesday 4-5:50pm | Lab: Tuesday 6-7:50pm
Classroom: Lecture: SPX 151 | Lab: SPX 107A
Prerequisites: KIN 070 for majors/minors only or instructor consent.

Course Description

Principles of kinesiology for adapting sport and activity for individuals with disabling conditions.

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 in class 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 normally completed during the semester, when in-person classes are allowed to meet, are required to satisfy the hours requirement the APEAA. As a part of this course, students are required to complete 15 hours, spread out over the semester, of various inclusive and disability specific sport opportunities (e.g., s San Joe Parks n Rec, Special Olympics Unified Games, etc.). Opportunities for hours will be discussed in class and posted on Canvas.

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. An understanding of the sports movement for athletes with disability in relation to legislative impact and future directions (PLO #1, 2, 4 & 5).
2. An awareness of community, state, national, and international resources in the area of disability sports (PLO #1, 2, 3, 4 & 5).
3. An awareness of the sports and competitive games available for the various disability groups (PLO #3 & 5).
4. An understanding of sport classification systems and their implication towards adapted physical education/activity programming (PLO #1, 2, 3, 4 & 5).
5. The ability to identify parts of and differentiate between various types of wheelchairs (PLO #1, 2, 3 & 5).
6. An understanding of wheelchair sports techniques and adaptations required for different disabilities (PLO #1, 2, 3, 4 & 5).
7. The ability to differentiate between orthoses, prostheses, and assistive devices with implications toward adapted physical education/activity (PLO # 2, 4 & 5).
8. An understanding of interacting variables that need to be addressed for individuals with disabilities in the adaptation process for their participation/inclusion/transition in physical education/activity and sport (PLO #1, 2, 3, 4 & 5).
9. An exposure to exercise prescription and equipment for various populations with disabilities (PLO #1, 3, 4 & 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:

2.1. Candidates demonstrate an understanding of laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe physical educational environments.

2.2. Candidates demonstrate ethical standards of teaching in physical education, of evidence-based physical educational practices in relation to theories, research, and regulations necessary to the provision of services to individuals with disabilities and their families.

4.1. Candidates are able to communicate 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.

4.2. Candidates are able to establish and work in partnerships to design, implement, and evaluate appropriate, integrated physical education services based on individual student motor needs.

4.3. Candidates are able to communicate 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.

7.2. Candidates 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.

7.3. Candidates demonstrate the knowledge and ability to teach students appropriate physical activity self-determination skills.

8.1. Candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general physical education. The experiences must reflect the diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the adapted physical education authorization.

10.3. Candidates are able to identify disability categories as identified in IDEA; or under a Section 504 plan and apply these to the characteristics presented by the student for effective instruction.

11.1. Candidates demonstrates knowledge of the principles and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities.

11.2. Candidates understand the principles of neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of individuals with disabilities.

12.1. Candidates demonstrate the knowledge and application of scientific principles of exercise and movement including an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the physiological and biomechanical performance of individuals with disabilities.

13.1. Candidates 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 standards, lesson and unit plans, behavior management, collaboration, consultation, and transition planning to comply with legislative mandates.

Required Texts/Readings

Textbook

Winnick, J.P., & Porretta, D. L. (2022). *Adapted physical education and sport*. (7th ed.). Champaign, IL: Human Kinetics, (ISBN-9781492598022)

6th edition is acceptable

Other Readings

Davis, R.W. (2011). *Teaching disability sport: A guide for physical educators*. (2nd Ed.) Champaign, IL: Human Kinetics, (ISBN-9780736082587)

Additional readings will be made available on Canvas.

Library Liaison

Adriana Poo

Email: 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 a combination of in-person and online lectures and discussions. Student participation is a vital part of the learning process. The required textbooks will be used as a basis for understanding issues in disability sport and activity adaptation. 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 (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 weekly course modules, participate in all online discussions and attend all class meetings, 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 a combination of online course modules with weekly quizzes, a midterm exam, group presentation, completion of fieldwork hours, in person lab participation, online reflections, class activities, and a final exam. Rubrics and elaborated assignment instructions are provided on Canvas. Detailed discussion of assignment expectations will occur in class.

- 1) **Online Modules & In-Class Activities:** This course is comprised of online modules to be completed each week in conjunction with assigned course readings and various course media content and in-class discussion activity. You will work through one module each week. Most in person class sessions will consist of an in-class activity posted through Canvas; participation on in class activities and discussions is a crucial contributor to your success in this course. If you do not come to class you can NOT submit the in-class activity.
- 2) **Online Quizzes:** Students must complete an online quiz to assess their understanding on the material. The focus will be on the content, readings and assigned course media in the module for that quiz; however, everything covered up to that quiz is fair game. In other words, it will be necessary for you to read, engage with, and understand the required material to pass the quizzes. Some quizzes may cover multiple modules while others focus on just one. Quizzes are due Sunday of the week assigned by midnight. **No make-up quizzes will be given.** There will be 13 given; only your top 11 scores will count towards your final grade.

All quizzes are administered online through Canvas. You are responsible for ensuring you can access the quiz (e.g., you have internet access, and you know your Canvas password). Technical difficulties will not excuse a missed quiz. Quizzes will be open book but will be timed; you will not have enough time to look up every question. Correct answers for the quizzes are revealed when the quizzes close, therefore no make-up quizzes can be given.

- 3) **Midterm:** There will be one midterm exam that will include all content covered online and in class up to that point. The midterm will consist of multiple choice and a short essay question that will be completed on Canvas.
- 4) **Disability Sport Group Presentations:** Students will be randomly assigned to groups and given a disability sport topic. Together, the groups will present on the history, field of play, athletes, highlight a 2024 Paralympian, player classification, equipment, sport objective, strategies/tactics, basic rules and penalties, and key skills to be taught and developed, presenting activities that correlate the sport, as well as reviewing and referencing the research literature on their sport topic. Groups will create a PowerPoint along with 30 suggested exam questions with an answer key for their assigned sport. Groups will need to meet outside of class time to complete the work.
Those not presenting that week will complete an in-class discussion activity on the disability sport topic.
- 5) **Lab:** Students will participate in a variety of different disability sports and activities.
 - a) **Adapted Sport Volunteer/Fieldwork Hours (15 hours):** Each student will keep a record documenting their observation of a minimum of 15 hours spread out over a minimum of three visits to various disability sport opportunities. Suggested opportunities will be presented in class and posted on Canvas but students are encouraged to seek out activities that spark their interest from the ample offerings in the Bay Area but need to be approved by the instructor in advance. Students must provide verification from the event coordinator to confirm participation and are responsible for their own transportation to and from the events. This will be available on Canvas. **If students do not complete the fieldwork hours, they can NOT receive an A in the class.**
 - b) **Duncan Memorial Wheelchair Basketball Tournament:** Each student will be **required** to volunteer at least **5 hours** at SJSU's Duncan Memorial Wheelchair Basketball Tournament. Students are expected to help assist in setting up, scoresheets, scoreboard, clock, sweeping, clean up, etc.. The tournament is held in SPX 107A & B Gyms on **December 5th, 6th & 7th**. You can use the mandatory 5 hours towards your Adapted Sport Volunteer/Fieldwork Hours.
 - c) **In-person Lab Participation:** Student must attend in-person labs to receive credit. Students will earn points towards participation for attending each lab and completing the sign out sheet provided at the end of lab. **No make-up assignments are offered for missed labs.** Students need to communicate with the instructor in-advance if they know they will be absent. During Spartan Strength and Conditioning sessions students will be paired with a Special Olympics Athlete. They will be responsible for leading, assisting, and modifying activities for the athletes to successfully complete the circuit for that week.
 - d) **Spartan Strength and Conditioning Discussions:** Each student will write a detailed, concise, and succinct reflection on the in-person Spartan Strength and Conditioning lab experience. Students will critically evaluate what went well, what didn't, and what they would change if they were to coach/teach that activity again. Starting week 3, students

will create and submit a workout designed for their athlete within their lab discussion. A brief discussion will occur in class after each in-person lab to help guide the reflection process. Reflections are due by Sunday of the week of the in-person lab.

- 6) **Final Examination** :The final exam will cover material presented throughout the semester and will be discussed in greater detail in class. The final is due on Tuesday December 16th by 5:15 PM.

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.

Grading Information and Weight:

Lecture

- Disability Sport Presentation: 15%
- In-class Activities/Discussions: 11 %
- Midterm: 10%
- Final Exam: 10%
- Online Quizzes: 15%

Lab

- Volunteer/Fieldwork Hours: 10%
- Participation: 10%
- Reflections: 11%
- Spartan Strength & Conditioning Certificate: 3%
- Duncan Memorial Wheelchair Basketball Tournament : 5%

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 3rd 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. Therefore, 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 round down to 93% 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! Students are expected to act and dress accordingly in the classroom setting and especially when we are working with community partners, participants or students. When we are on 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 159 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.

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.

Volunteer/Fieldwork Hours

1. At NO TIME shall the field experience student be unsupervised or be solely responsible for an individual/group they're working with.
2. You will be professionally dressed every day in accordance with that entity's dress code.
3. You will work under the direct supervision of the event coordinator.
4. You will seek advice from the event coordinator and university faculty with any questions and concerns you may have with this field experience.
5. You will be prompt and on time.
6. You will act and talk in a professional manner while on-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 159 – quiz question). They should begin and end with a salutation (e.g., Hi Professor Rooney 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 physical 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.

SJSU KIN Diversity 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.

KIN 159 / Adapted Sport and Activities, Fall 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	Learning Outcomes
1	8/26	Online Module : Intro to Adapted and Disability Sport <i>Read: Winnick –Ch. 1 Introduction to Adapted Physical Education & Adapted Sport</i> Lec: Welcome – Syllabus and course overview, Disability Law Review & Adapted Sport Lab: Orientation & Preparation for Spartan Strength & Conditioning Due: Quiz – Disability Law & Syllabus	CLOs # 1, 2, 3, 7, 8 & 9
2	9/2	Online Module: Adapted Sport & Paralympics <i>Read: Winnick Ch. 3 Adapted Sport</i> Lec: Adapted Sport & Paralympics Lab: Preparation for Spartan Strength & Conditioning DUE: Quiz – Adapted Sport & Paralympics	CLOs # 1, 2, 3, 7, 8 & 9
3	9/9	Online Module: Adapted Aquatics <i>Read: Winnick - Ch. 24 Aquatics</i> Lec: Adapted Aquatics & Swim Team Documentary Lab: Preparation for Spartan Strength & Conditioning DUE : Quiz– Adapted Aquatics	CLOs # 1, 2, 3, 4, 8 & 9
4	9/16	Online Module: Intellectual Disabilities & Special Olympics Guest Lecture <i>Read: Ch. 8 Intellectual Disabilities & Special Olympics Governance Article</i> Lec : ID & Special Olympics Guest Lecture Lab : Spartan Strength and Conditioning Session 1 DUE: Quiz – ID and Special Olympics AND Lab Reflection 1	CLOs # 1, 2, 3, 4, 8 & 9
5	9/23	Online Module: Deaf and Hard of Hearing & Behavior Management In PA	CLOs # 2, 3, 4, 8 & 9

Week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<i>Read: Winnick Ch. 13 Deaf/Hard of Hearing : Winnick Ch. 6 Behavior Management</i> Lec: Deaf/Heard of Hearing Lab: Spartan Strength and Conditioning Session 2 DUE: Quiz –Deaflympics, Behavior Management AND Lab Reflection 2	
6	9/30	Online Module: Goalball <i>Read: Winnick – Ch. 12 Visual Impairment AND Davis – Ch. 10 Goalball</i> <u>Student Presentation – Goalball</u> Lec: Visual Impairments & Goalball Lab: Spartan Strength and Conditioning Session 3 DUE: Quiz– Visual Impairment & Goalball AND Lab Reflection 3	CLOs # 2, 3, 4, 8 & 9
7	10/7	Online Module: Cerebral Palsy & TBI and Boccia <i>Read: Winnick – Ch. 14 CP/TBI AND Davis – Ch. 12 Boccia</i> <u>Student Presentation – Boccia</u> Lec: Modifications for Serve Disabilities, Traumatic Brain Injury & Cerebral Palsy Lab: Spartan Strength and Conditioning Session 4 DUE: Quiz –CP/TBI & Boccia AND Lab Reflection 4	CLOs # 2, 3, 4, 5,6,8 & 9
8	10/14	Midterm Review Lec: Midterm Review Lab: Spartan Strength & Conditioning Session 5 DUE: MIDTERM- Due Sunday 10/19 by 11:59 PM AND Lab Reflection 5	CLOs # 2, 3, 4, 5, 6, 8 & 9
9	10/21	Online Module: Wheelchair Tennis <i>Read: Winnick – Ch. 15 Amputations, Dwarfism & Les Autres AND Davis – Ch. 9 Wheelchair Tennis</i> <u>Student Presentation – Wheelchair Tennis</u> Lec: Amputees, Amputations & Dwarfism Lab: Spartan Strength and Conditioning Session 6 DUE: Quiz – Amputations, Dwarfism and Les Atures & Wheelchair Tennis AND Lab Reflection 6	CLOs # 2, 3, 4, 8 & 9
10	10/28	Online Module: Spinal Cord Disabilities & Sitting Volleyball <i>Read: Winnick Ch. 16 Spinal Cord Disabilities & Other Spinal Conditions AND Davis Ch. 8 Sitting Volleyball</i> <u>Student Presentation – Sitting Volleyball</u> Lec: Spinal Cord Disabilities & Other Spinal Conditions Lab: Spartan Strength and Conditioning Session 6	CLOs # 2, 3, 4, 6, 7, 8 & 9

Week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		DUE: Quiz – Spinal Cord Disabilities & Sitting Volleyball AND Lab Reflection 7	
11	11/4	Online Module: Indoor Wheelchair Soccer <i>Read: Winnick – Ch. 17 OHI AND Davis- Ch.7. Indoor Wheelchair Soccer</i> <u>Student Presentation –Indoor Wheelchair Soccer</u> Lec: Other Health Impairments Conditions Lab: Spartan Strength and Conditioning Session 8 DUE: Quiz – Other Health Impairment Conditions & Indoor Wheelchair Soccer AND Certificate for Athlete AND Lab Reflection 8	CLOs # 2, 3, 4, 5, 6, 7, 8 & 9
12	11/11	Veteran’s Day- NO IN PERSON CLASS Lab : NO LAB	
13	11/18	Online Module: American Dance Wheels, Wheelchair Racing & Sport Performance <i>Read: Winnick Ch. 29 Enhancing Wheelchair Sport Performance & Winnick Ch. 26 Individual & Dual Sports & Activities</i> <u>Student Presentation – Wheelchair Racing</u> Lecture: Wheelchair Sport Performance & Rhythmic Movement & Dance w/ Guest Speaker Lab : American Dance Wheels Quiz – Wheelchair Sport Performance & Wheelchair Racing	CLOs # 2, 3, 4, 5, 6, 7, 8 & 9
14	11/25	Online Module: Adventure & Winter Sports and Activities <i>Read: Winnick Ch. 27 Adventure Sports Ch. 28 Winter Sports and Activities</i> Lec: Adventure & Winter Sports and Activities Quiz: Adventure & Winter Sports and Activities	CLOs # 2, 3, 4, 5, 6, 8 & 9
15	12/2	Online Module: Wheelchair Basketball Golden State Road Warriors <i>Read: Winnick Ch.25 Team Sports AND Davis - Ch. 5 Wheelchair Basics & Davis - Ch. 6 Wheelchair Basketball</i> Lecture: Wheelchair Basketball w/ Guest Speaker Lab: Wheelchair Basketball Prep DUE: Quiz – Wheelchair Basketball	CLOs # 2, 3, 4, 5, 6, 8 & 9
16	12/9	Study Day- No Class	CLOs # 2, 3, 4, 5, 6, 8 & 9

Week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
Final Exam		<u>ONLINE</u> Tuesday December 16th by 5:15 PM	CLOs # 1, 2, 3, 4, 6, 7, 8 & 9