

Professional Leave Report Cover Sheet

Name: Justine McAlpine

Department: Kinesiology

College: Health & Human Services

Leave taken: Sabbatical Difference in Pay Professional Leave without Pay

Time Period: Fall 2024
 Spring
 Academic Year
 Other

Your report will be sent to your Dean for your PAF and to the Library Archives.

Sabbatical Leave Report for Fall 2024

Justine J. McAlpine

Department of Kinesiology

California State University, Fresno

In the Fall of 2024, I completed a sabbatical leave in order to re-envision and recreate the Kines 157 *Adapted and Inclusive Physical Education* course. My overall goal was to improve course content based upon current best practices and establish service-learning experiences with community partners.

I believe my sabbatical was very successful. I was able to meet all the objectives set forth in my proposal and learned a lot during the process. The course I have designed will be an enriching addition to our curriculum in Kinesiology.

A. Accomplishments of the leave in relation to the goals of the proposed leave:

1. “Incorporate and emphasize best practices for working with students with social-emotional disorders to reflect the change in our state and local student population.”
As indicated in my original proposal, my primary area of investigation related to social-emotional disorders was that of Generalized Anxiety Disorder and Major Depressive Disorder. As I proceeded through my research, I discovered that very little has been published since the COVID pandemic on the increase in children with IEPs due to these disorders. So, while I was able to develop course content on how to modify physical education activities for students with these disorders, I was unable to substantiate how much on an increase Physical Educators have seen in terms of the numbers of students presenting with these disorders since the pandemic. I spoke with local medical experts and completed an online survey of Adapted Physical Education specialists across the country to round out my research.
2. I communicated with the Recreation Administration department and confirmed their continued interest in having their majors participate in Kines 157. We agreed to have further discussions once the course has completed the curriculum approval process.
3. I chose to hold off in talking with Liberal Studies and Special Education departments until I have more information on when the course will first be offered.
4. I had extensive meetings with a number of community organizations and have established formal partnerships with them, including signed service-learning agreements. We now have partnerships with Valley Children’s Adaptive Sports Clinic, Special Olympics, Central California Adaptive Sports Center, and The Adapted Athlete in Visalia. These conversations were quite fruitful, and we have agreed upon the roles, experiences, and expectations of our students who will participate in

service-learning experiences of at least 20 hours at one or more of these community organizations.

5. A large accomplishment of my leave was to seek the “S” designation for the course through a Service-Learning Faculty Development Grant. Upon receiving this grant, I participated in the Fall Service-Learning Workshops with Chris Fiorentino and Ben Boone. This was a remarkable experience and one for which I am extremely grateful. Service-learning will be a large and very important component of this course. Completion of this training resulted in me applying for the Service-Learning Redesign Grant for Kines 157, for which I was approved. Kines 157 is currently going through the university curriculum process which will result in the “S” designation.
 6. Addressing the JEDI component, I created UDL-based assignments for the course.
 7. I met with Kinesiology Department Chair Dr. Jenelle Gilbert and PETE Option Coordinator Dr. Nicole Smith regarding scheduling of Kines 157. Dr. Smith and I were able to identify where to place Kines 157 in the road map of courses for our majors, and shared this information with our PETE faculty committee for approval. As stated above, Kines 157 is currently going through the curriculum approval process for the university, along with changes to our PETE curriculum that would include requiring Kines 157 for our majors. As soon as the approvals have been received, Kines 157 is expected to be added to the schedule. According to our Service-Learning Redesign Grant, the course will need to be offered at least once per year.
 8. Additional accomplishments beyond the original proposal include completing a course on IEP (Individualized Educational Program) development as well as a Master Class Certification for School Avoidance related to psychological disorders. Both were very helpful. The IEP course was a good refresher and resulted in the instructor asking if I would like to publish an article with him. The School Avoidance course included some really relevant information on Generalized Anxiety Disorder and Major Depressive Disorder and specifically what students with these disorders experience at school and how to assist them. I was able to include a lot of this information into my course content on social-emotional disorders. I also created an in-depth [course syllabus](#), meeting all university requirements.
- B.** No approvals for modifications to the original proposal were necessary.
- C.** All objectives of the original proposal were met with the exception of meeting with Liberal Studies and Special Education departments, which I chose to hold off on until after the curriculum approval process.
- D. Anticipated Outcomes**
1. I anticipate that Kines 157 will be approved with the “S” designation and added to our curriculum. I am looking forward to teaching this course. Our community

partners are looking forward to us getting started as well. My hope is that we will continue to develop more community partnerships. I am also hopeful that our students will seek internships and jobs within these organizations, after their service learning experiences. As I stated above, service-learning is a very important component of this course. I plan to instill in my students the value of civic-mindedness and that of volunteerism, things that were integral in my own undergraduate education. I would also like to mentor other faculty in my department to create more "S" designated courses, which would bring tremendous value to our students.

2. One of our community partners, Valley Children's Adaptive Sports Clinic, is interested in having an aquatics clinic on campus, which I would host. This would add increased value to our partnership, and expose more of our PETE majors to adapted aquatics and service-learning opportunities.

In conclusion, I would like to thank you for this opportunity. My sabbatical experience not only allowed me to create, what I think will be an excellent course, but also provided some much-needed time for both personal and professional development.

Sabbatical Leave Request for Fall 2024

Justine J. McAlpine
Department of Kinesiology
California State University, Fresno

Request

I, Justine J. McAlpine, respectfully request a sabbatical leave for one semester (i.e., Fall 2024) with full pay.

Section 1. The Proposal

Purpose of the Leave and Background Information

The purpose of this proposed sabbatical leave is to re-envision and recreate the Kines 157 *Adapted and Inclusive Physical Education* course, leading to improved course content based upon current best practices and established service-learning field experiences with community partners.

Kines 157 has not been offered on a regular basis for many years. Yet it's contents is a critical part of the education of our Physical Education Teacher Education (PETE) majors. The number of school-aged students with special needs, both locally and nationally, has greatly increased since the pandemic. Currently about 13% of students in California have IEPs (Individualized Educational Plans) to address their special needs. As students return to school post-pandemic, more and more have mental health needs that are now being addressed through 504 plans and IEPs. Major Depressive Disorder and Generalized Anxiety Disorder are far more prevalent now. Because federal law requires that students be placed in the least restrictive environment, the majority of students with disabilities are served in mainstreamed classrooms, including Physical Education classrooms. The rule of thumb in California is that a mainstreamed classroom can have 30% of its students on IEPs, a tremendous challenge for teachers. At the same time, there is a shortage of Special Education and Adapted Physical Education specialists, with that shortage expected to worsen with the high number of retirements currently occurring. This is all to say that a re-envisioned Kines 157 course is vital in preparing our PETE majors to meet the unique needs of the students they will be serving in local and regional schools.

The College of Health and Human Services' (CHHS) mission states that we are driven "to provide professionally orientated education at the undergraduate level and to provide graduate programs in specialized disciplines that serve the needs of students – as well as foster the emerging needs of residents and health and human service providers in the Central California region." And that is exactly what this course content re-vamp will addresses. It also aligns closely with the JEDI (Justice, Equity, Diversity, Inclusion) concepts that we have been striving to bring into our curricula at Fresno State.

Objectives of the Proposed Leave, Preliminary Arrangements

Therefore, the purpose of this proposed leave is to re-envision and recreate Kines 157, to better prepare our PETE majors for what they will encounter when they begin teaching. The specific objectives are as follows:

1. Incorporate and emphasize best practices for working with students with social-emotional disorders to reflect the change in our state and local student population. While the current course content includes a variety of disabling conditions, social emotional disorders are currently lacking. I plan to research this topic and seek out the expertise of notable individuals, such as Dr. Kent Kawagoe, a Fresno State faculty member and local child psychologist. This will inform what needs to be taught to future physical educators about including and accommodating students with conditions like Generalized Anxiety Disorder and Major Depressive Disorder, in their future classes.
2. Communicate with Dr. Sam Lankford and Dr. Nancy Nisbett in Recreation Administration to discuss their needs, as they have expressed, in recent conversations, a great desire to have the course be available to their majors. While the course is designed primarily for PETE majors, being able to adapt the content for Rec Admin majors will benefit everyone as there are a lot of commonalities between the majors, and will broaden the pool of students interested in taking the course.
3. Similarly, I plan to communicate with Dr. Selena Van Horn in Liberal Studies, and Dr. Imelda Basurto in Special Education, to discuss how Kines 157 might fit into these two programs.
4. Solidify community partnerships with Valley Children's Adaptive Sports Clinic (Dr. Jill Fruebelle and Laura Osejo), Break the Barriers (Deby and Jarod Hergenrader), Special Olympics (Michael Preciado), Central California Adaptive Sports Center (Randy Coffman) and Wayfinders to bring our students regular, on-going hands-on field experience as part of the course. While we have worked informally with each of these community partners in Kines 157 in the past, a more formal partnership will benefit both the university and the community partners. The university and Kines 157 students benefit by having quality field experiences and the community partners benefit by having a regular and predictable flow of volunteers to assist in their programs. I have initiated contact with many of these community partners and thus far all are interested in establishing this relationship with the university.
5. Seek "S" designation through a Service-Learning Faculty Development Grant. Because the field experience component of Kines 157 is based in service to the community, it is important that the course carry this designation. While I have taught courses with service-learning components in the past, I plan to complete the university procedures to obtain a Service Learning Faculty Development Grant for Kines 157.
6. Expand and bring forward the JEDI aspect of the course content. In summer 2023, I participated in the Assignment Design Institute with CFE at Fresno State. I plan to apply

what I learned about creating transparent, universally designed and relevant assignments and innovative assessments to improve the content of Kines 157.

- Schedule Kines 157 as a regularly occurring course in the Department of Kinesiology. I have had on going conversations with PETE faculty and our Option Coordinator, Dr. Nicole Smith, with unanimous agreement that Kines 157 needs to be offered on a regular basis. I will meet with Department Chair Dr. Jenelle Gilbert and Dr. Smith to determine the best day and time to schedule the course so that it does not conflict with other major courses for juniors and seniors. It would be prudent to have this meeting as early as possible as scheduling often happens a year in advance.

Timeline and Justification for Time Requested

Action	Aug	Sept	Oct	Nov	Dec
Examine and identify areas for change or addition to course content	√				
Meet with Department Chair and Option Coordinator regarding course scheduling to avoid conflicts	√				
Reach out to community partners and schedule meetings		√			
Meet with community partners & solidify partnership agreements, expectations, experiences			√	√	
Apply for Service Learning Faculty Development Grant	√				
Seek "S" designation for course		√	√	√	√
Reach out to campus stakeholders for input (Rec Admin, Wayfinders, Liberal Studies, Special Ed)		√	√		
Research and incorporate best practices for social emotional disorders	√	√	√		
Research and incorporate JEDI piece			√	√	
Finalize course content changes				√	√
Create course Canvas modules				√	√

I believe that I can accomplish the above outlined objectives during a one-semester sabbatical leave. My responsibilities as, first and foremost, an instructor, and an advisor, liaison to Teaching Associates, supervisor of aquatic programs and lifeguards, and committee memberships would make it impossible to complete my objectives without leave. Having a semester to give my undivided attention to this project would put Kines 157 in the best possible position to meet the changing needs of our students and future educators.

Planned Travel

While I have several community partners and university faculty to meet with, everyone is local and therefore, I do not foresee any travel during the sabbatical leave.

Section 2. Benefits

Benefits to Me as the Faculty Member

1. Greater Command of Subject Matter

While one of my areas of expertise is Adapted Physical Education, the proposed sabbatical leave will allow me to delve deeper into best practices for including and accommodating students with social emotional disorders into Physical Education classes. The increase in students with depression and anxiety disorders since the pandemic necessitates greater learning in this area, that has not been taught in depth in my previous studies. Additionally, the greater command of subject matter will enable me to be a better advisor to students who come to me wanting to pursue Adapted Physical Education.

2. Shift in Academic Emphasis

I was originally hired to teach in the PETE option due to my emphasis in Aquatics and Adapted Physical Education (APE). However, I have never been able to focus upon the APE component. Now more than ever, our PETE majors need quality instruction in APE and it is time for me to shift my academic emphasis, at least partially, to Adapted Physical Education.

3. Improved Curricula

As mentioned throughout this proposal, the face of Adapted Physical Education is changing. While we still have the numerous physical and cognitive disabilities to prepare for, the prevalence of students with 504 plans and IEPs due to social emotional disorders is increasing as we come out of the pandemic. Therefore, the content of Kines 157 needs to grow and shift to reflect these changes. Additionally, the addition of quality field experiences with valuable community partners will enable our students to put what they are learning into action in a safe, controlled environment. A sabbatical leave will afford me the opportunity to design quality and comprehensive course content that prepares our future teachers for the students they will serve.

4. Command of Advanced Teaching Methods

As an instructor that has not been able to teach Kines 157 on a regular basis, this sabbatical leave will no doubt lead to a better command of advanced teaching methods in Adapted Physical Education as I study and incorporate current best practices into the re-envisioned version of Kines 157.

5. Creative Activities in One's Professional Field

Solidifying partnerships with the community organizations named in this proposal will lead to numerous creative activities in Adapted Physical Education. For example, as we

match students with adaptive sport organizations, I anticipate that we can create new sport opportunities, such as an adapted aquatics program at Fresno State, which is sorely needed.

Benefits to the University

According to our mission statement, “Fresno State empowers students for success through a transformative education rooted in active service with diverse communities.” A more relevant Kines 157 curricula will leave students better prepared for what they will face as teachers in the local schools upon obtaining their credential. As students work with community partners for field experience, I anticipate offerings of internships and jobs to result. This relates directly to the University’s Strategic Plan Goals in *Bridging Campus and Community* through enriching community ties and relationships. With nearly 80% of CHHS students coming from the Central Valley and the majority staying local to serve the region after graduation, the Strategic Plan Goal of *Cultivating Regional Progress and Global Impact* is directly addressed. The Strategic Plan Goal of *Embodying Full Inclusivity and Belongingness* goes to the heart of Kines 157, where the concept of “fostering a culture that sees differences as strengths” is more than an idea, but a culture. Thus, I believe the University, the College of Health and Human Services, and the Department of Kinesiology will benefit greatly for my proposed sabbatical.

Previous Leaves

I have taken no previous sabbatical leaves.

CSU Resources

I will use my laptop, printer, and zoom phone to support my work during the proposed sabbatical leave, and possibly my office space.

Conclusion

I respectfully submit this request for sabbatical leave so I may be afforded the opportunity to improve and expand upon the Kines 157 Adapted and Inclusive Physical Education course in expectation of it becoming a regularly scheduled course for PETE majors, and others. I believe the benefits to the community, the University, and our students are worth the efforts.