



# PROGRAM SPONSOR ALERT

Date: March 2013

Number: 13-01

Subject: Adoption of Revised Standards for the Added Authorization in Adapted Physical Education

## Summary

In March 2009, the Commission on Teacher Credentialing adopted new standards for the Adapted Physical Education Added Authorization (APE AA). The Title 5 Regulations for the APE AA became effective July 20, 2011. Program sponsors offering an Adapted Physical Education program had until September 30, 2012 to transition to the new standards. After considering concerns expressed by some in the APE field that the standards might not ensure that individuals are sufficiently well prepared to teach in an APE assignment, the Commission adopted additional APE standards during its January-February 2013 meeting. This Program Sponsor Alert presents the newly adopted standards and provides information for program sponsors who currently offer an APE program or who are interested in offering a program in the future.

## Background

The Adapted Physical Education Added Authorization is designed to ensure sufficient preparation for individuals to teach special needs students who are precluded from participating in a general education physical education program. A link to the chart of credential documents that are eligible for the APE AA is included in the references section of this alert.

Proposed revised APE AA standards were presented to Commissioners as an information agenda item in September 2012 (<http://www.ctc.ca.gov/commission/agendas/2012-09/2012-09-2E.pdf>). A total of 9 additional standards were considered in addition to the 4 APE standards that had been adopted in 2009. A field survey was conducted and the Commission subsequently approved all 13 standards at its January 31, 2013 meeting. These standards are included in Appendix A of this alert. Appendix B includes Program Planning Prompts for the APE AA to assist institutions in preparing their response to the adopted standards.

## **APE AA Program Proposals**

Institutions not currently offering a Commission-approved APE AA program that wish to offer this authorization must first be approved through the Initial Program Review (IPR) process. Institutions must submit a new program proposal responding to the adopted program standards. Information about the IPR process is available at <http://www.ctc.ca.gov/educator-prep/new-program-submission.html>. As of January 31, 2013, the date of the Commission adoption of the new standards, all APA AA program proposals must respond to all 13 standards, successfully complete the review process, and be approved by the Committee on Accreditation prior to offering this authorization.

## **Currently Approved APE Programs**

Institutions that currently offer an APE program were required to be operating in alignment with the 2009 standards as of September 30, 2012. Given that the 13 program standards adopted by the Commission in 2013 replace the previous (2009) standards, it is necessary that institutions offering an APE program provide the Commission with a Transition Plan indicating what changes, if any, the institution will make to align with the 13 adopted standards. Instructions for the Transition Plan are included as Appendix C to this document. The Transition Plan is due no later than **June 30, 2013**.

## **Program Assessment**

Program sponsors will need to also submit a program assessment document responding to the 13 new standards. Institutions scheduled to participate in program assessment in fall 2013 (Blue Cohort) should include the response to the 13 APE standards in their regular program assessment submission. For all other institutions, a program assessment document responding to the 13 standards will be due **on or before December 31, 2013**.

Each program sponsors must submit the date when it will submit its program document to the Commission. Please complete the CTC Program Assessment Submission Dates for Newly Transitioned Program form (<http://www.ctc.ca.gov/educator-prep/forms/proposed-submission-dates-PA.pdf>) along with the Transition Plan on or before June 30, 2013.

## **The Program Assessment Review**

Assessment narratives and supporting documentation are reviewed by a pair of readers who possess expertise in the content area of the educator preparation program. A description of the full review process can be found at <http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html>. For APE AA programs it will be essential to have individuals, preferably members of the Board of Institutional Reviewers (BIR), sign up to review the program assessment documentation. Current members of the BIR are encouraged to sign up to review transitioned APE programs. Because the Commission is in need of reviewers, we ask institutions with an APE program to volunteer at least one individual for the program assessment review process. Application materials for the BIR and the next BIR training are identified on the BIR web page, <http://www.ctc.ca.gov/educator-prep/BIR.html>. Information on who qualifies to be a program assessment reviewer can be found at: <http://www.ctc.ca.gov/educator-prep/panels.html>.

The APE AA standards are available at: <http://www.ctc.ca.gov/educator-prep/program-standards.html>. The Commission is currently in the process of developing a new APE AA standards handbook for Adapted Physical Education. This document will be provided on the Commission's standards webpage when available.

## **Site Visits**

If your institution offers the APE AA program and is undergoing a site visit in spring of 2014, it is advisable that you submit your program assessment document responding to the 13 standards as soon as possible to allow sufficient time for review prior to the spring site visit. Waiting until the December 2013 deadline may result in the need to add an additional reviewer onto the site visit team to conduct an in-depth review.

## **References**

### ***Coded Correspondence***

<http://www.ctc.ca.gov/notices/coded/2011/1112.pdf>

### ***Chart of Documents Eligible to Earn an Added Authorization in Adapted Physical Education***

<http://www.ctc.ca.gov/credentials/CREDS/APE-ECSE-RSP-chart.pdf>

### ***Adapted Physical Education Added Authorization Information Leaflet***

<http://www.ctc.ca.gov/credentials/leaflets/cl623.pdf>

### ***Program Assessment web page***

<http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html>

### ***Board of Institutional Reviewers web page***

<http://www.ctc.ca.gov/educator-prep/BIR.html>

## **Contact Information**

The Professional Services Division provides a full list of topic specific dedicated email addresses as well as program areas with the most up to date Commission staff member's email address here:

<http://www.ctc.ca.gov/educator-prep/PSD-contact.html>

For more information about Program Assessment processes, please contact

[ProgramAssessment@ctc.ca.gov](mailto:ProgramAssessment@ctc.ca.gov).

For questions about the content of APE AA programs, please contact Marilyn Fairgood at

[mfairgood@ctc.ca.gov](mailto:mfairgood@ctc.ca.gov)

## **Appendix A**

### **Program Standards for Adapted Physical Education Added Authorization (Adopted January 2013)**

#### **Program Standards for Adapted Physical Education Authorization**

The following standards must be fulfilled by candidates for the Added Authorization in Adapted Physical Education who hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) a teaching credential that has a comparable authorization as 1-3. Each candidate must demonstrate subject matter competency in physical education in order to be eligible to earn the Adapted Physical Education Added Authorization.

#### **Program Standard 1: Program Design, Rationale and Coordination**

Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools and specifically the contexts of physical education. The design must reflect the full range of service delivery options for physical education, including general physical education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential to teach adapted physical education. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

#### **Program Standard 2: Professional, Legal and Ethical Practices**

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of adapted physical education as outlined in the Adapted Physical Education Guidelines for California Schools. This curriculum includes state and federal mandates, legal requirements for motor assessment, Individualized Family Service Program, Individualized Education Program (IEP) development and monitoring, services, and physical education instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe physical educational environments. The program provides opportunities for demonstration of 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.

#### **Program Standard 3: Educating Diverse Learners**

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.

#### **Program Standard 4: Effective Communication and Collaborative Partnerships**

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.

#### **Program Standard 5: Assessment of Students**

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner specific to the physical education curriculum. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services for adapted physical education. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems. Assessment should include but is not limited to: general physical education functioning, including success and safety; gross motor skills; motor development; mobility; health-related physical fitness; fine motor skills; sport and recreation skills, including the application of motor skills to various environments; effects of intellectual, behavioral, and/or emotional delays on functioning in physical education; other skills related to physical education curriculum and standards.

#### **Program Standard 6: Using Educational and Assistive Technology**

The program provides opportunities for candidates to acquire the ability to use technology for information collection, analysis and management in physical education settings. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, physical education curriculum access, and fitness and motor skill development of students with disabilities.

#### **Program Standard 7: Transition and Transitional Planning**

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.

### **Program Standard 8: Field Experience in a Broad Range of Service Delivery Options**

The program will ensure that 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. The experiences are planned from the beginning of the program to include experiences in general physical education, experiences with parents and families, and experiences with a broad range of service delivery options for physical education leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the adapted physical education credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for adapted physical educators.

### **Standard 9: Assessment of Candidate Performance**

Prior to recommending each Adapted Physical Education candidate for an authorization, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor (i.e., APE Teacher) and one institutional supervisor, that the candidate has satisfied each professional competence.

### **Standard 10: Characteristics of Students in Adapted Physical Education**

The program provides opportunities for the candidate to be able to identify students with a disability who may qualify for Adapted Physical Education services, including but not limited to characteristics associated with motor behavior and neurological or other physiologically-based conditions and physiological performance. The candidate demonstrates knowledge and application of kinesiology as it pertains to individuals with disabilities. The candidate uses knowledge of kinesiology and motor development to assess a student's eligibility for Adapted Physical Education services. As a member of the IEP team, the Adapted Physical Education Teacher will identify the 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.

### **Standard 11: Motor Behavior as Applied to Adapted Physical Education**

The program provides opportunities for the candidate to demonstrate 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. In addition, the program provides candidates instruction in the principles of neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of individuals with disabilities.

### **Standard 12: Scientific Principles of Human Behavior**

The program provides opportunities for the candidate to 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.

**Standard 13: Instructional Strategies and Adaptation**

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

# Appendix B

## Program Planning Prompts Adapted Physical Education Added Authorization (APEAA)

### **APEAA Standard 1: Program Design, Rationale and Coordination**

- How does the program provide a range of program entry points that is consistent with its vision, the needs of the service area of the program and the candidates the program recruits?
- Does the program have an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation?
- How does the program ensure that there is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, local school districts, and schools where candidates pursue field experiences?
- How does the program ensure that the overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes)?

### **APEAA Standard 2: Professional, Legal and Ethical Practices**

- How does the program ensure that candidates study the historical development of adapted physical education including legislation and legal mandates regarding the physical education and sport for individuals with disabilities?
- How does the program ensure that candidates know, understand and apply the Adapted Physical Education Guidelines for California Schools?
- How does the program ensure that candidates understand the roles and significance of professional organizations on the development of standards of practice, professional ethics, and programs related to physical education for individuals with disabilities?
- How does the program ensure that candidates understand the philosophies of adapted physical education and sport for individuals with disabilities, and the process involved in developing ones own professional philosophy?
- How does the program ensure that candidates understand current issues, legislation and emerging trends in adapted physical education and their significance?
- How does the program ensure that candidates know and understand laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe physical educational environments?
- How does the program ensure that home programs that serve individuals with disabilities allow those individuals to realize and express their individuality through physical education, sport, dance, aquatics, and lifetime activity programs?
- How does the program ensure that candidates are provided and understand information about current research and standards of practice on the philosophy underlying the development of adapted physical education programs?

### **APEAA Standard 3: Educating Diverse Learners**

- How does the program's curriculum and instructional practices address this standard?
- How does the collaborative design of the program assist in meeting this standard?

#### **APEAA Standard 4: Effective Communication and Collaborative Partnerships**

- How does the program provide candidates with the opportunity to demonstrate knowledge of the concepts and processes effective in building social networks for individuals with disabilities?
- How does the program provide candidates with the opportunity to collaborate/cooperate and/or co-teach effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel, specialists, paraprofessionals, members of the School Study Team, Intervention Team, the IEP/IFSP/ITP team and family members, including non-family caregivers?
- How does the program provide opportunities for candidates to work with families, and relevant agencies, such as the Department of Rehabilitation, the Regional Centers, California Children's Services, County Mental Health, and various, related associations, for the alignment of needed services and for long-term planning of educational and community services, with attention to personal priorities, concerns, and needed resources?
- How does the program provide opportunities for candidates to demonstrate the skills necessary to consult with specialized health care and nursing specialists in the provision of services to individuals with disabilities in the classroom and in the community learning environments?
- How does the program offer the opportunity for candidates to demonstrate collaboration with the work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environments?
- How does the program prepare candidates to utilize effective communication skills in adversarial and/or litigious situations and problematic relationships?
- How does the program ensure that candidates provide a cohesive delivery of physical activity services, and bridge transitional stages across the life span for all learners?

#### **APEAA Standard 5: Assessment of Students**

- How does the program ensure that candidates select current instruments and procedures for measuring physiological, biomechanical, perceptual, motor, and postural functioning of individuals with disabilities?
- How does the program ensure that candidates know and understand the limitations and problems encountered when selecting and using existing instrumentation and procedures with individuals with disabilities?
- How does the program ensure that candidates demonstrate the knowledge and skill to assess students from diverse backgrounds and varying language, communication and cognitive abilities?
- How does the program ensure that candidates understand the construction of assessment instruments, procedures, and appropriate criteria for measuring physical and motor performance of individuals with disabilities?
- How does the program ensure that candidates interpret the results of the assessment process relative to the functional level of individuals with disabilities for application to individualized program planning?
- How does the program ensure that candidates understand the principles of evaluation and standards of practice in determining student placement, programming, and progress in adapted physical education?
- How does the program ensure that candidates select, implement, and interpret various standardized test instruments (i.e., physical and motor fitness, motor skills, and perceptual motor abilities) that are appropriate for individuals of various disabilities and ages 0 to 22?
- How does the program ensure that candidates use screening and informal procedures such as observation, checklists, questionnaires, and other relevant records?
- How does the program ensure that candidates interpret assessment results and makes application to student placement, goals and objectives, and programs?
- How does the program ensure that assessment includes, but is not limited to, general physical education functioning, gross motor skills, motor development, mobility, health-related physical fitness, fine motor skills, sport and recreation skills, including the application of motor skills to various environments?

### **APEAA Standard 6: Using Educational and Assistive Technology**

- How does the program ensure that candidates understand movement analysis and the ability to apply biomechanical principles to facilitate mobility and motor performance in wheelchairs, and with assistive devices for individuals with disabilities?
- How does the program provide instruction in the selection, use, and adaptation of low and high technology materials and equipment to meet the educational objectives of a particular student?
- How does the use of technology enhance the learning environment and accommodate for individual differences?
- How does the program provide candidates with an understanding of the legal and ethical issues involved in the use of technology?
- How does the program prepare candidates to access information and obtain consultation from other professionals regarding technology related to student needs?
- How does the program ensure candidates demonstrate an understanding of the need for low and high technology in the educational program of students with disabilities?

### **APEAA Standard 7: Transition and Transitional Planning**

- How does the program ensure that candidates know and understand the role of physical activity throughout the lifespan of individuals with disabilities, including physical education, sport, and community based programs?
- How does the program ensure that candidates accommodate the impact of various disabilities on the development of physical and motor fitness, the acquisition of skills in individual and group games and sports, and intramural and lifetime sports?
- How does the program ensure that candidates understand the sequential and continuous nature of preparing students with disabilities for successful adult transition and continuing educational, social, behavioral, and career development?
- How does the program create a broad understanding of transitional issues for students and their families?
- How does the program support candidates in understanding the life of individual students with disabilities relative to planning for educational and transitional experiences?

### **APEAA Standard 8: Field Experience in a Broad Range of Service Delivery Options**

- How does the program ensure that candidates observe and assist in various field work settings with a variety of students with different disabilities and ages 0-22 years under the supervision of a qualified professional?
- How does the program ensure that candidates teach individuals with disabilities in a variety of settings and placements under the supervision of a credentialed adapted physical education specialist?
- How does the program ensure that candidates observe and assist in the instruction of a variety of activities including skills in physical and motor fitness, aquatics, dance, individual and group games, and sport, including lifetime sports and leisure?
- How does the program observe and assist in a variety of teaching practices such as assessment, implementing IEPs, behavior management, modifying equipment and activities to meet individual needs?
- How does the program select and evaluate credentialed adapted physical education specialists who serve as master teachers?

### **APEAA Standard 9: Assessment of Candidate Performance**

- How does the program ensure that there is a systematic summative assessment by at least one district supervisor and one institutional supervisor of each candidate's performance that encompasses the skills and knowledge necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective?
- How does the program ensure that one or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance?

### **APEAA Standard 10: Characteristics of Students in Adapted Physical Education**

- How does the program ensure that candidates have knowledge of principles of growth and the developmental changes which occur in individuals with disabilities throughout the lifespan?
- How does the program ensure that candidates have knowledge of biological and environmental factors which influence the development of motor skills for individuals with disabilities?
- How does the program ensure that candidates have knowledge of progression of growth and development, and the changes which occur with age for individuals with disabilities?
- How does the program ensure that candidates demonstrate knowledge of motor learning and perceptual motor research, and its application in designing and implementing appropriate instructional programs for individuals with disabilities? For example, a teacher physically guiding a child with cerebral palsy through the appropriate motor pattern involved in throwing a ball in contrast to a teacher demonstrating the throwing pattern to a child without a disability.
- How does the program ensure that candidates demonstrate knowledge of disabilities and chronic conditions, and their influence on physiological responses to physical activity in individuals with disabilities?

### **APEAA Standard 11: Motor Behavior as Applied to Adapted Physical Education**

- How does the program ensure that candidates demonstrate knowledge of neurological development of individuals with disabilities?
- How does the program ensure that candidates have knowledge of principles of learning and various types of practice (mass vs. distributed practice) to individuals with disabilities?
- How does the program ensure that candidates have knowledge of principles of motivation, reinforcement, and knowledge of results and performance on motor skill development of individuals with disabilities?
- How does the program ensure that candidates have knowledge of developmental patterns, skills, and adaptations required for individuals with atypical development as a result of variations in growth and motor development?
- How does the program ensure that candidates are able to use appropriate safety principles and techniques when individuals with disabilities participate in physical activity including proper wheelchair transfers, lifts, and assists?

### **APEAA Standard 12: Scientific Principles of Human Behavior**

- How does the program ensure that candidates understand disabilities and chronic conditions, and their influence on physiological responses to physical activity in individuals with disabilities?
- How does the program ensure that candidates understand functional and developmental differences to consider for exercise assessment and prescription in individuals with disabilities?
- How does the program ensure that candidates are developing and implementing exercise programs and physical activity that will improve, ameliorate, or prevent further complication in the condition of individuals with disabilities?

- How does the program ensure that candidates are designing and conducting evidence based physical activity programs based on physiological principles specific to the functional abilities of individuals with disabilities?
- How does the program ensure that candidates are able to use biomechanical strategies utilized to develop and improve movement performance in individuals with disabilities?
- How does the program ensure that candidates understand current research and standards of practice regarding biomechanical analysis for individuals with disabilities?
- How does the program ensure that candidates apply biomechanical principles for developing efficient movement patterns for individuals with a variety of disabilities?

### **APEAA Standard 13: Instructional Strategies and Adaptation**

- How does the program ensure that candidates develop instructional programs based on the Physical Education Model Content Standards meet the unique needs and functional ability of individuals with disabilities in the least restrictive environment?
- How does the program ensure that candidates use appropriate methods for facilitating collaboration and communication among all persons in order to work effectively with individuals with disabilities in school, medical, home and community-based settings?
- How does the program ensure that candidates implement physical education service delivery models appropriate to the individual's disability and age?
- How does the program ensure that candidates accommodate the impact of various disabilities on the development of physical and motor fitness and fundamental motor skills and on the acquisition of skills in individual and group games, sports, and intramural and lifetime sports?
- How does the program ensure that candidates demonstrate an understanding of the differences in the philosophies of physical education, athletics, and community-based programs and how adapted physical education can prepare students for participation in sports and community-based physical activity programs?
- How does the program ensure that candidates demonstrate physical education instructional strategies to meet the unique needs of individuals with disabilities?

**Appendix C**  
**Transition Plan for Adapted Physical Education**

**Plan for Addressing Standards Adopted January 31, 2013 for  
The Adapted Physical Education: Added Authorization**

The Commission adopted modifications to the Adapted Physical Education Added Authorization on February 1, 2013. The following transition plan is due no later than June 30, 2013 for all currently approved Adapted Physical Education: Added Authorization.

<b>Program Sponsor:</b>	
Address:	
Indicate the program	Adapted Physical Education Added Authorization
Name of Program:	
Contact Person:	
Title:	
Phone:	
Email:	
Date:	

**Plan for Modifying Preparation Program (2-3 pgs)**

1. Please describe the process in which your program engaged to understand the modified standards and the impact on your program.
2. Describe the changes that your program will be making to your courses and field experiences to address the modified standards. Please provide the timeline for implementing the revised course(s) and field experience(s).

Description of Change/s	Timeline for Implementing	Date Program Narrative and Documentation Revised	Date Submitted to CTC

Return this cover page to Marilyn Fairgood at [mfairgood@ctc.ca.gov](mailto:mfairgood@ctc.ca.gov)