

## COMMISSION ON TEACHER CREDENTIALING

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85-8613

December 10, 1985

TO: All Individuals and Groups Interested in the Activities  
of the Commission on Teacher Credentialing

FROM: *Richard Mastain*  
Richard K. Mastain, Executive Secretary

SUBJECT: Title 5 Regulations, Sections 80046, 80046.1, Regarding  
Adapted Physical Education

The Office of Administrative Law approved Title 5 Regulations, Sections 80046 and 80046.1 concerning the requirements for teaching Adapted Physical Education effective November 15, 1985. A copy of these regulations is attached.

These regulations make several changes in existing practice.

- Effective 11-15-85 all individuals initially employed to teach Adapted PE must hold either the Adapted PE Emphasis (old name) or Adapted PE Specialist (new name) credential.
- Individuals who were assigned to teach Adapted PE before 11-15-85 and who do not yet hold an Adapted PE credential may continue to be employed as long as they have their prior teaching experience and previously completed professional growth activities assessed by an institution with a Commission-approved Adapted PE program and either
  - apply for the Adapted PE credential on the basis of that evaluation and the recommendation of the institution, OR
  - enroll in a Commission-approved Adapted PE program to complete the remaining requirements.

Note: In fairness to everyone involved, these Adapted PE teachers will have until the second semester/quarter of the 1985-86 school year to enroll in a Commission-approved Adapted PE program or apply for the credential without jeopardizing their assignments.

- Effective July 1, 1988, all individuals assigned to teach Adapted PE must hold an Adapted PE credential.

INSTITUTIONS WITH COMMISSION-APPROVED PROGRAMS:

CSU Bakersfield	CSC San Bernardino
CSU Chico	San Diego State
CSU Fresno	San Francisco State
CSU Fullerton	San Jose State
CSU Hayward	Cal Poly San Luis Obispo
Humboldt State	Sonoma State
CSU Long Beach	Dominican College
CSU Los Angeles	University of the Pacific
CSU Northridge	University of Redlands
Cal Poly Pomona	University of Southern California
CSU Sacramento	

When evaluating previous experience and professional growth activities, these institutions will be using the guidelines that were used to establish the programs. Employers writing verifications of experience and descriptions of professional growth activities for their Adapted PE teachers may want to read over those guidelines and contact the institution to which the teacher will be applying to determine how best to present the information. A copy of the Scope and Content for Academic Preparation for the Adapted PE Credential is attached.

If you have any questions about these regulations or the Adapted PE credential, please contact our Information Services Office between 12:30 and 4:30 any weekday afternoon at (916) 445-7254.

Attachments-2

1. Title 5 Regulations, Sections 80046 and 80046.1
2. Scope and Content for Academic Preparation for the Adapted Physical Education Credential

TITLE 5 REGULATIONS

80046. Requirements for Teaching Adapted Physical Education

- (a) Initial assignment to teach Adapted Physical Education shall require the Adapted Physical Education Specialist credential as specified in these regulations, or the Adapted Physical Education Emphasis Credential, as issued prior to the effective date of these regulations.
- (b) Individuals who have previously been assigned to teach Adapted Physical Education and who do not hold one of the above cited documents may continue to be employed in such capacity with the condition that they have their prior teaching experience and previously completed professional growth activities assessed by a college as meeting some or all of the components of a college's Commission-approved Adapted Physical Education credential program and either apply for the credential on the basis of that evaluation and the recommendation of the college or enroll in a college's Commission approved Adapted Physical Education credential program leading to the Adapted Physical Education Specialist Credential to complete the requirements.
- (1) If there are unresolvable differences between any of these individuals and the director of the college program as to the number of program components that need to be completed, such differences may be appealed to the Commission's Licensing and Professional Development Committee;
- (c) On and after July 1, 1988, all individuals assigned to teach Adapted Physical Education shall hold the Adapted Physical Education Specialist Credential or the Adapted Physical Education Emphasis Credential.

NOTE: Authority Cited: Sections 44225 and 44265,  
Education Code.  
Reference: Sections 56363(b)(5) and 56100(f),  
Education Code.

80046.1 Requirements For and Authorization Of the Adapted Physical Education Specialist Credential.

- (a) The requirements for the Adapted Physical Education Specialist Credential shall include both of the following:
- (1) A California teaching credential that is based on a baccalaureate degree, and a program of professional preparation including student teaching, and which authorizes the teaching of physical education; and

(2) Completion of a Commission-approved program for the Adapted Physical Education Specialist Credential.

(b) Period of Validity

The period of validity of the Adapted Physical Education Specialist Credential and the Adapted Physical Education Emphasis Credential shall be determined by the expiration date of the prerequisite teaching credential.

(c) Authorization

The Adapted Physical Education Specialist Credential and the Adapted Physical Education Emphasis Credential authorize the holder to provide instruction and services to individuals with exceptional needs who are precluded from participation in the activities of the general physical education program or a specially designed physical education program in a special class.

NOTE: Authority Cited: Sections 44225 and 44265, Education Code.

Reference: Sections 56363(b)(5) and 56100(f), Education Code.

SCOPE AND CONTENT FOR ACADEMIC PREPARATION  
ADAPTED PHYSICAL EDUCATION EMPHASIS CREDENTIAL

Suggested  
% of Total

20%

1.0 BIOLOGICAL FOUNDATIONS

1.1 Physical Growth and Development

1.1.1 Demonstrate understanding of atypical physical growth and development

1.2 Kinesiology

1.2.1 Demonstrate understanding of the analysis of motor deficits

1.2.2 Demonstrate understanding and appreciation of the unique structure of individuals with exceptionalities

1.2.3 Demonstrate knowledge of biomechanical principles related to artificial devices, posture and pathological conditions that affect motor function

1.3 Physiology of Exercise and Motor Functioning

1.3.1 Demonstrate understanding of pathological conditions in the human organism and their effects on motor performance

1.3.2 Demonstrate knowledge of the design and conduct of instructional programs in accordance with medical treatment affecting physiological disorders and aging

1.4 Neurological Basis

1.4.1 Demonstrate knowledge of the organization and function of the nervous system

1.4.2 Demonstrate understanding of neurological disorders and their implications for motor functioning

5%

2.0 SOCIOLOGICAL FOUNDATIONS

2.1 Recreation and Leisure in the Community

2.1.1 Demonstrate an understanding of basic recreation and leisure principles and their significance in the growth and development of the exceptional individual

2.1.2 Demonstrate a knowledge of recreation and leisure opportunities and special services available to the disabled.

2.0 Sociological Foundations (continued)

2.1.3 Demonstrate an understanding of group dynamics, human interaction, and social behavior evolving from cooperative and competitive activities.

2.2 Social Aspects and Attitudes

2.2.1 Demonstrate an understanding of the social implications of disability on the individual

2.2.2 Demonstrate an understanding of methods and techniques enabling normalization and social integration of exceptional individuals

2.3 Health Facilities and Services

2.3.1 Demonstrate an understanding of health facilities and services and their effect on the lifestyle of exceptional individuals

2.3.2 Demonstrate an understanding of the processes involved in facilitating the exceptional individual's progress towards maximum independence

20%

3.0 PSYCHOMOTOR FOUNDATIONS

3.1 Motor Learning

3.1.1 Demonstrate understanding of sensory motor development

3.1.2 Demonstrate understanding of the principles of motivation on the development of motor skills with emphasis on the exceptional individual

3.2 Self Realization

3.2.1 Demonstrate understanding of the relationship between positive and negative movement experience and self enhancement

3.3 Personality Dynamics

3.3.1 Demonstrate understanding of the relationship of personality dynamics to motor performance and the adjustment of the exceptional individual

3.4 Behavior Management

3.4.1 Demonstrate an understanding of motivation and its effect on behavior

3.4.2 Demonstrate understanding of various modes for managing behavior consistent with the individual's educational plan

10%

4.0 FOUNDATIONS AND UNDERSTANDINGS

4.1 Historical Aspects

4.1.1 Demonstrate knowledge of the historical development of adapted physical education

4.2 Philosophical Aspects

4.2.1 Demonstrate understanding of the philosophical basis of adapted physical education

4.3 Issues and Trends

4.3.1 Demonstrate awareness of current enabling legislation and its effect upon adapted physical education

4.3.2 Demonstrate awareness of litigation related to adapted physical education, including the rights and responsibilities of parents, teachers, and pupils

4.4 Interdisciplinary Concept

4.4.1 Demonstrate understanding of the role and significance of the adapted physical educator on the interdisciplinary team

4.4.2 Demonstrate an understanding of the competencies needed for interaction on an interdisciplinary team

20%

5.0 ASSESSMENT AND EVALUATION

5.1 Performance Assessment

5.1.1 Demonstrate knowledge of appropriate instruments and procedures utilized to measure physiological, biomechanical and psychomotor functioning

5.1.2 Demonstrate understanding of the criteria for construction of assessment instruments when appropriate tools do not exist

5.2 Program Goals and Objectives

5.2.1 Demonstrate awareness of the goals of adapted physical education as specified in current enabling legislation

5.2.2 Demonstrate an understanding of performance levels and instructional objectives which lead to the fulfillment of the goals of adapted physical education in the psychomotor, affective and cognitive domains

5.0 Assessment and Evaluation - Continued

5.3) Individualizing Instruction

- 5.3.1 Demonstrate an understanding of the components of individualized instruction
- 5.3.2 Demonstrate an understanding of the development of appropriate programs for pupils based upon current levels of performance as established by the individualized education plan
- 5.3.3 Demonstrate an understanding of the scientific basis for contraindicated exercises and activities

5.4 Program Evaluation

- 5.4.1 Demonstrate knowledge of principles involved in the assessment of program effectiveness

6.0 INSTRUCTIONAL SUBJECT MATTER

6.1 Psychomotor Skills, Rules and Strategies

- 6.1.1 Demonstrate knowledge of developmental activities, exercises, movement education, games, sports, rhythms and aquatics suited to the needs, limitations and capacities of exceptional individuals
- 6.1.2 Demonstrate an understanding of the principles for adapting developmental activities, exercises, movement education, games, sports, rhythms and aquatics for exceptional individuals
- 6.1.3 Demonstrate awareness of the governing organization regulating adapted sports and games

5%

7.0 HEALTH AND SAFETY CONCEPTS

7.1 Physical Activity and Health

- 7.1.1 Demonstrate awareness of unique health problems associated with exceptionalities and common practices for management of same
- 7.1.2 Demonstrate awareness of the role of physical activity and its unique contribution to the health of exceptional individuals

7.2 Factors Affecting Health

- 7.2.1 Demonstrate knowledge of the effects of drugs, fatigue and restrictions due to illness on mental and physical health.
- 7.2.2 Demonstrate knowledge of the importance of personal hygiene, posture and nutrition, and the implications for specific exceptionalities

7.0 Health and Safety Concepts - Continued

7.3 Safety

- 7.3.1 Demonstrate an understanding of the principles of safety as they relate to physical activities, including the recognition of safe and unsafe practices
- 7.3.2 Demonstrate knowledge of efficient lifting and assisting techniques