



PROGRAM SPONSOR ALERT

Date: September 15, 2011

Number: 11-18

Subject: Added Authorization in Adapted Physical Education

Summary

The Title 5 Regulations pertaining to the Added Authorization in Adapted Physical Education (APE) have been approved by the Office of Administrative Law. This PSA provides information about the added authorization and includes specific guidance for sponsors of Adapted Physical Education Programs.

Background

Title 5 Regulations for the added authorization in APE became effective July 20, 2011. One change is that the title of the Adapted Physical Education Specialist program has been changed to an Added Authorization in APE to better reflect the type of program completed and the type of document earned. Requirements and the authorization were also updated in the regulations. A link to the Coded Correspondence and information leaflets for the added authorization with the updated title, requirements and authorization can be found in the References section of this PSA.

Adapted Physical Education

Prior to July 20, 2011 the APE was an add-on authorization for the holder of a general education physical education credential. One of the changes in regulations allows the holder of a special education teaching credential or a special education services credential with a special class authorization to serve as an appropriate prerequisite for the APE added authorization. The holder of one of these credentials who wish to earn the APE added authorization must complete twelve semester units of physical education coursework along with completion of the APE Added Authorization program. The twelve units must include a minimum of three semester hours of kinesiology and motor developments. Candidates may pass all sections of the CSET examinations in Physical Education in lieu of the required twelve semester units of coursework.

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Program Transition Timeline and Program Sponsor Guidance

Programs have until September 30, 2012 to transition to the new APE program standards. The following guidance for sponsors of Adapted Physical Education Programs is provided to assist program sponsors in meeting the APE added authorization program requirements.

Guidance for Adapted Physical Education Programs

The regulations for the APE AA are included in Appendix A of this PSA. The revised Preconditions (Appendix B) and Program Standards (Appendix C) have been adopted. Program Planning Prompts (Appendix D) are provided here for reference.

At this time, all approved APE programs should review the updated standards and the required prerequisites for types of credential a candidate must hold (or be eligible for) to be eligible to complete an Added Authorization in APE.

Eligible Credentials on which an AA in APE may be earned	
Multiple Subject or Single Subject Physical Education Teaching Credential	Special Education Teaching Credential or Authorization*
A preliminary, clear, professional clear, or life California general education teaching credential that is based on a baccalaureate degree, and a program of professional preparation including student teaching, and which that authorizes the teaching of physical education in any grades K - 12;	A preliminary, professional clear, Level I, Level II, clear or life special education teaching credential or a preliminary, clear, or life Speech-Language Pathology or Clinical or Rehabilitative Services Credential with a special class authorization provided that the individual has completed a minimum of twelve semester units, or the equivalent quarter units, in physical education content courses with a minimum of three-semester units , or the equivalent quarter units, in both kinesiology and motor development

** The CSET Single Subject examination in Physical Education is an acceptable equivalent to the required units for the candidate who holds the Special Education Teaching Credential or Authorization*

Approved AA for APE Programs must evaluate each applicant’s credential(s), knowledge, and skills. Based on the evaluation, the program must require the appropriate prerequisite or co-requisite work.

Prerequisite Content for the AA in APE		
The shading indicates that the prerequisite teacher preparation program adequately addresses the topic and the candidate does not need to complete additional prerequisite/co-requisite work to be eligible for the AA in APE. The approved APE program needs to ensure that the candidate understands the content in the shaded areas through the lens of an Adapted Physical education program.		
Education Specialist Teaching Program Standards	Multiple Subject or Single Subject: Physical Education Teaching Credential	Special Education Credential
1: Program Design, Rationale and Coordination		
2: Professional, Legal and Ethical Practices		
3: Educating Diverse Learners		
4: Effective Communication and Collaborative Partnerships		
5: Assessment of Students		
6: Using Educational and Assistive Technology		
7: Transition and Transitional Planning		
8: Participating in ISFP/IEPs and Post-Secondary Transition Planning		
9: Preparation to Teach Reading/Language Arts		
10: Preparation to Teach English Language Learners		
11: Typical and Atypical Development		
12: Behavioral, Social, and Environmental Supports for Learning		
13: Curriculum and Instruction of Students with Disabilities		
14: Creating Healthy Learning Environments		
15: Field Experience in a Broad Range of Service Delivery Options		
16: Assessment of Candidate Performance		
Physical Education*	Multiple Subject or Single Subject: Physical Education Teaching Credential	Special Education Credential
Authorization to teach Physical Education or a minimum of 12 semester units in Physical Education content with a minimum of 3 units each in kinesiology and motor development.		

*passage of the CSET: Physical Education satisfies the 12 semester unit requirement

All individuals Recommended for the AA in APE Must Meet all Requirements Identified in the Adapted Physical Education Added Authorization Standards		
Adapted Physical Education Added Authorization	Multiple Subject or Single Subject: Physical Education Teaching Credential	Education Specialist Teaching Credential
1: Characteristics of Students in Adapted Physical Education		
2: Motor Behavior as Applied to Adapted Physical Education		
3: Scientific Principles of Human Behavior		
4: Instructional Strategies and Adaptation		

References

Coded Correspondence on APE, ECSE, and RSP:
<http://www.ctc.ca.gov/notices/coded/2011/1112.pdf>

APE Added Authorization Information Leaflet:
<http://www.ctc.ca.gov/credentials/leaflets/cl623.pdf>

Contact Information

Questions concerning the Added Authorization Requirements and Application Process: Commission's Information Services Unit by email at credentials@ctc.ca.gov.

Questions related to submitting an Added Authorization program for review and approval: IPR@ctc.ca.gov

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>.

Appendix A
Title 5 California Code of Regulations Pertaining to
Added Authorizations

§80046.1. Requirements for and Authorization of for the Adapted Physical Education Specialist Credential Added Authorization.

(a) All individuals assigned to teach adapted physical education shall hold an Adapted Physical Education authorization. The requirements for the Adapted Physical Education Specialist Credential Added Authorization include:

(1) One of the following:

(A) A preliminary, clear, professional clear, or life California general education teaching credential based on a baccalaureate degree, and a program of professional preparation including student teaching that authorizes the teaching of physical education in any grades K - 12; or

(B) A preliminary, professional clear, Level I, Level II, clear or life special education teaching credential or a preliminary, clear, or life special education services credential with a special class authorization as listed in sections 80047 through 80047.9 provided that the individual has completed a minimum of twelve semester units, or the equivalent quarter units, in physical education content courses with a minimum of three-semester units, or the equivalent quarter units, in both kinesiology and motor development,

(2) Completion of a Commission-approved professional program for the Adapted Physical Education Specialist Credential Added Authorization based on the *Education Specialist Teaching and Other Related Services Credentials Program Standards* (rev. 3/11) available on the Commission's website and hereby incorporated by reference, including successful completion of supervised field study in adapted physical education, and

(3) Verification of completion from a Commission-approved program accredited by the Committee on Accreditation as provided in Education Code Section 44373(c).

(b) Period of Validity. The Adapted Physical Education Specialist Credential, and the Adapted Physical Education Emphasis Credential remains valid as long as the appropriate prerequisite credential or authorization required in subsection (a)(1)(A) or B remains valid.

(c) Authorization. The Adapted Physical Education Added Authorization, the Adapted Physical Education Specialist Credential, and the Adapted Physical Education Emphasis Credential authorize the holder to conduct Educational Assessments related to student's progress towards meeting instructional physical education goals, provide instruction, and Special Education Support to teach students with special 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, from birth through age 22, including preschool, and in classes organized primarily for adults.

(d) Definitions.

- (1) “Educational Assessment”: Assessment of students in a comprehensive manner within the authorization of the added authorization using multiple sources of information and a variety of strategies that directly measure a student’s performance to meet goals in areas of grade-level academic curriculum and/or functional goals designed to meet the Individualized Education Program (IEP), Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP) goals and objectives regarding eligibility and services that directly result from the student’s disability according to state and federal accountability systems. The assessment process may include both formal and informal assessments to evaluate students' educational instruction needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.
- (2) “Special Education Support”: Support includes participation in the IEP, IFSP, and/or ITP process including planning and implementation of the student’s IEP, IFSP, and/or ITP; providing consultative, collaborative, and coordinating instruction with students, parents, teachers including general education teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative and within the authorization of the added authorization. Special Education Support does not include providing speech, language and hearing, orientation and mobility, or audiology services found in Sections 80048.9, 80048.9.1, and 80048.9.2.

NOTE: Authority cited: Sections 44225 and 44265, Education Code. Reference: Sections 44273, 56363(b)(5) and 56100(f), Education Code.

Appendix B

Preconditions for Education Specialist: All Added Authorization Programs

In addition to the Commission's ten General Preconditions (<http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf>), each program of professional preparation for an Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (11) Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.
- (12) The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

Additional Preconditions for Adapted Physical Education Added Authorization

In addition to the Commission's ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Adapted Physical Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (13) Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) teaching credentials issued under prior statutes with comparable authorizations to 1-3.
- (14) Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework.

Appendix C Program Standards

Adapted Physical Education Added Authorization (APEAA)

APEAA Standard 1: 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 motor behavior, neurological 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 Specialist 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.

APEAA Standard 2: 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.

APEAA Standard 3: 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.

APEAA Standard 4: 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 D

Program Planning Prompts

Adapted Physical Education Added Authorization (APEAA)

APEAA Standard 1: 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 2: 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 3: 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 4: 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?