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Preconditions

The Adapted Physical Education Program at California State University, Chico complies with the ten preconditions required by the Commission, pursuant to Education Code Section 44227. Each precondition is addressed below, including documentation.

1. California State University, Chico is accredited by the Western Association of Schools and Colleges and grants baccalaureate and postbaccalaureate academic credits. Accreditation documents are kept on file in the Office of the Provost for review.

2. California State University, Chico makes all considerations of personnel and student enrollment without considering differences due to gender, or other constitutionally or legally prohibited considerations. This affirmative action is evident in the policies and procedures of hiring personnel and university acceptance of students. Additionally, programs are in place to assist and assure success for all. Such programs include: Student Affirmative Action, Educational Opportunity Programs, Minority Business and Engineering Programs, Disabled Student Services and various tutoring and academic assistance programs. Specific guidelines for personnel procedures may be found in the University Catalog and in the Faculty Personnel Policies and Procedure Manual.

3. Documentation of the need for adapted physical education services was completed at California State University, Chico in 1991. In summary, the report concluded that several factors are contributing to the increased need for adapted physical education services. Included are: an increase in total population in California; an increase in total special education students in California, a decreasing trend in the number of credential candidates in the area of physical education and adapted physical education, and an increased need expressed directly from Special Education Local Plan Area (SELP A) directors in finding qualified personnel to fill available positions. The statistics in the SELPA report do not address the 0-3 and the preschool (3-5) populations as stated in Part H of PL101-476. In addition to these findings, fewer California State University campuses are offering a specialist credential in adapted physical education due to budgetary concerns.

4. The Adapted Physical Education Program at California State University, Chico works closely with adapted physical educators of the north state. They are invited to address issues and concerns in the area of adapted physical education at the annual Physical Education Teacher Education (P.E.T.E.) Conference and are a part of the annual P.E.T.E. Advisory Board that plans the conference and addresses current needs. Additionally, the adapted physical educators of the north state are closely linked with the University through teacher supervision placements and ongoing collaboration and consultation in regard to the needs of California
public schools and training for adapted physical education majors. Some of the Adapted Physical Education Specialists involved in ongoing evaluation include:

Mary Rich - Tehama County Special Education  
Jody Perkins - Tehama County Special Education  
Rick Bower - Butte County Special Education  
Eric Snedeker - Butte County Special Education  
Laura Biggerstaff - Colusa County Special Education  
Rebecca Lytle - Colusa County Special Education  
David Potter - Nevada County Special Education

The philosophy and educational goals program have been directly influenced by individuals who currently hold positions in the public schools as adapted physical educators, and who have worked in the development of the current Adapted Physical Education Standards required by the State of California.

5. The Adapted Physical Education Program at California State University, Chico will demonstrate through written and graphic documentation that the program complies with all applicable standards of program quality and effectiveness that have been adopted by the Commission will cooperate in an evaluation of the program by an external team and will respond to the Commission for data regarding program enrollments and completion’s within the time limits specified by the Commission.

6. The professional preparation program in Adapted Physical Education at California State University, Chico will comply with all requests from the Commission for data regarding enrollments and completion’s within the time limits specified. California State University, Chico has a rich history of teacher education and cooperation with the State Commission for Accreditation.

7. Instructors who teach the adapted physical education courses at California State University, Chico are actively involved in the public schools within the surrounding counties every semester, beyond what is required by Education Code Section 44227.5(b). Currently many of the instructors in this academic program hold current Adapted Physical Education credentials and are actively teaching in the public schools as well as in higher education.

8. All individuals applying for the Adapted Physical Education Specialist credential must hold a current California Teaching Credential. California State University, Chico requires, as stated in the University Catalog under “Steps to Securing a Basic Credential”, that all candidates take and pass the CBEST test in order to enter the credential program.

9. All individuals entering the credential program at California State University, Chico must obtain an official State Certificate of Character Clearance and
Affidavit as stated in the University Catalog under "Steps to Securing a Basic Credential."

10. Candidates applying to the adapted physical education program must hold a prerequisite credential in one of the following areas, as required by Education Code Sections 44d 56363(b)(5), and Title 5, California Code of Regulations, Sections 80046 and 80046.1:

- Single Subject in Physical Education
- Multiple Subject
- Standard Secondary with a major or minor in Physical Education
- Standard Elementary with an academic major or a major or a minor in Physical Education
- Standard Early Childhood
- Special Secondary in Physical Education
- General Secondary
- General Junior High School
- General Elementary
- General Kindergarten Primary

(See University Catalog and credentials office for documentation)
Category I
Institutional Resources and Coordination

Standard 1
Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale
The Department of Physical Education and Exercise Science mission clearly embraces both the scholarly historical mission of higher education as passed down from its European antecedents, as well as the service mission of the American college and university. As part of the distinctive California State University system with its professional orientation, CSU, Chico’s Department of Physical Education and Exercise Science utilizes the best thought and technology as applied to contemporary problems of the State of California.

The Adapted Physical Education (APE) Specialist Credential program was originally developed in response to a growing awareness of the social needs of multicultural populations, individuals with disabilities (both developmentally and physically) and disadvantaged youth. As a program, it stands alone with the support of the three existing options within the department. In addition, the Adapted Physical Education program is highly integrated into the Physical Education Teacher Education Credential Option in order to help all teacher education candidates learn social awareness and skills for working with diverse populations and individuals with disabilities.

A large part of the Department’s distinctive orientation stems from its commitment to the support of student and faculty activities, which serve our community and important constituencies. For example, the APE program has an outreach component called “The Adapted Community Program (see Appendix AAA-1).” This community service is designed to provide recreational activities to individuals with disabilities. Each semester on Monday and Wednesday from 12:00 PM to 1:00 PM, adults with developmental disabilities participate in aquatics, weight training and outdoor activities. Most participants are from local community based work programs. Approximately fifteen to twenty adults participate each semester. Faculty, staff and students with physical disabilities may participate in aquatics and weight training every Monday, Wednesday, and Friday at noon. This program also is offered to community members with physical disabilities, but for a modest fee of twenty-five dollars per semester. Both programs are supervised by graduate students seeking their APE Specialist Credential.

Through a distinctive multi-disciplinary curriculum, which combines the theoretical and the experimental, it is the intention of the Department of Physical Education and Exercise Science to advance the purposes of the university, teaching, scholarship and service.

The goals of the Department of Physical Education and Exercise Science include:
1. The extension of knowledge,
2. The efficient dissemination of both intellectual knowledge and "embodied knowledge", 
3. Revision of curriculum so as to further rigorous standards in programs, and
4. Enhanced relevance of programs in response to social needs (Department of Physical
Education and Exercise Science Strategic Plan 1992-93, see Appendix AA).

The Adapted Physical Education Program seeks to achieve the highest potential of its
candidates in scholarship and service through research advanced technology and
community involvement. In addition, the program aspires to align with the institution's
concept of a well developed teacher (CTC Standards: Option in Physical Education
Teacher Education, p. 1). This view of prospective teachers includes preparation of:

1. Effective teachers for schools who will be ready to serve a diverse population of
learners based on demographic changes in California.
2. Informed and reflective teachers who can link theory and practice.
3. Teachers who are knowledgeable and skillful agents of change who insure that schools
are places where California's future is shaped.
4. Teachers who understand the developmental nature of learners in a pluralistic society.
5. Teachers who value lifelong learning and are committed to personal growth and
development

In keeping with university and department philosophies, the Adapted Physical Education
Program seeks to provide:

1. A strong specialized adapted teacher education program that will develop knowledge
and content with respect to the needs of special populations to have appropriate physical
education experiences, consistent with the California Education Code, standards of the
California Physical Education Framework and National Standards for Adapted Physical
Education.
2. A strong foundation in human growth and motor development, motor learning and
control, exercise physiology, biomechanics, kinesiology, and the historical and
philosophical aspects of movement education.
3. Opportunities for students to synthesize knowledge and demonstrate proficiency in
planning and implementing instructional programs for students with disabilities including
assessment, evaluation, collaboration and consultation, curriculum development,
program design, and ability to apply strategies for individual instruction in a variety of
instructional settings and program formats.
4. A rigorous program with utilization of scholarship and service through research,
advanced technology and community involvement to achieve the highest potential of
program candidates.

Services provided by the Adapted Physical Education Specialist are extremely varied
from single-site or itinerant direct-service positions - to - consultant for classroom
teachers and physical educators. Such diversity requires our graduates to have broad as
well as sound theoretical knowledge base and applied experiences in both general
physical education curriculum/teaching and adapted physical education
curriculum/teaching. APE curriculum development and instructional strategies includes
such topics as full inclusion and service delivery models. This program combination
enables our graduates to address the variety of physical education delivery options
required of adapted specialists.
Students complete all course work in the Physical Education Teacher Education Option along with the extended course work for the APE specialist credential. Knowledge of diverse human growth and development, including developmentally appropriate programs needed to develop and maintain healthy lifestyles is essential to the foundation of all APE specialist candidates. Students admitted to the APE specialist credential program shall have a strong foundation in human growth and development, motor learning and control, exercise physiology, biomechanics kinesiology, and history and philosophy of physical education. Content, particularly appropriate for the APE specialist candidate, is purposely presented in many courses required for all credential candidates. These courses serve as a foundation for those candidates working toward an APE specialist credential. Special focus goals are identified with an asterisk on each course outline (Appendix I; revised outlines in Appendix AAA-14).

Students who complete the PETE Credential Option and go on to the APE Specialist program are required to take seventy to 110 hours of field work prior to the fifth year student teaching experience. Field work enables APE candidates to apply and experience, first hand, and theory into practice.

Program History and Design
The Adapted Physical Education Program at California State University, Chico was initiated in 1972 as a response to the increasing need within physical education for adapted physical educators. With the inception and passing of the federal mandate PL94-142 Equal Education for All Handicapped Children's Act (1975), the schools within California were suddenly placed with a legal demand for teachers with specialized training in the area of adapted physical education. California State University, Chico from its inception as a Normal School, and reputation for teacher education, was there to address the changing needs of the educational environment. The department expanded its physical education teacher preparation program to include additional course work in adapted physical education that would eventually lead to an emphasis credential (passed by Title 5 regulations in 1980) to address the needs of individuals with disabilities. Following is a historical summary of the adapted course offerings within the Physical Education and Exercise Science Department:

<table>
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<th>Year</th>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>1972-73</td>
<td>PHED 51AB</td>
<td>Physical Education for the Handicapped (1/2)</td>
<td>FS</td>
<td></td>
</tr>
<tr>
<td>1973-74</td>
<td>PHED 351</td>
<td>Adapted Physical Education (3)</td>
<td>FS</td>
<td>Prerequisite: PHED 180, 185 A professional preparation course for teachers of adapted physical education designed to meet the physical education needs and capacities of the physically and mentally handicapped.</td>
</tr>
<tr>
<td>1975-77</td>
<td>PHED 51</td>
<td>no change</td>
<td>no AB</td>
<td>all else is the same.</td>
</tr>
<tr>
<td>1977-79</td>
<td>PHED 51</td>
<td>- no change</td>
<td>no change</td>
<td></td>
</tr>
<tr>
<td>1979-81</td>
<td>PHED 112</td>
<td>Motor Disability Programs (3)</td>
<td>FS</td>
<td>(new course) Assessment of physical disabilities and exercise and activity prescriptions to improve the motor performance of students with physical handicaps, atypical motor patterns, perceptual motor deficits, or other learning disabilities.</td>
</tr>
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PHED 351 - no change

PHED 51 Aquatics for the Adapted Instructor (1) FS
(course title and description change)
Developmental activities, sports games, and aquatics suited to the interests, capacities, and limitations of students with disabilities who may not be able to successfully engage in the regular activities program. Specific training in aquatics programs for the handicapped.

PHED 112 Developmental Activities for the Exceptional Child (4) FS
(course title and description change)
Assessment of physical disabilities, exercise and activity prescriptions to improve the motor performance of students with physical handicaps, atypical motor patterns, perceptual motor deficits, or other learning disabilities. PHED 113 Introduction to Adapted Physical Education (3) FS
(new course)
A professional preparation course for potential teachers of adapted physical education designed to meet the physical education needs and capacities of the physically and mentally handicapped.

PHED 322 Adapted Physical Education Discipline (2) FS
(new course replaced PHED 351)
The course is designed for individuals seeking a credential in adapted physical education. Psychological and physiological understandings needed in planning, evaluating, and selecting activities for prevention and correction of anomalies. Exploration of behavior of individuals who have handicapping conditions.

PHED 51 no change

PHED 212 Motor Assessment (~.0) FS(new course and number)
Prerequisite: faculty permission
Assessment of physical growth, motor development and proficiency, nutritional, motor fitness and perceptual motor characteristics of typical and atypical populations. Emphasis is placed on testing procedures, evaluation of screening devices and practical implementation.

PHED 213 Introduction to Adapted Physical Education (3.0) FS
(course number and description change)
Prerequisite: PHED 180, 185 or faculty permission
A discussion of the principles of therapeutic exercise and its application to tension reduction, development of physical fitness, and correction of postural deviations and perceptual motor deficits. Presentation of information about the causes, treatment, and program implications of common physical disabilities.

PHED 214 Developmental Activities for the Exceptional Child (4.0) FS
(new course)
The development of individualized educational programs for children in an adapted physical education program, to include developmental activities, exercises, movement, games, sports, rhythms, and dance for the exceptional individual. The effect of competitive activities on exceptional children.

PHED 322 Adapted Program Implementation (2.0) FS
(course title and description change)
Prerequisite: faculty permission
The organization, administration, and planning of adapted physical education programs.

PHED 51 Aquatics for the Adapted Instructor (1.0) FS (descriptions change)
Specific training in aquatics programs for the handicapped. Developmental activities, sports, games suited to the capacities and limitations of students with disabilities. Qualified students may earn a Red Cross Water Safety Instructor Certification in adapted aquatics.

PHED 212 Introduction to Adapted Physical Education (3.0) FS (course change in number and description)
A study of common disabilities found in school-aged children. Analysis of the roles and responsibilities of the adapted physical education specialist and the organization and administration of such programs. Discussion on the historical and philosophical basis for adapted physical education, the impact of state and federal legislation. The course is applicable to all disciplines dealing with the disabled.

PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments (3.0) FS (Description listed under 215)
A study of specific disabilities and the planning of appropriate programs meeting the unique needs of children in an adapted physical education setting. Exploration of the anatomical, physiological, and psychological effect of disabilities. Program development, implementation, and evaluation will be highlighted with emphasis in the psychomotor domain.

PHED 215 Developmental Perceptual Activities for the Exceptional Child (3.0) FS (no description in this catalog)
PHED 216 Motor Assessment for the Exceptional Child (3.0) FS
Assessment of physical growth, motor development and proficiency, nutritional, motor fitness and perceptual motor characteristics of atypical populations. Emphasis is placed on testing procedures, evaluation of screening devices and practical implementation. Specific assessment instruments will be those commonly used in an adapted physical education setting.

PHED 217 Fieldwork in Adapted Physical Education (3.0) FS
This course is primarily for re-entry students. Individuals enrolled in this course work with the instructor to determine an individual contract specific to the individual’s needs.
Prerequisite: PHED 215 and faculty permission
Fieldwork with children in an adapted physical education setting. Involves assessing, diagnosing, and implementing individualized educational programs to meet the needs of the disabled populations. May include either teaching or coaching experiences.

PHED 322 no change (Not required for credential.)
PHED 51 no change
PHED 212 no change
PHED 213 Physical Education for Children with Physical, Neurological and Sensory Impairments (3.0) FS
A study of prescriptive programming for children demonstrating orthopedic, neurological and sensory impairments. Evaluation of the
anatomical, and physiological implications and their effect upon psychomotor function. (Not required for credential.)

PHED 214 Description change only
A study of prescriptive programming for children with mental, emotional, learning and other health impairments. Instructional methods and intervention strategies will be explored in the psychomotor domain.

PHED 215 Description only
The development of individualized education programs for children in an adapted physical education program, to include developmental activities, exercises, movement, games, sport, rhythms, dance for the exceptional individual. Principles for adaptations of rules, techniques, and approaches will be explored. Survey of selected theories in perceptual motor development with emphasis on program development and application to the exceptional child.

PHED 216 No change
PHED 217 No change
PHED 322 No change

1989-91
PHED 51 No change
PHED 212 No change
PHED 213 No change
PHED 214 No change
PHED 215 No change
PHED 216 No change
PHED 217 No change
PHED 322 No change

(Not required for credential.)

1991-93
PHED 51 No change
PHED 212 No change
PHED 213 No change
PHED 214 No change
PHED 215 No change
PHED 216 No change
PHED 217 No change
PHED 322 No change

(Not required for credential.)

1993-95
No changes in all course work.

1995-97
All course work is the same with the exception of changes in the title and content of PHED 215. It now reads:
PHED 215 Social Psychology of Adapted Physical Education (3.0) SP
Prerequisites: PHED 212 or faculty permission.
The development and interrelationships of psychosocial aspects in human movement, groups, and physical education, recreation, and sport experiences throughout the life span for individuals with disabilities. Focus includes social influences and psychosocial aspects of peer relations, professional interactions, interdisciplinary team dynamics, and family systems.

Current courses required for the Adapted Physical Education Specialist Credential

PHED 51  Aquatics for the Adapted Instructor  1
PHED 212* Introduction to Adapted PHED  3
PHED 213*  Physical Education for children with Physical, Neurological, and Sensory Impairments  3
PHED 214*  Physical Education for children with Mental, Emotional, Learning, and Other Health Impairments.  3
PHED 215*  Social Psychology in Adapted Physical Education  3
PHED 216  Motor Assessment for the Exceptional Child  3

Total 16 units

*Fieldwork: A minimum of 20 - 30 hours of fieldwork is required in all 200 level courses for APE Certification. Students, upon completion of the program, will have from 70-110 practicum hours.

Coordination
The APE Specialist Credential program is coordinated by the program director, Rebecca Lytle, an Adapted Physical Education Specialist with her Ph.D. in Movement Studies in Disability from Oregon State University, Corvallis (see resume in Appendix AAA-2). The director occupies a 100% position of which 3 units of administrative release time are assigned to augment the coordination of the program. The director is responsible for the full administration of the program including curriculum, advising, student competency, scheduling, staff, budget, and student recruitment. In addition, the director teaches two classes within the program. Collaborating with department faculty is essential so that the director may oversee the APE components integrated in the Physical Education Teacher Education Credential Option. Course outlines including “infused” APE components are reviewed annually by the APE program director and the coordinator for the Physical Education Teacher Education Credential Option (Gayle E. Hutchinson, Ed.D.). Group meetings and individual consultations pertinent to faculty collaboration regarding APE program components are scheduled when necessary. Faculty communication is ongoing with updates regarding APE program needs and accomplishments occurring during faculty meetings and special bulletins. The APE program director does not supervise APE student teachers. Supervision of APE student teachers is handled by Debbie Doman, qualified APE university supervisor and APE cooperating teachers who hold current specialist credentials. As we secure more resources for the APE program, we envision a better link between the APE director and university supervisor.

The APE program director is assisted by two part time instructors. Eric Snedeker, the original APE program director, has many years of teaching experience at the university level (see resume in Appendix AAA-2). He is presently the Butte County Adapted Physical Education Specialist. Debbie Doman, the Director of Butte County Special Olympics, has an extensive background working with individuals with disabilities (see resume in Appendix AAA-2). She also is a certified Adapted Aquatics Instructor. Together, this trio, teach the courses in APE, communicate about program and student progress and coordinate many field experiences for prospective APE specialists.

The APE program director also collaborates with other university programs for people with disabilities. For instance, Rebecca Lytle communicates often and has students interact with students in Therapeutic Recreation who are under the supervision of Dr. Laura McLauchlin, Recreation Department. The APE program director also collaborates with the Ability First Sport Camp for youth with disabilities. Collaboration has included...
assistance with planning, distributing flyers, and recruiting qualified students to work at the camp. Coordinating the APE program also includes working closely with the northern California APE school specialists and programs, organizing field work assignments, and providing a link to continued APE education at the university. Most of the APE courses are offered in the late afternoon and evening in order to accommodate individuals’ working schedules and field work assignments.

An advisory board (see Appendix A) composed of area APE specialists, public school board members representing several counties within the CSU, Chico service area, Department of Physical Education and Exercise Science faculty and APE students has recently been organized for the purpose of providing ongoing program evaluation and direction. It has functioned informally to date. The advisory board is chaired by the APE program director and meets annually. The first annual meeting was postponed and will be held in the spring of 1998 (see Appendix AAA-3).

Additional Information
Specific information regarding admissions is discussed in detail in Standard 7 and 8. Information regarding advisement is detailed in Standard 10 and finally, information regarding program evaluation is included in Standard 6.

Documents
The document section is presented at the end of each standard and indicates where information may be found on campus or within the appendixes to verify the content included in this document.
1. Mission Statement located in the College of Communication and Education.
2. Department of Physical Education and Exercise Science Strategic Plan (Appendix AA).
3. College of Communication and Education Five Year Strategic Plan located in the Dean's office.
4. University Catalog: admission, advising, and graduation requirements.
5. Adapted Physical Education Program Requirements Worksheet (Appendix B).
6. Strategic Plan Update, College of Communications and Education June 1994 (Appendix BB)
7. California Teacher Credentialing Standards: Option in Physical Education Teacher Education located in the Physical Education and Exercise Science Department office.

Supplemental Documentation (Appendix AAA)
1. Adapted Community-based Program (AAA-1)
2. Resumes: Rebecca Lytle, Eric Snedeker, Debbie Doman (AAA-2)
3. Notification of first advisory board meeting (AAA-3)
4. Ability First Camp Flyer (AAA-4)
Standard 2
Institutional Attention to the Program

The institution gives ongoing attention to the effective operation of each program, and resolves each program's administrative needs promptly.

Introduction
California State University, Chico currently houses two centers of excellence in the Department of Physical Education and Exercise Science, exercise physiology and pedagogy. These programs have national caliber faculty. The Adapted Physical Education Program within the Department of Physical Education and Exercise Science is part of the Option in Physical Education Teacher Education (pedagogy). It is apparent at the college and department level that there is support for the Adapted Physical Education Program.

Chico has received a strong reputation for an outstanding program in adapted physical education in the last ten years. Many Chico graduates are currently employed as adapted physical education specialists in the public schools of California. An external grant from the United States Department of Education has assisted program development. With many other CSU schools throughout the state dropping Adapted programs, it makes sense to maintain the program at a strong level. This is especially relevant as Chico is one of only two schools in Northern California with adapted programs. The other campus, Sacramento State does not have a strong program. In addition, Chico has a well respected and active faculty in the area of special education for collaboration activities. (External Review, April 1994, Appendix CC)

The department has been committed to the APE program since its inception in the early 1970's with the belief that it contains a body of knowledge that provides greater breadth for all majors. It also provides experience/knowledge for those students who choose to specialize in adapted physical education and seek employment as adapted physical educators. In addition, the program has enabled the department to provide service to adapted physical educators in the north state. Department administration has consistently worked to provide the program with resources necessary to develop and maintain a strong specialist program and to create and maintain a link to area communities.

Part of the Adapted program's strong reputation was created by a full time program director/coordi nator. The full time program director of the past developed and supervised the adapted physical education with a great deal of success. The program director position was a full time temporary and not a tenured academic position. In 1994, the department voted to make the program director position a full-time tenure track professorial position. This decision was supported by the Dean's office. With permission to conduct a national search, the department began accepting applications from potential candidates for this new tenure track position. Unfortunately, CSU budget constraints interfered. The search was halted and the position was lost along with several other department retirement replacement positions.
Despite this setback, the department has continued to support a full-time temporary equivalent position in APE. Student coursework was not jeopardized. Rebecca Lytle, Eric Snedeker and Debbie Doman continue to teach the courses necessary to maintain student progress toward completion of the program.

Recently, Rebecca Lytle, program director, took leave during the 1996-97 academic year. She ventured to Oregon State University to complete coursework in the doctoral program in Movement Studies in Disability. Qualified instructors were hired to teach courses in her absence. Upon her return in the fall of 1997, she was assigned 3 AWTU units to coordinate the program. Two graduate students were hired to assist with the APE program. Debbie Doman and Eric Snedeker continue to teach Adapted courses. Presently, the department provides a 1.1 position to the APE program. This includes a program director, Rebecca Lytle, at 60%, Eric Snedeker at 20%, Debbie Doman at 20% and two graduate assistants at approximately 18%.

The department also has continued to support the Adapted Physical Education program with a number of substantial equipment purchases (see purchase orders/total, Appendix AAA-6). Purchases have included such things as wheel chairs, adapted aquatic equipment, videos and other resources. Purchases from 1996 to 1998 total $9,440.42 dollars, a substantial amount of the department budget.

The department recently printed 1000 brochures in order to advertise the Adapted Physical Education Program. The brochures represent a financial commitment as well as a departmental commitment to the program. We realize that some of the language in the brochure is outdated. Changes cannot be made to the brochure until changes made to the catalog are published which will be in the Fall, 1998.

The department of Physical Education and Exercise Science has been scheduled to receive a new building in the next few years. The floor plans for this building have been drawn. The plans include suitable space for all department options and programs. APE has been assigned 3000 square feet in the new building (see Appendix AAA-8). The APE space is connected to comparable spaces assigned to pedagogy, tumbling, wellness, and weight training. Easy access is available to the pool area as well.

In the fall of 1997, the APE program received an endowment of $260,000.00. The income from this permanent endowment known as the Mike and Robyn Prime Fund “will be used to support those areas of greatest need within the APE program as recommended by the program director and approved by the chair of the Department of Physical Education and Exercise Science and the Dean of the College of Communication and Education (see Appendix AAA-9). To receive such an extraordinary gift, illustrates support from the community as well as commitment by the department and university.

Recently, the Department Executive Council has been meeting to determine strategy to acquire new hires to replace upcoming retirements. In February, 1998, the Executive Council voted unanimously to support a tenure track position in Adapted Physical Education. Presently, the Executive Council is working to determine a prioritized list, which includes this position and others. It is projected that the department will have 5-7 retirements over the next five years. Negotiations with the Dean are occurring to determine how many positions will be received in order to replace those lost.
Policies, Procedures and Practices

The Adapted Physical Education Program is discussed as an area of need and retention in both the College of Communication and Education Five Year Strategic Plan (1993-1998) and in the Department of Physical Education and Exercise Science Strategic Plan (May 1993). The College Five Year Strategic Plan discusses goals of the College including Adapted Physical Education. Within the department plan specifically, the Adapted Physical Education Program is discussed as an integral part of the Physical Education and Exercise Science Department. The department has requested one full-time tenure track position to expand the personnel and programmatic base of the adapted program as well as to attract external funding and catalyze growth. This position is a high priority in the department. As funding has been cut to all CSU campuses, Chico State has felt the "tightening of the belt" as well. At the College level there have been limited positions allotted and retiring faculty have not always been replaced. This has resulted in the inability of the program to expand from its current status. However, the program currently is meeting the needs of students and Commission Standards as required by the State of California. It is the hope of the department to expand this program through external and internal funding sources and create an exemplary program in the area of adapted physical education within the Option in Physical Education Teacher Education.

Additional Information

The program director is a part of the faculty in the Department of Physical Education and Exercise Science and is expected to attend departmental meetings, which keep faculty abreast of issues, concerns of the department, needs, and resources available to programs. In addition, faculty within the Option in Physical Education Teacher Education are highly supportive of the Adapted Physical Education Program which is evidenced through their support in existing course work. For example, content in the area of adapted physical education is covered in many of the courses required for the Option in Physical Education Teacher Education. In addition, all students in the Option must take PHED 212, Introduction to Adapted Physical Education. A request for a search for a full time professorial candidate has been requested in order to meet the stated objectives of the Department's Strategic Plan. Adjunct faculty are provided on an as needed basis. Should the faculty, students or staff have a problem, grievance procedures are in place. Faculty members may file a grievance with respect to faculty status or contract compliance as stated in the Faculty Personnel Policies and Procedures (see Appendix F). The Faculty Grievance Procedure is Article 10 of the Agreement Between the Board of Trustees of the California State University and the California Faculty Association. Grievances related to grades, university services, and academic programs on and off campus may be resolved either by an informal or formal process through the use of the Student Grievance Procedures. Every student has the right to use these procedures. Specific details are available through the Coordinator for Judicial Affairs, Kendall Hall 110. Formal procedures are provided in Executive Memorandum 94-22. Copies are available from the Student Judicial Affairs Coordinator.

Documents
1. Faculty Personnel Policies and Procedures, Office of Human Resources (Appendix DD)
2. University Catalog - Grievances
3. External Review, April 1994 (Appendix CC)

Supplemental Documentation (Appendix AAA)
1. Letter of support for 1.1 adapted position equivalent (AAA-5)
2. Copy of 1996-98 purchase orders for APE (AAA-6)
3. Adapted Physical Education Program Brochure (AAA-7)
4. Floor plans for new building (AAA-8)
5. Endowment for APE (AAA-9)
6. University Catalog Copy (AAA-12)
Standard 3

Resources Allocated to the Program

The institution annually allocates sufficient resources to enable each program to fulfill the needs of the program in terms of coordination, admissions, field experiences, and the development of candidate competence.

Introduction

| Physical Education and Exercise Science | 472 | 25 |
| Option in Physical Education Teacher Education | 226 | 12 |
| Adapted Physical Education | 15 | 1 |

Policies, Procedures and Practices

It is clear from the data, that for the number of students in each area, the number of faculty assigned to these programs is more than adequate. The reviewers will have access to budget data and employment records through the Physical Education and Exercise Science Department Office and personnel office that illustrate the fact that the University provides personnel resources to insure program quality and effectiveness.

The APE project director, Rebecca Lytle, was assigned 3 AWTU units to coordinate the program. Two graduate students were hired to assist with the APE program. Debbie Doman and Eric Snedeker continue to teach Adapted courses. Presently, the department provides a 1.1 position to the APE program. This includes a program director, Rebecca Lytle, at 100%, Debbie Doman at 20% and two graduate assistants at approximately 18%.

In addition to personnel resources, the administration is concerned about class size. It is the administration's belief that students need reasonably sized classes in those courses where a practicum is required and the content is extremely important to early student success. It is apparent through the class records that California State University and the Department of Physical Education and Exercise Science believe that small class size is extremely important. The average class size within the department is twenty-five. Class sizes in the Adapted Physical Education Program range from eight to twenty. The department secretary has listings of the maximum enrollment for any given section within the Department of Physical Education and Exercise Science.

All full-time and part-time faculty are provided with office space and all faculty have a computer and e-mail as well as access to the internet. Approximately 25-30 graduate assistants and teaching assistants (GA and TA) are assigned to the department each year, pending funding. The Adapted Physical Education Program averages two GA’s per semester. In addition, the supervisor of the adapted physical education student teachers (Debbie Doman) also has two GA’s who assist with Butte County Special Olympics. The student teacher supervisor is the Director of the Butte County Special Olympics which adds resources and activities to the Adapted Physical Education Program. Students glean direct benefits from this in many ways. For example, each semester Butte County Special Olympics provides coaches training and students from the program are required to
participate. During the fall 1995 semester, students were trained in volleyball, basketball and bowling.

California State University, Chico will be receiving grant money from a collaboration with Humboldt State University. CSU, Humboldt has received a grant to provide training in the area of Adapted Physical Education to teachers in rural Northern California who would like to obtain their Adapted Physical Education Specialists credential. Moneys will be provided to CSU, Chico for student scholarships as well as faculty salaries and travel expenses for summer and outreach classes starting in the fall of 1996. The grant is funded for three years. A copy of the grant and specific information is available through Chris Hopper at California State University, Humboldt.

On average, each full time faculty in the department is provided with approximately $400 per year for professional development travel expenses. In addition, the budget for the area of pedagogy within the department was provided with approximately $10,000 for 1993/94 academic year. The library funds available to the department range from $2,000-3,000 per year. The Department of Physical Education and Exercise Science has also been supportive of professional development for teachers in the surrounding areas, including those in the area of adapted physical education. The department allocated $6,146 for the sponsorship of the Physical Education Teacher Education Workshop, a three day training in the summer. At this training, approximately seven adapted specialists from rural Northern California participated. The Department of Physical Education and Exercise Science applied and was awarded a subject matter grant in physical education and health that would bring in an additional $80,000 to the department, of which the Adapted Physical Education Program benefits indirectly through continued staff development for current APE specialists in Northern California. These specialists also serve as cooperating teachers for the Adapted Physical Education Program.

Classroom space is available in the Physical Education building and in Tehama Hall. All classes have overhead projectors and media equipment available either in the classroom or through checkout. In addition, there are two labs, one for kinesiology (SGYM 101) and one for biomechanics (AGYM 205). Also, two computer labs are available in Tehama Hall for instructional purposes (THMA 205 and 131). The Physical Education facility has two gymnasiums, mat room, weight room, life cycles room, lap pool and diving pool, twelve tennis courts, football stadium, an all-weather track, softball field, putting green, and several fields available for activities.

Finally, the Physical Education equipment room holds equipment for all elementary and secondary physical education activities. In addition, the Adapted Physical Education Program has four sports wheelchairs and a pool lift available for checkout and use within the program.

Additional Information
The Chico State Library is one of the largest libraries in northern California and has extensive resources in print, media, and available through interlibrary loan or checkout.

The University awards funds to each college and department for faculty development and research. Assigned time is granted to meet individual faculty requests for projects that are specific to the area of study.
Documents
1. Physical education equipment list located in the Shurmer Gym equipment room.
2. Budget: Physical Education and Exercise Science Department Office
Standard 4

Qualifications of the Faculty

Qualified persons teach all courses and supervise all field experiences in each program of professional preparation.

Introduction

The Department of Physical Education and Exercise Science has a reputation for the quality of its faculty, particularly for their teaching ability, careful supervision of students, and University and community service. The Adapted Physical Education Program is no exception. Individuals who teach and supervise in this area have current experience in the public schools and work with individuals with disabilities. They bring diverse experiences to the program. For example, one faculty member is a project director for a special education infant program, one runs a sports camp for children with physical disabilities, and two are the co-directors for Butte County Special Olympics, just to name a few. Vitae for all faculty are included in Appendix G.

Movement as content is unique to physical education and adapted physical education. Such unique content requires university supervisors who are knowledgeable about motor development and motor learning with expertise in pedagogical content knowledge. And, particular to adapted physical education, university supervisors also must have knowledge and expertise about disabilities and disabled populations.

Description of Relevant Policies, Procedures and Practices

Faculty Teaching Adapted Physical Education Course Work:

The adjunct faculty are carefully selected by the Department Chair for the expertise they bring to the faculty and students, and for their willingness to model the values that the full-time faculty promote in their classrooms. The current Adapted Physical Education Program Director, Rebecca Lytle, comes to the program with ten years experience working with individuals with disabilities in the public schools and four years of university experience.

Rebecca Lytle is the APE project director (see Vitae), an Adapted Physical Education Specialist and the Project Manager for Colusa County Special Education Infant Program. In addition, she has co-directed for the Butte County Special Olympics with the current student teacher supervisor, Debbie Doman. Presently, she is a doctoral candidate in Movement Studies in Disabilities at Oregon State University, Corvallis.

Eric Snedeker (see Vita) was the Coordinator of the Adapted Physical Education Program for fifteen years as a full-time temporary. He now works as an adapted physical education specialist in the Butte County public schools and teaches 20% in the APE program at CSU, Chico. In addition, he is in the process of completing a doctoral program. He has coordinated and run the Movement Unlimited Sports Camp for the Disabled (see Appendix H) for the past ten years. This is a unique live-in week-long sports camp for children between eight and eighteen with physical disabilities. The camp provides valuable experiences for Adapted
Physical Education majors who serve as volunteers, counselors, and coaches to the children.

Debbie Dornan (see Vitae) serves as the instructor for PHED 51, Aquatics for the Adapted Instructors and PHED 214, Mental/Emotional/Learning Impairments. She also supervises student teachers, including APE specialist credential candidates. As supervisor, she is in the public school three days a week. Debbie holds a 20% position in APE. In addition, Debbie is the director of Special Olympics for Butte County. She is applying for and hopes to earn a position as Special Olympics swimming coach at the Special Olympics World Games in 1999. Overall, she has twenty years experience with aquatics and ten years experience working with individuals with disabilities.

Graduate Assistants comprise the remaining 18% of the 1.1 position allocation to APE. The APE program hires two graduate assistants each semester to assist in the teaching and coordination of the Adapted Physical Activity classes or the "Adapted Community Program (See Job Description for Graduate Assistants)." This community service is designed to provide recreational activities to individuals with disabilities. Each semester on Monday and Wednesday from 12:00 PM to 1:00 PM, adults with developmental disabilities participate in aquatics, weight training and outdoor activities. Most participants are from local community based work programs. Approximately fifteen to twenty adults participate each semester. Faculty, staff and students with physical disabilities may participate in aquatics and weight training every Monday, Wednesday, and Friday at noon. This program also is offered to community members with physical disabilities, but for a modest fee of twenty-five dollars per semester. Both programs are supervised by graduate students seeking their APE Specialist Credential.

Graduate Assistants are responsible for:
1. Assessing individuals in the program for performance level.
2. Assisting each participant in the development of his/her individual program.
3. Constructing written goals and objectives with each individual in the program.
4. Reviewing files on each individual weekly and maintain those records.
5. Providing direct instruction to individuals in activity classes.
6. Coordinating volunteers for individuals in the program who need assistance.
7. Keeping records of volunteer hours.
8. Providing instruction to volunteers on how to assist individuals in the program.
9. Assisting with lifts and transfers.
10. Reporting to APE director on a monthly basis as to the status of each participant in the program.

Supervision Faculty:
Debbie Doman oversees the supervision of student teachers in Phase II. She is responsible for conducting a seminar held once a week, EDTE 246D 05 and traveling to placements and works on-site with student teachers (See Appendix I). Content of the seminar includes discussion of the California Physical Education Framework, National Standards for Physical Education, and National Standards for Adapted Physical Education, teacher beliefs and philosophies, management techniques for diverse groups, teaching strategies, lesson and unit plan development, and reflective teaching through systematic observations.
Assignments are completed at each student teacher's school placement and discussed in class. Assignments also are used as evidence in student teachers' portfolios (portfolio criteria, Appendix J) and evaluated by the student teacher university supervisor and cooperating teacher.

The university supervisor is knowledgeable about state and national standards for physical education and adapted physical education as well as federal requirements concerning the welfare of individuals with disabilities. She also has expertise in the areas of motor skill acquisition, self esteem, social development, and analysis of teaching and curriculum development. Instructor knowledge and competencies are complemented by practical experiences of teaching in public schools and coaching. The university supervisor remains current by reading pertinent literature, attending professional development workshops and conferences, teaching and presenting sessions, working in schools, coaching, and working with other competent colleagues in the state and nationally.

To illustrate currency, Debbie Doman's area of expertise is Adapted Physical Education, which is evidenced by her extensive background working with disabled populations. Currently, Debbie is the Director of Butte Special Olympics and a Special Olympic swim coach. In 1993, she was awarded the California Special Olympic "Coach of the Year." Certified as an Adapted Aquatics Instructor, Debbie also directs the aquatics program for the Movement Unlimited Sports Camp. Debbie continues to offer her expertise in working with individuals with disabilities as she coordinates and teaches coaching clinics for Special Olympics in Butte County. Debbie has also served as a clinician in the sport of swimming for Sacramento County Special Olympics. In addition, she is part of the Games Management Team for Northern California Special Olympics. She has also co-presented a Special Olympics General Session, designed to provide information to area citizens about the Special Olympics program. Debbie has the experience to lead student teachers in physical education and adapted physical education through their Phase II, student teaching experience.

It is University policy that there shall be no discrimination based upon race, national origin, religion, sex, physical disability, veteran's status, or age in any personnel action, including recruitment, appointment, teaching performance review, retention, tenure, promotion, promotion ranking, the granting of leaves, and any disciplinary or grievance action. The Campus Affirmative Action Program contains two major commitments; 1) to recognize both a moral and legal obligation to work toward a work force composition reflecting the mix of ethnic minorities and women in the labor markets from which the University draws its staff; 2) to make a demonstrable and deliberate effort in hiring to solicit applications from minority and women candidates in all cases where their representation is below the labor force standard. The faculty personnel policies and procedures implemented at any level of the University shall include measures for carrying out affirmative action. The Department of Physical Education and Exercise Science complies with all affirmative action policies in recruitment and hiring of personnel. The Department Chair can review previous hires upon request.
Additional Information
Faculty in the Option in Physical Education Teacher Education cover some of the course work required by the Standard of Program Quality and Effectiveness for the Evaluation of Specialist Programs in Adapted Physical Education. For this reason, vitas are included for any professor who teaches a course that covers one or more of the Standards.

Although the department is requesting a full-time tenure track position for the Adapted Physical Education Program, the current faculty provide students with a variety of perspectives since there is more than one adapted physical education faculty teaching course work. In addition, the faculty are extremely grounded in the realities of the current school environments as they hold positions in the public schools. These individuals have the advantage of bringing current examples to the university classroom. The also can provide much needed field experiences for students. Finally, these teachers stay abreast of issues, policies, and in-service training required by special education programs and personnel.

Documents
1. Faculty Vita’s (Appendix G)
2. Faculty Personnel Policies and Procedures (Appendix DD)
3. Portfolio criteria (Appendix K)
4. Syllabus for seminar EDTE 246D 05 (Appendix I)
5. Movement Unlimited Sports Camp (Appendix Y)
Standard 5

Faculty Evaluation and Development

The institution evaluates regularly the quality of courses and field experiences in each program, contributes to faculty development, recognizes and rewards outstanding teaching in the program, and retains in the program only those instructors and supervisors who are consistently effective.

Introduction

It is the intention of the University to provide quality instruction in "scholarship and service" as stated in the Mission of the University and Department. The individuals who promote this "scholarship and service" are what make California State University, Chico an outstanding institution of higher education. Only individuals with the appropriate qualifications and experiences are hired to instruct and supervise. Additionally, procedures are in place to determine quality and effectiveness. This is accomplished through student evaluations and peer review procedures. Outstanding faculty are recognized for their excellence.

Policies, Procedures and Practices

All courses offered in the College of Communications and Education are evaluated by students and faculty. Student evaluations of faculty serve two purposes: First, the evaluations provide a means of appraising the quality of teaching performance of faculty and; second, the evaluations should help faculty improve their teaching and assist in their general professional development. Student Evaluations of Faculty (SEF Forms, see Appendix K) shall normally be carried out on each faculty member once each year in each class during the spring semester. In addition to spring semester evaluations, in their first year, faculty who begin teaching at CSU, Chico during a fall semester, shall normally be evaluated during their first fall semester of teaching. Faculty who teach only in the fall semester shall be evaluated during the fall semester in each class. Additional procedures and guidelines for handling of the SEF forms is described in the Faculty Personnel Policies and Procedures Manual (see Appendix DD). The department personnel committee and the Department Chair view these packets every year. These evaluation packets are reviewed every two years by the faculty personnel committee, the Department Chair, a college personnel committee, and the Dean.

Performance review procedures are in place for both full-time and part-time faculty. Four evaluation areas must be considered at all levels for each candidate for retention, tenure, or promotion: Instruction; Professional Growth and Achievement; Other Contributions to the University; and Competence Required for, and Willingness to Adjust to, University approved Department Unit Master Plans. Each of these must be carefully considered and documented in the review process. It is the responsibility of the faculty member to update and maintain current information in their personnel file including a personal data sheet as well as a dossier including the above mentioned four categories of information.

The Department Personnel Committee, or a sub-committee of three of its members, shall be responsible for making the initial evaluation and recommendation on each
candidate for retention, tenure, or promotion. This shall be done after all data and evaluations have been collected and reviewed by each member. Data and evaluations are to be found in the Personnel Data Sheet; faculty member’s dossier; student, colleague and administrative evaluation; and the College Personnel File.

After reviewing the data and evaluations but before writing its recommendation, the Department Personnel Committee shall meet with each candidate for retention, tenure, or promotion on an individual basis. After this meeting, the Department Personnel Committee shall write its report and recommendation. This report includes information on areas of strength and weakness and recommendations for improvement. Files are then reviewed by the Dean and then the Provost. After final review, the President shall inform each candidate by letter of the decision in regard to promotion. Specific guidelines are described in the Faculty Personnel Policies and Procedure Manual (Appendix DD, pg. 30-55).

Faculty are recognized for their contributions and excellence in a variety of ways. The University awards funding to each college and department for faculty development and research. Assigned time is granted to meet specific faculty requests for projects that are specific to the area of study. Each faculty member is allotted travel money to present or attend conferences on an annual basis (see department budget for specific allocations). Sabbaticals are granted every seven years and differential pay sabbaticals are awarded every four years. This allows professors to expand their knowledge and excitement for their content through research, writing, or other projects that enhance their professional development and instruction. All publications by faculty are written up in the University Bulletin, which is distributed campus wide.

Each year stipends are awarded for outstanding faculty and advisors. This is sponsored by the Faculty Recognition and Support (FRAS) Committee. The Memorandum of Understanding (MOU) also provides for financial recognition of outstanding faculty through Performance Salary Step Increases (PSSI’s). The criteria states, “PSSI’s are to be awarded for outstanding or meritorious performance in the area of teaching, as well as other professional accomplishments and service to the University community.” (Proposed Policy and Procedure 36.1 Criteria)

Additional Information
For the past several years the Physical Education and Exercise Science Department has sponsored a weekly symposium with guest lecturers from around the nation presenting on a myriad of topics pertinent to the field of physical education.

Documents
1. Student evaluation forms each spring (Appendix EE).
2. Personnel files located in the Dean’s Office in the School of Communication and Education.
3. Faculty Policies, Procedures and Personnel Manual (Appendix DD)
4. Memorandum of Operations, Department Chair’s Office
5. List of speakers for physical education symposium 1994/95 (Appendix FF)
Standard 6

Program Evaluation and Development

The institution operates a comprehensive, ongoing system of program evaluation and development that involves program participants and local practitioners, and that leads to substantive improvements in each program. The institution provides opportunities for meaningful involvement by diverse community members in program evaluation and development decisions.

Introduction
The Physical Education and Exercise Science Department at California State University, Chico considers review, evaluation, and improvement as important steps in systematic program design and change. Over the past three years the Adapted Physical Education Program in conjunction with the Option in Physical Education Teacher Education have reviewed contemporary trends, aligned programs with state and national standards, surveyed students (current and former), engaged faculty in self reflection, and modified curricula to be relevant as the 21st century nears.

Adapted Physical Education Program
The Adapted Physical Education Advisory Board (see Appendix A) was developed including university faculty and students, public school personnel, and administrators. Several of the Advisory Board members have reviewed and provided informal input to the objectives for the current Standards of Program Quality and Effectiveness for the Adapted Physical Education Program. And, all Advisory Board members act as informal consultants for the current program and give input about the needs of public schools (See Appendix A for minutes from Advisory Board meeting).

Upon exit of the APE program and prior to entry to the 5th year credential program, the APE program director meets with each student and checks whether that student has completed coursework (see advising sheet, Appendix AAA-10). In addition, program graduates must show a GPA of 2.67, a portfolio, applications to the graduate school and to the credentials office, along with a letter requesting placement in the credential program for student teaching. Students also receive an exit interview conducted by the APE program director (see exit interview questionnaire, Appendix AAA-11). The purpose of this interview is to collect anecdotal data about the perceived strengths and areas needing improvement in the APE program. Interviews last between 30 - 60 minutes. Interview questions include: What are the strengths of the APE program? What areas in the APE program need improvement? Describe experiences in the APE program that were most meaningful to you and why. How do you envision using the knowledge and skills learned from the APE program? What type of employment are you seeking? and/or How will your Adapted Physical Education Specialist Credential assist you with your work? Answers to these questions will be used to critically assess the effectiveness of the APE program.

It is understood that other means of program assessment must be developed. The APE program director is committed to developing more program assessment measures.
Policies, Procedures and Practices
Ongoing review of the Physical Education and Exercise Science Department has included five essential documents demonstrating programmatic assessment and change. Each will be briefly described to show the steps taken by faculty to improve the quality of the subject matter program. Each document is listed and summarized below:

- Department of Physical Education and Exercise Science Strategic Plan (1992-93)
- Department of Physical Education and Exercise Science Undergraduate Fifth Year Review (1993-94)
- External Review of the Undergraduate Program in Physical Education (April, 1994)
- Proposal for Change: Single Subject Teaching Credential in Physical Education (October, 1994)
- Proposal for the Department of Physical Education and Exercise Science to Add an Option in Teacher Education (March-May, 1995)

The Department of Physical Education and Exercise Science Strategic Plan (1992-93) (Appendix AA)
A strategic plan was completed following the 1992-93 academic year to outline the mission, goals, and direction of the Physical Education and Exercise Science Department. Current programs were analyzed, environmental forces were considered, resources were assessed, and two centers of excellence were identified. Four findings relevant to the subject matter program included: 1) Establishing dual centers of excellence in exercise science and "pedagogy" to be supported by the Department and University; 2) Maintain national and enhance statewide visibility; 3) Recruiting a diverse student population; 4) Catalyzing faculty growth to include scholarship and service.

The Department of Physical Education and Exercise Science Fifth Year Review (1993-94) (Appendix GG)
During the 1993-94 academic year the Department conducted a five year review and self study. Once again, the mission statement was clarified, curriculum was reviewed, and courses were added, deleted, and modified. Physical facilities were evaluated, an alumni survey was completed, and community outreach was identified. Findings included the goal for continued research and experimentation by faculty, upgrading the Department's technological capabilities, enhanced rigor for each program, and the goal to involve more students in professional organizations.

During the spring semester of 1993, the Department conducted a survey of its alumni (see Appendix P for questionnaire). There were 160 respondents to the survey, which constituted a thirty-five percent return by alumni of the Department from 1974-1993. Ninety-three percent of those who returned the survey had graduated during 1983-93. Forty-four percent of the returned surveys were completed by single subject graduates. And, 16.2% of the 160 persons surveyed had an Adapted Physical Education Certification. The following findings were gleaned from the surveys:

- 77% agreed - the quality of courses in the Department were high.
- 69% agreed - the quality of instruction was high.
70% agreed - rigor appropriate.
71% agreed - advising needs were met.
84% agreed - faculty expertise was strong.
91% agreed - the workload given to students was appropriate.
79% agreed - the course offerings were diverse.

Many of the concerns expressed by alumni have been addressed by the department in the past several years to include: more rigor in the program; restructuring of courses to bring them up-to-date for the needs of the graduate facing the 21st Century; resources to improve faculty scholarship and teaching effectiveness; revising the credential and exercise physiology options; and course content that addresses the issues of diversity. One related recommendation was to make an effort to attract a more diverse student population within the major.

The next 5-year review will be completed during the 1999/2000 academic year by the associate chair of the Physical Education and Exercise Science Department. In addition, as described in the last 5-year review, there was a need to hire one full-time tenure track faculty member. Rebecca K. Lytle, Ph.D. was hired for the 1999/2000 academic year in a tenure track position. In addition, the PE II building will break ground in the year 2000. This building includes a 3000 square foot space for an adapted physical education lab as well as additional office space and an observation room (See appendix AAA-8).

**External Review of the Undergraduate Program in Physical Education**
(April 1994) (Appendix E)

An external reviewer spent two days evaluating the Department’s Strategic Plan (1992-93), Self Study (1993-94), Alumni Survey, Catalog, and the Faculty Scholarship Document. This reviewer also met with the Dean, Associate Dean, and the Vice Provost. Six relevant findings to this subject matter program included:

1. Department goals were deemed clear and appropriate.
2. Each program of study should include a capstone course (seminar) to allow for integration of material covered in prior course work.
3. Because of the knowledge explosion in the discipline, faculty need to carefully evaluate what constitutes a feasible program of study at the baccalaureate level.
4. Faculty should continue to explore strategies to provide content and learning experiences in the multicultural area.
5. "The major includes the single subject credential program [now called the Option in Physical Education Teacher Education] of study that is clearly identified as a teaching program. To their credit, faculty already have a revised proposal for the single subject credential program. The changes are designed to reflect the new standards from the Commission on Teacher Credentialing and prepare students for teaching careers in the public schools" (page four).
6. "The department is rapidly gaining an enhanced reputation for excellence and is considered one of the best Physical Education and Exercise Science Departments in California. The chair and faculty are to be congratulated on their efforts and justify
consideration for additional resources. The greatest challenge for the faculty is to maintain cohesiveness and to support each other's efforts" (page fourteen).

7. "Chico has received a strong reputation for an outstanding program in adapted physical education in the last ten years. Many Chico graduates are currently employed as adapted physical education specialists in the public schools of California... With many other CSU schools throughout the state dropping Adapted programs, it makes sense to maintain the program at a strong level" (page seven).

The next external review will be taking place during the 1999/2000 academic year.

**Proposal for Change: Single Subject Teaching Credential in Physical Education (October, 1994) (Appendix HH)**

In the spring of 1991 a committee was convened to evaluate the current Single Subject Teaching Credential in Physical Education [now called the Option in Physical Education Teacher Education]. For four years the committee dissected the program, sought input from multiple sources (former graduates, local teachers, local administrators, and cooperating teachers in the fifth year credential program), met with Department faculty to evaluate the entire curriculum (both current and proposed), reviewed current literature and relevant professional documents, and compiled information from the best programs in the United States. Physical education faculty had been informed throughout the entire investigative/revision process and had ample opportunities for input and critiquing of the committee's work. On February 11, 1993, Department of Physical Education and Exercise Science faculty unanimously endorsed the structure of the programmatic changes. In October 1994, the "Proposal for Change" was approved by the Department's Curriculum Committee (Appendix HH). This document included a program overview, planning phase, philosophy, goals, matching CTC standards, curriculum threads, single subject CLAD/BCLAD emphasis certificate, assessment of subject matter competence, students in curricular transitions, and unit changes. In short, faculty planning has been an essential feature of the current subject matter program and has been ongoing since 1991.

**Proposal for the Department of Physical Education and Exercise Science to Add an Option in Teacher Education (March-May, 1995) (Appendix II)**

In the spring 1995 the "Proposal for Change" (1994) was rewritten to request an Option in Teacher Education for the BA in Physical Education (Appendix II). The purpose was to solidify and validate the current aggregate of courses as a sanctioned degree path to the major and ultimate entry into a professional teacher preparation program. This proposal was designed to reflect strict adherence to the Commission on Teacher Credentialing (CTC) Standards (1994). This proposal was carefully evaluated and scrutinized by both the Curriculum Committee of the College of Communication and Education and the University's Faculty Senate. In May 1995 the proposal for the Option in Physical Education Teacher Education was approved. Some faculty across campus commented that this proposal was "one of the best" curriculum changes proposed to the Faculty Senate in recent times. Subsequently, the change was approved by the California State University System in July 1995. Since May 1995 "minor changes" have been made in Appendix A & D - Program Philosophies and Purpose and Physical Education Teacher Education Matrix. The "minor changes" are reflected in Standard I (Program Philosophy and Purpose) and the Revised Matrix listed in the appendix.
**Additional Student Surveys**

Program review and development has been enhanced by using multiple measures to assess prospective teachers in the program. First, each student is asked to fill out a Credential Option Program Assessment Questionnaire (Appendix KK). The survey, given during an advising session, asks students to assess the strengths and weaknesses of the program to date. It asks students to evaluate the advising program, give feedback on the CLAD Emphasis Credential, supplementary authorizations, and Adaptive Physical Education. Current feedback from the questionnaires has highlighted PHED 110, 111, 112, and 140 as course strengths. The advising program is seen as well organized. Finally, two anecdotal comments are supportive of the program.

The courses I took, PHED 110, 111, 112, 140, take the student beyond the theory and academic aspect of PE, to a hands on approach which is essential for the credential major. (Student #1).

All advisors and faculty are very happy to answer any questions at any time. Having a faculty who know your name and know exactly what is going on in your realm of the program makes things go so much smoother. Student #2).

Second, each student is asked by the Department Chair to fill out a Graduating Seniors Questionnaire (see Appendix R) upon final completion of all paperwork and during the last semester of the program. In 1994-95 fifty-three students have completed the questionnaire, including fifteen students from the credential option. A summary of key findings includes:

The classes deemed most valuable in the student's academic career included: PHED 180, PHED 185, PHED 105, PHED 106, PHED 108, PHED 110, PHED 111, PHED 112, and PHED 140. This listing provides positive feedback about learning experiences from the two categories: Applications of Movement Concepts and Forms and Foundations of Human Movement.

The data tells us that:
1. The majority of our graduates plan to apply to graduate school.
2. Program strengths also include the adapted physical education area.
3. Some students like the faculty's push to change school physical education.
4. Faculty and advisors were helpful.
5. Content should be added, according to these respondents, in the areas of pedagogy, including more hands-on-work with children and youth (middle and high school).
6. Some students would appreciate a consistent format for notebooks and class assignments in PHED 105-112.
7. Several students mentioned additional required courses in kinesiology and exercise physiology.
8. On a Likert scale (one through five) with a ranking of five demonstrating strong agreement and one demonstrating strong disagreement, these data reflected the following scores:

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<th>Quality Instruction</th>
<th>Rigor</th>
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The majority of respondents were "completely satisfied" with the workload given to students by the faculty and evaluation of one's work and feedback given by the PHED faculty.

Furthermore, program review and development has been aided by three groups of people outside the subject matter program. First, the Department has sponsored three Physical Education Teacher Education (PETE) workshops during the summers of 1993, 1994, and 1995 (see Appendix MM). The purpose of the gatherings was to bring together invited master teachers from northern California. We set a goal to improve physical education, in the schools, through collegial empowerment and mentorship (i.e. teachers teaching teachers). Presentations were given by public school teachers that included: computer technology, adapted physical education, cultural diversity, high risk curricula, teacher effectiveness, framework lessons, and integrated curricula. During the two and one-half days "informal feedback" was requested from public school personnel concerning the current and proposed Option in Physical Education Teacher Education. The majority of teachers were excited about the changes made in the option.

Second, cooperating teachers (local physical educators in Northern California) who assist with the fifth year program were informally asked for feedback about the option, following a semester's work with our student teachers. Their input has been positive and supportive of the curricular changes in the option. A list of these teachers is included in the Appendix H.

In summary, the faculty in the subject matter program have carefully designed an ongoing program review and development "process" for the past five academic years. The use of multiple information sources and systematic change has promoted program quality.

Additional Information
A student recruitment plan (see Standard 7) has been created to begin communications with the junior colleges in northern California. This may be used as a springboard to future collaboration, and subject matter program assessment.

Documents
1. The Physical Education and Exercise Science Department Strategic Plan (1992-93) (Appendix AA)
2. The Department of Physical Education and Exercise Science Fifth Year Review (1993-94) (Appendix GG)
3. External Review of the Undergraduate Program in Physical Education(April, 1994) (Appendix CC)
4. Proposal for Change: Single Subject Teaching Credential in Physical Education (October, 1994) (Appendix HH)
5. Proposal for the Department of Physical Education and Exercise Science to Add an Option in Six. Teacher Education (March-May, 1995) (Appendix II)
6. List of PETE participant 1995 (Appendix MM)
7. Advisory Board Members List (Appendix A)
8. Adapted Physical Education Program Sign-off Sheet (Appendix E)
9. Credential Option Program Assessment Questionnaire (Appendix KK)
10. Graduating Senior Questionnaire (Appendix LL)
11. Cooperating Teachers (Appendix H)

Supplemental Documentation (Appendix AAA)
1. APE Advising Sheet (AAA-10)
2. APE Exit Interview Questionnaire (AAA-11)
3. APE Advisory Panel and Minutes (Appendix A)
4. APE job announcement (AAA-5)
Category II
Admission and Candidate Services

Standard 7

Admission and Candidate Services: Academic Qualifications

As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution.

Introduction

It is the intention of the department to utilize a variety of factors in determining academic qualifications for the specialist credential in adapted physical education. The nature of this specialist credential requires that individuals possess not only academic skills but also a variety of inter and intrapersonal skills. For this reason, acceptance into the program is based on several factors in addition to academic success.

Policies, Procedures and Practices

Admission requirements to the University are explicitly explained in the University Catalog. Once students are accepted to the University, their records are maintained in the Office of Admissions and Records. In addition, files are also kept in the Physical Education Advisors office on all students in the Option in Physical Education Teacher Education/Adapted Physical Education.

Admission of Candidates to Adapted Physical Education

All candidates to the APE program must make an initial appointment with the Physical Education Teacher Education Credential Option Advising office before seeing the APE program director. Each potential APE candidate receives an information packet from this advising office. In the packet, there are several sheets outlining needed course work and field experiences for the PETE Option and for the Adapted Physical Education Specialist Credential. The APE advising sheet lists all prerequisites and APE program requirements (see advising sheet, Appendix AAA-10). At this time, re-entry students must show transcripts with APE prerequisites listed before starting APE coursework.

Students, including re-entry students may challenge any course offered in the university by passing a special exam on the course content. Candidates may submit letters documenting previous training and/or experiences to aid in the individual assessment of competency and possible exemption of course work. Demonstration of competency may also be obtained by placing the candidate in a school setting with university observation. In addition, Special Topics (PHED 198, 298 or 398) courses may be used for individualized contracts and may be taken at the appropriate student level (A, B or C) for one to three units of work. Special Problems (PHED 199) is also an individual contract course (see university catalog copy, Appendix AAA-12).

Students who hold current teaching credentials that authorize the teaching of physical education must also complete PHED 217 – Field Experience (Appendix I) to illustrate
competency in teaching and working with individuals with disabilities in activity settings within the public schools. (See Appendix B)

In an attempt to actively recruit individuals into the Option in Physical Education Teacher Education and Adapted Physical Education, faculty volunteer their time to travel to community colleges in Northern California including, the Bay Area, Sacramento and north to the Oregon border. Presently, six professors have visits scheduled for on-site recruiting during the fall semester of 1995. More faculty are expected to volunteer time for active recruitment with each semester. During site visits recruiting faculty provide potential students with packets of information (see Appendix V) about career opportunities, and programs and options offered by the Department of Physical Education and Exercise Science at CSU, Chico. Visiting faculty also meet with physical education and related disciplines department chairpersons and provide them with the same packet of information regarding the requirements and options in the Department of Physical Education and Exercise Science.

There is a concern about the low numbers of under-represented students such as African Americans, Asian-Americans, Hispanic-Americans, Latino-Americans, Native Americans, etc. and low number of women who enroll in the Option in Physical Education Teacher Education as well as in the Physical Education and Exercise Science Department. To improve the numbers of minorities and women, faculty have been making extended efforts to contact personally under-represented groups of students. For example, a group of female students enrolled as undergraduate and graduate students in the Department of Physical Education and Exercise Science presented seminars to potential female candidates at gender equity projects in Northern California. At these seminars, all careers in physical education were discussed with an emphasis on opportunities for women.

In November 1995, the university sponsored an all-campus visitation day open to prospective first year students. Faculty in the Department of Physical Education and Exercise Science participated in this first annual event. The event was recognized for its potential to recruit future students to the Option in Physical Education Teacher Education and Adapted Physical Education. All areas of the University were invited to set up an information booth in order to connect with and provide information to interested high school students. Faculty and peer advisors were present to represent the Option in Physical Education Teacher Education and Adapted Physical Education. Prospective students were informed about the advisement and support process, which begins with the new student orientation during the summer.

Additional Information
Students may elect to take course work for the specialist option as:
1) An undergraduate junior or senior in conjunction with an appropriate degree/credential program (see pre-condition ten).

2) As a graduate student, prior to admission to the thirty-two unit Department of Education Fifth Year Professional Preparation Program. Requirements for
entrance to the five year program to student teach in the specialist area (beyond Professional Preparation Program requirements for all students), include:
* a minimum GPA of 2.67
* completion of PHED 51, 212, 213, 214, 215, and 216 successfully, as well as courses required for a degree/credential program (see pre-condition ten).
* forty-five hours of field experience in the adapted area
* two letters of recommendation
* two personal references
* candidate interview with Adapted Physical Education Director (see Appendix F). Students who complete the requirements above and are accepted to the Professional Preparation Program will student teach with a split assignment in both degree and specialist areas (see pg. 71).

3) A re-entry student, who is a fully credentialed teacher and has entered the program to obtain a specialist add-on credential. Course work in PHED 217, Field Work in Adapted Physical Education, with university supervision, will fulfill student practicum (student teaching) requirements.

Documents
1. University Catalog, graduate school requirements and credential requirements.
2. APE program requirements sheet (Appendix B).
3. Option in Physical Education Teacher Education Program sheet (Appendix M).
4. Admissions Office, student academic files.
5. Physical Education Credential Option Majors: Procedure for Obtaining a Waiver for Admission to Credential Program (Appendix N)
6. Recruiting Packet (Appendix NN)
7. Physical Education Advisors Office - Student Files
8. Course syllabi (Appendix I)

Supplemental Documentation (Appendix AAA)
1. APE advising sheet (Appendix B)
2. University Catalog Copy for APE Specialist Credential (AAA-12)
3. Course Outline for PHED 217 (AAA-14)
Standard 8

Admission of Candidates: Prior Experience and Personal Qualifications

Before admitting candidates into the program, the institution determines that each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

Introduction
The Adapted Physical Education Program searches beyond academic qualities in determining admission of candidates. Each candidate must have personal characteristics that will provide for positive learning experiences for children with disabilities. To determine such humanistic qualities for effectiveness and success in the educational environment, candidates are screened through a variety of methods. These methods are used to determine the student's humanistic qualities for effectiveness and success in the educational environment working with individuals with disabilities.

Policies, Procedures and Practices
All students are required to provide the adapted physical education advisor with two letters of recommendation with at least one from a supervisor who has seen the students working directly with children (program requirements, see Appendix B). Students must also submit two letters of personal reference to attest to the individuals' dedication to the field of adapted physical education and individuals with disabilities. Finally, candidates must complete the adapted physical education candidate interview (see Appendix F) with the Adapted Physical Education Coordinator before the students can be recommended for the Specialist Credential.

In addition, input is requested from all faculty regarding the candidates qualifications for entry into student teaching. An assessment form is handed out to all faculty in the Option in Physical Education Teacher Education (see Appendix O) and they are requested to assess the applicants in a variety of areas. Faculty members are encouraged to comment on the student's chances for success in the credential program. This information is kept confidential and read only by the credential advisor for purposes of determining the student's chances for success if accepted into the program. After the credential advisor has reviewed all faculty input each candidate is then interviewed by the advisor. The interview provides the advisor with one more opportunity to assess the candidates. The interview questions are standardized (see Appendix P) for fairness to all applicants. When the interviews are completed the credential advisor and assistants rank the candidates on a numerical scale.

Additional Information
Candidates admitted to the Adapted Physical Education Program must hold a current teaching credential which authorizes the teaching of physical education, or be in the process of obtaining a credential and have at least fifteen units of upper division course work within the major completed and hold advanced standing or be a graduate student.

Documents
1. University Catalog for Adapted Physical Education Specialist Credential course requirements and Credential Program requirements.
2. Adapted Physical Education Program work sheet (Appendix B).
3. Candidate Assessment Form (Appendix O)
4. Physical Education Teacher Education Advisors Office for student files
5. Candidate Interview Questions (Appendix P).
Standard 9

Availability of Program Information

The institution informs each candidate in the program about (a) all requirements, standards, and procedures that affect candidates' progress toward certification; and (b) all individuals, committees, and offices that are responsible for operating each program components.

Introduction

It is the intent of the Physical Education and Exercise Science Department and the Adapted Physical Education Program to provide a seamless system of coordination in the area of advisement for students. This is accomplished through numerous check points as students enter the University system, coordinate their schedules, and eventually matriculate on to the fifth year credential program. Advising assistance is provided through the Advising and Orientation Office, the Physical Education and Exercise Science Department and through the Adapted Physical Education Program.

An Adapted Physical Education Program brochure was designed as a recruiting and promotional brochure (Appendix AAA-7). It is not intended as a "stand alone" document explaining the requirements for the entire Physical Education Teacher Education (PETE) option. Should individuals find out program of interest they are encouraged to contact the coordinator for further information. The complete requirements are available in the catalog for the PETE and the APE credentials (Appendix AAA-12)

Policies, Procedures and Practices

Initial contact with credential candidates is usually made through a summer orientation advising session, a site visitation the semester prior to admission, or telephone or written communication prior to arrival. At this time candidates are given a Physical Education Credential Course Work Guide (see Appendix Q). This guide outlines the course requirements for the BA in the Option in Physical Education Teacher Education. The BA in Physical Education Teacher Education serves as a foundation for the Adapted Physical Education Program. All students in the Adapted Physical Education Program follow the same procedures as those in the Option in Physical Education Teacher Education.

During the first two days of each semester the credential advisor and assistants visit each core course and review with students the requirements and sequence for obtaining the credential. If students have problems, the advisor will schedule a time to meet personally with the student.

During the first semester, initial advising is to be provided to each student while they are enrolled in PHED 105. This is the first course in a series required for students in the Option in Physical Education Teacher Education. Approximately six weeks into the semester all candidates enrolled in PHED 105 must bring to class a copy of their transcripts reflecting all previous course work from any other institutions of higher education. Transcripts are then reviewed by an advisor. At the completion of this review, advisors will meet with each candidate during the PHED 105 class and guide each student through the program in a sequential and timely manner. During this meeting students
are provided information regarding the Adapted Physical Education Specialist Credential, and the course requirements to complete such a supplement. Also at this meeting students receive the information packet for the single subject credential programs. This packet provides the student with an overview of the application process for the credential program including all dates and deadlines.

Also during PHED 105, students are advised of the process of taking the CBEST test as well as the following course work required for admission to the Single Subject Credential Program; English 110, Health Science 261, Political Science 55, Computer Science 10 or PHED 200 and Speech 11. Following the student advising meetings, Linda Farrell (representing the credential office) presents information in PHED 105 on how to complete and prepare the credential admissions packets. Specific attention is given to prerequisites and timelines for completing the requirements for admission into the fifth year program.

Upon completion of PHED 105, students will have been provided with all the information needed to plan the following semesters. Students are then required to meet with an advisor once a semester to review their current course work and plan for the next semester. Students also are informed of any changes in the course schedules at this time.

Upon completion of all course work students must obtain a clearance for graduation which must then be signed by the Department Chair and the Credential Advisor. One copy is kept in the advising office. The student is now ready to apply to the credential program.

Students who already hold a current credential in Physical Education would go directly to the advisor in the Adapted Physical Education Program and would need to complete only the adapted physical education course work, including PHED 51, 212, 213, 214, 215, 216. These students would then go directly to the credentials office to file for the Adapted Physical Education Specialist Credential.

Additional Information
General Education advising is completed in the Advising and Orientation Office. Students in the Option in Physical Education Teacher Education receive advising from Professor Larry Burleson and trained peer advisors in the Physical Education and Exercise Science Department. Students in the Adapted Physical Education Program also receiving advising from the Adapted Physical Education Program Coordinator, Rebecca Lytle. The Office of Admissions and Records complete formal evaluations and graduation checks for students. Finally, Felicia Contreras, from the credential office, assists students with completing their application packets.

General education advising and graduation checks are available in the Office of Advising and Orientation. In addition, formal evaluations of previous course work and graduation checks are available in the Office of Admissions and Records. This office also houses all official transcripts for students. This information is available to department advisors.

Documents
1. University Catalog: graduation requirements
2. Adapted Physical Education Program worksheet (Appendix B)
3. Handout: Procedures for Obtaining a Waiver for Admission to the Credential Program (Appendix N)
4. Form: Specialist Credential in Adapted Physical Education (Appendix R)
5. Option in Physical Education Teacher Education Program Sheet (Appendix M)
6. Supplemental Authorization (Appendix R)
7. Praxis Authorization (Appendix R)

Supplemental Documentation (Appendix AAA)
1. University Catalog Copy for Adapted Physical Education Specialist Credential (AAA-12)
2. Adapted Physical Education Program Brochure (AAA-7)
Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional, and personal development as the need arises and to assist in their professional placement.

Introduction
Advisement and support of future teachers is critical to their success in the Option in Physical Education Teacher Education/Adapted Physical Education and ability to gain entry into the fifth year credential program. A student-centered comprehensive and effective system of student advisement and support exists in the Option in Physical Education Teacher Education and Adapted Physical Education. Advising and support is coordinated by Professor Larry Burleson. Professor Burleson has been coordinating this program for several years and has a great deal of skill and expertise in this area. He is assisted by two graduate students who were trained by him, and who serve as peer advisors. The role of these peer advisors has made it possible for the advising and support process to offer timely and in-depth counseling to each candidate. In-depth advising and support includes information about course equivalencies, financial aid options, admission requirements in the Option in Physical Education Teacher Education and Adapted Physical Education, fifth year Credential Program requirements, state certification requirements, and career opportunities. Information and counseling are provided in the following categories:

A. Students applying for the credential program.
B. Students applying for waivers and supplements
C. Supplementary authorization candidates from other single subject areas.
D. Adapted Physical Education authorization candidates
E. Multiple Subject Supplementary Physical Education authorizations.
F. Praxis candidates seeking a waiver.
G. Graduates from other four year institutions in physical education seeking a waiver through CSU, Chico (transfer students)
H. Students seeking specialization to teach "at risk" students.

Advising Policies, Procedures and Practices
Advisement and support services begin with initial field contact and recruitment of students. At that time, or when the candidate first visits the campus, he/she is supplied with a list of the first semester required courses. Included in the requirements is PHED 105. In this core course, each candidate will begin his/her formal advisement pattern that will allow him/her to complete in a timely manner the courses required for credential candidacy in physical education.

After new student orientation in the summer, new students to the Option in Physical Education Teacher Education enroll in PHED 105. During PHED 105 students are advised about the fulfillment of requirements necessary to successfully graduate in the Option in Physical Education Teacher Education and Adapted Physical Education, receive a signed Waiver, and be considered for the
Fifth Year Credential Program. Information concerning CLAD and BCLAD are also provided. All students are encouraged to obtain a supplement in another single subject area in addition to Physical Education. Many students in the Option in Physical Education Teacher Education select the Adapted Physical Education Specialist Credential to supplement their professional career and assist them in obtaining future employment. At that time, Adapted Specialist Candidates are assigned to the APE Program Director for advising relative to the adapted specialist program. The APE program director maintains student transcripts and oversees progress through the APE program. Students are required to meet with the Adapted specialist at least once each semester.

A representative from the Credential Office meets with students enrolled in PHED 105 and explains all the necessary requirements and forms needed for acceptance into the fifth year credential program. The representative also discusses how to prepare credential program packets. In addition, prerequisites, along with program requirements and timelines for the fifth year credential program are covered in detail.

During the students first semester, they meet with the Advising Coordinator or the Peer Advisors for sixty minutes, and plan their own progress through the Option. At this time, students are informed about the thirty hour field experience requirement and provided with placement assistance.

All students are provided with a copy of the "Credential Options Procedures for Obtaining a Waiver for Admissions to the Credential Program at Chico State" (Appendix N). A file is started for each student. All forms and transcripts are kept in this file and subject to periodic review by the student, advisors, and other faculty in the Option.

The advisement and support system is constantly assessed in order to continue to provide students with quality advice and support. Students are encouraged to provide the advising team with feedback concerning advising policies and practices. A formal evaluation, the Credential Option Program Assessment Questionnaire (Appendix KK), is solicited from each student before his/her waiver packet is submitted to the Credential Office. Comments from these evaluations have been mostly favorable, with important constructive feedback; it is our "reality check." All comments are taken seriously and when necessary changes in the advising and support system are implemented.

Additional student services are available on campus to assist students with their personal and professional development. As mentioned before, the Admissions and Records Office evaluates transcripts and completes graduation checks. The Office of Advising and Orientation assists in interpreting evaluations and general academic advising as well as university policies and procedures. The credentials office assists in explaining procedures and requirements for credentials. The Psychological Counseling Center exists to help students make the most of their education through psychological skill development and personal growth. Individual and group counseling services are available. The Campus Wellness Center is a program dedicated to educating the campus community on cultural diversity, environmental issues, health, study and
learning skills, and emotional and spiritual areas. Topic categories include such things as relaxation, loss, personal growth, wellness, and communication, just to name a few. The Testing and Research Office coordinates and administers a wide variety of tests used for admission to colleges, universities, and professional schools. These tests assess student's preparation and potential for success in undergraduate programs, graduate programs, or professional schools of law or medicine. The Career Placement Office facilitates the transition from student to employee. Their goal is to provide students with the knowledge and skills necessary to compete successfully in today's highly competitive labor market. This office provides placement file services, reference materials, placement for teachers, and career planning and counseling.

Additional Information
Districts that are in need of credentialed physical education/adapted physical education teachers usually call the advising office directly to inform the physical education teacher education advisor of available jobs. In addition, the placement office on campus maintains recommendation and placement files on all candidates for life should they choose to use the placement office to maintain their employment letters. The Placement Office also maintains listing of available teaching positions.

Documents
1. Course requirements for Adapted Physical Education Specialist Credential: see University Catalog
2. Credential Option Procedures for Obtaining a Waiver (Appendix N)
3. Placement Office, Meriam Library 105
4. Testing and Research Office, Meriam Library 143
5. Psychological and Counseling Center, Meriam Library 141
6. Wellness Center, Meriam Library 141
7. Credential Office, Meriam Library 207
8. Advising and Orientation, Meriam Library 190
9. Admissions and Records, Meriam Library 180
10. Credential Option Program Assessment Questionnaire (Appendix KK)

Supplemental Documentation (Appendix AAA)
1. APE Advising Sheet (AAA-10)
Standard 11
Candidate Assistance and Retention

The institution identifies and assists candidates who need academic, professional, or personal assistance. The institution retains only those candidates who are likely to attain the necessary skills and knowledge to practice in a Specialist or Services Credential area.

Introduction
The Option in Physical Education Teacher Education provides assistance and retention by utilizing instructional, advisement, and curricular practices that offer equal access to program content and career options for all students. All students when they enter the Option in Physical Education Teacher Education attend an orientation and receive a document titled: "Physical Education Credential Course Work Guide" (see Appendix Q). This document outlines the steps that must be completed to progress successfully through the Option. Throughout their course of study in the Option, students meet regularly with advisors who monitor closely student progress. Students who become marginal are identified and every effort is made to help these students improve their course work in order to remain in the Option in Physical Education Teacher Education working towards a Specialist Credential in Adapted Physical Education.

Policies, Procedures and Practices
Students are required to see an academic advisor every semester throughout the duration of their academic career. Should students have difficulties, whether personal or academic, the University has programs for assistance. Advisors within the department are knowledgeable about retention services on campus and can direct students towards appropriate programs to help them overcome or remediate any special circumstances they may have.

Students who might be marginal are identified based on their transcripts, third semester conference (required of all those in the Option in Physical Education Teacher Education) (see Appendix DD), and informal assessment by three instructors who teach course work in the Option. This evaluation process is completed to assist students in identifying and remediating any areas of weakness early in the program and to remind them of the requirements and standards necessary to complete the degree and get accepted into the credential program.

Additional Information
Retention Services, a university program, provides support services to all university students, particularly students from non-traditional populations. Retention Services administers four campus programs: Disabled Student Services, Educational Opportunity Programs, Student Employment, and the Student Learning Center. For further information on these programs please see the University Catalog or the specific departments. In addition to Retention Services the University also provides free career counseling and personal individual and group counseling as well as support groups for a variety of needs. Finally, the campus Health Center is available to all students free of charge to assist them in any areas of health needs.
Should a candidate be placed on academic probation, the Advising and Orientation Office is responsible for notifying students of their status and requires them to see an advisor to assist them in getting "back on track". The University catalog explains academic probation in detail and policies and procedures are available in the office of Advising and Orientation.

Documents
1. University Catalog.
2. Offices of Disabled Student Services, Student Learning Center, Education Opportunity Programs, Health Center, Counseling Center, Advising and Orientation.
Category III

Curriculum and Content Foundations

Introduction

The curriculum included in the Adapted Physical Education Specialist Credential is grounded in theory, current research and practice. The current course work requires that students have a strong foundation in physiology, kinesiology, biomechanics, motor development, motor learning and tests and measurements. This is evidenced through the prerequisite courses required for the current Option in Physical Education Teacher Education and Adapted Physical Education (see Appendix D). The following pages describe the Adapted Physical Education Specialist Program Objectives in detail and how each standard and factor are met by the current program design. This is followed by a narrative description of how standards twelve through twenty-two are met (see matrix Appendix C).

Program Requirements

All students receiving the Adapted Physical Education Specialist Credential must:
1. Successfully complete the California Basic Educational Skills Test (CBEST)
2. Complete a single subject physical education waiver program or a multiple subject waiver program or pass the NTE authorizing the teaching of one or the other program.
3. Maintain a GPA equivalent or above that which is required for the fifth year teaching program.
4. Complete the fifth year, thirty-two unit Professional Preparation Program (see pp. 71-72)
5. Complete the following courses:

<table>
<thead>
<tr>
<th>Prerequisites: First Aid and CPR</th>
<th>Units/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 51 Aquatics for the Adapted Instructor</td>
<td>1.0 S</td>
</tr>
<tr>
<td>PHED 212 Introduction to Adapted Physical Education</td>
<td>3.0 FS</td>
</tr>
<tr>
<td>PHED 213 Physical Education for Children with Physical, Neurological, and Sensory Impairments</td>
<td>3.0 F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites: PHED 140, 145, 180, 185, 212 or faculty permission</th>
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<tbody>
<tr>
<td>PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments</td>
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<tr>
<th>Prerequisites: PHED 140, 145, 180, 185, 212 or faculty permission</th>
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<tr>
<td>PHED 215 Social Psychology in Adapted Physical Education</td>
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</table>

<table>
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<tr>
<th>Prerequisites: PHED 212 or faculty permission</th>
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<tbody>
<tr>
<td>PHED 216 Motor Assessment for the Exceptional Child</td>
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</table>

<table>
<thead>
<tr>
<th>Prerequisites: PHED 180, 184, 185, 212 or faculty permission</th>
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</thead>
<tbody>
<tr>
<td>16 units</td>
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</tbody>
</table>

Candidates applying to the Adapted Physical Education Program must hold a prerequisite credential in one of the following areas as required by Education Code Sections 44225 and 56363(b)(5); and Title 5, California Code of Regulations, Sections 80046 and 80046.1:
- Single Subject in Physical Education
- Multiple Subject
- Standard Secondary with a major or minor in Physical Education
Standard Elementary with an academic major or a major or a minor in Physical Education
Standard Early Childhood
Special Secondary in Physical Education
General Secondary
General Junior High School
General Elementary
General Kindergarten Primary
(See University Catalog and credentials office for documentation)
### Adapted Physical Education Specialist Program

**Program Objectives**

Following is a graphic description of the courses that are required for the Adapted Physical Education Specialist Credential. Included are the program objectives as they are stated in the course outlines, including the course in which that objective is found, and the standard and factor relating to that objective (i.e. 17-5 = standard seventeen, factor five). There are several instances where objectives may be covered in more than one course. For example, some objectives in PHED 213 and PHED 214 appear to duplicate, however each of these courses deals with the stated objective as it relates to the specific disabilities discussed in that specific course (refer to course descriptions for specific content of courses, Appendix D).

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Specific Course</th>
<th>Related CTC Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State and community agencies, and other resources for combating health, nutritional, and pharmacological or communicable disease that are prevalent in the instructional setting.</td>
<td>51</td>
<td>17-5</td>
</tr>
<tr>
<td>2. Proper techniques and safety principles to wheelchair transfers, lifts and assists with individuals with disabilities in aquatic activities.</td>
<td>51</td>
<td>17-8</td>
</tr>
<tr>
<td>3. Identifying and writing appropriate annual goals and short-term objectives to develop functional skills in aquatics.</td>
<td>51</td>
<td>21-1</td>
</tr>
<tr>
<td>4. Construction of assessment instruments, procedures, and appropriate criteria for measuring aquatic performance and water safety for individuals with disabilities.</td>
<td>51</td>
<td>20-3</td>
</tr>
<tr>
<td>5. Adapted aquatics modifications, to effectively meet the unique needs of individuals with disabilities.</td>
<td>51</td>
<td>21-7</td>
</tr>
<tr>
<td>6. Developmentally appropriate aquatic games and activities for individuals with disabilities.</td>
<td>51</td>
<td>21-5,7</td>
</tr>
<tr>
<td>7. Understanding of the recreational, therapeutic, educational, and safety benefits of aquatics programs for individuals with disabilities.</td>
<td>51</td>
<td>17-other</td>
</tr>
</tbody>
</table>
8. How the aquatic environment effects individuals with disabilities in the cognitive, affective and psychomotor domains.

9. Practical experiences working with individuals with disabilities in the aquatic environment.

10. Historical development of adapted physical education including legislation and legal mandates regarding physical education and sport for individuals with disabilities.

11. 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.

12. Roles and significance of organizations on the development of programs that supplement adapted physical education activities by providing recreational, leisure, and sport programs for individuals with disabilities.

13. Laws, regulations, due process and current trends in adapted physical education.


15. Types of placement options for individuals in APE and programming considerations for each placement option.

16. Current research and standards of practice on the philosophy underlying the development of Adapted Physical Education Programs.

17. Proper techniques of transfers, lifts and assists for individual with disabilities in the physical education setting.

18. Legal concepts as they relate to the movement activities and environment of individuals with disabilities.

19. Appropriate techniques for maintaining and
increasing positive behaviors including appropriate reinforcement procedures for individuals with disabilities.

20. Appropriate techniques to decrease or extinguish inappropriate behaviors for individuals with disabilities.

21. Awareness of environmental factors that precipitate inappropriate behaviors and their removal for individuals with disabilities.

22. Developing annual goals and instructional objectives in the cognitive, affective and psychomotor domains for individuals with disabilities.

23. Organizations that govern sports and games for individuals with specific disabilities.

24. Instructional programs based on the unique needs and functional ability of individuals with disabilities in the least restrictive environment.

25. Individualizing instruction in a variety of instructional settings for individuals with disabilities.

26. Alternative placements designed to meet the instructional program needs of individuals with disabilities, including instruction in the least restrictive environment.

27. Identify variations in growth and development in individuals with orthopedic, neurological and sensory impairments throughout the life span.

28. Developmental patterns, skills, and adaptations required for individuals with atypical development as a result of variations in growth and motor development.

29. Understand atypical anatomical, neurological and physiological variations in orthopedic, neurological and sensory impairments.

30. Understand programming considerations and modifications for individuals with orthopedic, neurological and sensory impairments. Including
variations in skills, patterns, and adaptations.

31. Identify biological and environmental factors that effect development in individuals with orthopedic, neurological and sensory impairments.

32. Progressions of physical growth and development, and the changes which occur with age for individuals with disabilities.

33. Variations in perceptual motor development for individuals with orthopedic, neurological and sensory impairments.

34. Motor learning and motor control principles for individuals with orthopedic, neurological and sensory impairments.

35. Motor learning and perceptual research, and its application in designing and implementing appropriate instructional programs for individuals with orthopedic, neurological and sensory impairments.

36. Principles of learning and various types of practice for individuals with orthopedic, neurological and sensory impairments.

37. Principles and standards of practice for motivation, reinforcement, and knowledge of results and performance on motor skill development for individuals with orthopedic, neurological and sensory impairments.

38. Principles of knowledge of performance and results to the development of physical fitness and motor skills for individuals with orthopedic, neurological and sensory impairments.

39. Functional and developmental differences to consider for exercise assessment and prescription for individuals with orthopedic, neurological and sensory impairments.

40. Developing and implementing exercise and physical activity which will improve, ameliorate, or prevent further complication in the condition for individuals with orthopedic, neurological and sensory impairments.
41. Designing and conduction physical activity programs based on physiological principles specific to the functional abilities for individuals with orthopedic, neurological and sensory impairments.

42. Exercise physiology research and its application in designing and conducting program of exercise and physical activity for individuals with orthopedic, neurological and sensory impairments.

43. Analysis of the effects of deviations in growth, development and neurology on the biomechanics for individuals with orthopedic, neurological and sensory impairments.

44. Motor impairments and related strategies utilized to develop and improve movement performance for individuals with orthopedic, neurological and sensory impairments.

45. Medical terminology and exercise prescription-limitations in developing instructional and training progress for individuals with orthopedic, neurological and sensory impairments.

46. Research findings and standards of practice on program planning, organization, and implementation, and casual factors that effect the learning and functioning for individuals with orthopedic, neurological and sensory impairments.

47. Identifying and writing appropriate annual goals and short-term instructional objectives to develop functional skills for individuals with orthopedic, neurological and sensory impairments.

48. Developing annual goals and instructional objectives in the physical, affective, and cognitive learning domains for individuals with orthopedic, neurological and sensory impairments.

49. Knowledge of appropriate instructional programs to develop the movement ability of individuals with disabilities emphasizing the following areas: physical and motor performance, aquatics, dance, individual and group games, and sport including lifetime sports and leisure skills.

50. Adapting physical and motor fitness, aquatics, dance, individual and group games, and sport,
including lifetime sports and leisure skills, to effectively meet the unique need for individuals with orthopedic, neurological and sensory impairments.

51. Appropriate physical education curricula for individuals with orthopedic, neurological and sensory impairments.

52. Alternative placements designed to meet the instructional program needs for individuals with orthopedic, neurological and sensory impairments, including instruction in the least restrictive environment.

53. Curricula and best teaching practices that are appropriate for developing instructional and training programs for individuals with orthopedic, neurological and sensory impairments.

54. Identify variations in growth and development in individuals with mental, emotional, learning, and other health impairments.

55. Developmental patterns, skills, and adaptations required for individuals with atypical development as a result of variations in growth and motor development.

56. Understand atypical anatomical, neurological and physiological variations in mental, emotional, learning, and other health impairments.

57. Understand programming considerations and modifications for individuals with mental, emotional, learning, and other health impairments. Including variations in skills, patterns, and adaptations.

58. Identify biological and environmental factors that effect development in individuals with mental, emotional, learning, and other health impairments.

59. Progressions of physical growth and development, and the changes which occur with age for mental, emotional, learning, and other health impairments.

60. Variations in perceptual motor development for mental, emotional, learning, and other health impairments.
<table>
<thead>
<tr>
<th></th>
<th>Motor learning and motor control principles for individuals with mental, emotional, learning, and other health impairments.</th>
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<tbody>
<tr>
<td>61</td>
<td>214 13-3</td>
</tr>
<tr>
<td></td>
<td>Motor learning and perceptual research, and its application in designing and implementing appropriate instructional programs for individuals with mental, emotional, learning, and other health impairments.</td>
</tr>
<tr>
<td>62</td>
<td>214 13-4</td>
</tr>
<tr>
<td></td>
<td>Stages of cognitive development.</td>
</tr>
<tr>
<td>63</td>
<td>214 13-5</td>
</tr>
<tr>
<td></td>
<td>Principles of learning and various types of practice for individuals with mental, emotional, learning, and other health impairments.</td>
</tr>
<tr>
<td>64</td>
<td>214 13-6</td>
</tr>
<tr>
<td></td>
<td>Principles and standards of practice for motivation, reinforcement, and knowledge of results and performance on motor skill development for mental, emotional, learning, and other health impairments.</td>
</tr>
<tr>
<td>65</td>
<td>214 13-7</td>
</tr>
<tr>
<td></td>
<td>Principles of knowledge of performance and results to the development of physical fitness and motor skills for individuals with mental, emotional, learning, and other health impairments.</td>
</tr>
<tr>
<td>66</td>
<td>214 13-8</td>
</tr>
<tr>
<td></td>
<td>Functional and developmental differences to consider for exercise assessment and prescription for individuals with mental, emotional, learning, and other health impairments.</td>
</tr>
<tr>
<td>67</td>
<td>214 14-2</td>
</tr>
<tr>
<td></td>
<td>Developing and implementing exercise and physical activity which will improve, ameliorate, or prevent further complication in the condition for individuals with mental, emotional, learning, and other health impairments.</td>
</tr>
<tr>
<td>68</td>
<td>214 14-3</td>
</tr>
<tr>
<td></td>
<td>Designing and conduction of physical activity programs based on physiological principles specific to the functional abilities for individuals with mental, emotional, learning, and other health impairments.</td>
</tr>
<tr>
<td>69</td>
<td>214 14-4</td>
</tr>
<tr>
<td></td>
<td>Exercise physiology research and its application in designing and conducting program of exercise and physical activity for individuals with mental, emotional, learning, and other health impairments.</td>
</tr>
<tr>
<td>70</td>
<td>214 14-5</td>
</tr>
</tbody>
</table>
71. Research findings and standards of practice on program planning, organization, and implementation, and casual factors that effect the learning and functioning for mental, emotional, learning, and other health impairments.

72. Identifying and writing appropriate annual goals and short-term instructional objectives to develop functional skills for individuals with mental, emotional, learning, and other health impairments.

73. Developing annual goals and instructional objectives in the physical, affective, and cognitive learning domains for individuals with mental, emotional, learning, and other health impairments.

74. Knowledge of appropriate instructional programs to develop the movement ability of individuals with disabilities emphasizing the following areas: physical and motor performance, aquatics, dance, individual and group games, and sport including lifetime sports and leisure skills.

75. Adapting physical and motor fitness, aquatics, dance, individual and group games, and sport, including lifetime sports and leisure skills, to effectively meet the unique need for individuals with mental, emotional, learning, and other health impairments.

76. Appropriate physical education curricula for individuals with mental, emotional, learning, and other health impairments.

77. Alternative placements designed to meet the instructional program needs for individuals with mental, emotional, learning, and other health impairments, including instruction in the least restrictive environment.

78. Curricula and best teaching practices that are appropriate for developing instructional and training programs for individuals with mental, emotional, learning, and other health impairments.

79. Appropriate techniques for maintaining and increasing positive behaviors including
appropriate reinforcement procedures for individuals with disabilities.

80. Appropriate techniques to decrease or extinguish in appropriate behaviors for individuals with disabilities.

81. Laws and regulations in special education other in dealing with behaviors.

82. Role and significance of physical activities to the socialization process of individuals with disabilities.

83. Relationship of movement to social interaction and group membership through activities in cooperative learning, initiative tasks, problem solving, and trust activities to foster social interaction.

84. Role of physical activity in developing attitudes between able-bodied students and disabled students.

85. Research in the area of socialization and interaction in the APE setting.

86. The effects and benefits of participation in movement activities on individuals with disabilities.

87. Skills and techniques to assist students in adjusting to disabilities which affect interpersonal relationships and assist in developing positive self-concepts.

88. How to encourage participation in physical activity programs as a way to develop and maintain psychological well being for individuals with disabilities.

89. Principles and standards of practice of self concept and personality development to developing and implementing instructional and training programs for individuals with disabilities.

90. Use of techniques for increasing positive behavior and reinforcement procedures for individuals with disabilities.
91. Techniques for decreasing or extinguishing inappropriate behaviors for individuals with disabilities.

92. Awareness of environmental factors that precipitate inappropriate behaviors and their removal for individuals with disabilities.

93. How to document behavior change through data collection, graphing, sampling or recording of behavior for individuals with disabilities.

94. Behavior management research and standards of practice to developing and implementing instructional and training programs for individuals with disabilities.

95. Behavior management techniques to assist the individual with a disability to maintain or generalize the learned behavior in the community or home.

96. How to change specific behavior by developing a systematic plan which includes analyzing, planning, evaluating, and making program changes when necessary.

97. Laws and regulations in special education in dealing with behaviors.

98. Motivation techniques to encourage participation in physical activity programs as a way to maintain well being in individuals with disabilities.

99. Use of observation, questionnaires and inventories to determine social attitudes and set personal goals and promote positive self-esteem and interpersonal interactions for individuals with disabilities.

100. The consultation and collaboration process. Working as an interdisciplinary team member.

101. Individualized instructional program based on long-term goals and behavioral objectives established by an interdisciplinary programming team.

102. Advising and consulting on program
content and implementation with teachers, therapists, parents, and administrators.

103. Application of environmental/ecological task analysis techniques used in the process of individualized instruction.

104. Instructional programs based on the unique needs and functional ability of individuals with disabilities in the least restrictive environment.

105. Appropriate community and home-based instructional programs with parents/guardians to provide effective physical activity for individuals with disabilities.

106. Appropriate physical education curricula for individuals with disabilities.

107. Appropriate techniques and standards of practice for facilitating interdisciplinary communication among all persons working with individuals with disabilities in school, home and community-based settings.

108. Functional and developmental differences to consider for exercise assessment and prescriptions in individuals with disabilities.

109. Implement assessments to determine areas of need. Determine placement and design an appropriate exercise program based on test results, disabilities, and individuals areas of interest.

110. Effects of postural deviations and body alignment on the movement efficiency of individuals with disabilities.

111. Selection and knowledge of current instruments used for measuring physiological, biomechanical, perceptual motor, and postural functioning of individuals with disabilities.

112. Individual instructional programs based on long-term goals and behavioral objectives established by an interdisciplinary programming team.

113. Limitations and problems encountered when
selecting and using existing instrumentation and procedures with individuals with disabilities.

114. Construction of assessment instruments, procedures, and appropriate criteria for measuring physical and motor performance for individuals with disabilities.

115. Interpretation of the results of the assessment process relative to the functional level of individuals with disabilities for application to individual program planning.


117. Ability to write appropriate reports, goals and objectives based on assessment results, as well as program planning and teaching techniques.

118. Research and standards of practice on assessment and evaluation as it relates to program development for individuals with disabilities.

119. Ability to present orally ones assessment report to an interdisciplinary team and come up with appropriate individual education goals and objectives.
Standard 12

Human Growth and Motor Development

The program provides instruction in the study of variations in human growth and motor development, which influence motor performance of individuals with disabilities throughout the life span.

Introduction

The program provides content in the area of human growth and motor development in the following courses; PHED 143 Philosophy of School Based Physical Education, PHED 173 Principles of Strength and Conditioning, PHED 145 Human Movement, Learning and Performance, PHED 213 Physical Education for Children with Physical Neurological, and Sensory Impairments, and PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments.

The emphasis of PHED 143 includes an overview of motor development across the life span and serves as a foundation for PHED 213 and PHED 214. In addition, PHED 145 includes content in the study of perceptual motor development such as visual, auditory, tactile, and kinesthetic discrimination; as well as physical changes that occur with growth, development, age; and their impact on mechanical and physiological aspects of motor performance. Finally, PHED 145 also focuses on the conditions that affect growth, motor development, and motor learning such as diseases, social, emotional, and environmental factors and physical disabilities. PHED 143 and PHED 145 serve as foundation courses for PHED 213 and PHED 214. In these courses atypical development is discussed and observed through field experiences and applied to theoretical content. Students are required to address adaptations in movement patterns, environmental factors, instructional methods, and learning modalities. For example in PHED 213 students are required to create a piece of adapted equipment for individuals with physical disabilities.

Description of Relevant Policies, Procedures, and Practices

See course descriptions and syllabi in Appendix I

Additional Information

Students are required 30 hours of field experience in PHED 213 and PHED 214. During the volunteer hours students assist in adaptations for individuals under the direct supervision of an adapted physical education specialist in the public schools.

Documentation

1. University Catalog
2. Adapted Physical Education Program worksheet (Appendix B)
3. Copy of course syllabi (Appendix I)
4. Requirements for the Option in Physical Education Teacher Education (Appendix D)
Standard 13
Motor Learning and Motor Control

The program provides instruction in the study of neurological development and the principles of motor learning, motor control, and perceptual-motor functioning of individuals with disabilities throughout the life span.

Introduction
This Standard is addressed in the following courses, PHED 145 Human Movement, Learning and Performance, PHED 213 Physical Education for Children with Physical Neurological, and Sensory Impairments, and PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments.

PHED 145 serves as a foundation course for students to develop a sound understanding of motor learning and motor control principles and the factors that influence these areas across the life span. Included are theories of motor learning as they relate to fundamental concepts such as transfer, feedback, retention, practice, readiness, and motivation. This course also addresses perceptual motor function and individual difference variables such as agility, balance, flexibility, coordination, strength and speed. In PHED 213 and PHED 214 students are expected to apply the principles of motor learning and control to atypical populations and develop an understanding of how these principles may or may not be different in individuals with disabilities. Students are expected to participate in field experiences to apply their theoretical understanding of motor learning, motor control, cognition, feedback, motivation and reinforcement. Students are responsible for assisting in designing and implementing appropriate programs for individuals with disabilities. For example, students are placed at such sites as Loma Vista School in Chico to assist Rick Bower, the current Adapted Physical Education Specialist, in designing and implementing motor stations for preschool age students with physical and/or cognitive delays.

Description of Relevant Policies, Procedures, and Practices
See course descriptions Appendix I

Additional Information
Students are required thirty hours of field experience working with individuals with disabilities in PHED 213 and PHED 214. These volunteer hours allow students to work with individuals throughout the semester. In working with these same individuals over an extended period of time students are able to apply theory of motor learning, motor control, cognition, feedback, motivation and reinforcement of practice.

Documentation
1. University Catalog
2. Adapted Physical Education Program worksheet (Appendix B)
3. Copy of course syllabi (Appendix I)
4. Requirements for the Option in Physical Education Teacher Education (Appendix D)
Standard 14

Exercise Physiology

The program provides instruction in the study of physiological response to exercise including the impact of disease, medication, musculoskeletal and neurological conditions of individuals with disabilities throughout the life span.

Introduction
All students in the Adapted Physical Education Program are required to take PHED 180 Exercise Physiology. This course covers content on the effects of exercise on the human body. Included in this course are such topics as exercise and disease, special populations, biological adaptations, and peak performance. This course could stand alone to meet this standard however, principles of exercise physiology are further applied in PHED 213 Physical Education for Children with Physical Neurological, and Sensory Impairments, and PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments through class discussion and field work. In addition students meet this standard through completion of PHED 216 Motor Assessment of the Exceptional Child. In this course students are required to understand and discuss the differences in exercise assessment and prescription for individuals with disabilities, as well as research current applications of assessment and programming.

Description of Relevant Policies, Procedures, and Practices
See course descriptions Appendix I

Additional Information
All students in the adapted physical education specialist program are required to take Biology 4 - Human Physiology as a prerequisite to exercise physiology. Human physiology provides an understanding the systems of the human body. This is the foundation to understanding disease and the causes of atypical movement patterns due to medication, musculoskeletal conditions or neurological conditions.

Documentation
1. University Catalog
2. Adapted Physical Education Program worksheet (Appendix B)
3. Copy of course syllabi (Appendix I)
4. Requirements for the Option in Physical Education Teacher Education (Appendix D)
Standard 15

Biomechanics

The program provides instruction in the mechanical analysis of functional human movement in motor activities of individuals with disabilities throughout the life span.

Introduction

This standard is met by the completion of PHED 105 Analysis of Basic Movement, PHED 185 Kinesiology, PHED 213 Physical Education for Children with Physical Neurological, and Sensory Impairments, and PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments.

In PHED 105 students are required to video tape as a method of analysis of performance; they must learn to recognize mechanical energy, lift, drag, and segmentation methods of locating the center of gravity of a performer; and successfully analyze basic forms of motion. In PHED 185 students further analyze the mechanical principles which apply to techniques used in sport and dance. Further study looks at posture and body mechanics of daily life skills, which are used by both typical and atypical populations. Students are required to complete a cinematographic analysis project. In PHED 213 the principles of biomechanics are applied to facilitate mobility and motor performance for individuals who utilize wheelchairs or other assistive devices. For example students learn about and assist in implementation of the M.O.V.E. (Mobility Opportunities Via Education) program, a curriculum designed to assist individuals with severe physical impairments to perform simple functional mobility skills such as transferring, standing and walking. This is accomplished through the use of assistive devices to aid the biomechanical principles of movement. Further study of postural deviations and assessment is completed in PHED 216 Motor Assessment for the Exceptional Child.

Description of Relevant Policies, Procedures, and Practices

See course descriptions and syllabi Appendix I

Additional Information

PHED 185 Kinesiology requires three hours of clinical and an additional two hours of activity. Thirty practicum/volunteer hours are required for both PHED 213 and PHED 214.

Documentation

1. University Catalog
2. Adapted Physical Education Program worksheet (Appendix B)
3. Copy of course syllabi (Appendix I)
4. Requirements for the Option in Physical Education Teacher Education (Appendix D)
Standard 16

Historical and Philosophical Development

The program provides instruction in the history and philosophy of adapted physical education, legislation, standards of practice, and current professional trends.

Introduction

The history and philosophy of adapted physical education are presented in two courses; PHED 104 Principles of Physical Education and PHED 212 Introduction to Adapted Physical Education. PHED 104 is the upper division writing course for all physical education majors and includes philosophy and historical perspectives. Students develop an understanding of the history of American physical education including European influences, significant individuals and intramural, sport and adapted physical education. Furthermore, students must be able to discuss and explain life span physical fitness, movement and physical education including relevance for youth, seniors and individuals with disabilities. Students are required to write a personal philosophy paper expressing their own ideas about education.

PHED 212 specifically addresses the history of adapted physical education including legislation and legal mandates as well as ideas, trends and issues of prejudice. In this course students are required to research one organization that provides recreational activity for individuals with disabilities and present their findings to the class. In addition, discussions cover professional organizations, ethics, and programs related to the disabled. Students are encouraged to attend the annual Adapted Physical Education Conference as well as other conferences that may include content in the area of adapted physical education.

Description of Relevant Policies, Procedures, and Practice

See course descriptions Appendix I

Additional Information

Students in PHED 212 are required to perform twenty hours of volunteer time working with individuals with disabilities. In addition they must keep a journal of those hours and their personal reflections. Students are also required to observe four different physical activity events that include individuals with disabilities and write a reaction papers on each. These assignments help students to become more aware of the types of recreational opportunities that are available in the community as well as exposing them to a variety of individuals with disabilities. Concerns and issues are then discussed in class.

Documentation

1. University Catalog
2. Adapted Physical Education Program worksheet (Appendix B)
3. Copy of course syllabi (Appendix I)
4. Requirements for the Option in Physical Education Teacher Education (Appendix D)
Standard 17

Health and Safety Considerations

The program provides instruction in the study of health, safety, and liability consideration as it relates to standards of practice in adapted physical education.

Introduction
Issues of health, safety and liability are addressed in a variety of courses including; PHED 51 Aquatics for the Adapted Instructor, PHED 173 Principles of Strength and Conditioning, PHED 180 Exercise Physiology, and PHED 212 Introduction to Adapted Physical Education. In PHED 51 students are required to learn, proper techniques for transfers and lifts; state and community agencies for combating health, nutritional and other communicable diseases that are prevalent in the instructional setting. PHED 173 studies the components of overall health-related fitness, such as exercise prescription, fitness programs, fitness testing, nutrition, hygiene, and stress. In PHED 180 the effects of medication and chronic illness on physical fitness and motor performance are discussed. PHED 212 addresses proper lifts and transfers as needed in a variety of adapted physical education settings. For example, how to transfer from a wheelchair to a mat using a one or two man lift and how to transfer on and off of a variety of physical education equipment.

Description of Relevant Policies, Procedures, and Practices
See course descriptions and syllabi Appendix I

Additional Information
All credential candidates must have current First Aid and CPR training.

Documentation
1. University Catalog
2. Adapted Physical Education Program worksheet (Appendix B)
3. Copy of course syllabi (Appendix I)
4. Requirements for the Option in Physical Education Teacher Education (Appendix D)
Standard 18

Socialization and Social Interaction

The program provides instruction in the development and interrelationships among psychosocial aspects of human movement as related to experiences in physical education, recreation, and sport in a variety of settings, including multicultural, for individuals with disabilities throughout the life span. Inherent in this standard is the study and knowledge of the unique contributions of physical activities to the development of self-esteem and personality.

Introduction

This standard is addressed in PHED 212 Introduction to Adapted Physical Education and PHED 215 Social Psychology of Adapted Physical Education. In PHED 212 the roles of socialization and self-esteem are looked at through the analysis and presentation of research on inclusion programs. Students read newspaper articles and discuss current issues surrounding the socialization process. Guest speakers with disabilities discuss the benefits of physical activity and socialization as well as techniques to assist individuals with disabilities develop effective interpersonal relationships and a positive self-concept. PHED 215 Social Psychology of Adapted Physical Education looks at the effects of in-groups and out-groups and how educators can facilitate cooperation through instructional strategies such as cooperative learning, problem solving, and trust building. Students are required to design lessons using these instructional approaches. In addition, this course examines personality development and self-concept. Students also present current research on social interaction in the special education environment. Through fieldwork experiences students learn how to motivate individuals and facilitate programs in physical activity as a way to maintain psychological well being for individuals with disabilities.

Description of Relevant Policies, Procedures, and Practice (See Appendix I)

Additional Information

Students in PHED 215 are required to volunteer thirty hours in the public schools working with an adapted physical education teacher. These hours in the public schools allow students first hand experience observing interactions in the classroom, on the playground, in the lunch room, etc., of individuals with disabilities and their able-body peers. It is through these observations and outside assignments that students begin to question and understand the dynamics of the socialization process, as well as influences on self-esteem and positive self-concept.

Documentation

1. University Catalog
2. Adapted Physical Education Program worksheet (Appendix B)
3. Copy of course syllabi (Appendix I)
4. Requirements for the Option in Physical Education Teacher Education (Appendix D)
5. PHED 215 packet of assignments and readings.
Standard 19
Behavior Management

The program provides instructional content in the unique strategies for managing inappropriate behavior caused by organic and environmental factors in individuals with disabilities in various physical activity settings.

Introduction
The program provides instruction in behavior management through content in PHED 212 Introduction to Adapted Physical Education, PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments, and PHED 215 Social Psychology of Adapted Physical Education. The Introduction course covers basic content on environmental factors and classroom management techniques. PHED 214 includes content on the data based gym and other approaches to behavior management for individuals with severe behavior problems. PHED 215 includes systematic data collection, analyzing, planning, and evaluating to determine the effectiveness of programming. This is done through direct experience with individuals with disabilities in the public schools under supervision of an adapted physical education teacher. Students are also required to research current practices in the area of behavior management.

Description of Relevant Policies, Procedures, and Practices
PHED 212 requires twenty hours of volunteer work with individuals with disabilities as well as four observations of physical education activities for the disabled. PHED 214 requires thirty hours working with individual with mental, emotional, or learning disabilities.

Additional Information
PHED 215 requires thirty hours of volunteer work with an adapted physical education specialist. In their field experiences students are required to come up with a behavior intervention plan and under the supervision of the adapted physical education teacher, implement their behavior plan.

Documentation
1. University Catalog
2. Adapted Physical Education Program worksheet (Appendix B)
3. Copy of course syllabi (Appendix I)
4. Requirements for the Option in Physical Education Teacher Education (Appendix D)
5. PHED 215 packet of assignments and readings (APE office).
Standard 20

Assessment

The program provides instruction in measurement and evaluation procedures and concepts for assessing movement performance of individuals with disabilities.

Introduction
Three courses; PHED 184 Measurement and Evaluation in Physical Education, PHED 185 Kinesiology, and PHED 216 Motor Assessment of the Exceptional Child satisfy this standard. PHED 184 addresses current practices and instruments used in physical education. Included in this course are; construction, rationale, and use of traditional, holistic, and alternative evaluation methods in physical education to measure physiological, motor, cognitive, and affective development; criteria used to obtain objectives; types of evaluation such as norm referenced, criterion referenced, formative and summative; technology use in assessment; and assessment techniques and tools appropriate for individuals with diverse backgrounds and special needs.

This content is important for adapted physical educators in understanding instruments that are used in the regular physical education classroom. With this knowledge adapted physical education teachers may then modify the learning experience for individuals in inclusive environments. PHED 185 looks at posture and body mechanics of daily life skills which are used by both typical and atypical populations. PHED 216 looks specifically at assessment instruments used in the field of adapted physical education for the purpose of placement and programming. Formal and informal assessment are discussed as well as placement guidelines and Title 5 regulations for qualification. In addition, students are expected to be able to interpret assessment results from a variety of sources and write comprehensive reports for simulated Individual Education Program (IEP) meetings, as well as design appropriate goals and objectives based on assessment results.

Description of Relevant Policies, Procedures, and Practices
See course descriptions. A list of the assessment tools discussed in class is included in the course syllabi for PHED 216.

Additional Information
Students in PHED 216 are required to assess individuals with disabilities across the life span, including at least one formal assessment from each of the following age groups; birth to preschool, elementary, and secondary. In addition, students create a screening tool for kindergarten and implement their instrument with a local kindergarten class.

Documentation
1. University Catalog
2. Adapted Physical Education Program worksheet (Appendix B)
3. Copy of course syllabi (Appendix I)
4. Requirements for the Option in Physical Education Teacher Education (Appendix D)
Standard 21

Curriculum Development

The program provides knowledge in the development of adapted physical education goals and objectives throughout the life span for individuals with disabilities.

Introduction

Curriculum development is met through numerous courses including: PHED 105 Analysis of Movement, PHED 106 Aquatics, PHED 108 Rhythms and Dance, PHED 109 Developmentally Appropriate Physical Education for Children, PHED 110 Developmentally Appropriate Physical Education for Middle School Students, PHED 111 Developmentally Appropriate Physical Education for High School Students, PHED 112 Developmentally Appropriate Outdoor Adventure Activities, PHED 140 Educational Games, Gymnastics, and Dance, PHED 143 Philosophy of School Based Physical Education, PHED 51 Aquatics for the Adapted Instructor, PHED 212 Introduction to Adapted Physical Education, PHED 213 Physical Education for Children with Physical, Neurological, and Sensory Impairments, and PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments.

Writing appropriate goals and objectives is addressed in all of the aforementioned courses including all domains of behavior; cognitive, affective and psychomotor. In PHED 212 students are required to write goals and objectives for hypothetical cases, study organizations that govern sports and games for individuals with specific disabilities, and understand the relationship of the adapted physical education teacher to other professionals such as teachers, administrator, therapists and parents. In PHED 213, 214, 215 and 216 students must write goals and objectives for individuals with disabilities in field experiences. In the motor assessment class students are required to assess, determine placement and program for individuals with disabilities. In addition, students are required to research current practices and instruments available for assessment. Integrated into all the adapted physical education course work are strategies for adapting instruction in physical and motor fitness, aquatics, dance, individual and group games and sports, and lifetime leisure.

The foundation for knowledge of skills in motor fitness, aquatics, dance, individual and group games and sport, including lifetime sports and leisure skills comes from the required physical education teacher education course requirements:

PHED 105 Analysis of Basic Movement
PHED 106 Aquatics
PHED 108 Rhythms and Dance
PHED 109 Developmentally Appropriate Physical Education for Children
PHED 110 Developmentally Appropriate Physical Education for Middle School Students
PHED 111 Developmentally Appropriate Physical Education for High School Students
PHED 112 Developmentally Appropriate Outdoor Adventure Activities
PHED 140 Educational Games, Gymnastics and Dance
Each of the aforementioned courses addresses modifications for individuals with exceptional needs as it pertains to the content covered.

PHED 143 Philosophy of School Based Physical Education.

The adapted physical education curriculum further explores modifications and specific curricula such as the data based gym for individuals with severe disabilities.

Description of Relevant Policies, Procedures, and Practices
See course descriptions and syllabi (Appendix I)

Additional Information
All objectives in the course syllabi for the Option in Physical Education Teacher Education that relate directly to the Adapted Physical Education standards are highlighted with an asterisk.

Documentation
1. University Catalog
2. Adapted Physical Education Program worksheet (Appendix B)
3. Copy of course syllabi (Appendix I)
4. Requirements for the Option in Physical Education Teacher Education (Appendix D)
Standard 22

Comprehensive Program Planning

The program provides instruction for meeting the individual instructional needs in the least restrictive environment for planning effective and comprehensive physical education programs for individuals with disabilities.

Introduction

Program planning is inherent in much of the Adapted Physical Education course work including; PHED 212 Introduction to Adapted Physical Education, PHED 213 Physical Education for Children with Physical, Neurological, and Sensory Impairments, PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments, and PHED 215 Social Psychology of Adapted Physical Education. The Introduction to Adapted Physical Education class discusses a variety of educational instructional settings from the most restrictive to the least restrictive. Students are required to know and understand the placement options as described in the California State Framework for Physical Education and the meaning of least restrictive environment as defined by PL101-476 (IDEA). Instructional strategies and ecological task analysis are discussed and practiced in sample scenarios. Further application of program planning are implemented in PHED 213 and PHED 214. In these courses students are provided observation and practice in a variety of placements including, general education environments, special education environments, recreational programs, individual programming, and community based programs. In PHED 215 students examine communication practices and are required to interview several individuals who are a part of the interdisciplinary team. Theory and practice in fostering positive communication are examined and evaluated.

Description of Relevant Policies, Procedures, and Practices

See course descriptions and syllabi (Appendix I)

Additional Information

PHED 215 has a workbook of assignments to be completed in the public schools throughout the semester.

Documentation

1. University Catalog
2. Adapted Physical Education Program worksheet (Appendix B)
3. Copy of course syllabi (Appendix I)
4. Requirements for the Option in Physical Education Teacher Education (Appendix D)
5. PHED 215 course assignments and readings.
Field Experiences

Standard 23

Field Experiences

Each program provides students with field experiences in a variety of physical activity settings. Student teaching or its equivalent is provided in a variety of physical education contexts for individuals with various disabilities.

Introduction

With seventy to 110 hours of field experience during their undergraduate course work (see letter documenting hours, Appendix AAA-) fifth year credential students in Adapted Physical Education continue to integrate and apply theory and knowledge to persons with disabilities during two semesters of student teaching. Their student teaching experience is complemented with instructional strategies and program development techniques that are covered in a weekly seminar. APE student teachers receive frequent on-site observations and evaluations by a qualified university supervisor and a qualified cooperating teacher, both with experience in adapted physical education.

Description of Relevant Policies, Procedures and Practices

Students in the Adapted Physical Education Program complete between seventy to 110 hours of field experience before graduating with a specialist credential. The range in hours is large because students may combine the hours required for one class with the hours required in another. Most students average eighty hours of field experience in this program. Accumulated hours are filled with diverse “hands-on” learning experiences with individuals with a variety of disabilities. For instance, in the Introduction to Adapted Physical Education (PHED 212), students study common disabilities found in school-aged children. To complement their study, students engage in twenty hours of volunteer work. Students may volunteer to work in schools or in other area community service organizations providing services to individuals with disabilities. This field experience enables students to get out of the classroom and work with individuals with disabilities.

Physical Education for Children with Physical, Neurological, and Sensory Impairments (PHED 213, fall only) and Physical Education for Children with Mental, Emotional, Learning and Other Health Impairments (PHED 214, spring only) each require thirty hours of field experience in schools. Students will work with children/youth in group settings or alone with the individual. Students in PHED 213 work with children/youth with physical, neurological and sensory impairments, while students in PHED 214 focus their time with children/youth with mental, emotional and learning impairments. Students in both classes also help with program planning for individuals with disabilities while under the supervision of an adapted physical education teacher.

Students in Social Psychology in Adapted Physical Education (PHED 215) also engage in thirty hours of fieldwork. Here, students may choose to work with an individual with a
certain disability. Students also interview a number of special education personnel in order to gain further understanding and insight about the role of special education teachers and adapted physical educators in the Individualized Education Program (IEP) and Individual Family Service Plan (IFSP) process. Participating in the development and implementation of IEP’s is also expected during the thirty hours of fieldwork for this class.

When students reach Motor Assessment for the Exceptional Child (PHED 216), they have gathered a great deal of experience and developed competencies in working with children/youth with disabilities. In an effort to develop their skills further, students in this class are required to conduct three motor assessments, one at the preschool, elementary, and high school levels. They also are required to create a motor screening tool and conduct it with a kindergarten class from a nearby elementary school. PHED 216 serves as the culminating experience prior to entrance to student teaching or to a first teaching position in public schools.

Student Teaching
During the first semester of student teaching (Phase I), students visit both Adapted Physical Education Programs and regular physical education programs where individuals with disabilities have been fully included. During these school site observations, student teachers witness the participation of individuals with a variety of abilities and disabilities in physical education classes, and gain insight about teaching and managing individuals with disabilities as well as learn about teaching opportunities that may be available to them. Observations are tied directly to assignments required in the Phase 1 seminar. Center Leaders (university faculty) in the Teacher Education Department deliver the Phase 1 seminar.

Credential candidates in Phase II (the second semester) are placed in elementary, middle or high schools with qualified and credentialed Adapted Physical Education specialists (Eric Snedeker, Butte County; Rick Bower, Butte County). Placement generally depends on individual student teacher requests and identified needs that strengthen past breadth and depth experiences, and cooperating teacher and disabled student availability. Typically, adapted physical education student teachers are assigned to one class with mostly able-bodied students and two classes or placement with mostly students with disabilities. The adapted assignments vary greatly just as the role of the adapted specialist varies. Students may have a case load that requires them to serve several students in a variety of settings, or sometimes student teachers are asked to work one-on-one with students at sites different from their school placement, and not necessarily only in a special education setting. These teaching situations occur because Butte County and several other counties in Northern California have worked hard to create fully inclusive school settings. At these schools, student teachers would work with students with disabilities in a regular physical education class setting. Some programs continue to keep their students with special needs in separate programs. In that case student teachers provide service to Special Day Classes or travel to a special education school site such as Sierra Del Oro in Oroville, or Loma Vista in Chico to work with students with disabilities in more segregated environments.

All Phase II student teachers, including APE specialists, enroll in EDTE 246D-05, Content Methods in Teaching Physical Education: CLAD emphasis. The seminar is a three-unit
course taught with an integrated approach by Debbie Doman. Seminar course content and assignments are in direct relationship to learning tasks and expectations in the field assignment.

Student teachers utilize a variety of instructional strategies while teaching. They plan and teach motor skill acquisition, self esteem, and social development through skill themes, movement concepts, fitness, aquatics, dance, individual and group games, and sport, including lifetime sports and leisure. They also continue to learn management skills, behavioral approaches, teaching styles, and unit/lesson planning skills. Adapted Physical Education student teachers along with other student teachers are expected to use and understand assessment practices, implement IEP’s and modify equipment and activities in order to provide a sound and effective learning environment. Credential candidates who are student teaching are well versed in the California Framework in Physical Education as well as the PL101-476 Individuals with Disabilities Education Act.

Additional Information
Students in the Adapted Physical Education Program receive high quality field experiences both in the Adapted Physical Education Program and student teaching. These field experiences enable students to apply the concepts, theories and skills learned in the classroom to actual situations existing in public schools.

Documentation
2. Credential Application (Appendix T)
3. Seminar course EDTE 246D 05 outline/assignments (Appendix I)
4. Faculty Vita’s (Appendix G)

Supplemental Documentation (Appendix AAA)
1. Letter from project director documenting field experience hours
2. Revise course outlines (AAA-14)
Standard 24
Qualifications and Recognition of Supervising Teachers

Whenever possible, each adapted physical education specialist who supervises one or more student teachers is (a) certified and experienced in teaching the subject(s) of the class; (b) trained in supervision and oriented to the supervisory role; and (c) appropriately evaluated, recognized, and rewarded by the institution. The certificated specialist is the priority, but may not always be the case given full inclusion.

Introduction
Movement as content is unique to physical education and adapted physical education. Such unique content requires university supervisors and cooperating teachers who are knowledgeable about motor development and motor learning with expertise in pedagogical content knowledge. And, particular to adapted physical education, university supervisors and cooperating teachers also must have knowledge and expertise about disabilities and individuals with disabilities.

Description of Relevant Policies, Procedures and Practices
One person oversees the supervision of student teachers in Phase II. Debbie Doman is responsible for conducting EDTE 246D-05 a seminar held once a week, and traveling to placements and working on-site with student teachers. Content of the seminar includes discussion of the California Physical Education Framework, National Standards for Physical Education, and National Standards for Adapted Physical Education, teacher beliefs and philosophies, management techniques for diverse groups, teaching strategies, lesson and unit plan development, and reflective teaching through systematic observations. The university on-site supervisor attends all seminars with the students to enhance expectations and coordination of assignments related to on-site experiences. Assignments are completed at each student teacher's school placement and discussed in class. Assignments also are used as evidence in student teachers' portfolios and evaluated by the student teacher, university supervisor and cooperating teacher.

The university supervisor is knowledgeable about state and national standards for physical education and adapted physical education as well as federal requirements concerning the welfare of individuals with disabilities. She also has expertise in the areas of motor skill acquisition, self esteem, social development, analysis of teaching and curriculum development. Instructor knowledge and competencies are complemented by practical experiences of teaching in public schools and coaching. The university supervisor remains current by reading pertinent literature, attending professional development workshops and conferences, teaching and presenting sessions, working in schools, coaching special Olympics, and working with other competent colleagues in the state and nationally.

To illustrate currency, Debbie Doman's area of expertise is adapted physical education, which is evidenced by her extensive background working with disabled populations. Currently, Debbie is the Co-Director of Butte Special Olympics and a Special Olympic swim coach. In 1993, she was awarded California Special Olympic "Coach of the Year." Certified as an Adapted Aquatics
Instructor, Debbie also directs the aquatics program for the Movement Unlimited Sports Camp. Debbie continues to offer her expertise in working with individuals with disabilities as she coordinates and teaches coaching clinics for Special Olympics in Butte County. Debbie has also served as a clinician in the sport of swimming for Sacramento County Special Olympics. In addition, she is part of the Games Management Team for Northern California Special Olympics. She has also co-presented a Special Olympics General Session, designed to provide information to area citizens about the Special Olympics program (see vita, Appendix G).

The cooperating teachers and the student teachers evaluate Debbie’s performance as a university supervisor. Cooperating teachers complete an evaluation form by rating Debbie’s performance. This provides Debbie with written feedback about her effectiveness as a supervisor. Forms are returned to the Dean’s office and placed in personnel files after students have completed their program. A single subject handbook outlining the requirements for the cooperating teachers is available in the Education Department office.

Debbie creates an experienced team to lead student teachers in physical education and adapted physical education through their Phase II, student teaching experience.

Eric Snedeker and Rick Bower serve as cooperating teachers for APE student teachers. Both Eric and Rick have their APE specialist credential, and serve as full time APE specialists for Butte County. APE specialists for Butte county are itinerant. Rick serves Chico and north Butte county whereas Eric serves southern Butte county including Oroville and Paradise. APE student teachers are assigned to one or the other based on the teaching center assigned by the department of Education. At this time, Eric and Rick serve well our need for APE supervising teachers. In the event that we have more than one or two APE student teachers participating in Phase II each semester, we would need to expand our list of APE cooperating teachers. APE teachers presently available upon request are Marcy Snedeker, C.K. Price Middle School, Orland, Dennis Schultz, Butte County, Gina McKeller, Butte County, and Jody Perkins, Tehama County.

The following recognition is provided cooperating teachers:
* Recognition ceremonies, sponsored by the School of Education, are held twice yearly to honor student teachers and cooperatively teachers.
* An identification card granting a full year of library use gratis.
* A $25.00 honorarium provided through the Chancellor’s office.
* A seminar social that enables student teachers, cooperating teachers, field supervisor and seminar instructor to meet and informally discuss teaching.
* Occasional invitations to speak at PHED 246D-05 seminars.
* An open invitation to attend PHED 246D-05 seminars of choice.

Additional Information
none
Documentation
1. Professional vitas (Appendix G)
2. University supervisor evaluation forms (Appendix W)
3. Single Subject handbook for cooperating teachers (available in the Education Department Office.)
Standard 25

Guidance, Assistance and Feedback

Throughout the course of student teaching, each candidate's performance is guided, assisted, and evaluated in relation to each Standard in Category V by at least one supervising adapted physical education specialist and at least one institutional supervisor who provide complete, accurate, and timely feedback to the candidate.

Introduction

Becoming an effective teacher is a learning process that requires guidance and demands careful instructional planning and evaluation. Thorough preparation during undergraduate course work coupled with quality experiences in the field helps to develop one's competency in teaching. Student teachers in Phase II receive consistent and comprehensive supervision while teaching at school sites. Prior to the first day of school, professional expectations and semester goals are made clear to student teachers. Implementation of expectations and goals are reviewed with consistent and periodic observations and evaluations by the university supervisor. During on-site visits, student teachers are given verbal and written feedback on their progress and development. The university supervisor observes student teachers approximately five to eight times during the semester. APE specialists serving as cooperating teachers are actively involved in daily observations and feedback. Weekly written assignments EDTE 246D-05 regarding relevant issues are coordinated with the field experiences. Students meet weekly in seminar to discuss concerns, share experiences, and review management techniques and teaching strategies. Full inclusion is a primary theme for the APE specialist program, Physical Education Teacher Education Option and student teaching. APE student teachers are well supervised in this regard (see Debbie Doman’s course syllabus, Appendix AAA-14).

Description of Relevant Policies, Procedures and Practices

The Department of Education assigns experienced and qualified faculty to supervise student teachers during the Phase I and Phase II experiences. Physical Education provides one faculty member to specifically supervise physical education student teachers during Phase II and conduct the weekly seminar.

The Physical Education supervisor is available to supervise three days per week during the fall semester and two days per week during the spring. Visitations from the supervisor occur about once every two to three weeks or five to eight times per semester, depending on the semester and number of student teachers. The university supervisor routinely observes both (two) classes assigned to the student teacher during the visit. For APE student teachers, the university supervisor will visit one regular or fully included physical education class, and one session where the student teacher is working with a student or students with a disability/disabilities. This will vary from APE student teacher to the next since APE-teaching schedules vary.
Written evaluations from the university supervisor (see Appendix U, student teacher observation form) are given to the student and cooperating teacher regarding observation reflections. Observation notes may include suggestions, questions, and/or comments regarding the day's lesson(s). On-site notebooks are required and reviewed at that time. Lesson and unit plans as well as class assignments are included in the notebook and review ensures that the student teachers are fulfilling course requirements and expectations (sample student work Appendix J). Again, all students are expected to demonstrate inclusion of all abilities, genders and ethnicity in classes they teach. APE student teachers working with students with disabilities are held responsible for helping their students achieve goals listed on IEPs.

Discussion of the day's lesson always follows an observation. Often this discussion involves the cooperating teacher. The cooperating teacher, student teacher and supervisor meet together at least three times during the semester to discuss the progress and the student teaching experience. For APE student teachers, they will have two triad meeting. During the first, they will meet with their cooperating and university supervisor. During the second, they will meet with their cooperating APE teacher and the university supervisor. A written mid-term evaluation and meeting happen about half way through the semester with specific feedback and identifying areas for growth. Both the supervisor and cooperating teacher will write a final evaluations to be place in the students' placement file. The university supervisor and cooperating APE teacher (who has an APE specialist credential) use the "Evaluation of Student Teacher Competencies in Adapted Physical Education" (see Appendix L) to assist evaluation of competency of all APE student teachers. The university supervisor is responsible for collecting all data from student teacher observations and coursework and making a final evaluation on student teachers competencies, including APE student teachers. The university supervisor will, on occasion, consult the APE program director when questions and problems of APE student teacher competency arise. However, the university supervisor assumes primary responsibility during student teaching. The APE program director communicates openly with the university supervisor, but does not take an active role in APE student teaching unless called upon with particular questions or problems. We would like to involve the APE program director more in the student teaching process. As we acquire more faculty resources we will work to do so.

Additional Information
Weekly written assignments regarding relevant issues are coordinated with the field experience. Assignments are in addition to daily planning/teaching and often involve the cooperating teacher assisting (it: quantitative observation, video taping, information gathering). The seminar instructor supplies feedback regarding quality of written work. A student portfolio on the student teaching experience and other related materials is created.

Documentation
1. Seminar course syllabi (Appendix I)
2. Student Teacher Observation forms (Appendix U)
3. Evaluation of Student Teacher Competencies (Appendix L)
Supplemental Documentation (Appendix AAA)
1. Debbie Doman's course syllabus (AAA-14)
2. A list of competencies specific to adapted student teachers (Appendix L)
Category V
Candidate Competency and Performance
Standard 26
Scientific Principles of Motor Behavior

The candidate expresses and applies an understanding of the principles of motor behavior (human growth and motor development, motor learning and motor control, exercise physiology, and biomechanics) to individuals with disabilities in teaching adapted physical education in a variety of settings.

Introduction
Consideration of scientific principles of motor behavior are essential to sound teaching practice to individuals with disabilities. Knowledge and application of human growth and motor development, motor learning and motor control, exercise physiology, and biomechanic theory is critical in providing appropriate and safe activity programs.

Description of Relevant Policies, Procedures and Practices
Course work in PHED 145 Motor Development, PHED 173 Principles of Strength and Conditioning, PHED 180 Physiology of Exercise, and PHED 185 Kinesiology (see Appendix I) all provide the background knowledge in scientific principles of motor behavior that students need to understand and apply to students and programs for disabled populations.

Course work in PHED 213 Physical Education for Children with Physical, Neurological and Sensory Impairments and PHED 214 Physical Education for Children with Developmental, Emotional Learning and Other Health Impairments (see Appendix I) provide the specialized application of principles learned in the foundation courses to specific disabled populations. Exams, written assignments, observations, and oral reports (see course outline requirements Appendix I) all provide opportunities for students to express and apply knowledge; e.g.,

*PHED 213 requires a task analysis with identification of muscles that must be strengthened and stretched and the prerequisite motor behaviors that need to be developed and integrated into a physical education setting. Students illustrate and describe the muscles involved, select suitable exercises and devise programming for each student. Students also develop a disability file in which principles for adaptations must be applied for each disability.

*PHED 214 requires an analysis of motor performance based on current levels of functioning (see “Date Bases Gymnasium Model” Clip Board Requirement, PHED 214, Appendix I), and a field work report in which students must demonstrate disability components, look at how those components affect programming, discuss how to teach it based on the child’s neurological, physiological and anatomical make-up.
Many assignments in PHED 215 (see course outline, Appendix I) require the application of biomechanical knowledge gained in foundation courses and prerequisite adapted courses to complete the assessment assignment.

The field work assignments (twenty-thirty hours each) required in each of the adapted courses provide the laboratory needed for students to extend their knowledge as it applies to specific populations and individuals.

Student teachers are expected to write unit and daily lesson plans that include motor behavior objectives and goals. These goals are carefully decided after assessing current student developmental status through formal and informal measures. For example, a student teacher might write a specific objective based on motor development and biomechanical principles of throwing, i.e. The student will throw overhand, stepping with the opposite foot, 4 out of 5 trials. In the area of motor control, students are expected to give progressive examples of skill acquisition. For example, a student integrated into a basketball unit would be expected to progress from bouncing and catching the ball, to dribbling with two hands, to dribbling with one hand, to traveling and dribbling.

Lessons need to reflect students with varied levels of ability with appropriate activities. Likewise, improving cardiovascular endurance is very important and requested to be included in the unit/lesson plans on a regular basis where appropriate. For example, students may be required to move or walk with music for a specified period of time maintaining their heart rate at an elevated level.

Student teachers are evaluated on an informal basis with both the university supervisor and the cooperating teacher throughout the semester, and on a formal basis twice a semester on their ability to demonstrate understanding of scientific principles of motor behavior as applied to effective program development for their students (see Evaluation of Student Teacher Competencies in Adapted Physical Education, Appendix L).

Evaluating if scientific principles of motor behavior are being addressed and sufficiently utilized occurs during the supervisor visitations and specifically during the mid-term/three-way meeting with the student teacher, supervisor and cooperating teacher.

Additional Information
Adapted Physical Education student teachers have an understanding of scientific principles of motor behavior through previous course work with all having experience assessing and determining activity programs for persons with disabilities.

Documentation
1. Biomechanical foundation courses: PHED 145, 173, 180, 185 (Appendix I)
2. Adapted specialist courses: PHED 213, 214, 216 (Appendix I)
3. Evaluation of Student Teacher Competencies in Adapted Physical Education (Appendix L)
4. Student Teacher Observation Form (Appendix U)
5. Sample Student Teacher weekly Plans (Appendix J)
Standard 27

Measurement Concepts of Assessment

The candidate demonstrated the ability to measure and evaluate movement performance using a variety of instruments appropriate for individuals with disabilities.

Introduction
The need to measure and evaluate movement performance of individuals with disabilities is important in determining current status, goals/objectives, programmatic needs, and evaluating progress. A variety of assessment tools are available and used according to desired purpose and intent of the evaluation. Placement and program effectiveness are dependent on selecting the appropriate test instrument, knowing the proper procedures in administering the test, and accurate interpretation of the results.

Description of Relevant Policies, Procedures and Practices
Students learn foundational knowledge of assessment in the required undergraduate Measurement and Evaluation course (PHED 184), with additional knowledge and application distributed throughout the required course work in PHED 109, 110, 111 and 210 (see Appendix I). The Introduction of Adapted Physical Education course (PHED 212) is where students learn about IEP's and their purpose. Course work in PHED 213 and 214 provides experience with functional assessment techniques where students are required to informally observe students in realistic settings utilizing criterion referenced procedures. Past assessment histories, student files, including medical histories, are reviewed as they relate to data collection, and utilized in relation to program planning for safe environments.

In PHED 216 Motor Assessment of the Exceptional Child, students learn to administer formal and informal assessment instruments as well as complete motor assessment screenings. Students are expected to know which tests would be appropriate for an individual based on their age and abilities. They must be able to write comprehensive reports based on data collection, determine placement in the least restrictive environment, and write appropriate goals and objectives to meet the needs of the individual student within the context of their placement. During this class students discuss modification needs for current fitness tests used in the public schools for individuals with disabilities as well as problems that may arise in formal testing. Such things as inadequacies in instruments and environmental factors that may influence results are discussed. Students assess children of different ages in the field work assignments. Mock IEP's are practiced. Assessment skills are further practiced in the student teaching environment.

Adapted Physical Education student teachers are expected to determine physical and motor fitness, motor skills, and perceptual motor abilities through the use of standardized tests as well as by informal procedures such as observation, checklists, and questionnaires. Additional information gathering might include, playground/classroom observation, consultation, parent interview, modified
standardized tests, teacher made tests, student questioning and feedback, medical records or student files. The assessment tool(s) used is dependent on the students, school and cooperating teacher involved. Examples of possible tests are: the Hawaii Early Learning Profile, Brigance Inventory of Early Development, Test of Gross Motor Development, M.O.V.E. and the Adapted Physical Education Assessment Scale (APEAS). Assessing movement performance status occurs at least twice during the semester (beginning and end) and perhaps more times if appropriate. These results are utilized to determine whether students are meeting their goals and objectives and to write end of the year IEP reports for parents.

The student teacher works closely with the cooperating teacher while engaging in assessment activities. Gaining experience in administering standardized tests is invaluable to future proficiency.

Demonstration of assessment knowledge is a major portion of ongoing evaluation throughout the student teaching experience. The student teacher works closely with the cooperating teacher while engaging in assessment activities. The university supervisor also carefully tracks and guides the assessment process. The EDTE 246D “on-site” notebook assignment (see course outline Appendix I) requires students to report assessment activities and to provide self assessment in relationship to progress and success. The formalized evaluations, conducted mid-semester and semester-end (see Evaluation of Student Teacher Competencies in Adapted Physical Education, Appendix L) focuses on assessment skills and progress in detail. Adapted student teachers are encouraged to include assessment experience in their portfolios (see Appendix K).

Additional Information
Adapted Physical Education student teachers have an understanding about administering standardized tests through previous course work as well as experience with interpreting assessment results.

Documentation:
1. PHED 216 course syllabus (Appendix I).
2. EDTE 246D-05 course syllabus (Appendix I).
3. Sample assessment reports from student teachers (Appendix J)
4. Evaluation of Student Teacher Competencies in Adapted Physical Education (Appendix L)
5. Student Teacher Portfolio Requirements (Appendix K)
Standard 28

Program Development

The candidate demonstrates the ability to plan effective individual and group goals, objectives, and instructional strategies in a variety of settings designed for individuals with various disabilities.

Introduction

The nature of the profession in Adapted Physical Education requires that the potential teacher possess outstanding skills in the area of writing goals and objectives. These future teachers must then demonstrate the ability to teach and apply theory to meet these goals and objectives in a variety of environments. The act of teaching requires one to be flexible and able to function in a dynamic environment, yet the area of adapted physical education requires even greater demands for flexibility. Instructional settings may vary from day to day, such as in the case of the itinerant teacher, facilities may be limited, and class sizes may vary from one to fifty or more. In addition, caseloads vary greatly and future teachers must be prepared to plan effectively and efficiently to meet the increasing demands of the field of adapted physical education.

Description of Relevant Policies, Procedures, and Practices

The ability of candidates to plan effective individual and group goals and objectives, and instructional strategies in a variety of settings is developed in a cohesive and systematic manner throughout the required curriculum. For example, students have to write lesson plans and unit plans in such courses as PHED 106, 108, 110, and 111. This serves as a foundation for writing goals and objectives for individuals. Throughout the adapted course work students examine further the writing of specific goals and objectives.

In PHED 212, students have to write goals and objectives for hypothetical cases and give examples of specific objectives given a goal area. As students move on to PHED 213 and 214 students are then required to write goals and objectives for real students in the public schools with a variety of disabilities in a variety of placement situations. For example in PHED 213, a student might be working with an individual with spina bifida integrated with a regular physical education class of third graders in a Paradise public school. The university student would be required to write goals and objectives for this student within the natural setting and plan a lesson for the whole class integrating the goals of the adapted physical education student. Similar kinds of experiences are completed in PHED 214 only working with individual with mental, emotional, and learning disabilities. Furthermore, in PHED 216 students are required to take the writing of goals and objectives one step further and complete formal assessments with public school children to determine placement or appropriate instructional setting, establish areas of need, and then write goals and objectives specifically to meet a child's individual education plan. Lastly, in PHED 215 Social Psychology of Adapted Physical Education, students examine influences beyond the teacher and student that affect goals and objectives. Such discussion includes the IEP team process, parental concerns, social influence, organizations and resources, and behavioral factors.
Additional Information
Students are required to write goals and objectives for IEP's as well as for group lessons and show how these two relate to meet the needs of the individual. All domains of behavior are addressed; cognitive, affective and psychomotor. In addition students must meet the goals of the new California State Framework for Physical Education (addressed in PHED 110 and PHED 111).

Documentation
1. Course syllabi (Appendix I).
2. Assessment reports with goals and objectives (Appendix J).
Introduction
Designing developmentally appropriate activities for people with disabilities is the foundation of a comprehensive Adapted Physical Education Program. Physical activities need to be based on the uniqueness of the individuals with disabilities. Placements for students with disabilities include individual programs, small group instruction, full inclusion settings, special day classes, as well as community activities such as Special Olympics and sports camps for the physically disabled. Both school and community activities need to be considered.

Description of Relevant Policies, Procedures and Practices
Adapted physical education student teachers are expected to plan activity units with daily lesson plans that include written objectives related to motor skill and knowledge, self image and esteem and social development. Unit plans with broad based goals need to reflect IEP's and other assessment data in determining program activities. Planning for aids is expected with specific regard to safety and additional supervision.

Our adapted physical education and regular physical education student teachers have the opportunity to work with Butte Special Olympics. Butte Special Olympics offers training and competition to people with mental retardation in the sports of volleyball, basketball, bowling, gymnastics, track, softball, tennis and swimming. A coach's clinic on varying sport activities is offered once per semester. Special Olympic coaches certification with volunteer hours is required in undergraduate course work. Unified sports, able and disable students of similar age and ability on the same team competing against like teams, is encouraged and promoted.

The practice of inclusion, equity and diversity are thoroughly discussed in seminar with related written assignments and clearly stated leadership expectations. Likewise, learning about integrated curriculum, developmentally appropriate activities, classroom management, and teaching styles are also part of the student teacher experience in alignment with the Physical Education Framework for California Public Schools.

Additional Information
Students have the opportunity to work at the Movement Unlimited Sports Camp every June. The Movement Unlimited Sports Camp is a week long camp for children with orthopedically related disabilities. Training and activities related to competitive wheelchair sports is the main focus of the camp as well as social development and networking.
Students are required to volunteer at least thirty hours per semester in the area of Adapted Physical Education through PHED 213, 214, 215.

Documentation
2. Butte County Special Olympics coaches training flier/requirements (Appendix Z).
Standard 30

Principles of Behavior Management

The candidate employs a variety of strategies to manage student behavior in various physical activity settings for individuals with disabilities.

Introduction
Maintaining a safe and productive learning environment is essential in reaching desired goals and objectives. Often with children with disabilities effective teaching depends on student behaviors and motivation. Specific and consistent behavior management strategies are needed to ensure that a positive and productive learning environment for Adapted Physical Education is created.

Description of Relevant Policies, Procedures and Practices
APE student teachers work closely with their cooperating teachers in determining appropriate strategies to be used in modifying undesirable behaviors and encourage positive behavior. Similarly, student teachers are asked to coordinate their reward/behavior system with corresponding classroom teachers. The APE student teacher will utilize different and varying behavior management strategies depending on student needs and considerations. Examples of management strategies that may be used include role modeling, positive reinforcement, charts and reward systems, the data based gym, the gentle teaching approach, and behavior coding and intervention planning.

During seminars, various behavior management strategies are discussed with related written assignments. Student teachers are observed by their cooperating teacher with a quantitative analysis taken via tally sheets at least twice during the semester. Student teachers are video taped at least three times with written reflections about teaching effectiveness required. Daily reflections on lesson effectiveness are required and part of the learning process.

Evaluating if behavior management strategies are effective and learning environment productive and positive occurs during the supervisor visitations and specifically during the mid-term/three-way meeting with the student teacher, supervisor and cooperating teacher.

Additional Information
Adapted Physical Education student teachers have an understanding about behavior modification techniques through previous course work with all having experience in the classroom setting.

Documentation
2. Seminar syllabi EDTE 246D 05 (Appendix I).
The candidate demonstrates the leadership ability, which enhances and promotes service delivery utilizing various instructional models.

Introduction
The role of an Adapted Physical Education teacher encompasses the ability to work with associated professionals and agencies. The Adapted Physical Educator is an integral part of a team that includes the student, parent/care provider, classroom teacher, special educators, administrators, allied health personnel and recreators. Understanding the function and working with various professionals is an important part of the student teaching experience with people with disabilities. Becoming a member of professional organizations and attending conferences is promoted and encouraged.

Description of Relevant Policies, Procedures and Practices
During Phase I, perspective student teachers are expected to become familiar with their school sites. During Phase II, student teachers should have met and know the names and duties of all personnel connected to their teaching assignment. In addition, student teachers are expected to attend faculty meetings and participate in school activities as well as in-service/staff development days.

Participation in assessment techniques involves and assists the APE student teacher in formulating and determining IEP reports. Often IEP reports involve other professionals in determining comprehensive student needs. The student teacher is expected to contribute as needed at the IEP meetings.

Membership in professional organizations is highly encouraged with affiliation in CAPHERD and AAPHERD required of undergraduate students in PHED 105. Student teachers often attend the PETE, Physical Education Teacher Education, conference offered at CSU, Chico every year as well as the annual National Conference on Physical Activity for the Exceptional Child. Undergraduate students are required to become a certified Special Olympic coach in at least one sport.

Additional Information
Our student teachers are versed in the California Framework in Physical Education as well as the National Standards for Physical Education and the Individuals with Disabilities Education Act.

Documentation
1. Course outline for PHED 212 and EDTE 246D 05 (Appendix I)
Standard 32

Determination of Candidate Competence

Prior to recommending each candidate for a Specialist for Services Credential, 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 and one institutional supervisor, that the candidate has satisfied each professional competence.

Introduction
Careful and systematic documentation is used in order to determine if the candidate has fulfilled the standards of professional competence. The procedures for evaluation are described below.

Description of Relevant Policies, Procedures and Practices
Candidate competence is a two part process. Part one includes relevant coursework completed, letter of recommendation, personal references, and academic file review. Part two includes the application of principles in practice through student teaching and supervision.

Part I
Competence in standards 12-23, are met through relevant coursework, grade point average, letters of recommendation, and personal references. (See advising sheet Appendix B). Following is a summary of the courses that met each of the standards 12-25 (See the specific Standard for more detailed information on how the standard is met). Students must show evidence of the following coursework or it's equivalent with a minimum overall GPA of 2.67 for entrance into the 5th year program for student teaching.

Standard 12 – Human Growth and Motor Development
- PHED 143 Philosophy of School Based Physical Education
- PHED 145 Human Movement, Learning and Performance
- PHED 173 Principles of Strength and Conditioning
- PHED 213 Physical Education for Children with Physical, Neurological and Sensory Impairments
- PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments

Standard 13 – Motor Learning and Motor Control
- PHED 145 Human Movement, Learning and Performance
- PHED 213 Physical Education for Children with Physical, Neurological and Sensory Impairments
- PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments

Standard 14 – Exercise Physiology
- PHED 180 Physiology of Exercise
- PHED 213 Physical Education for Children with Physical, Neurological and Sensory Impairments

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PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments

Standard 15 – Biomechanics
PHED 105 Analysis of Basic Movement
PHED 185 Kinesiology
PHED 213 Physical Education for Children with Physical, Neurological and Sensory Impairments
PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments

Standard 16 Historical and Philosophical Development
PHED 104 Principles of Physical Education
PHED 212 Adapted Physical Activity

Standard 17 Health and Safety Considerations
PHED 51 Aquatics for the Adapted Instructor
PHED 173 Principles of Strength and Conditioning
PHED 180 Exercise Physiology
PHED 212 Introduction to Adapted Physical Activity

Standard 18 Socialization and Social Interaction
PHED 212 Introduction to Adapted Physical Activity
PHED 215 Social Psychology of Adapted Physical Education

Standard 19 Behavior Management
PHED 212 Introduction to Adapted Physical Activity
PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments
PHED 215 Social Psychology of Adapted Physical Education

Standard 20 Assessment
PHED 184 Measurement and Evaluation in Physical Education
PHED 185 Kinesiology
PHED 216 Motor Assessment for the Exceptional Child

Standard 21 Curriculum Development
PHED 105 Analysis of Movement
PHED 106 Aquatics
PHED 108 Rhythms and Dance
PHED 109 Developmentally Appropriate Physical Education for Children
PHED 110 Developmentally Appropriate Physical Education for Middle School
PHED 111 Developmentally Appropriate Physical Education High School
PHED 112 Developmentally Appropriate Outdoor Adventure Activities
PHED 140 Educational Games, Gymnastics, and Dance
PHED 143 Philosophy of School Based Physical Education
PHED 51 Aquatics for the Adapted Instructor
PHED 212 Introduction to Adapted Physical Activity
PHED 213 Physical Education for Children with Physical, Neurological and Sensory Impairments
PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments

Standard 22 Comprehensive Program Planning
PHED 212 Introduction to Adapted Physical Activity
PHED 213 Physical Education for Children with Physical, Neurological and Sensory Impairments
PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments
PHED 215 Social Psychology of Adapted Physical Education

Standard 23 Field Experience
PHED 212 Introduction to Adapted Physical Activity
PHED 213 Physical Education for Children with Physical, Neurological and Sensory Impairments
PHED 214 Physical Education for Children with Mental, Emotional, Learning, and Other Health Impairments
PHED 215 Social Psychology of Adapted Physical Education
PHED 216 Motor Assessment for the Exceptional Child

Standard 24 Qualifications and Recognition of Supervising Teachers
(see the specific standard for details in this area)

Part II

Standard 25-31
The second part of the competency process is determined during the fifth year program, the student teaching phase. The student teacher candidate is evaluated and determined competent as an adapted physical education specialist with the use of a systematic evaluation process involving the cooperating teacher, the university supervisor, and the candidate. The cooperating teacher, with an APE specialist credential, is responsible for the daily supervision of the candidate. The cooperating teacher offers the student teacher daily, consistent feedback and constructive criticism as needed. Periodically (approximately five to eight times per semester), the university supervisor visits on-site and observes the candidate teaching. These on-site observations include informal discussions, written feedback and comments, and formal conferences with the student teacher and/or cooperating teacher about the candidate's performance.

Student teachers are required to keep an on-site notebook. This notebook contains all evidence of teaching, along with systematic observation and evaluation worksheets. For instance, unit plans, lesson plans, motor assessments, a series of evaluation inventories, and written reflections about each lesson taught make up the notebook content. This notebook is kept on-site, and is made available to the cooperating teacher and university supervisor at any time. The district and institutional supervisor read and review these notebooks frequently.
Evidence of student teaching along with feedback and written notes from the cooperating teacher and university supervisor are reviewed often. Then three times each semester, the student teacher, cooperating teacher and the university supervisor meet to evaluate the candidate's progress. Discussions in these meetings focus on evaluation in the following areas: (1) Demonstrates Scientific Principles and Motor Behavior, (2) Demonstrates Knowledge of Assessment Reports, (3) Uses Effective Behavior Management Techniques, (4) Demonstrates Leadership and Professional Development, (5) Demonstrates Effective Program Development, and (6) Demonstrates Appropriate Practices for Program Implementation.

Information from these three-way conferences along with the content of the on-site notebooks are used to create a student portfolio. These portfolios are used to assess student teaching and student work as partial fulfillment for the requirements of Student Teaching Seminar, EDTE 246D, 05 (Appendix GG). The criteria for these portfolios is listed in Appendix K.

Progress in teaching effectiveness is monitored by the supervisor, cooperating teacher (district supervisor), and university Adapted Physical Education Program Coordinator. Progress on competencies is monitored using the Evaluation of Student Teacher Competencies for in Appendix L. With satisfactory advancement toward competency, the student teacher receives a favorable culminating evaluation(s) from both the supervisor and cooperating teacher. The details of the student teaching experience along with supervisor evaluation are permanently in their placement file for perspective employers to examine. Unsatisfactory progress and/or professional misconduct will receive an unfavorable evaluation. The student teacher has the right to either agree or disagree with the evaluation. Student teachers not making sufficient progress towards competency are identified and either given additional attention and help or removed from the program.

Additional Information
Student teachers are encouraged to ask for additional observations from administrators and/or other on-site teachers. These observations can either be placed in their placement file or portfolio as desired. Similarly, the seminar instructor may agree to write an evaluation about the quality of course work completed and/or teaching effectiveness after observation(s).

Documentation:
1. Candidate competency forms for Physical Education and Adapted Physical Education (Appendix L).
2. Cooperating teacher packet (Appendix V).
3. Sample of placement form (Appendix X).
4. Student Teacher Portfolio Requirements (Appendix K)
5. Course Syllabi (Appendix I)