



**ADAPTED PHYSICAL EDUCATION ADDED AUTHORIZATION
GUIDELINES AND HANDBOOK**

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Table of Contents

Mission Statement	3
Program Design	3
Admission	4
Admission Process	4
APEAA courses.....	5
MS and Ed Specialist Credential Holder Requirements	6
Mandatory Advising.....	7
Student Teaching	7
Dual Placement in APE and GPE.....	7
Suggested Activities for Weekly Student Teaching	7
Written Assignments.....	10
Fieldwork Supervision Staff.....	10
Exit Exam and Interview	11
APE Exit Survey	11

Mission Statement

The mission of the Department of Kinesiology, California State University, San Bernardino (CSUSB) is to maintain its reputation as a recognized leader in the field of adapted physical education. We fulfill this mission by offering unparalleled opportunities and experiences in classes, seminars, field work experiences, clubs, and organizations dedicated to the study of adapted physical education. The Adapted Physical Education Added Authorization (APEAA) takes advantage of an infusion of information (about individuals with disabilities) throughout the undergraduate Kinesiology curriculum as the basis for more elegant academic preparation. That is, the APEAA program is designed to prepare effective teachers of adapted physical activity. These teachers will assess motor performance, prepare individual educational plans, implement instruction with effective teaching behaviors (instructional strategies), and evaluate the effectiveness (student achievement, teacher effectiveness, and curricular efficiency) of their work.

To prepare effective teachers and to become a recognized leader in the field of adapted physical education. Effective APE Specialists will be able to:

- a) Write IEP goals and benchmarks, design lesson plans, and implement appropriate instructional programs for individuals with disabilities
- b) Apply strategies to manage, motivate, and teach responsible behaviors in physical activity settings for individuals with disabilities.
- c) Understand and acknowledge health, safety, and liability considerations as it relates to standards of practices in adapted physical education.
- d) Employ measurement and evaluation procedures for assessing movement performance in individuals with disabilities.

Program Design

The following teaching credential holders can apply to the program; Single Subject in Physical Education, Multiple Subjects, and Educational Specialist. Each candidate will have different APEAA course requirements depending on the candidates' academic experiences and teaching credentials. The California State University Adapted Physical Education Coordinators have adopted the general guidelines for different credential holders.

	Type of Credential	Course Work
Current Credential Holders	Single Subject Credential Physical Education	Take APEAA coursework
	Multiple Subjects Credential	Take essential Kinesiology pedagogy coursework or Pass CSET-PE Complete CSUSB APEAA coursework
	Education Specialist Credential	Take essential Kinesiology pedagogy coursework or Pass CSET-PE Complete CSUSB APEAA coursework
Credential Candidates	Single Subject Credential Physical Education	Take APEAA coursework
	Multiple Subjects Credential	Take essential Kinesiology pedagogy coursework or Pass CSET-PE Complete CSUSB APEAA coursework
	Education Specialist Credential	Take essential Kinesiology pedagogy coursework or Pass CSET-PE Complete CSUSB APEAA coursework

Admissions

Please complete the appropriate admission process below: 1) for CSUSB PEAPE Students and 2) for Single Subject PE credential Holders.

1. CSUSB PEAPE Students

Plan to pursue both Single Subject PE (SSPE) credential and Adapted Physical Education Added Authorization (APEAA).

- 1) Follow [CSUSB Single Subject PE \(SSPE\) credential admission](#) requirements.
- 2) [Change of Program Application \(COPA\)](#) - after admitted to the SSPE credential, contact Graduate Studies to complete a COPA form.
- 3) APE Advising form - Applicants will obtain this form from the APEAA program coordinator.

2. Single Subject PE Credential Holders

Complete the online application at [Cal State Apply](#). The following documents should be uploaded to the program Materials (4th quadrant) of the online application.

- 1) Transcript – Submit official transcripts from each institution attended (with the exception of CSUSB graduates). Your transcript order must have a current date, not to exceed one year.
- 2) Advising Form - Applicants will obtain this form from the APEAA program coordinator
- 3) Verification of Basic Teaching Credential – Applicants will need to submit a copy of your basic teaching credential
- 4) GPA – Applicants must have a cumulative GPA of a 2.5, or a 2.5 in their last 90 quarter or 60 semester units.

[APEAA Courses \(15 semester units\)](#)

Kinesiology APEAA coursework requires 14 hours of Early Field Experience Observations (EFE: Visiting and observing various APE settings with students with disabilities outside of class time) for each 3-unit class as part of individual course requirements. The purpose of EFE experiences is requiring service learning that reinforces academic coursework with practical real-world experience to illustrate the relationship of APE with Kinesiology, especially pedagogical Kinesiology. Students receive sage advice and exchange ideas while learning factors essential to effectively communicating with collaborative partners.

KINE 3100 Introduction to Adapted Physical Activity (3 units)

KINE 3300 Movement Skill Assessment for Individuals with Disabilities (3 units)

KINE 3320 The Nature and Issues Concerning Individuals with Disabilities (3 units)

KINE 3330 Applied Behavior Management (3 units)

KINE 4900 Seminar in Physical Education and Adapted Physical Education (3 units)

Multiple Subject Credential and Education Specialist Credential Holder

Prerequisite Requirements

For Multiple Subject Credential and Education Specialist Credential Holders: Complete 15 units of coursework (see below, which does not include prerequisite classes attached to the course) or pass California Subject Examinations for Teachers (CSET) in PE (all parts):

CSUSB Kinesiology (KINE) or equivalent courses (subject to transcript and program syllabus verification). Must complete six units from the core and nine units from pedagogy courses:

Core Kinesiology Courses (6 units)

KINE 3200 Principles of Human Movement (3 units)*

KINE 3500 Motor Development (3 units)

Pedagogy Courses (9 units)

KINE 2650 Teaching/Coaching for Fundamental Movement, Nontraditional Games (3 units)

KINE 4720 Program Design in Physical Education (3 units)

KINE 4730 Instructional Strategies in Physical Education (3 units)

Note*: The class has prerequisite classes.

Mandatory Advising

Advising is viewed as educational and career planning, individualized with a candidate's career endeavors. CSUSB APEAA candidates must meet with the APEAA program coordinator for advising prior to submit the applications to COE.

Student Teaching

1. CSUSB PEAPE Students - Dual Placement in APE and GPE Student Teaching

Student teaching for candidates in APEAA program will consist of a dual placement in APE and General Physical Education (GPE). Candidates will follow the suggested activities for 16 weeks of student teaching in APE. **The COE Supervision Staff** serve APEAA candidates in the supervised field experience portion of their credential program. APEAA candidates must obtain a copy and follow the procedures of the [CSUSB Single Subject Student Teaching Handbook](#).

In addition, candidates will be at their sites for two additional periods, during which they will assess student work, prepare lessons, conference with their master teacher or university supervisor, meet with students, contact parents, and observe other teachers both in their discipline and across disciplines. The APE Specialist master teacher will be the primary Cooperating teacher for the candidates' assignment with input from the GPE Specialist master teacher.

2. Single Subject PE Credential Holders

An alternative student teaching option for current single subject PE credential holder candidates during the semester can be single placement student teaching in APE for a minimum 12 weeks.

3. Suggested Activities for Weekly Student Teaching

The activities below provide a suggested activity list to cover sixteen (16) weeks of student teaching.

Week 1: Pre-Teaching Activities

- Meet with Resident/Mentor Teacher (RT) and University Supervisor (US) for the initial planning meeting. Can be the week prior to week #1.
- Review Resident Teacher's Schedule and caseload as well as student IEPs
- Sit in on planning sessions with the Resident Teacher (RT) to get a first-hand understanding of lesson planning
- Provide one-on-one assistance for students, including, but not limited to assisting Resident Teacher with students and assisting students as directed by RT
- Assist small groups as directed by RT
- Develop your lesson plans for Week 2 for at least one group of students to the RT and University Supervisor (US) for feedback and approval.
- Schedule some or all your observations with the US.
- Repeat of week one if needed to get to know students and their needs since you are only spending 2 days with APE RT
- Observe IEPs and assessments

Week 2 – 6: Phase #1 of Student Teaching

- Assume responsibility for planning and begin teaching in at least **2 Class Sessions**. Student Teacher will take over these two courses on a gradual release as agreed upon by Resident Teacher and University Supervisor.
- Start your **TPA Cycle #1** in GPE and finish by week #6.
- Write your reflections for all lessons taught.
- Discuss the lessons with the RT and ask for his/her comment.
- Continue to improve your teaching strategies by seeking advice from RT, US, and professors.
- Schedule all observations with the US if you have not done so.
- Expect the university supervisor to observe and offer suggestions for improving teaching.
- Meet on Zoom with US to debrief and ask questions.
- Prepare your weekly lesson plans for each week and submit them to the RT

and University Supervisor (US) for feedback and approval the week prior to teaching.

- Meet with RT to review the prior week and discuss the lesson plans for the next week.
- Write up what you learn and submit it to your US per requested dates so they can do your Midterm Evaluation.
- Observe IEPs and assessments and begin to assist RT with writing IEPs (goals, present levels) and drafted Reports
- RT to provide student teacher with assessment report template and to guide them on how to write reports based on assessment data and information
- Begin to work on Behavioral Modification Data Sheet
[Behavior Modification Data Sheet](#)
 1. Identify a child with a behavior problem
 2. Develop an individual behavioral plan, including class rules, rewards, and consequences
- **Submit TPA Cycle #1 per TPA deadline.**

Week 7 – 16: Phase #2 of Student Teaching

- Assume responsibility for planning and teaching at least **4 class sessions for 4 weeks in a row**. After the 4 weeks you will assume responsibility for **2 class sessions** for the remaining time. Work with your RT to select the most appropriate 4 weeks.
- **Start your TPA Cycle #2 and finish one week before Cycle #2's deadline.**
- Write your reflections for all the lessons taught.
- **Assess students with RT supervision**
- **Present present levels, goals, and services at least one Annual Plan Review IEP (preferably 2 - 3)**
- **Write assessment report drafts and submit to your RT**
- **Present Assessment Report at least one Initial/Triennial IEP (preferably 2 - 3)**
- Discuss the lessons with the RT and ask for his/her comments.
- Expect the US to observe and offer suggestions for improving teaching.

- Write up what you learn and submit it to your US requested dates so they can do your Final Evaluation.
- Complete your *Individual Development Plan* and get appropriate signatures.
- Turn in logs and all requirements to US. Be sure to get your RT signature on all needed documents.
- Writing a thank you note to your resident teacher and site administrator.

4. Student Teaching Written Assignments

All APEAA candidates must complete the following written assignments during the student teaching periods.

- 1) **[Behavioral Modification Data Sheet](#)**
 - Identify a child with a behavior problem
 - Develop an individual behavioral plan, including class rules, rewards, and consequences
- 2) **[APE Specialist Credential Standards of Program Quality](#)**
 - Self-evaluation form
 - Need to check the column which best describes your perceived competency in the knowledge and application of the standards as it pertains to your teaching APE.
- 3) **[Observation of Application of Scientific Principles of Motor Behavior](#)**
 - This form should be filled out by the master teacher.
- 4) **[APE Specialist Credential Standards Teacher Effectiveness Professional Evaluation Form](#)**
 - This form should be filled out by the master teacher.

5. COE Fieldwork Supervision Staff

Marcos Pineda, Fieldwork Placement Lead

Office: CE-102, Email SupervisionOffice@csusb.edu, Phone: 909-537-5603

Joy Lozada, Fieldwork Placement Coordinator

Office: CE-102, Email: SupervisionOffice@csusb.edu, Phone: 909-537-4558

Angelica Ramirez, Fieldwork Placement Coordinator

Office: CE-102, Email: SupervisionOffice@csusb.edu, Phone: 909-537-7408

Web-site: <https://www.csusb.edu/coe/departments-offices/offices/supervision-fieldwork-placement>

Exit Exam and Interview

After completing student teaching, candidates must successfully pass a comprehensive written exit examination and an exit interview conducted by the APE coordinator.

APE Exit Survey

Candidates are required to complete the APE exit survey