California State University, Long Beach
Adapted Physical Education Added Authorization (APEAA)
Program Summary

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Program Design

The College of Education, College Health and Human Services and the Kinesiology Department at California State University, Long Beach (CSULB) offer each candidate a cohesive, sequenced, diversified and comprehensive program of study toward the completion of the Adapted Physical Education Added Authorization (APEAA). The CSULB APEAA Program follows the professional standards of the California Commission on Teacher Credentialing Committee on Accreditation (CTC), and the National Council for Accreditation of Teacher Education (NCATE) Professional Standards. The Program includes academic sequenced coursework and a variety of supervised field experiences (i.e., on-campus, agencies, and various public school sites). The mission of the CSULB APEAA program is to promote school improvement and be an advocate for individuals with disabilities by providing a highly effective physical education teacher training program that promotes lifelong learners reflective of best teaching practices. The program is strongly committed to the development of APE teachers to teach the diverse student populations and disabilities attending the California Public schools, especially students who are precluded from participating in a general education physical education program.

The APEAA Credential Coordinator is a tenure-track position in the Kinesiology Department in the College of Health and Human Services. The Department of Kinesiology has a long history of providing ongoing training and of supporting the APEAA program, dating back to the late 1960s. Dr. Barry Lavay has been the APEAA coordinator since 1988, advising all APEAA candidates enrolled in the program. Moreover, the coordinator oversees all administrative responsibilities, teaches the majority of the coursework, and oversees all field and student teaching experiences. The APE Coordinator coordinates any new policies as well as course work and field supervision with faculty in the APE Program that includes one additional lecturer who teaches APE course work and supervises student teachers. The Coordinator also works closely with the CSULB Single Subject Physical Education program Coordinator and Physical Education Teacher Education faculty to assure coordination of the APE and Single Subject Physical Education program. In addition, while the APEAA program does not live in the College of Education, it is an affiliate of that college, and a strong link exits between the APEAA Program and the Conceptual Framework for the College of Education and Affiliated Programs.
An active working relationship exists between the CSULB APE Program faculty and effective APE teachers who teach in the public schools, many who are alumni of the program. Certified APE teachers based on their expertise are invited back to the campus as guest lecturers in various APE courses. All APE teachers who serve as fieldwork site coordinators and student teaching cooperating teachers are CTC APEAA certified teachers with many years of experience assisting in the program. In addition, an APE Council exists and these professionals actively provide input to help assure the quality of the CSULB APE program.

Matriculation through the program: the APEAA Program has multiple points of entry in order to accommodate the needs of the candidates. During any given period, there are approximately 40 candidates enrolled in the program, who are in different stages of course work and making progress toward completing the program. Approximately 60% of the candidates enrolled in the program are concurrently completing the more traditional pathway of obtaining both the Single Subject Physical Education and APEAA. The remaining candidates hold a Single Subject Physical Education (SSPE), Multiple Subject (MS) or Education Specialist (ES) credential and are completing the APEAA credential.

In anticipation of the new APEAA CTC 13 Standards, CSULB course work and syllabi during the past two years have been updated and revised to reflect standard requirements including the special education emphasis. Updates include: syllabi course objectives, field experiences, lecture topics, textbook selection, assignments, course delivery methods, and candidate evaluation including student learning outcomes (SLO).

Course of Study (Curriculum and Field Experience)

In the APEAA program, general pedagogical knowledge is sequenced and spiraled throughout the curriculum and provides candidates with a broad-based perspective of physical education programming for individuals with disabilities related to the total school curriculum (APE Guidelines in the California Schools, 2012; Sherrill, 2004; Winnick, 2011). Examples of general pedagogical knowledge information offered in the APEAA program include such foundational courses as Introduction to APE (KIN 320) and Teaching the Exceptional Individuals (EDSP 350). Pedagogical content knowledge provides candidates with the tools and resources necessary to develop program goals and objectives, identify program content, choose appropriate instructional strategies, and evaluation specific to teaching APE (Horvat, Block & Kelly 2007; Sherrill, 2004). Also included is the analysis of teaching physical fitness, fundamental skills, innovative games, individual/dual sports, and team sports specific to individuals with disabilities as identified in the Individuals with Disabilities Act (Federal Register, IDEA, 2004). Examples of pedagogical content knowledge areas addressed in the CSULB APEAA program include the following sequenced courses: Adapted Physical Education (KIN 320), Teaching the Exceptional Individual (EDSP 350), Physical Activities for Individuals with Disabilities (KIN 387), Organization and Management of APE (KIN 388), and Motor Assessment (KIN 427/527). Candidates who already hold a current SSPE, MS, or ES teaching credential can substitute KIN 537, Physical Education for Special Populations for KIN 387 and KIN 638, Seminar in APE for KIN 388. All Candidates select two elective courses from five listed courses. Candidates seeking a California Commission on Teacher Credentialing (CTC) APEAA complete the following 27
units of coursework:

KIN 320  Adapted Physical Education (3) Prerequisites: BIOL 208
KIN 427/527  Physical and Motor Assessment (3) Prerequisites: KIN 315, 320.
KIN 387*  Physical Activity for the Disabled (3) Prerequisites: KIN 320, Corequisite: KIN 489A (3)
KIN 388*  Program Planning and Instruction in Adapted Physical Education (3) Prerequisite:
Corequisite: KIN 387. Corequisite: KIN 489A
KIN 489A  Fieldwork in APE (6) includes usually teaching in the ASAPP and arranging hours
in the public schools for a total of 6 units (usually in conjunction with KIN 387 and 388)

*Please note: Candidates who hold a SSPE, MS or ES credential may substitute Graduate
Courses KIN 537 for KIN 387 and KIN 638 for KIN 388; corequisite KIN 489 A fieldwork arranged in public schools with APE Coordinator approval.

EDSP 350  Teaching the Exceptional Individuals (3)

Select two courses from the following courses with professor permission:

KIN 526  Applied Behavior Analysis in Physical Education (3)
EDP 405  Positive Strategies for Classroom Management (3)
EDSP 577  Instructional Methods and Strategies for Individuals with Mild/Moderate Disabilities (3)
EDSP 578  Instructional Methods and Strategies for Individuals with Moderate/Severe Disabilities (3)
LING 151  Fundamentals of American Sign Language I (3)

The APEAA program provides candidates with a broad range of supervised field experiences
that allow them to apply theoretical pedagogical knowledge in practical settings. These supervised field and student teaching experiences afford candidates the opportunity to provide
physical education instruction to individuals with diverse needs and various disabilities in both
on campus and public school sites that include a broad range of settings, placement options and
various disabilities across the lifespan (e.g., on campus-After School Adapted Physical-activity
Program (ASAPP) Summer Camp Nugget, and off campus public school APE and GPE teaching
sites -preschool to K-12). Available for field work and student teaching experiences to
candidates studying in the program are over 25 public school sites in LA and Orange County
area that are supervised by Certified APEAA Teachers. In addition, The APEAA Coordinator
works closely with the KIN Department Single Subject Physical Education Coordinator
regarding all APEAA candidate student teaching placements that include placement in both APE
(primary placement) and general physical education.

These comprehensive field experiences follow a planned sequence from the beginning of the
program to include experiences in a broad range of service delivery options, leading to an
extended culminating student teaching placement in which the candidate works toward assuming
full responsibility for the provision of services with teaching in both adapted physical education
and general physical education. Proper feedback by qualified personnel is provided during all
field experiences. The APE Coordinator and the Physical Education Single Subject Coordinator
collaborate with local school district personnel regarding the criteria for selection of school sites, and site-based supervising certified personnel. More specifically, the APE coordinator reviews the suitability and quality of each APE field-experience placement site and APE supervising teacher, who must be APEAA certified.

Assessment of Candidates

Multiple measures with feedback in the assessment of all candidates are conducted on an ongoing systematic basis from admission, advancement, and exit in both the Single Subject PE Credential Program and the APEAA program. The CSULB APE Program Coordinator is responsible, with faculty input, for coordinating the evaluation of all candidates during APEAA coursework, field & student teaching experiences and the final summative exit interview. This assures continuity and consistency for each candidate’s evaluation. All candidates are advised how they will be assessed in the program and continual informed of the results of those assessments. Proper candidate assessment includes documentation and written verification of all assignments conducted by various faculty and supervisors that includes; student learning outcomes (SLO) or signature APE assignments during identified coursework listed on each APE course syllabi, fieldwork and student teaching experiences and summative candidate portfolio evaluation.

More specific major APEAA candidate assessments include the following: SLO Assessment of APE candidate’s performance is annually collected, analyzed, and reported to the College of Education, and a Biennial Report is submitted to the Commission on Teacher Credentialing in years 1, 3, 5 of a seven-year cycle. Formative and summative “Student Teaching Evaluation Reports” are written and reported by the university supervisor, the cooperating master teacher (APEAA certified teacher) and general physical education master teacher at midterm and during the final week of the candidate’s student teaching experience. All candidates (SSPE, MS, ES) conduct an exit interview with the APE Coordinator to evaluate each candidate’s competence that adheres to the CTC APEAA program standards. This candidate culminating experience, which is clearly articulated throughout the program, includes; (a.) electronic exit survey of the CSULB APEAA program effectiveness, (b.) evaluation of meeting program standards by presenting a portfolio notebook with artifacts of their work, (c.) interview and (d.) certification verification document of course work to complete APEAA to the College of Education Credential Center.