

California Community Colleges Adapted Physical Education Handbook

JUNE 30, 2002

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Acknowledgements

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Handbook of Guidelines and Standards

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Preface

The Adapted Physical Education Handbook was developed through a project sponsored by the California Community Colleges Chancellor's Office - Disabled Students Programs and Services (DSP&S). The process was guided by a broad-based task group of eight individuals representing adapted physical education and DSP&S coordinators, with support from the DSP&S unit of the Chancellor's Office. In the course of the development of the handbook there was extensive Internet and literature research, over 50 adapted physical education programs were visited, a statewide survey was mailed to all 108 colleges with 47 (43.5%) returns, and three regional workshops were held. The goal of using a "grassroots" process was to access information and input from as many professionals in the field as possible. The result is this statewide handbook that truly reflects the status and professional positions of the adapted physical education field. This handbook contains regulations, guidelines, and commentaries on nearly every aspect of adapted physical education.

Although the handbook is comprehensive, it is limited in its scope of detail. Numerous additional projects were identified during the development of the handbook. These have been referred to the California Association on Post Secondary Education and Disability (CAPED) Adapted Physical Education Interest Group (APE-CIG) for further investigation

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Introduction

The Adapted Physical Education handbook will prove useful on several levels. It is not the purpose, goal, or intent of this handbook to recommend a single model of adapted physical education. There are many different ways adapted physical education can be organized, operated, and offered to the community. The handbook will help colleges decide how to best physically educate and serve students with disabilities in their community.

The handbook should prove helpful for colleges to do the following:

- Decide whether to accommodate students with disabilities within a non-adapted setting or start an adapted physical education program
- Strengthen existing adapted physical education programs
- Clarify roles and communications between Instruction and Student Services
- Improve accountability and compliance with Title 5 regulations regarding Disabled Students Programs and Services (DSP&S)
- Better understand the role and purpose of adapted physical education
- Move from complying with the letter of the law towards embracing the spirit and intent of the law with respect to making all physical education available to people with disabilities.

“Open door” community colleges offering courses to the public must enroll any otherwise qualified student. Since the early 1970’s increasing numbers of people with disabilities have been seeking enrollment in physical education classes.

For the purposes of this handbook, a person with a disability refers to any individual with a condition that substantially limits at least one major life function or activity. Major life functions and activities include, but are not limited to, learning, moving, breathing, speaking, hearing, and seeing. The courts, through ongoing Americans with Disabilities Act (ADA) related litigation, continue to determine the definition and scope of major life functions and activities.

For Physical Education:

Physical education will want to use this handbook to understand their role and responsibility to educate all students enrolled in their courses, including any students with disabilities. It is important for physical educators to understand that, both as a discipline and as individuals, they do not have the right or authority to deny enrollment, to drop, or to otherwise prevent qualified adults from participating in physical education courses based solely on a student's disability. Each college must determine and decide whether students with disabilities can best be physically educated and served through making case-by-case accommodations in the non-adapted setting or offer qualified students the option of participating in an adapted physical education setting.

For Disabled Students Programs and Services (DSP&S):

DSP&S will want to use this handbook to understand the unique purpose and role of adapted physical education offered, funded, and governed by the DSP&S Title 5 regulations. Adapted physical education's curriculum and instructional methodologies belong in the discipline of physical education but adapted physical education is also accountable to DSP&S for funding and Title 5 compliance. The Full Time Equivalent Student (FTES), headcount, and weighted headcount generated by adapted physical education is an integral part of the state report submitted to the Chancellor's Office to generate a college's DSP&S allocation. In addition, DSP&S evaluation teams will want to use this handbook when evaluating adapted physical education programs, especially if a discipline expert is not a member of the program review team.

For Adapted Physical Education:

Adapted physical educators will want to use this handbook to initiate new programs or to strengthen existing ones. This handbook not only outlines the guidelines and regulations governing adapted physical education, it also represents the best thinking of the discipline to date. This handbook is a field-generated document in that its development involved campus visitations, statewide surveys, drive-in workshops, and broad based task group deliberations. An adapted physical educator serving as a member of a DSP&S program review team will want to use this handbook when evaluating another college's adapted physical education program.

Minimal and Ideal Standards Document (see Appendix A)

In the 1980's, an Ad Hoc group of adapted physical educators from around the state met in San Diego at the annual conference of the California Association on Post-Secondary Education and Disability (CAPED) to draft a document describing adapted physical education. The result was a document outlining a set of guidelines and standards for operating adapted physical education. Knowing the nature of community colleges and that 'one size' does not fit all, the group developed minimal standards that should be evident in any community college adapted physical education program and ideal standards that represented goals for which to strive. Several drafts were edited and modified by the field over the years and in 1997 it was adopted as an official document of CAPED. The concept of 'one size' does not fit all is incorporated into this handbook. The Minimal and Ideal Standards document serves as the foundation of this Adapted Physical Education Handbook.

DEFINING CALIFORNIA COMMUNITY COLLEGE ADAPTED PHYSICAL EDUCATION

Discipline Philosophy

Adapted physical education is first and foremost physical education. Adapted physical education practices must be consistent with the practices and academic standards common to the discipline of physical education. Adapted physical education is an extension of the discipline of physical education and should be seen as an integral component within a full spectrum of the comprehensive physical education offerings.

Mainstream Concept

Adapted physical education should foster independence and maximize ‘mainstreaming’ of students with disabilities into non-adapted physical education courses. Both the Rehabilitation Act of 1974 (Section 504 regulations) and the Americans with Disabilities Act (ADA) emphasize the right of a person with a disability to equal access to physical education courses. Students with disabilities cannot be prevented from enrolling in physical education classes solely on the basis of their disability. However, the academic standards and the fundamental nature of the physical education course must not be changed in an effort to accommodate the student’s limitations. (See Adapt or Accommodate) **It is important to understand that students with disabilities cannot be required to enroll in adapted physical education courses solely because of their disability.**

Definition of Adapted Physical Education

California Community College Adapted Physical Education is designed for adults whose educational and functional limitations preclude them from fully participating in non-adapted physical education. Adapted Physical Education is specifically designed to address a student’s educational and functional limitations that are directly related to their verified disability.

Purpose:

The purpose of adapted physical education is to create safe and appropriate environments in which a person with a disability can learn physical education concepts and develop physical skills. Additionally, adapted physical education helps a student to maximize knowledge and abilities within the context of their individual circumstances.

Goal:

The goal of adapted physical education is to teach and guide individuals with disabilities to become physically educated persons who:

- Have learned the physical and intellectual skills necessary to safely and effectively perform a variety of physical activities
- Have positively impacted their physical fitness
- Participate regularly in the physical activity of their choice
- Know the implications, the benefits, and risks inherent to involvement in physical activity
- Value physical activity and its contribution to a healthful lifestyle

What is taught:

Adapted physical education teaches physical education concepts, principles and skills to students with disabilities. Its curriculum conforms to the academic standards of each local institution and is consistent with the stated mission of the California Community Colleges.

How is it taught:

Adapted physical education is taught in a variety of settings and delivery modes but always on a personalized basis. No student is expected to compete or keep up with any other students in the courses. Students are expected to make reasonable progress towards their educational and functional goals as stated in their Student Education Contract (SEC).

Who is taught:

A student with a disability is a person whose physical or mental condition significantly limits one or more major life functions or activities. While adapted physical education courses are designed to address the educational/functional limitations of students with disabilities, they must also be open to all individuals in the community. Thus adapted physical education is offered to “matriculating” students seeking degrees, certificates, and/or transfers, and to students seeking personal development and growth. Regardless of their educational goals, successful students are those who adhere to all college policies, demonstrate progress towards their goals, and satisfy the academic standards as stated in the official course outline.

The adapted physical education program can also be a rich source of practical experiences for students majoring in related educational programs, such as Physical Education, Athletic Training, Physical Therapy Assistant (PTA), Nursing, Massage Therapy, etc.

Who teaches:

At a minimum, instructors must possess the adapted physical education minimum qualifications, or the equivalent, regardless of whether the courses are for credit or for no credit and regardless of whether the instructor is full-time, part-time, or a substitute. (Ed. Code Section 87359 ©) (See Minimum Qualifications and “Special Class” Curriculum).

What Adapted Physical Education is NOT:

Adapted physical education is instructional and educational in intent and application; it is **not** a substitute for physical, occupational, recreational, kinesio, or any other therapy. The focus is physical education, not rehabilitation. The goal is to teach, not to provide therapy.

ADAPTED PHYSICAL EDUCATION - THEN AND NOW

Historical Foundations

Although specific histories will differ from college to college, the historical foundations that follow represent the general state and national events and trends of the last fifty years.

The convergence of social and educational movements in the late 20th century contributed to the existence of California Community College Adapted Physical Education. Adapted physical education of the 21st century is a combined result of the:

- Birth of a new therapy discipline in the forties and fifties,
- Civil rights legislation of the sixties,
- Fitness boom of the seventies,
- Evolution and exposure of wheelchair sports in the eighties,
- Growth of Health Maintenance Organizations (HMO) in the nineties,
- Ever increasing awareness among people with disabilities of the benefits of physical fitness, and
- Community College’s “open door” policy, financing legislation, empowering regulations, and expanding mission that created a fertile environment for growth.

The origins of California Community College Adapted Physical Education can be traced back to World War II when many young men with disabilities were filling the Veteran’s Administration (VA) hospitals. To combat sheer boredom, and as young men are prone to do, some of those in wheelchairs began to challenge each other to

some “friendly” competitions, such as racing each other up and down hallways, playing billiards, shooting basketballs, etc. Modified sports and games soon became the most popular recreational activity. Almost by accident, the physicians and therapists began to notice that the more physically active men were rehabilitating significantly faster than the non-active men. It didn’t take long for the medical profession to realize that people with permanent or chronic physical disabilities could greatly improve their physical fitness and quality of life through regular participation in physical activity. In the fifties, a new sub-discipline to physical therapy was emerging and soon became known as corrective therapy. Unlike physical therapy, with its primary focus on rehabilitation of affected limbs and tissues, or occupational therapy, with its focus on developing job skills and daily living activities, corrective therapy focused on addressing the effects of prolonged inactivity and correcting any physical de-conditioning. Corrective therapy evolved to include the prevention of de-conditioning and the development of physical fitness for the whole body as it relates to a disability. In the 1990’s, corrective therapy evolved into kinesiotherapy and is still practiced today primarily in Veteran’s Administration hospitals around the world.

In the 1960’s and 1970’s, civil and disability rights emerged as a national priority. The Civil Rights Act of 1964, the Rehabilitation Act of 1973, Section 504 regulations, and the California Government Code Section 11135 (See Legal Foundations) clearly establish non-discrimination legislation and regulations that specifically refer to physical education and athletics. The Americans with Disability Act (ADA) of 1990 re-enforces previous law and regulations and re-states the “mainstream” concept in that **people with disabilities have the right to enroll in physical education courses even if the college offers adapted physical education courses** (Americans with Disabilities Act, Coordinators Handbook, 1999 edition).

The 1970’s gave rise to a fitness craze that evolved into today’s multi-billion dollar fitness industry. People with disabilities were not immune to the increased awareness of the benefits of regular participation in physical activity. Increased research and public exposure to the health benefits of becoming more fit was reaching people with disabilities who began seeking appropriate places to learn and participate. People with disabilities also were becoming aware of their right to enroll in physical education courses at their local “open door” community college. This created an interesting dilemma for the college physical educators at the time. There was little, if anything, in their education and training that prepared physical education instructors for teaching adults with disabilities and special needs. Those teaching adapted physical education in the K-12 system knew little about typical adult disabilities and their background was more in developmental physical education and less in fitness education. Corrective therapists from the local VA hospitals, who had no training in education, but understood adult disabilities and knew how to assess a person’s disability and prescribe exercises, taught some of the first adapted physical education courses. Athletic Trainers were also drafted to teach in the early years because of their knowledge of the healing process and ability to work individually. Eventually the universities, working with corrective therapy, developed a curriculum that would give

a master's degree candidate in physical education the training and tools necessary to teach adapted physical education in the community colleges. In 1976, the California Legislature passed Assembly Bill 77 providing the funding necessary to hire more community college DSP&S professionals and adapted physical educators around the state.

In the 1980's, adapted sports became more and more visible to the general public. The rehabilitation wards of the VA hospitals were the birthplace of the major adapted sports like wheelchair basketball and wheelchair track and field. From humble beginnings and boosted by the infusion of veterans disabled during the Vietnam War, many wheelchair sports grew to international proportions. What was once only for men in wheelchairs, has evolved into many sports for many people with many different kinds of physical disabilities. Wheelchair racing has become an exhibition sport in the summer Olympics. Summer and winter ParaOlympic games are televised, in whole or in part, around the world. Just as watching or reading about sports heroes can inspire young men and women to pursue fitness and sport, watching or reading about people that participate in adapted sports often sparks the interest in physical fitness for a person with a disability. The general population was beginning to realize the benefits available to adults with disabilities through regular participation in physical activity.

In the 1990's, as HMOs gained more control of medical decisions, people with disabilities were being discharged sooner than ever from the rehabilitation clinics. Physical and occupational therapists looking for someplace to send their patients or clients to continue their exercise programs found the local community college adapted physical education programs an acceptable alternative.

In the 1970's and early 1980's, there was much confusion over the roll of therapy vs. education. Some thought that adapted physical education was designed to take the place of or to compete with therapy. Even in 2002, a few colleges are still concerned over a so-called "gray area", however, most have developed effective and cooperative working relationships with their medical community. Most colleges and local medical communities are comfortable with their separate and unique roles. The similarities, differences, and relationships between adapted physical education and the therapy is discussed in this handbook. (See Adapted Physical Education and Therapy)

California Community College Adapted Physical Education in 2002

In the spring of 2002, a survey was sent to all 108 community colleges (Appendix B). Where possible it was addressed to the lead person in adapted physical education. The following are the basic results of the survey. Survey results are incorporated into the text of the handbook as the subject is addressed. The complete survey results appear in Appendix C. The selected responses and information below was compiled from a combination of research, 47 returned surveys, three regional workshops, and 54 college visits.

(Note: Of the 47 returned surveys, 13 came from colleges that were not visited and of the 54 visited colleges 34 surveys were returned. In all, information gathered via the survey or visits came from 67 (80%) of the 84 colleges known to be offering adapted physical education)

Number of California Community Colleges: 108

Number of adapted physical education programs identified:

84 (78%)	colleges offer adapted physical education classes (Range: 1 to 25 classes / term)
21 (19%)	colleges do not offer adapted physical education classes
3 (3%)	colleges plan to soon be offering adapted physical education classes

How is adapted physical education administratively organized: N = 49

PE	22 (45%)
DSP&S	18 (37%)
Both	9 (18%)

Estimated number of adapted physical education students enrolled in the colleges reporting and/or visited: 7,456 (Range: 15 to 950 students)

Number of adapted physical education faculty: 155

61 full-time faculty -
21 (34%) teach their full load in adapted physical education only.
40 (66%) teach only part of their load in adapted physical education.
74 part-time faculty
20 unknown status

Number of full-time adapted physical education faculty per college: N = 45

33 (39%) of the 84 colleges with adapted physical education have one full-time faculty

10 (12%) of the 84 colleges with adapted physical education have two full-time faculty

2 (2%) of the 84 colleges with adapted physical education have four full-time faculty

Number of part-time/adjunct adapted physical education faculty: 74

27 colleges employ only one part-time faculty

9 colleges employ two part-time faculty

6 colleges employ three part-time faculty

1 college employs five part-time faculty

1 college employs six part-time faculty

Number of adapted physical education staff:

In-Class Support: N = 46

24 (52%) colleges have in-class support staff

18 (39%) colleges do not have in-class support staff

4 (9%) colleges had no response

There are 10 full-time in-class support staff working 20 to 40 hrs/wk

There are 25 part-time in-class support staff working 1 to 20 hrs/wk

Office Support: N = 46

24 (52%) colleges have office support staff

16 (35%) colleges do not have office class support staff

6 (13%) colleges had no response

2.5 full-time office support staff are assigned to adapted physical education only

6 part-time office support staff are assigned to adapted physical education only

2 office support staff assigned to PE also support adapted physical education

9 office support staff assigned to DSP&S also support adapted physical education

Number of student assistants (paid and/or volunteer): N = 43

0 1 (2%) college

1-5 21 (49%) colleges

6-10 8 (19%) colleges

11-15 6 (14%) colleges

16-20 4 (9%) colleges

21-25 1 (2%) college

>25 2 (4%) colleges

Curriculum:

There were 181 courses reported in the survey in the following categories:

51 (28%) General Fitness

37 (20%) Aquatics

23 (13%)	Strength
21 (12%)	Sports
16 (9%)	Aerobics
12 (7%)	Other
10 (6%)	Theory
6 (3%)	Mobility
5 (3%)	Stretching

Minimum Class Size (by course and/or college): N = 173

No Minimum	33 (19%)
1	6 (3%)
5	9 (5%)
6	15 (9%)
8	17 (10%)
10	16 (9%)
12	6 (3%)
14	10 (6%)
15	32 (18%)
18	12 (7%)
20	17 (10%)

Maximum Class Size (by course and/or college): N = 167

No Maximum	33 (20%)
10	6 (4%)
12	11 (7%)
15	30 (18%)
18	6 (4%)
19	1 (1%)
20	24 (14%)
24	10 (6%)
25	16 (10%)
30	15 (9%)
35	4 (2%)
>35	11 (7%)

Facilities exclusively for adapted physical education? N = 45

Yes	19 (42%)
No	25 (56%)
N/A	1 (2%)

Yes Responses - Approx. sq. footage?

365	1270	3000
400	1500	3500
500	1800 (2)	
600 (2)	2000 (2)	
800 (3)	2250	
900	2700	

Safety Issues:

Are there specific emergency/evacuation plans for students with disabilities? N = 47

Yes	37 (79%)
No	9 (19%)
N/A	1 (2%)

In the opinion of the person completing the survey, are adapted physical education facilities, equipment and staff adequate and appropriate given the class size and student population? N = 45

Yes	22 (49%)
No	20 (44%)
N/A	3 (7%)

Reasons given for the “No” responses:

Facility is too small	12
Poor equipment	2
Lack of assistants	2
Lack of faculty	2
Lack of staff	1
Curriculum	1

Adapted physical education challenges: (Number of times listed)

Facilities	20
Equipment	10
Growth	6
More Faculty	6
Repeatability	4
Admin support	3
Class Size	3
Budget	3
More classes	2
More Exercise Assistants	2
More parking	1

Legal Foundations

Significant non-discrimination laws and regulations specifically address physical education and athletics. These legal requirements apply regardless of whether a college offers adapted physical education courses or not. **Any student has the right to enroll in any physical education class offered to the public. Even if a college offers adapted physical education, it must still be prepared to provide reasonable accommodations to students with disabilities enrolling in non-adapted physical education classes.** What are reasonable accommodations and whether a college can better provide them through an adapted program or the non-adapted setting is addressed in this handbook. The following are some of the key legal points of non-discrimination as they relate to physical education and athletics.

The Rehabilitation Act of 1973, Section 504 regulations:

As stated in the 1999 ADA Coordinator's Handbook, "No otherwise qualified handicapped individual in the United States...shall, solely by reason of...handicap, be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal assistance."

A District/College has met its obligation under Section 504 § 104.47 if it has:

- Taken measures to ensure that students with disabilities are afforded equal opportunity to participate in physical education courses, intercollegiate, club or intramural athletics.
- Made certain that physical education and athletic facilities and programs are accessible, e.g., access to a pool if there is a swim program, the weight room, and the showers and locker facilities.
- Maintained practices that ensure that where separate or different physical education courses or athletic programs are offered to students with disabilities, those courses and programs are:
 - (1) **In an appropriate integrated setting and**
 - (2) **Offered only if no “qualified handicapped student” is denied the opportunity to compete for teams or to participate in courses that are not separate or different.**

Examples of evidence that a District/College has not just embraced the letter but the spirit of Section 504 § 104.47 would be shower chairs and hand held showerheads in the physical education facility. Further evidence would be a college where the physical education and athletics division has developed a close working relationship with Disabled Students Programs and Services (DSP&S).

The Americans with Disability Act (ADA)

The Americans with Disability Act was signed into law in 1990. It was modeled after the Civil Rights Act of 1964 and the Rehabilitation Act of 1973 and leaves no doubt to the right of persons with disabilities to access physical education courses and facilities. The ADA regulations are based on the principle that a person with a disability must be provided an equally effective opportunity to participate in programs, activities, and services in the “mainstream”. **The fact that the college offers adapted physical education does not infringe upon or usurp the right of an individual with a disability to participate in non-adapted physical education.**

The California Government Code, Section 11135:

“No person in the State of California shall, on the basis of ethnic group identification, religion, age, sex, color, **or physical or mental disability** be unlawfully denied the benefits of, or be unlawfully subjected to discrimination under any program or activity that is funded directly by the state or receives any financial support from the state.”

The California Code of Regulations, Title 5

The California Code of Regulations, Title 5 governs all DSP&S programs and has been revised in 1983, 1989 and 1993. The Title 5 regulations are essentially more specific interpretations of the Education Code for community college special programs and services. Funding, program evaluations, professional qualifications, special curriculum requirements, documentation requirements and more are all addressed in these regulations. Title 5 is referenced and referred to throughout this handbook. The regulations and implementation guidelines specific to adapted physical education are located in Appendix D. Following the DSP&S regulations and implementation guidelines are essential to running a sound program and generating DSP&S funds.

DSP&S Program Reviews

The California Code of Regulations, Title 5 governs all DSP&S programs. Adapted physical education, in order to generate and receive DSP&S categorical funds, must also comply with the Title 5 regulations. Those regulations call for scheduled Program Reviews of all DSP&S programs. DSP&S peer teams are formed, trained, and sent to visit colleges one year prior to a college's accreditation year (a six-year cycle). After reviewing considerable information provided by the college and its DSP&S office, the team will conduct a two and a half day visitation and evaluation. The goal of a team visit and Program Review is to help DSP&S programs to improve and to provide them with as much guidance and assistance as possible.

DSP&S Program Review teams historically do not include adapted physical educators and typically have not used the previously developed Minimal and Ideal Standards document when evaluating adapted physical education programs. This Adapted Physical Education handbook seeks to fill that void. To ensure that a Program Review team will look specifically at adapted physical education and that, if possible, a discipline expert will be added as a team member, the college's DSP&S coordinator should submit a request for technical assistance in the area of adapted physical education. In order to have discipline experts trained and prepared to serve on Program Review teams, adapted physical educators are encouraged to seek training and volunteer to serve. Training usually takes place each Fall in Sacramento.

The Galvin Group (Appendix E) is contracted with the Chancellor's Office to administer the review process. They conduct the training, form the teams, schedule the college site visits, and oversee the entire process. The Galvin Group or the college's DSP&S coordinator can be contacted for more information.

ADDRESSING THE MAJOR ISSUES:

Adapt or Accommodate

(Should a college offer adapted physical education or provide reasonable accommodations on a case-by-case basis within non-adapted physical education?)

To be clear, adapted physical education is, first and foremost, physical education. The goals of adapted physical education are the same as non-adapted physical education. Both exist to teach and guide people to become physically fit and to provide the knowledge, abilities, and skills to live a healthy and active lifestyle.

Non-adapted physical education assumes a “level-playing-field” for all its students. Instructors of non-adapted classes can anticipate and assume some minimal assurances about their students before the first class even meets, i.e. all students will have two functioning legs, two functioning arms, or the requisite skills and abilities to participate in that particular course level (beginning, intermediate, or advanced). Adapted physical education does not, and cannot, assume anything about the students who enroll. **Adapted physical education must be designed to address the unique educational and functional limitations and needs of each student with a disability.**

In physical education, addressing the educational/functional limitations of its enrolled students with verified disabilities may be done in two ways:

- Mainstream - A student with a disability may enroll in non-adapted classes and seek reasonable accommodations to address their specific educational/functional limitations, or
- Adapted Physical Education - A student with a disability may enroll in adapted classes specifically designed and prepared to provide reasonable accommodations to address their specific educational/functional limitations.

Whether a college offers adapted physical education or not, it is still the right of any student, disabled or not, to enroll in any physical education class (provided a duly established prerequisite is satisfied). Likewise, any student has the right to enroll in an adapted physical education class whether they have a verified disability or not.

A student with a disability has the right to seek reasonable accommodations to address their specific educational/functional limitations. In physical education, reasonable accommodation usually involves, but is not limited to, addressing issues of access to facilities, equipment modification, instructional modifications, instructional assistance, smaller classes, and faculty qualifications. **Reasonable accommodation does not involve reducing or modifying any academic standard established in the physical education curriculum. The fundamental nature of a physical education course must not be significantly altered in an effort to accommodate a student's educational/functional limitations.**

For example, in a course entitled "Circuit-Training", where the goal is to teach and develop fitness specifically through circuit training, all students are expected to get on and off equipment in ten seconds or less and quickly move to the next station. The fundamental nature of the course is moving quickly from station-to-station as a means of developing fitness. It would fundamentally change or alter the nature of the course to allow a student with a disability more time to make the equipment transition. Transitioning on and off equipment in ten seconds or less is the course standard that a student with a disability would have to meet in order to succeed in the class.

On the other hand, a course entitled "Strength Development" where the goal is to teach and develop strength, the instructor has the academic freedom to use circuit training or any other teaching methodology. However, the instructor will need to consider the most appropriate instructional methods to accommodate the educational/ functional limitations of students with disabilities enrolled in the class. The fundamental nature of this class is to teach and develop strength and this can be achieved in many ways other than through a circuit training methodology that may preclude a student with a disability from succeeding in the class.

If a student with a disability needs an accommodation in a non-adapted physical education class, the college must address those needs on a case-by-case basis. In addition, the accommodations must be directly related to the student's specific educational/functional limitations.

An adapted physical education program that is well designed, funded, and supported has already anticipated, planned, and prepared for potential accommodations for the wide variety of educational/functional limitations. To this end, sound adapted physical education programs strive to:

- Hold classes in accessible facilities free of architectural barriers
- Arrange the classroom and equipment in such a way as to not impede student's entrance, exit, or movements within the classroom
- Purchase or modify exercise equipment for use by students with disabilities
- Recruit, train, evaluate, and retain in-class instructional assistants
- Adopt instructional methodologies that maximize personalized assessment and learning
- Establish class size minimums and maximums that enhance the educational process, foster measurable progress, and create safe environments for students and staff.
- Maximize regular and categorical revenue streams in order to fund necessary accommodations
- Hire faculty with the requisite educational qualifications, skills, and experience
- Anticipate and prepare for bodily fluid issues commonly associated with physical education and when working with older adults and/or people with disabilities

There are other realities that must be addressed on the question of accommodating within physical education or creating adapted physical education. The adapted setting provides a self-paced, non-judgmental and accepting environment that is not always present in the non-adapted setting. Students with disabilities in non-adapted physical education are often faced with negative perceptions and experiences. Students with disabilities enrolled in non-adapted classes often express feelings of being out of place, being stared at, being intimidated by far more "able" students than themselves, or struggling to keep pace with the group. Some students feel they are seen as someone that: looks or talks funny, holds the group back, demands more of the teachers time, takes too long on the equipment, requires equipment set-up that then takes too long to return it to a normal setting, or constantly needs assistance with minor tasks like inserting pins to select weights, opening heavy doors, picking up something from the floor, etc. It is very difficult to learn if a student is enrolled in such an environment.

Adapted physical education strives to provide an environment free from prejudice, judgment, and ignorance. Adapted physical education seeks to create an environment where each student learns at their own pace and is only expected to make progress towards their own personal goals. Adapted physical education strives to create an environment of tolerance and mutual respect as much as it strives to create an environment for the development of physical fitness.

Another sad reality is that some physical education instructors simply do not want a student with a disability in their classes. A few feel it is their right under academic freedom to prevent students with disabilities from taking their classes regardless of whether that person has the right to be enrolled or not. Besides being

discriminatory and illegal, it would be very difficult for a student with a disability to succeed should they remain enrolled in such an environment of prejudice and ignorance.

To the extent that a college truly embraces the spirit of the Section 504 regulations and the ADA, all physical education curriculum, instructional methodologies, facilities, equipment, faculty, and staff will be designed and/or prepared to provide reasonable accommodations for students with disabilities. In essence, in such an environment all physical education would be truly adaptive. However, when faced with what is required to accommodate students with disabilities in non-adapted physical education, creating adapted physical education classes usually provides the most logical, practical, efficient, and appropriate learning environment. The past thirty years has demonstrated that establishing adapted physical education programs and hiring qualified faculty has been the most successful way to address the educational/functional limitations of students with disabilities enrolled in community college physical education.

In addition, adapted physical education curriculum that has been approved through the regular college approval process as a “special class” generates categorical funds above and beyond the regular FTES production (*See Funding*). This DSP&S revenue is required, in whole or in part, to be used in DSP&S services and instruction such as adapted physical education to offset some or all of the direct excess costs associated with providing the accommodations to students with disabilities enrolled in adapted physical education. Students with disabilities enrolled in non-adapted physical education classes will contribute to the college’s DSP&S revenue generation but to a much lesser degree with no requirement for the funds to be shared with physical education.

Students with disabilities enrolled in non-adapted physical education may only take a specific course four semesters, or six quarters. Students with disabilities enrolled in an adapted physical education course that has been approved through the regular college approval process as a “special class” may enroll beyond four semesters, or six quarters, if specific circumstances apply (*see Repeatability*). This handbook addresses the ways in which adapted physical education should be specifically designed to address issues known to limit the full participation of a student with a disability in physical education.

Adapted Physical Education and Therapy

Adapted physical education was never intended to be a substitute for medically supervised therapy or rehabilitation. Adapted physical education is first and foremost, physical education. It is not physical, occupational, recreational, corrective, kinesio, or any other kind of therapy. If a person needs therapy they should go to the appropriate licensed or certified therapist for treatment and not to their local community college adapted physical education program.

Simply put, the California community college system is designed and authorized to provide education, not therapy. Even if an individual adapted physical education instructor is also a licensed or certified therapist, their sole and primary responsibility and role in the community college is education, not therapy.

There still remains some confusion and a lack of clarity surrounding the differences between adapted physical education and therapy. In the early 1970s, it was mistakenly believed by some, that adapted physical education was a replacement for therapy. In 2002, very few still believe that adapted physical education is a therapeutic discipline. This confusion between therapy and adapted physical education is caused by their many similarities. These similarities include, but are not limited to, the following:

- Working with people with disabilities
- Sharing common educational backgrounds and professional preparations
- Using common terminology
- Using similar equipment
- Using similar exercise techniques
- Adhering to the same understandings of contraindications when developing a personalized exercise program
- Wanting their patient or student to be successful in their rehabilitation or education

It is the similarity between adapted physical education and therapy that creates the most confusion for therapists, educators, and the public. It creates a so-called “gray area” that is known to exist but is not often discussed.

For example: Flexibility and Stretching

In **rehabilitation**, patients/clients will have their muscles and tendons stretched by a therapist in an effort to maintain or improve their range of motion (ROM). A therapist putting their hands on a patient/client and performing ROM exercises is a proven method for promoting healing and regaining lost flexibility.

In **physical education**, students learn how to perform muscle stretches for warm-up, cool-down, increased flexibility, prevention of injury, etc. In some physical education classes students learn how to perform partner stretches to help produce greater results. In partner stretching, one student is assisted by another student. The partner is used to help a student obtain the proper positioning and uses their body and hands to put greater stress on the student's muscles and tendons that are being stretched. Performing stretching exercises, alone or with a partner, is a proven method to improve or maintain flexibility.

In **adapted physical education**, flexibility exercises are also taught. Student exercise assistants are often recruited and trained to work with students with disabilities to help them with their exercise programs. This often involves assisting the student with their stretches. This practice often looks like the activities of a rehabilitation clinic since an assistant is putting their hands on the student and may even be using the term ROM. It is, however, the same type of activity and has the same purpose as the practice of partner stretching in physical education classes.

The **difference** is sometimes semantic and it is sometimes perception, but the real difference is in goal and purpose. The goal of ROM exercises in rehabilitation is to treat the affected tissues, promote healing, and return lost flexibility. The goal in adapted physical education is to teach the importance of flexibility, how to safely stretch, increase or maintain flexibility, and how to progress from assisted stretching towards independent stretching. The purpose of stretching in adapted physical education is to promote flexibility and thus afford a student with a disability greater independence, increased movement, reduced pain, etc.

One person putting their hands on another in partner stretching in a physical education classes is never confused with rehabilitation or therapy because people with disabilities are not usually involved. Using exercise assistants to assist in stretching becomes a "gray area" in adapted physical education because therapeutic terminology may be used and an exercise assistant is putting their hands on a person with a disability.

Just as there are similarities there are also clear differences between therapy and adapted physical education:

- **Therapy's** goal is to rehabilitate specific physical impairments using a variety of treatment modalities, (i.e. heat, cold, ultrasound, therapeutic exercises, etc.).
- **Adapted physical education's** goal is to educate a person with a disability on how to become physically fit, live a healthy lifestyle, and become more independent.
- **Therapy** works to rehabilitate a person from the acute onset of the condition to the point of discharge.
- **Adapted physical education** normally works with the person after they are discharged from rehabilitation to the point their educational or functional goals have been achieved.
- **Therapy** exists to promote and maximize healing.
- **Adapted physical education** exists to promote and maximize skill acquisition and fitness.
- **Therapy** is dependent on medical supervision.
- **Adapted physical education** promotes self-reliance and independence.

Therapy considers a patient or client as a person needing continual medical supervision. In essence, there is a therapeutic presumption that all people with disabilities are in need of medical attention. The popular physical therapy slogan, “If it’s Physical, it’s Therapy” exemplifies this philosophy in that no matter how long a person is post trauma, surgery, or the onset of disease, if they do anything physical it must be for a therapeutic purpose or goal.

Adapted physical education’s perception and basic assumption of a person with a disability is that they are seeking education and training to improve their physical fitness, independence, and/or quality of life. Adapted physical educators believe that just because a person has a physical disability does not necessarily mean they are incapable of becoming stronger, more flexible, or of developing greater endurance or aerobic capacity. Even in situations where a person has a progressively degenerative condition, their fitness, independence, and/or quality of life can often be improved or maintained. In some cases, it is possible to slow the normally anticipated degeneration of a disease through regular participation in intelligent physical activity. Three decades of adapted physical education in the California Community Colleges has demonstrated, time and again, that even in the presence of a disease process, regular participation in resistive exercises can slow muscle wasting and stretching can counter muscle tightening.

The mechanisms and physical laws of nature do not change because a person has a physical disability. It is a known fact that everyone, including people with disabilities, can greatly benefit from regular participation in physical activity. At any age or time from the date of onset of a disabling condition, an otherwise healthy person with a disability can learn new physical skills, improve physical fitness, and develop new abilities. However, any person in need of medical attention or supervision should not be enrolled in an adapted physical education class but should be referred to their physician or therapist.

Adapted physical education does not exist to cure anyone. That is the responsibility and purview of medicine and rehabilitation. For any adapted physical education program to claim otherwise is misleading and irresponsible. Claiming that adapted physical education cures anything gives false hope and is unauthorized and unsupported by the discipline.

Rather than focusing on the differences between adapted physical education and therapy, a collaborative approach is preferred and recommended. There is much the therapies can contribute to the understanding of a person’s disability as it relates to their physical fitness. Close ties with the therapies will improve the development of effective personalized exercise programs. Close working relationships between adapted physical education and therapy will also produce referrals to the classroom upon discharge from rehabilitation.

Models of Adapted Physical Education

The Educational Model of Adapted Physical Education

The terminology, practices, curriculum, standards, and academic policies of physical education should also be those of adapted physical education. If this is the case, then adapted physical education has adopted an educational model consistent with the mission of the California Community Colleges. In an educational model, participants are referred to as “students” who enroll in classes designed to further their educational goals and physical abilities. Each student has a personalized exercise program and is evaluated on their measurable progress towards the goals as stated in their Student Educational Contract (SEC). Decisions regarding exercise programs and support services are based on the educational/functional limitations of the student. The practices and policies are consistent with those in non-adapted physical education classes. In the education model, the goal is to educate the person and not to treat their impairment.

Continuum of Program Model Possibilities

The nature of community colleges is to develop programs and services that a college or district believes will best serve their communities. **Understanding this, it should be expected that there is no one way to offer adapted physical education.** Other than satisfying the basic Title 5 requirements for curriculum and DSP&S regulations, adapted physical education can exist in any number of ways. The range of program models is almost endless, creating a long continuum of possibilities. Each college should adopt a model of adapted physical education that works best for their community and can function within a range of acceptable possibilities along this continuum.

At either end of this continuum are unacceptable practices that the discipline of adapted physical education can not support. At one end of this continuum is the **purely medical approach** to adapted physical education. In this approach participants are referred to as “patients” or “clients” and are seldom aware they are enrolled in college courses. The classes tend to be very small and there is usually very close communication or outright supervision by physicians or therapists. In the purely medical approach, the goal is to treat the impairment and not to educate the person, as there is typically little or no instruction. The purely medical approach significantly diverges from the goal to develop adapted physical education curriculum consistent with the standards and practices normally associated with the discipline of physical education. The curriculum and program information tends to be full of terminology referring to therapy and rehabilitation. The purely medical approach to adapted physical education is unacceptable and unsupported and there is a question as to its appropriateness to be offered in a California community college.

The other extreme of the continuum is just as unacceptable. To operate a **recreational approach** to adapted physical education that is unsupervised and non-

instructional is equally unacceptable and unsupported. In this approach, the gym doors or pool gates are opened, people come in, work out, and leave. There is no physical education instruction and the activities and exercises are unsupervised. Just as in the purely medical approach, people with disabilities under the recreational approach are seldom aware they are even enrolled in a college course. Participants pay the college enrollment and registration fees as if they were paying membership fees at a private fitness center. The goal of the recreational approach is to simply provide space and equipment for people with disabilities to get a workout. Colleges may indeed wish to make such a program available to its community on a fee basis but it should not be offered as a full-credit adapted physical education course and should not be eligible for DSP&S funding.

Between these two extremes adapted physical education can, and has, taken on many acceptable approaches and models of operation. Some programs operate close to the medical approach end of the continuum while others operate close to the recreational approach. What puts an adapted physical education model within the acceptable range is its emphasis on personalized instruction, use of college-approved curriculum, and adherence to Title 5 regulations.

Just as there are poor, good, and excellent instructional practices in physical education, the same is true of adapted physical education. Within the acceptable range of possibilities on the adapted physical education continuum, as a profession, educators need to stress excellent instruction vs. poor, reasonable accommodations vs. unreasonable, and best practices vs. questionable practices.

THE ADAPTED PHYSICAL EDUCATION PROGRAM

Initiating an Adapted Physical Education Program

Initiating and developing an adapted physical education program can be a difficult and complex task. However, if done well it is an exciting and rewarding experience. This handbook outlines many of the issues to address when setting up a program. What this handbook cannot cover is the local politics, personal interactions, philosophical approaches, and preconceived attitudes that exist on all campuses. Both physical education and DSP&S must support the initiation of a program and be actively involved and committed to its establishment, growth, and success.

One of the first steps to initiating or growing an adapted physical education program is to consider who in the community the program is intended to reach. Programs designed to only reach the traditional on-campus, matriculating students will tend to have small classes, small programs, and few curricular options. Programs designed to reach both matriculating students and people with disabilities in the community seeking personal growth and development have a greater potential for large classes, large programs, and more curricular options. As all educational programs in a California community college, physical education exists for both academic and personal growth students. The same is true for adapted physical education and the program should be designed to reach and teach both.

The #1 Recommendation

The single greatest recommendation for initiating and developing a successful adapted physical education is to hire, or assign, a qualified, energetic, tenure-track, full-time faculty member to the task. There are some fine programs initiated and developed by part-time faculty, but they are the exception. The simple truth is that the time and commitment required to initiate and develop a meaningful adapted physical education program goes well beyond the ability of any college to fairly compensate a part-time faculty member.

It is the practice in many colleges that the full-time faculty member does not necessarily have to teach their entire load in adapted physical education, but it is important that the person developing the program have the time, resources, and administrative commitment to see the process through. Many colleges find it possible to advertise for and hire faculty with qualifications and experiences to teach (or coach)

in other areas. Hiring a full-time adapted physical education instructor to initiate and develop a program is recommended for the following reasons:

- The process to hire full-time, tenure track faculty is usually extensive and thorough, requiring months of:
 - Position analysis,
 - Hiring Committee formation and training,
 - Job description development,
 - Advertising and recruitment
 - Paper screening, interviews, and
 - College President and Board approval
- Since the hiring process is extensive and thorough, a full-time faculty member is more likely to possess or exceed the minimal qualifications.
- A full-time faculty member is more accessible to students because of office hours and time available out of the classroom.
- Outside of teaching classes and holding office hours, a full-time faculty member has time available to work on the development of a program through:
- Class preparation and exercise documentation development
 - Disability verifications
 - Intake interviews
 - Health histories
 - Personalized exercise programming
 - The Student Education Contract (SEC)
- Coordination with DSP&S and Physical Education
- On-campus advocacy
- Off-campus advocacy and outreach to targeted populations
- Liaisons with other colleges and the medical community
- Curriculum development
- Scheduling classes
- Operating budget
- Equipment research, purchase, and maintenance
- Facility development, scheduling, and maintenance
- Exercise assistant recruitment, training, evaluation, and compensation
- DSP&S documentation development and arranging for office support
- Their tenure status affords them some level of job protection as they work through the usual minefield of local college politics and human dynamics.

- There are many excellent and professional part-time instructors in adapted physical education. However, in stark contrast to the advantages of hiring a full-time faculty listed above, part-time faculty are usually hired without an extensive process (sometimes it just takes a phone call) and are hired only to teach class (including some preparation time) and maybe one office hour per week. Part-time faculty are not hired (or required) to do all the other duties listed above to initiate and develop a program.

Administration/Organization:

Organization Models - Issues of Physical Education and DSP&S

All colleges have administrative organizations designed to facilitate communication and decision-making, and to establish clear lines of authority. Adapted physical education is administered and organized under physical education or DSP&S or both.

- If administered through the physical education department then adapted physical education will most likely be governed by the instructional organization of the college.
- If administered through DSP&S then adapted physical education will most likely be governed by the student services organization of the college.
- If administered through both DSP&S and physical education then both the student services and instructional organizations of the college will govern adapted physical education.

There are pros and cons to each administrative model but regardless of which one a college adopts, **adapted physical education must effectively communicate and work with both physical education and DSP&S to have a successful program.** It is the very nature of adapted physical education to simultaneously operate in instruction and student services since it has both an academic and a compliance responsibility.

Physical education is the primary discipline and body of knowledge. It is academically accountable through the curriculum approval process and the accreditation process to provide sound instructional programs for all students. Physical education is also accountable under Section 504 and the ADA to provide equal access through reasonable accommodations.

DSP&S provides the means for a college to fulfill physical education's responsibilities. DSP&S also provides expertise needed for developing reasonable accommodations for students with disabilities. DSP&S is the mechanism through

which a college receives categorical funds to offset the costs of providing those accommodations. **Under Section 504 and the ADA, a college must provide for and fund reasonable accommodations in physical education even if adapted physical education and DSP&S did not exist.**

In summary, physical education knows the discipline and how to teach, but often does not know how DSP&S work. Likewise, DSP&S knows how to serve students with disabilities and how to comply with Title 5 regulations, but often does not understand how physical education works. Colleges that function successfully are those where physical education and DSP&S have a close and collaborative working relationship.

It is a local college decision as to how to administer its programs and services. This handbook outlines the issues and coordination requirements in both instruction and student services that are necessary to operate a successful adapted physical education program.

Physical Education and Instruction:

A successful adapted program must be accepted as an integral component of a comprehensive physical education offering. Curriculum and instructional methodologies are developed and approved through the instructional organization of the college. As a member of the physical education division, the adapted program will tend to have academically sound curriculum and instruction, and better facility coordination, but may not have its compliance and accountability measures coordinated with DSP&S.

Under physical education the adapted program must have a clear purpose and role. Adapted physical education fits well into a college with a strong emphasis on physical education and a strong commitment to the community. Colleges that have a stronger emphasis on athletics may have a harder time finding a purpose and role for physical education, let alone an adapted program. To be effective, the person responsible for coordinating adapted physical education must attend meetings called by the physical education division and should attend meetings called by DSP&S.

DSP&S and Student Services:

A successful adapted physical education program must be included as an integral part of DSP&S. Accountability and compliance with Title 5 regulations are developed and coordinated through the DSP&S office and it is usually administered through student services. If adapted physical education is organized within DSP&S it will tend to have its compliance and accountability measures well coordinated, but may not have its curriculum, instructional methodologies, and facilities well coordinated with the physical education division. To be effective, the person responsible for coordinating adapted physical education must attend meetings called by DSP&S and should attend meetings called by the physical education division.

Adapted physical education is different than most DSP&S programs. DSP&S programs are often organized around identified disability groups, i.e. blind, deaf, learning disabled, etc. However, adapted physical education and assistive technology are aligned with academic disciplines. Adapted physical education is designed for anyone whose physical situation makes participation in non-adapted physical education inadvisable or impossible. It does not serve any single disability category but must be prepared to serve a wide variety of students.

Physical Education and DSP&S:

The combined physical education/DSP&S model of organization usually results in successful, productive, and effective adapted physical education programs. This is especially true if the college's instructional and student services organizations are collaborative and well coordinated. Adapted physical education will tend to have academically sound curriculum, good facility coordination, and its compliance and accountability measures well established. If administered by both physical education and DSP&S, to be effective, the person responsible for coordinating adapted physical education must attend meetings called in either area.

Advisory Committees

It is a requirement of Title 5 regulations that every college has a DSP&S advisory committee. It is recommended that the advisory committee include members knowledgeable of the issues related to adapted physical education. Possible membership could include local physicians, therapists, wheelchair athletes, current or past students, and physical education and adapted physical education faculty and staff. Advisory committees usually meet once or twice a year and provide valuable feedback and direction for DSP&S. As a DSP&S program, adapted physical education should be on the advisory committee's agenda. Even if administratively organized under physical education it is still necessary to have adapted physical education on the DSP&S agenda. There is nothing to preclude the establishment of a sub-committee of the advisory group to focus specifically on adapted physical education issues.

DSP&S Operating Standards / Documentation:

DSP&S - Accountability Relationship

Under Title 5 Section 56028, adapted physical education curriculum that has been approved and designated, as a "special class" (See Curriculum), is eligible to generate and receive funds to offset costs directly related to providing personalized instruction (See Funding). To be eligible for and receive DSP&S funds requires close

communication and coordination between adapted physical education and the DSP&S office. Properly designed accountability models maximize the college's DSP&S allocation and provides additional funding that is required to return, in whole or in part, to the "special classes" that generated the revenues.

A student with a disability enrolled in non-adapted physical education may also be eligible to generate funds provided the required documentation is appropriate and official contacts with DSP&S personnel are properly recorded (See Funding). In addition, in the case of non-adapted courses there's no requirement for the DSP&S revenues to be returned to the physical education division. The additional revenues instead go to DSP&S to offset their costs directly related to serving and accommodating the student with the disability.

According to the 1993 DSP&S Title 5 Implementating Guidelines, for a college to be eligible for DSP&S funds, documentation must be sufficient to determine that the student was eligible to receive services, appropriate service planning was done, the student was fully informed about the process, services were delivered as planned, and the student has been properly advised of their rights.

The documentation in the official student file maintained in the DSP&S office must have:

- An application for DSP&S services with appropriate demographic information (e.g. name, address, phone #, etc.)
- Signed releases to receive secure confidential medical/testing information
- Signed verifications of disability status and identification of educational/functional limitations
- Student Education Contract (SEC) with:
 - Instructional goals, objectives, and activities,
 - Stated measures to be used in determining progress, and
 - The services to be provided.

(Note: The SEC should note the relationship between the proposed activities and the educational limitations.)

- Signed acknowledgement that the student has been provided with information on and understands his or her rights and responsibilities
- Documentation of service delivery, including accommodations provided
- Dates and nature of required student/DSP&S contacts (at least four contacts per academic year are required or verification of enrollment in a “special class”)
- Documentation of notices to students of any abuses of DSP&S services and, if necessary, written notification of termination of services, steps in the appeal process, and notification of outcome of the appeal.

If the required documentation is in an official student file then the college can claim the student for DSP&S funding. It is the responsibility of the DSP&S coordinator to ensure that the college complies with the above requirements. A DSP&S Program Review team will use a compliance checklist (Appendix E) during the site visit to ensure that all the necessary documentation is in the official student file.

Adapted Physical Education Documentation for Title 5 Compliance

When a student first enrolls in adapted physical education the instructor should develop a Personalized Exercise Plan (PEP). The instructor must have adequate information to develop a meaningful and effective program. The DSP&S compliance documents of particular interest to adapted physical education are:

- Signed verifications of disability and the related educational/functional limitations
- Verification of enrollment in a “special class”
- Student Education Contract (SEC) with:
 - Instructional goals, objectives, and activities
 - Stated measures to be used in determining progress
 - The services to be provided
- Signed releases to receive secure and confidential medical/testing information

At a minimum, a signed verification of a disability and a verification of enrollment should be on file with both adapted physical education and the DSP&S office before the student enters the classroom. In most cases, it is best to have the signed disability verification prior to the student’s registration in the class. This practice will assure the DSP&S office that this is indeed a student with a disability and is therefore eligible for services and DSP&S funding. The DSP&S coordinator for the college must certify the student’s disability verification as acceptable and properly signed. It is then their responsibility to properly code the disability. The disability verification is adequate for compliance with Title 5 regulations but often does not provide the adapted physical educator with enough information to properly develop a student’s exercise program.

The Chancellor's Office has distributed sample templates of forms to be used when collecting and documenting information on students enrolled in adapted physical education (*Appendix F*).

Adapted Physical Education Documentation for Sound Instructional Programming

A student's signed verification of disability is usually very brief, therefore, it is recommended that a health history be taken on each student prior to, or during, the intake process (*See Intake Process*). Using the information from the signed disability verification, the health history, physical fitness assessments, and an interview with the student should give the instructor sufficient information to develop a Personalized Exercise Plan (PEP) which may also meet the requirements of an official Student Educational Contract (SEC). This happens frequently with students that are enrolling only in adapted physical education classes. In such cases it is important that the PEP meet all the requirements of an official SEC (*See Student Education Contract*). Sometimes the DSP&S office will develop the official SEC and the adapted physical education PEP provides specific details. In either case, the intake process should also include a statement of the student's goals for that term, what activities are planned, and how their progress towards those goals will be measured. Both the student and the instructor should agree to and sign the initial SEC and updates should be conducted and signed by the student and instructor at least once a year.

Information and Documentation Confidentiality

It is important to maintain adequate records on students. It is also important to let your students know that you are keeping information secure and confidential. The Family Education Rights and Privacy Act (FERPA) (*See Appendix G for sample policy statements*) requires the college to honor the privacy of its students. Student records should be maintained in a secure area and only authorized staff should have access. Students should have access to their own records as long as the confidentiality of other students is not compromised. Records should be maintained as long as the student is active in the program. When records can legally be destroyed should be discussed with the person on-campus responsible for college records and documentation.

It is the nature of all physical education classes to develop an informal and open rapport between the students and the instructors. Developing an open communication with students is desired and encouraged. However, such an environment can also lead to indiscretions and breaches of confidentiality in the adapted physical education setting. Efforts must be made to not talk openly in class about a student's medical conditions or circumstances. Adapted physical education facilities should have private areas where a student can confide in the instructor.

Registration assistance often involves granting students with disabilities priority registration dates and assistance in developing their schedule of classes for the term. Although almost all adapted physical education students are adults, it is important in some situations to know exactly who is a person's legal guardian or conservator. If adapted physical education and DSP&S provide registration assistance and collect enrollment and other college fees, it is also important to know who is responsible for the student's finances. This is a particularly important issue if the college has a Developmentally Delayed Learner (DDL) and Acquired Brain Injury (ABI) population of students.

Staffing Issues:

Faculty:

“No one may be hired to serve as a community college faculty member or educational administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors...” (California Education Code, Section 87359 (a)).

Minimum Qualifications - Adapted Physical Education Instructors

In 1989, Assembly Bill 1725 was signed into law requiring all community college teachers to satisfy minimum qualifications in their respective disciplines. Instructors holding the pre-1989 adapted physical education credentials were essentially ‘grand fathered’ and are considered qualified to continue teaching. Instructors hired after 1989 must satisfy the minimum qualification requirement whether they teach full-time, part-time, or as a substitute *.

** Note: Since a master's degree in physical education is required to teach both adapted and non-adapted physical education, adapted physical education faculty are automatically deemed qualified to teach physical education classes as a full-time, part-time, or substitute instructor. However, since adapted physical education faculty are required to have additional and specific training and education, physical education faculty can not automatically teach adapted physical education courses as a full-time, part-time, or substitute instructor.*

If an instructor does not possess the minimum qualifications, or the equivalent, any adapted physical education course they teach would lose its “special class” designation (See Curriculum) and would therefore not be eligible for DSP&S funding (See Funding). Allowing “unqualified” instructors to teach adapted physical education not only eliminates DSP&S funding, it puts students with disabilities at unreasonable and unnecessary risk. This practice is not only

fiscally and academically unsound, it is dangerous and irresponsible and will not be tolerated or supported by the adapted physical education discipline.

Colleges have the discretion to adopt qualifications higher than the state minimum, however, only the minimum qualifications are required for an adapted physical education course to be designated as a “special class” and therefore eligible for DSP&S funding.

In a single college district, if the college determines the candidate meets the minimum qualifications, or grants equivalency, that instructor is deemed qualified to teach any adapted physical education curriculum at that college only. In a multi-college district, if one college determines the candidate meets the minimum qualifications, or grants equivalency, that instructor is deemed qualified to teach any adapted physical education curriculum at any college within that district.

Qualified faculty - Credit Courses

The minimum qualification to teach credit adapted physical education is:

- **A master’s degree in physical education**
- **With at least 15 upper division/graduate semester units in adapted physical education, or**
- **The equivalent.**

A qualified adapted physical education instructor must be able to document the successful completion of at least 15 upper division/graduate semester units in adapted physical education. What constitute the 15 units is not well defined or dictated within the discipline of adapted physical education. It is largely a function of what courses were taken at a university that can be specifically tied directly to preparation for teaching adapted physical education at the community college level. At most universities internships at community college adapted physical education programs and thesis work constitute most of the 15-unit requirement. At some universities additional units might include disability survey classes taught through the nursing and/or occupational or physical therapy programs. Other examples might be graduate courses in athletic training, exercise physiology, neuroanatomy, psychology, and therapeutic exercises. Transcripts that do not specifically identify the relationship to adapted physical education may require a candidate to apply for an equivalency.

Qualified faculty - Non-Credit Courses

At a minimum, adapted physical education faculty teaching non-credit courses must have:

- **A bachelor's degree in physical education**
- **With 15 graduate or upper division semester units in adapted physical education, and**
- **Two years of related work experience in adapted physical education,**
or
- **The equivalent.**

Equivalency

Candidates for a teaching position may apply to the college for equivalency if they do not satisfy the degree and/or the 15-unit requirement. The process used for determining equivalency is designed and implemented locally. The decision to grant equivalency applies to the one college in a single-college district or any college in a multi-college district. **Satisfying the minimum qualifications or being granted equivalency means the instructor is deemed qualified to teach any course in the adapted physical education curriculum.**

For example, if an instructor is granted equivalency to teach a college's Adapted Aquatics class they are also deemed qualified to teach the Adapted Strength class or any other adapted physical education course. Whether the instructor is actually scheduled to teach classes other than Adapted Aquatics is a matter of assignment that usually entails other considerations beyond being declared qualified.

For credit courses, a college's equivalency process must decide if a candidate's degree(s) and experience is equivalent to a master's degree in physical education with at least 15 graduate or upper division semester units in adapted physical education. If a candidate holds a master's degree in physical education (or the equivalent), yet their transcripts do not clearly indicate the 15 units in adapted physical education, there will be a need to investigate further. One method is to ask the candidate to produce the course outlines and specific course contents. Candidates may also be asked to produce their term papers and thesis documents in an effort to determine if their focus had been on adapted physical education topics.

For instance, an equivalency candidate may have taken a 5-unit graduate course in exercise physiology and their term paper investigated the effects of different strength training protocols on paraplegic men.

Professional growth and development

Finding opportunities for professional growth in community college adapted physical education can be difficult. It is important for adapted physical education faculty and staff to stay as current as possible in the profession. Since, adapted physical education is a unique and relatively new discipline, it is difficult to find published materials dealing with exercise and fitness as it relates to the disability populations common to a community college. Appendix H lists a number of publications and resources currently available. There are also several professional organizations to consider. Professionally minded faculty and staff should seriously consider membership in one or more organizations such as:

- California Association on Post-Secondary Education and Disability (CAPED)
 - Adapted Physical Education - CAPED Interest Group (APE-CIG)
- California Association for Health, Physical Education Recreation and Dance (CAHPERD)
 - State Council on Adapted Physical Education (SCAPE) (membership is by appointment only)
- American Alliance for Health, Physical Education Recreation and Dance (AAHPERD)
- American Association of Active Lifestyles and Fitness (AAALF)
- American College of Sports Medicine (ACSM)
- International Dance and Exercise Association, the Health and Fitness Association (IDEA)
- Aquatic Therapy and Rehabilitation Institute (ATRI)
- Fitness Educators of Older Adults Association (FEOAA)
- State Community College Organization of Physical Education(SCOPE)

Adapted physical education faculty should be encouraged and supported in finding and participating in professional growth opportunities. Faculty should take full advantage of flexible calendar days and any available staff development funds. Administration should be prepared to provide qualified substitutes so when faculty attend or present at conferences, the adapted physical education classes need not be cancelled. This is particularly important at colleges with limited numbers of qualified adapted physical education faculty. These are the faculty who most often seek

professional growth and the opportunity to network with other adapted physical educators.

Adapted physical education faculty and staff should also look for ways to become involved in college academic and governance operations. The college community often views DSP&S, including the faculty and staff, as being on the fringe of mainstream education. Efforts should be taken to demonstrate that adapted physical education is an integral academic discipline and the faculty and staffs are essential educators.

Adapted physical education instructors and staff should be supported and encouraged to participate in professional growth activities such as:

- Attending and/or presenting at professional conferences -
 - CAPED holds its annual special education conference each fall alternating odd years in the north and even years in the south. The adapted physical education CAPED Interest Group (APE-CIG) sponsors sessions and workshops of interest to community college educators. Sessions deal with both the administration of adapted physical education and the improvement of instruction.
 - CAHPERD and its State Council on Adapted Physical Education sponsors the annual Physical Activity for the Exceptional Individual conference each fall. The focus of this conference is usually K through 12 however some sessions deal with adult issues.
 - AAHPERD holds its annual national conference each spring.
 - AAHPERD-Southwest District holds its annual regional conference each spring.
 - CAHPERD holds its annual statewide conference each spring.
 - ACSM holds an annual conference.
- Participate in DSP&S Program Review training and volunteer to be a member of a team
- Organize a local adapted physical education group in order to network with other peer professionals
- Journal subscriptions
- Community service opportunities
- Scholarly contributions / publications
- Continuing education coursework
- Attending teacher workshops and seminars
- Serve as a faculty advisor to a student club (For students with disabilities or not)
- Serving on college/district committees:
 - Hiring committees
 - Tenure review committees
 - Academic or Classified Senator
 - Curriculum representative

- Equivalency committee
- Governance committee member
- Accreditation standard committee member
- Taking leadership roles in college/district governance and operation:
 - Academic or Classified Senate officer
 - Curriculum Committee chair/co-chair
 - Union organization officer, board member
 - Tenure Review committee chair
 - Governance committee chair/co-chair
 - Accreditation standard chair/co-chair
 - Equivalency committee chair/co-chair

Teaching Loads

Expressed in terms of hours in the classroom per week, adapted physical education instructors in most colleges have the same teaching loads as the non-adapted instructors. Some colleges recognizing the additional demands required of adapted physical education instructors have assigned a teaching load less than that of the non-adapted instructors.

In addition to class preparations and teaching demands of all physical education faculty, the adapted instructor must also maintain extensive documentation and confidential files on each student with a disability. This documentation typically includes:

- The student's verification of disability
- Personal interview response
- The student's health history
- The student's Personalized Exercise Plan (PEP) that includes:
 - The detailed daily activities
 - A log of the student's performance levels
 - Evaluation results
 - Documentation of each student's measurable progress towards their stated goals
- In many cases, the official Student Education Contract (SEC), signed by the student and instructor, that includes:
 - The student's long term goals
 - The student's short term goals
 - The planned activities
 - The methods of evaluation

The additional DSP&S documentation requirements and personalization demands inherent to adapted physical education justify assigning reduced teaching loads compared to those in non-adapted physical education.

Coordination Duties and Compensation/Release

Adapted physical education is becoming more complex and accountable. Medical advances are resulting in more people surviving trauma and disease. The general public, the disability community, and the medical community are becoming increasingly aware of the benefits of physical fitness for people with disabilities. This, combined with the successes of existing adapted physical education programs and their students, is creating a demand for more classes and services across the state. The recent survey indicates a statewide demand for more classes, more assistance, bigger facilities and better equipment. Not one college that was visited and/or responded to the survey indicated a problem with declining enrollments. At the same time, all colleges are being required to be more accountable than ever with their programs and services for students with disabilities.

In addition to teaching classes and maintaining the required DSP&S documentation on each student, the lead instructor or coordinator of adapted physical education has the following typical duties: (Compiled from the survey results)

- Coordinate and manage class schedules
- Coordinate and manage instructor schedules
- Coordinate and manage classroom facilities
- Coordinate with the DSP&S office for student services (i.e. registration assistance)
- Recruit, train, evaluate, and supervise student assistants
- Develop and maintain curriculum
- Manage the repeatability process
- Supervise classified classroom staff
- Supervise classified office staff
- Research and request specialized equipment
- Maintain specialized equipment
- Address accessibility issues
- Participate in the hiring of classified classroom and office staff
- Participate in the hiring of full-time faculty
- Participate in the hiring of part-time faculty
- Manage the process and write the program review or annual report
- Work with and/or participate on the DSP&S Advisory Committee
- Conduct community outreach and marketing efforts, including:
 - Brochures

- Web Sites
- Medical community liaisons (hospitals, clinics, physicians, therapists, etc.)
- Educational community liaisons (other community colleges, universities, high schools, private schools, etc.)
- Community outreach to disability support groups (i.e. Parkinson's, Multiple Sclerosis, Post-Stroke, etc.)
- College community information (staff newsletters, special flyers, school newspaper, staff development lectures, etc.)
- Fund raising and grant writing through foundations, individuals, service clubs, etc.
- Community lectures (Lions Club, Kiwanis, Elks, PTA, etc)
- Newspaper articles
- Cable TV shows and PSAs
- Assist in the development and management of the program budget
- Serve as the program advocate on the campus

The duties and responsibilities will vary from college to college, but regardless of the number of students enrolled in adapted physical education the above duties must be performed to have a successful program. Coordinating a program and maintaining teaching load is contributing to faculty 'burnout'. Some are being forced to give up the lead position, or to pull away from any other college committee /activities, or to get out of adapted physical education altogether. Unfortunately, only a few colleges recognize this fact and grant the lead adapted physical educator 'release time' from a normal teaching load and/or a stipend. Since the job requirements go so far beyond what is required of the typical community college faculty member, at least one college is negotiating to designate the adapted physical education faculty as 'specialists' with a unique job description, equitable workload, and appropriate compensation contract.

This problem of workload inequity is of particular concern when a part-time instructor is the lead person in adapted physical education. The nature of part-time instruction is to be compensated only for teaching the class. A part-time adapted physical education instructor in the lead position is rarely, if ever, compensated for all the typical duties listed above.

Compared to the job requirements of the typical community college faculty member who is not required to perform any of the coordination duties typically required of the lead adapted physical educator, a reduced teaching load and/or stipend seems reasonable, logical, and justified.

Office Support Staff

The nature of adapted physical education requires considerable documentation, filing, phone coverage, and records management. Depending on the size and complexity of a program, adapted physical education is also involved in providing registration assistance to students. Having someone on staff with skills in filing, registration, and confidential record keeping can be very valuable and economical. The most expensive and least effective way to run the office portion of a program is to have faculty typing, filing, mailing, etc. Since the hourly rate of office staff is usually less than that of an instructor, a far more professional and efficient way to run an office is to hire secretarial, clerical, or administrative assistance. Not only will the office be better organized and efficient, faculty can focus their time on teaching and their students.

In-class Support Staff:

Instructional Support

Adapted physical education classes must be able to adopt strategies to minimize the functional/educational limitations of the student. One strategy that has proven successful in several colleges is the hiring of classified employees entitled Instructional Associates (IA) or Teaching Assistants (TA). Whether full-time or part-time, these professionals should have backgrounds in physical education and in working with people with disabilities. Usually their primary responsibility is to work with students, but they can also fill a number of program needs, such as, helping coordinate student assistants, assisting in record keeping, assisting in student assessment, and helping with facilities and equipment maintenance.

Non-Instructional Support

Colleges have also employed non-instructional support specialists with a variety of professional qualifications and backgrounds to augment and strengthen their adapted physical education programs.

For example:

- *Lifeguards for safety in the aquatic setting*
- *Golf professionals*
- *Professional guides*
- *Cardiac nurses to assist in monitoring students with known cardiac impairments*
- *Therapists to help instructors to assist instructors with programming*

Student Assistants

The hallmark of successful adapted physical education is personalized exercise programming. It is difficult for one instructor to teach an adapted class with a wide variety of students with disabilities and still provide personalized instruction. Most adapted physical education programs recruit and train college students to provide in-class exercise assistance. The duties of student assistants vary greatly. Some may help students on and off equipment while others may help a student with their stretches. It is difficult for an instructor to see all students all the time. Student assistants can serve as an extension of the instructor.

There is no recommendation for the ratio of student assistants to the number of enrolled students. The assistant to student ratio must be determined at the local level. There are many factors to consider when establishing assistant to student ratios. If there are too few assistants, there will be safety and quality concerns that will limit the adapted physical education scope and class size. However, students may learn to become more independent exercisers. In addition, having too few assistants will also tend to take students longer to complete exercise routines because it may take more time for activities like equipment adjustments and transfers. On the other hand, if there are too many assistants, a program may have larger classes and the student's exercise time may be maximized, but the goal of having students with disabilities become independent exercisers may be compromised. Finding a proper class size is a function of many different issues but the number of available assistants is a major key factor (See Class Size).

Exercise assistants can be volunteers or student employees. Even people who are not students at the college can be volunteers or paid part-time classified employees. It is important for liability reasons that every person participating in an adapted physical education class has an official capacity. Personal attendants, spouses, or family members who come to class with the adapted physical education student should not exercise in the classroom. However, if they want to learn how to use the equipment and actively participate in the class, they should enroll in the class as a non-disabled/non-claimable student. An adapted physical education class will still retain its "special class" status as long as enrollment does not exceed 50% non-disabled/non-claimable students (See 'Special Class' Curriculum). However, such students may enroll in a course only four semesters or six quarters since they are not eligible to petition the college for more than the allowed repetitions. Such students may not be claimed for DSP&S funding, however, they will still generate regular FTES apportionment.

Recruitment of Student Assistants

Adapted physical education programs recruit student assistants in varying ways. Some prefer to recruit out of related career tracks like nursing, pre-medicine, physical therapy assistant, etc. Some programs recruit college wide seeking anyone

willing to help. Most colleges offer incentives to attract student assistants such as wages, priority registration, letters of recommendation, extra credit, general education credit, recognition awards, college credit, etc. (*See Appendix C - Survey Results - Assistant Recruitment*).

Training of Student Assistants

Training of student assistants is always a challenge in adapted physical education. Methods vary greatly from college to college, but the most common method for developing exercise assistants is “on-the-job” training. Some colleges use locally developed training manuals and videotapes. Some colleges conduct regular training seminars or workshops requiring assistants to attend.

Some colleges offer training courses for college-credit that usually require hours in lecture and lab time in the adapted physical education classroom. Some of these courses satisfy a college’s general education requirement in physical education. Such classes use texts and materials that require higher levels of academic rigor than the workshop or on-the-job methods of training. Students on related-field career tracks can especially benefit from this type of education and learning experience. Some colleges have included the adapted physical education training course as an elective in their related career track requirements, i.e. Nursing, Physical Therapy Assisting, Massage Therapy, etc.

In general, the training of exercise assistants should include an orientation to the program, safety procedures, communication expectations, specific skill development, how to use the equipment, and an introduction to the most common types of adult disabilities.

Retention of Student Assistants

One of the best ways to retain student assistants is to pay them for working in the adapted physical education classroom. Many colleges pay minimum wage or higher for trained and qualified assistants. DSP&S funds are a legitimate and typical source of funds for paying student assistants. The college’s ‘Work Study’ or ‘Work Experience’ programs, which may have their own funds, are other sources of paid or volunteer exercise assistants. Colleges may have minimum enrollment standards defining how many units are required to qualify as a student eligible to be paid. Most student assistants find that working in adapted physical education is a very rewarding experience and a pretty good job while going to college. Student pursuing a careers working with people with disabilities will find the adapted physical education experience extremely helpful and rewarding. Such students are often able to practice physical techniques and reinforce concepts through practical application. Some colleges have initiated awards programs recognizing outstanding assistants by showing appreciation for their contributions in helping students with disabilities and to the success of the program.

Evaluation of Student Assistants

Adapted physical education instructors evaluate student assistants to determine grades, wage categories, reemployment priority, and for job references. The frequencies of evaluations vary from several times per semester to once a year. The criteria for evaluation reflect the values of the program. Some programs look for dependable and reliable assistants while others base their evaluations on the assistant's knowledge of exercises, disabilities, and terminology. Most colleges look for a combination of dependability and knowledge when evaluating assistants.

Students enrolled in adapted physical education training courses usually have satisfied stricter academic and performance criteria. The class grade can be used to determine the assistant's initial placement and/or advancement on the assistant pay scale.

Assistant vs. Attendant

Students enrolled in adapted physical education must be able to manage their personal medical and hygiene needs. These needs include, but are not limited to, showering, dressing, taking medications, eating, toileting, and cleaning. Student assistants are trained to help students with their exercise programs. If a student with a disability cannot independently manage their own medical and hygiene needs they must arrange for someone to attend to their needs while on-campus and in the class. Exercise assistants are not hired or trained to help a student with their personal medical and hygiene needs. However, assisting with minor dressing, such as helping to put on shoes or robes, is a reasonable and an acceptable duty for an exercise assistant.

CURRICULUM

Adapted Physical Education Curriculum

Adapted physical education curriculum should include activities that will develop physical and motor fitness leading to lifelong involvement in physical activity. The curriculum should reflect the college's physical education offerings and regional lifetime activities. Ideally, the adapted physical education curriculum parallels the scope and direction of a comprehensive and diverse physical education and athletic program.

Curriculum Standards

Adapted physical education courses must satisfy the curricular standards as set forth in Title 5 for credit or non-credit courses. As stated in the Curriculum Standards Handbook for the California Community Colleges, (*Appendix I*) "...special classes-like

all courses and sections of courses—must be primarily instructional in nature and must have objectives that fall within the instructional mission of the California Community Colleges. **Such courses cannot be designed primarily to provide group activities or services, (e.g. physical activity, counseling, assessment) but must provide systematic rather than incidental instruction in a body of content or skills whose mastery forms the basis of the student grade.”**

The adapted physical education offerings should parallel the scope and direction of the ideal and diverse physical education and athletics program. If physical education courses are degree applicable credit courses then adapted classes should be the same. If physical education courses satisfy a college’s general education required for graduation so should the adapted physical education curriculum. If physical education courses are transferable to the UC and CSU systems, then adapted classes should also be transferable.

Colleges with established adapted physical education programs with a variety of courses offered on a variety of days and times should refrain from granting students with disabilities waivers to a college’s general education graduation requirement in physical education. Smaller programs should consider what is appropriate and fair but still try not to grant waivers based solely on a student’s disability. Adapted physical education believes that a student with a disability should not be granted an automatic exclusion from a physical education graduation requirement.

Determination of what constitutes acceptable academic standards and definitions of ‘critical thinking’, grading policy, and levels of intensity in adapted physical education courses should not be less than how they are defined in non-adapted classes. Whether adapted physical education academic standards are the same or higher than those in non-adapted courses, it is important that the discipline of physical education discusses and determines acceptable academic standards and definitions and does not have them dictated by other disciplines.

“Special Class” Curriculum -

To be eligible for Disabled Students Program and Service (DSP&S) funding, an adapted physical education course must be approved through the regular curriculum approval process as a “special class”. A “special class” designation not only makes courses eligible for DSP&S funding, but students with disabilities enrolled may petition to repeat enrollment beyond the normal limits.

To be declared a “special class”, an adapted physical education course must (Title 5 § 56028 - Appendix D and I):

- Be approved by the normal curriculum review process
- Use the normal college course outline format
- Be open to enrollment by students without disabilities
- Have a majority (At least 50% + 1) of enrolled students who have a verified disability

- Produce revenues in the same manner as other general college instructional activities (FTES)
- Be designed to overcome a student’s educational/functional limitations or assist a student in acquiring skills necessary for completion of the goals set forth in the Student Education Contract (SEC)
- Be taught by specially trained instructors who meet the DSP&S minimum qualifications (See Minimum Qualifications)
- Utilize materials, equipment, or instructional methods adapted to the disability related needs of the student
- Have a class size that will not be so large as to impede measurable progress or to endanger the wellbeing and safety of students or staff (See Class Size).

In addition to the above requirements, during the curriculum approval process the following must be evident (Title 5 § 56028 - Appendix I):

- Specify (in the course description of the official outline of record) what disability or disabilities the adapted physical education course is designed to address. (i.e. physical disabilities, students with disabilities, cardiovascular impaired, etc.)
- Clarify (in the official outline of record) what objectives the adapted physical education course is to fulfill as they relate to the disabilities
- Show (during the curriculum approval deliberations) why an adapted physical education ‘special class’ is needed to meet this need, rather than its being met through accommodation in a non-adapted physical education course
- Specify (in the official outline of record) how it will be determined that the objectives have been achieved
- Explain (in the official outline of record and/or during the curriculum approval deliberations) what disability-specific instructional methods, materials, equipment, etc. will be used and why.

Course Title

Adapted physical education courses around the state tend to be few in numbers and are designed for a variety of disabilities. Although most adapted physical education courses tend to be generic and cover the core fitness areas (i.e. strength, flexibility, aerobics, aquatics, etc.), some colleges offer specialized courses such as Adapted Tai Chi, Adapted Dance, Adapted Pilates, Adapted Yoga, etc.

“Special classes” are specifically required to be open to enrollment by all students, so the title of an adapted physical education course on the official outline of record and as it appears in the schedule of classes should not identify any specific group or disability. Adapted physical education courses should have titles like Adapted Strength Training, Adapted Fitness, Adapted Aquatics, Adapted Sports, etc.

Course titles like Strength Training for the Physically Limited or Aquatics for the Disabled should be avoided.

Course Prefix

Each college must determine which prefix or acronyms to use to identify their courses. The prefix APE is widely used and has become easily recognizable as meaning adapted physical education. Examples of other existing course prefixes are; PE, PEA, EAC, PE/L, FITN, ADPT, etc. No college is required to use a single designator; however, the curriculum prefix used should be easily discernable to the public and students indicating a physical education course that has been adapted to address the educational/functional limitations and needs of a student with a disability.

Course Description

“Special classes” must identify for whom the course is intended within the body of the course description. The description should be brief, to-the-point, and state the fundamental nature of the course.

For example:

Course Prefix: *Physical Education - Adapted (PEA) 1*

Course Title: *Adapted Strength Training*

Course Description: *This is a strength development course specifically intended for students with disabilities. This course is designed to overcome a student's educational/functional limitations and/or assist a student in acquiring skills necessary for completion of their strength goals as stated in the Student's Education Contract*

Schedule Notes

Many colleges offer classes to groups of people with specific disabilities, i.e. Parkinson's, Developmentally Delayed Learners (DDL), Back Disorders, Cardiac Impairments, Chronic Obstructive Pulmonary Disease (COPD), Asthma, Diabetes, etc. In such cases, it is important that the fundamental nature and academic standards of the course not be significantly changed or altered in an attempt to accommodate a specific disability group. Class sections assigned to specific disability groups should be designated (by information notes or special notations) in the schedule of classes instead of in the course outline.

For example, a class in Adapted Strength Training scheduled on specific days and times could be assigned primarily for DDL students by putting a note in the schedule of classes stating that the class is intended for DDL students. Schedule notes will not block enrollment by non-DDL students but will make it clear for whom the class is intended and that the instructional methodologies (not the academic standards) may be adapted accordingly.

Adapted physical education classes should appear in the college's schedule of classes under the Physical Education heading. If a college chooses to list the courses under DSP&S, or elsewhere, there should be a cross-reference notation in the physical education listings.

Objectives and Student Outcomes

In non-adapted classes there are assumptions that can be made about students before they enroll in the class. Course goals and outcome expectations can be pre-determined and written into the course outline because of these general assumptions about their students, i.e. two functioning legs, two functioning arms, 'average' learning ability, etc. What clearly sets adapted physical education apart from non-adapted physical education is that assumptions about students cannot be made. Adapted physical education should have the ability to provide personalized assessment, exercise programming, and instruction designed to address the educational/functional limitations of a student. Adapted physical education course outlines should have broad and flexible outcome expectations and goals since the specific circumstances and educational/functional limitations of students with disabilities are unknown until they enroll and meet with the instructor.

Sports and Recreation

Although the origins and early development of adapted physical education was built on modified sports and recreational activities, there has been a dramatic shift in the last decade of the 20th century. While wheelchair and adapted sports was gaining unprecedented public exposure and interest, most community college adapted sports programs were fading from the scene. Colleges with once large and vibrant adapted sports programs began suffering from declining enrollments and eventual class cancellations. The reasons for the decline are difficult to identify and analyze. In 2002, very few colleges have organized adapted sports programs. The general shift has been to teach recreational skills and strategies rather than competitive athletics. In essence, competitive wheelchair tennis may have been replaced by adapted bowling.

The shift to teaching recreation skills has led to the proliferation of on-campus clubs that promote and fund activities like camping and hiking trips, kayak adventures, sailing, and beach outings. The statewide trend seems to be to teach students how best to develop their personal fitness in the gym or pool and then how to best use it for recreational activities of their choosing. Many colleges have developed adapted recreational activities that best suit the communities they serve.

For instance, colleges near the Sierra Nevada Mountains have developed outdoor recreation and adapted skiing classes.

Curriculum Terminology:

Education vs. Rehabilitation

The terminology used in adapted physical education should be consistent with language typically used in the discipline of physical education. **It is important not to use terms like rehabilitation and therapy in the course outline of an adapted physical education class. Adapted physical education is not therapy and to use such terms is misleading to students and unacceptable to the field. (See Adapted Physical Education and Therapy)**

Adapted vs. Adaptive

In California community colleges the terms **adapted** and **adaptive** are both used. In California schools (kindergarten through grade 12), **adapted** physical education is the officially accepted term. The Code of Federal Regulations (34 CFR) recognizes **adapted** as the official term. The **Adapted** Physical Education Guidelines in California Schools (published by the California Department of Education, pg. 4 - Appendix K) states that, “The program is **adapted** to meet the needs of each student through modifications and accommodations. The student is not required to **adapt** to the conditions of the program as would be implied with **adaptive** physical education as in **adaptive** behaviors.” In addition, the term **adapted** would be more appropriate because it implies that physical education has been **adapted** with forethought, strategy, and planning. As in K-12, the burden of **adaptation** and reasonable accommodation should be on community college physical education and not the student.

OTHER:

Audit and Community Service

Adapted physical education classes offered through Community Service (fee based) are not eligible for DSP&S funding. Students auditing adapted physical education classes cannot be claimed for either FTES or DSP&S funding and cannot be included in the class enrollment count.

Registration assistance

Many students enrolled in adapted physical education need registration assistance, which is just one of the services available through the DSP&S office. Although all community colleges have open enrollment in all courses, students with disabilities should have the first opportunities to enroll in adapted physical education classes. However, students with disabilities are not required to enroll in adapted physical education or register through the DSP&S office or use any of the available services.

Enrollment Management

Through a registration assistance process, adapted physical education should consider managing its enrollments. This is often necessary so classes don't get over enrolled with students needing similar accommodations like exercise assistance, special space, or access to limited equipment. Adapted physical education might find it advantageous to seek a balance in its classes between students with severe disabilities vs. mild, who are dependent vs. independent, and whose goal is matriculation vs. personal growth. Adapted physical education will want to make sure it has the ability to arrange for and provide adequate services and reasonable accommodations to best meet the needs of its students.

For example, in a limited space facility, if too many students in wheelchairs enrolled in the same class it could create safety concerns and may limit the opportunity of all students to fully participate. Through the registration process and working individually with each student it might be possible to have students in wheelchairs come at different days or times as not to overload one particular class.

In an effort to manage enrollments it is important not to establish arbitrary barriers to student enrollment and participation. As in the above example, if the students in wheelchairs are not able to rearrange their schedules and they all choose to enroll in one particular class, then the adapted physical educator must find some way to serve all of the students. Denying enrollment is not an option, unless the class enrollment has already reached its predetermined maximum limit.

It is also unacceptable to prevent enrollment for reasons specifically related to a student's disability or educational/functional limitations.

For instance, it would be inappropriate to prevent the enrollment of a student in adapted physical education strength class who is unable to independently transfer in and out of their wheelchair. If the student needs to transfer out of the wheelchair to use some equipment then an assistant or the instructor can assist them. If no one can safely assist in the transfer then another exercise option should be chosen or special wheelchair exercise equipment should be purchased. The ability to transfer oneself is not fundamental to the nature of the curriculum. There are many ways to develop strength without transferring in or out of a wheelchair.

Repeatability

Repeatability is a major issue in community college adapted physical education. The nature of the discipline and the people enrolled often makes repeating courses a necessary and essential option. When course repeatability limits were initially imposed in 1983, all students in all classes were not allowed to repeat any course. As a result, to avoid forcing students to leave the college before they reached their goals, many adapted physical education programs expanded their curriculum and began rotating courses. This is a practice that proved to be unmanageable and, in some cases, unethical. Statewide, enrollments in physical education were hit hard by the new limits and soon new regulations were adopted to allow repetitions through the curriculum process.

Repeatability in adapted physical education is addressed in two ways. First, repeatability is allowed just as it is in virtually all physical education classes. The following regulation (Title 5 § 58161, Appendix I) allowing repetitions in physical education courses is still in effect in 2002.

All adapted and non-adapted physical education classes can be taken for credit a maximum of four semesters (or six quarters) as long as:

- **The skills or proficiencies are enhanced by supervised repetition and practice within the class periods, or**
- **Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.**

The current Title 5 §58161 regulations allowing automatic repeatability has helped many adapted physical education students reach their goals. However, although the allowed repeats are virtually automatic, there is still a set limit of four semesters (or six quarters) that does not allow for individualized decisions.

The second way repeatability is addressed in adapted physical education falls under the same Title 5 that govern all “special classes”. These regulations allow for individualized decisions on repeatability as a reasonable accommodation for students with disabilities who are making progress towards, but have not reached their SEC goals.

In the late 1980s, the DSP&S regulations first tried to address this problem by allowing additional repeats in adapted physical education if the student was also concurrently enrolled in other courses (other than physical education) or if the student enrolled in a non-credit version of adapted physical education. In 1993, these

regulations were determined to be unfair, unethical, and ineffective. They were replaced with the current DSP&S repeatability regulations (Title 5 §56029, Appendix I) in which adapted physical education students are treated the same as all other DSP&S students.

Students with disabilities enrolled adapted physical education credit classes that have a ‘special class’ designation may continue enrollment in the course beyond four semesters (or six quarters) if specific circumstances exist. A student with a disability may ask to continue enrollment in an adapted physical education as long as the following circumstances apply:

- **Continuing success of the student in other general and/or ‘special class’ is dependent on additional repetitions of a specific course; or**
- **Additional repetitions of a specific class are essential to completing a student’s preparation for enrollment into other regular or ‘special classes’; or**
- **The student has an SEC that involves a goal other than completion of the ‘special class’ in question and repetition of the course will further the achievement of that goal.**

Colleges are authorized to grant additional repetitions to provide an accommodation of the student’s educational or functional limitations. A local board policy must be established to allow students with disabilities the option of requesting additional repetitions of “special classes”, however, the decision to grant additional repeats is made on a case-by-case basis. A student with a disability wishing to continue enrollment in a adapted physical education credit course beyond four semesters (or six quarters) has the right to petition the college and must declare one or more of the circumstances under Title 5 § 56029. The decision to grant more repetitions should be made by those best qualified to determine if the circumstances apply. **It is recommended that in making its decision to grant additional repetitions, the college rely primarily upon the advice, recommendations, and documentation of the adapted physical education instructor.** Students granted permission to continue enrollment in credit adapted physical education classes remain eligible for FTES and DSP&S revenue generation and apportionment.

Some colleges have established adapted physical education non-credit courses as an option for a student that has taken a credit course four semesters (or six quarters). This option has fiscal implications since non-credit apportionment is

approximately half that of credit apportionment. There are also academic implications in that the official course outlines must clearly demonstrate the differences between credit and non-credit adapted physical education. It is unacceptable and unethical to create identical course outlines for both a credit and a non-credit version of the same course.

The course syllabus for an adapted physical education class should explain and outline the Title 5 § 56029 option and the college's process for applying for additional repetitions. Students should also be informed of the college's repeatability policy through the catalog, schedule of classes, and their own SEC.

Grading and Measurable Progress

A student's grade in adapted physical education should be determined through a variety of objective and subjective assessments and evaluations. Ultimately, the grade a student earns should reflect the degree to which the student has achieved or progressed towards their goals as stated in their Student Education Contract (SEC).

Students with disabilities, in order remain eligible for DSP&S services, must demonstrate that they are making progress in their classes. A student enrolled in a "special class" for **credit** is considered to be making progress if they satisfy the academic standards established by the college as stated in the approved course outline of record. Progress is demonstrated and documented if a student passes an adapted physical education class by earning an A, B, or C grade (or credit). The student enrolled in an adapted physical education class continues to be eligible for DSP&S services so long as they have not been dismissed from the college for failure to meet academic standards.

Adapted physical education instructors must determine whether a student has satisfied the academic standards of the course. The academic standards that are stated in the adapted physical education curriculum should be equitable with those in the non-adapted curriculum. The factors in determining whether the academic standards have been satisfied may include, but are not limited to:

- Pre-test / Post-test results
- Attendance*
- Instructor's assessment of the student's degree of participation
- Instructor's assessment of the student's progress towards independence
- Training/Exercise Log
- Skill demonstrations
- Self-evaluations of progress towards their goals
- Instructor's objective assessment of progress towards their goals

- Instructor’s subjective assessment of progress towards their goals
- Written or oral assignments and reports
- Homework assignments
- Written or oral exam results

*Flexibility is recommended when developing an attendance policy

In a **credit** course, it is possible for a student to make significant physical progress towards their SEC goals and still fail an adapted physical education class if

For example: A student may fail an Adapted Strength class even if they significantly increased their muscular strength but did not turn in their assignments and/or had poor test scores. Likewise, a student may pass an Adapted Strength class even if they do not make progress towards their SEC goals yet have satisfied the other academic standards of the course. In this case the student may have earned a passing grade because they attended every day, completed all assignments, scored well on the tests, but did not have any significant strength improvements. However, there are other consequences to the student's lack of progress towards their SEC goals such as losing their eligibility for DSP&S services and not being granted additional repetitions.

they do not satisfy the other academic requirements of the course.

In a **non-credit** course, since the level of academic rigor is less than in credit courses, a student enrolled in an adapted physical education class can usually pass if they demonstrate measurable progress towards their goals as stated in their SEC.

Measurable Progress and Repeatability

Measurable progress is used to establish a student’s grade and eligibility for DSP&S status by determining whether the student is making progress towards their SEC goals. **Repeatability**, beyond the normal limit, may be granted if one or more of the Title 5 § 56029 circumstances apply * (See Repeatability).

*Note: Determining measurable progress may apply in the third circumstance as it relates to the student’s SEC goals.

INSTRUCTIONAL CONSIDERATIONS

Class Size

There is no recommended size for adapted physical education. **The size of an adapted physical education class should not be so large as to impede measurable progress or to endanger the well being and safety of the students or staff (Title 5 §56028(d)).** In general, this requirement usually means that adapted physical education classes are to be smaller than non-adapted classes.

Determining an appropriate class size for any given course or class involves considering many factors. However, only three factors are specifically stated in Title §56028(d) that a district must consider when determining appropriate student/instructor ratios:

- The educational/functional limitations of students with disabilities
- Each student's ability to make measurable progress must not be impeded
- The well-being and safety of the students and staff must not be endangered
- In addition to these primary factors, to effectively determine appropriate class sizes adapted physical education should also consider the following:
 - Effect on the overall learning environment
 - Fundamental nature of the curriculum
 - Size and quality of the exercise facility or pool
 - Amount and type of equipment (unmodified, modified, and specialized)
 - Number and quality of exercise assistance available
 - Parking and/or transportation availability
 - DSP&S services available (i.e. registration assistance, counselors, office support, etc.)
 - Environmental and climate conditions of any given term and region
 - Time and day of the class
 - Fiscal ramifications (FTES and DSP&S)*.

** Note: Although all college programs live with fiscal realities, from an educator's perspective, the last consideration in determining a safe and appropriate class size in adapted physical education should be income generation.*

Scheduling

Scheduling adapted classes can be difficult given facility demands. Adapted physical education endeavors to schedule classes at high demand times generally between the hours of 10:00am and 3:00pm, Monday through Friday. Adapted physical education tries to schedule classes at times that are attractive to students with

disabilities that have challenges with personal assistance, transportation, and access. Early morning classes are often difficult for students with disabilities to manage. In general, the time it takes to prepare to go out in the community is usually longer than it takes for the non-disabled population. It is not unusual for a student with a disability to need 2-3 hours of preparation time. Other factors, which may affect the attendance of a student with a disability at certain times of the day, are their levels of fatigue and daytime temperatures.

It is sometimes effective to hold adapted physical education classes off-campus in facilities that are more convenient and accessible for students with disabilities. Off-campus classes can sometimes reduce access barriers like transportation, parking, campus terrain, etc. As is the case with on-campus classes, issues of adequate exercise space, equipment, in-class assistance and qualified faculty must also be addressed.

Adapted physical education classes should be offered throughout the academic year. Given the nature of adapted physical education and the importance of program continuity, offering summer classes is also recommended. Many colleges are adopting a compressed calendar that includes an interim session. Adapted physical educators should consider the best use of the compressed calendar for students with disabilities. If physical education is offering classes or open gyms during the interim session, then the adapted program should consider offering the same. The interim sessions may provide an opportunity to offer fitness assessment courses.

Critical Thinking Skills

In the most basic sense, critical thinking is problem solving. The most common evidence that a student in adapted physical education has developed critical thinking skills is when a student is assessing, evaluating and analyzing their own exercise program and making reasonable and appropriate modifications. How a college chooses to document critical thinking can be done in many ways. The minimal goal should be to document critical thinking skills, at least, in the same way as in non-adapted physical education. Some colleges enforce a “writing across the curriculum” goal that is effective and appropriate in many adapted physical education classes. However, since adapted physical education students are so diverse, there should be alternative ways to document critical thinking skills. Some colleges use written assignments and exams, while others use training logs, demonstrations, oral exams, and other means to document a student’s level of involvement in their program development and progress evaluation.

If a college does not already have an “across the curriculum” plan for documenting critical thinking skills, it is important for physical education to define critical thinking and not have it dictated by unrelated disciplines.

Socialization

A very important aspect of an adapted physical education program is its ability to create supportive environments and social networks. Although the purpose of adapted physical education is not to create social clubs, it is of undeniable value to the students, the community, and the program. It is often the social interactions that encourage students to continue striving towards their goals. It is difficult to stay on track with any exercise program unless it is an enjoyable experience. Exercising with your friends in a pleasant and supportive environment is a proven method of increasing exercise compliance and persistence.

The social experience is additionally important to people with disabilities. Physical conditions that drastically limit mobility and force people into sedentary lifestyles can be incredibly isolating and often leads to depression and severe deconditioning. Socialization is a powerful tool if used correctly but it can be dangerous if used carelessly. Adapted physical education instructors and staff should be aware of over dependence on the social aspects of a program. Students can sometimes become trapped into the college scene and will not move towards independence but further into a dependence cycle. Disability tends to create isolation and loneliness and the adapted physical education setting can offer an environment of acceptance and companionship.

INSTRUCTIONAL DELIVERY

Class management

Adapted physical education strives to find a balance and the most appropriate use of class time. The percentage of class time split between administrative tasks, instruction, and active learning should be appropriate to the nature of the activity, the number and nature of the students with disabilities, and the number and quality of the exercise assistants. A common goal in community college adapted physical education is to maximize the class time spent in instruction and active learning.

Informing the Student

Students enrolling in adapted physical education should be told what is expected of them in the classroom. A class syllabus should be distributed to all students at the beginning of each term. The syllabus should include the information typically required of all courses plus information specific to adapted physical education and students with disabilities. Students should be informed about being prepared to safely participate in exercise and about student responsibilities such as:

- Wearing appropriate clothing and footwear
- Taking all medications on time
- Eating at regular times (don't skip meals)

- Classroom safety issues
- Reporting any problems with the exercise equipment
- How to maintain their exercise cards/logs
- Attendance/participation expectations and grading criteria
- Reporting any problems or physical discomforts
- Being responsible for their personal medical and hygiene management

Students should be encouraged to openly communicate with the faculty and staff about anything that makes them uncomfortable in the program or college. The student must also be informed of their responsibility to behave within the reasonable expectations required of all students. Adapted physical education students, like all college students, should be effectively informed that failure to adhere to the college's code of conduct/behavior might result in disciplinary actions.

Personalized Instruction

The goal of personalized instruction is to set up exercise programs that directly address a student's educational/functional limitations. This often means that, although a student is enrolled in an adapted physical education class along with any number of other people with disabilities, their particular exercise program will be unique. The student's exercise program, goals, and methods of evaluation should be designed for them alone. There should be no attempt to have a student conform to other student's programs or to assess their performance based on other student's results. To successfully implement personalized instruction requires the following elements:

- Time to assess each student's circumstances using:
 - The signed Disability Verification Form
 - A student health history
 - Any applicable fitness assessments
 - Any information from the student interview
- Time to develop each student's PEP, including (where appropriate):
- What exercise modifications will be needed for each student
- What exercise might be contraindicated for each student
- What kind of assistance each student might require
 - Time to maintain personalized documentation on each student, including:
- Goals, (long and short term)
- Methods of evaluation
- Measurable progress
 - Accessible and flexible space that allows multiple and diverse users
 - Flexible and multi-use equipment (universal design concepts)
 - Well-trained and dependable exercise assistants
 - Qualified and competent faculty

Whether offered in an individualized or group setting, adapted physical education must use personalized instruction. If the personalized instruction elements listed above are not clearly evident in an individualized or group instruction class, then a class is physical education and not adapted physical education.

Individualized Setting

Personalized instruction is often implemented in an individualized setting where students with a variety of disabilities and limitations meet in a classroom that provides a variety of equipment, assistance, and exercise options. This setting and approach is the most common community college adapted physical education instructional delivery mode.

Individualized does not imply that each student will be assigned an exercise assistant. It means that the instructional program will be personalized to address a student's educational/functional limitations, and may, or may not, include the assignment of an exercise assistant to work with them during their class.

Group Setting

Students with similar disabilities and common circumstances can be taught in small or large instructional groups. Like any physical education group instruction class, the instructor decides what exercises to do, demonstrates the movement, prompts students with instructions, and students perform the exercises. Such classes generally require less time, space, equipment, and fewer assistants. Group instruction can be a very economical and efficient way to delivery adapted physical education. It is particularly popular in the older adults with disabilities classes. However, group instruction classes must still operate as a “special class” and employ personalized instruction to qualify as adapted physical education (See “Special Class” Curriculum).

Line of Sight

Community college instructors should maintain a “line-of-sight” with their students as much as possible. This can be difficult in adapted physical education given the complexity and variety of exercise programs and facilities. It is recommended that the in-class staff and the exercise assistants be used as the extended eyes and ears of the instructor. In addition, if a student must be out of the instructor's sight, an emergency and communication plan should be developed.

For instance: It is recommended that all adapted physical education settings should have quick and easy access to emergency land-based or cell telephones.

THE INTAKE PROCESS

Compliance vs. Sound Instructional Programming

There are two processes in place when a student with a disability enters into an adapted physical education program. First, there is a compliance requirement for the person to qualify as a DSP&S student and for the college to claim them for FTES and DSP&S apportionment. The compliance process requires a minimum of state-mandated documentation. Second, there is sound instructional programming that requires information about the student and their specific circumstances, goals, and needs that usually requires information well beyond the minimal compliance documentation.

The Verification of Disability and Identification of the Educational/Functional Limitations

In order to comply with Title 5 regulations, the student must have their disability verified. It is ultimately the DSP&S coordinator's responsibility to verify a student's disability. In adapted physical education, disability verification is usually done in one of two ways:

- The adapted physical education instructor, with review by the DSP&S coordinator, may verify a student's disability based on documentation provided by an appropriate agency or certified professional capable of diagnosing the disability in question (*Section 56006 (b) - Appendix D*). (This is the most common way disabilities are verified.), or
- The adapted physical education instructor, with review by the DSP&S coordinator, may, through personal observation, verify the existence of an observable disability (i.e. quadriplegia, paraplegia, amputation, cerebral palsy, etc.). Such observations must be documented in the student's file and must state the observed disability and educational/functional limitations (*Section 56006 (b) - Appendix D*).

A student's educational/functional limitations directly related to their medical diagnosis must also be identified and documented. Most commonly this is provided by the certified professional at the time they verify the student's disability. However, the adapted physical education instructor (who is also considered a qualified DSP&S professional staff member even if adapted physical education is not administratively organized under DSP&S) may document the educational and functional limitations in the Student Education Contract (SEC) (*Section 56006 © - Appendix D*).

For example: On the college's Verification of Disability form, a physician has verified a diagnosis documenting that the student has suffered a stroke, but has not indicated the educational functional limitations resulting from the stroke. The adapted physical education instructor can document in the SEC that the student has left sided weakness, the student walks with an obvious limp, the left arm is hypertonic, etc.

The official medical diagnosis should be labeled permanent/chronic or temporary. If temporary, the estimated length of time the condition is expected to be disabling should be noted indicating when an updated disability verification should be completed if the student expects to continue receiving DSP&S services. Whether the disability is stable or subject to exacerbation should also be noted in the verification process. The verification and documentation of disability is mandatory and ideally should be on file prior to the first day of instruction in adapted physical education. Some colleges require documentation prior to enrollment or prior to receiving any DSP&S services.

If the official medical diagnosis is labeled permanent/chronic, updates of the student's disability should be required only as needed. It doesn't make sense to ask a person with a permanent and stable disability like paraplegia to verify that their condition still exists at regular intervals. Updates should also be sought any time that a student's condition or circumstances change.

This information gathered in the disability verification process is usually not detailed enough to allow for sufficient instructional programming between the instructor and student. To develop a meaningful and personalized exercise program, the instructor must have more information. The student with the understanding and assurance of confidentiality should be asked to voluntarily give this additional information.

Health History

There are many health history forms to use as examples, but most programs develop their own. A thorough health history should include information on past or present conditions, family health history, medications, and assessments of physical condition (i.e. resting heart rate, blood pressure, sub-max stress test results, height, weight, etc.).

A student cannot be required to provide information on what medications they take, however, this information is important for personalized exercise programming and safety purposes. The health history form should ask the student to volunteer this information and should include a statement that all information is strictly confidential (*See Information and Documentation Confidentiality*)

Personal Interview

A short interview with the student should yield information about the student's long-term and short-term goals. This is a good time to develop rapport and effective means of communication. The interview process usually reveals information that the compliance documentation does not cover. It is the best time to cover all relevant circumstances that may affect an exercise program (i.e. transportation, attendant care, emotional status, etc.) It is at the interview that a course of action becomes most evident and makes the choice of assessments and the student's Personalized Exercise Program (PEP) development much clearer.

Assessment

In addition to the information from the student's signed verification of disability, health history, and interview, it is important to know and understand the student's physical abilities and fitness capacities. There is a broad range of possible assessments from which to choose. The adapted physical educator must select the assessment tools and protocols that will produce information directly related to the student's educational/functional limitations. Ideally, all assessments will be based upon professionally recognized evaluation tools and qualitative evaluations of functional performance. Students should be aware of the purpose for the assessments and the rationale for their selection. The results of the assessments should be used in the further development of the student's PEP and goals.

For purposes of measuring physical progress, the most meaningful assessment that produces the best information is the pre-test/post-test method. In ideal situations, given adequate time, space, tools, and assistance, pre-test assessments are conducted in the first few weeks of the term and post-test assessments are administered just prior to the end of the term. Basic fitness assessments may include:

- Cardiovascular function (resting/target heart rate, blood pressure, aerobic capacity, VO₂ max)
- Body composition (weight, percent fat/lean mass, girth)
- Muscle strength (power)
- Muscle endurance
- Flexibility
- Posture evaluation
- Mobility (walking speed/distance, wheelchair propulsion)

Instructional Assessment courses

In most cases, assessment is part of the adapted physical education curriculum. However, time constraints can make conducting meaningful and thorough assessments difficult. Some colleges have separate courses to conduct fitness testing. Such practice is acceptable and encouraged if:

- The assessment class is primarily instructional in nature or is essential to the instructional process (The student learns from participation)
- The purpose of the class is to provide fitness assessment related to the development of the student's SEC goals and PEP or to determine student's progress
- The assessment tools and protocols are consistent with the student's educational/functional limitations and goals
- The days and times of student's assessment class do not overlap or otherwise conflict with the days and times of the student's adapted physical education classes.

Student Education Contract (SEC)

To be eligible for DSP&S funding, all adapted physical education students must have a Student Educational Contract (SEC) on file (Appendix F for sample SEC). An official SEC must have the following:

- Instructional goals, objectives, and activities
- Stated measures to be used in determining progress
- The services to be provided. The SEC should note the relationship between the proposed activities and the educational limitations
- The student must sign the initial SEC and updates at least once per year thereafter

In most colleges the official SEC is kept on file in the DSP&S offices. In such cases, the student's Personalized Exercise Program (PEP) (See below) provides detailed information about how the SEC is carried out in the classroom and is usually filed in the adapted physical education area. A student's initial SEC is usually developed when the student first meets with a DSP&S counselor. Students enrolling only in adapted physical education may not initially meet with a DSP&S counselor. If this is the case, the PEP developed between the student and the adapted physical education instructor must also serve as the official SEC. The PEP/SEC must include the same information as would be found in an official SEC (See Above) and the student must sign the initial PEP/SEC and updates at least once per year thereafter.

At some colleges the official SEC is actually the PEP. This is a common practice when students are enrolled only in adapted physical education courses. In such cases, the PEP must have the same required information as an official SEC listed above.

Personalized Exercise Program (PEP*)

A signed verification of disability, a student's health history, a personal interview, and assessment baselines should yield sufficient information to determine a

student's initial PEP. It is the PEP that lists all the exercises a student is to learn and perform. A student should use the PEP in class to ensure they do the right exercises at the correct settings. How an instructor and student determine the best exercise plan can be difficult. The American College of Sports Medicine (ACSM) publishes exercise guidelines for people with disabilities that can prove very useful. Many instructors rely on their experience to develop the most effective programs. A solid understanding of exercise, disability, and contraindication concepts allows for flexibility and experimentation to find a personalized exercise program that works best.

**Note: The term Individualized Exercise Program (IEP) has been used in community college adapted physical education for many years. It is recommended that the term Personalized Exercise Program (PEP) be adopted. For years the Individualized Exercise Program has been confused with the IEP (Individualized Education Plan) used in K-12 special education. The term Personalized is also recommended to replace Individualized. Individualized is sometimes mistaken to imply that a student is automatically entitled to be assigned a one-on-one exercise assistant during the adapted physical education class.*

OUTREACH and STUDENT RECRUITMENT

Outreach efforts

Determining how many students or classes an adapted physical education program should have is a function of many factors. Besides the usual issues of local and internal politics, the following are other factors to consider:

- Are the facilities accessible and large enough?
- Is there enough accessible equipment?
- What is the quantity and quality of in-class assistance?
- Does the college have sufficient qualified faculty?
- How well is the program supported by DSP&S? Physical Education?
- Is the program designed to attract matriculating students seeking degrees, transfers, and certificates, or is it designed to attract people from the community seeking personal growth and/or development?
- Does adapted physical education satisfy a general education requirement in physical education?
- Can DSP&S provide adequate services, especially registration assistance?
- Will the funding keep up with the program growth?
- What affect does the size of the program have on the DSP&S funding formula?

As a general goal, there should be equity between enrollments in adapted and non-adapted physical education. Ideally all DSP&S students will enroll either in adapted or non-adapted physical education.

Reaching students in the community

Most programs have some means of letting the community know about their courses and services, i.e. brochures, web sites, flyers, etc. Some programs seeking growth will go into the community to advertise their program. Many also keep close communication with physicians and therapists who regularly refer students to the college. Word-of-mouth is the most common way people find out about adapted physical education. A student talking with other people with disabilities, their physicians, therapists, and health care providers is the most likely way to draw new students to adapted physical education.

Whatever method is used to recruit students, adapted physical education must be sure it can deliver what it is advertising and claiming. To add more students to a program requires more space, more equipment, more assistance, more DSP&S services and more documentation.

Transition Plans (K-12)

Students with disabilities in the California school system (K-12) must have an Individualized Education Plan (IEP). At age 14 the student with a disability must also have an Individualized Transition Plan (ITP) (Appendix K). The student's ITP may include plans for the student to attend classes at the local community college. The plan may also call for their enrollment in adapted physical education classes. The K-12 adapted physical education teachers are encouraged to develop working relationships with their community college counterparts. Likewise, community college adapted physical educators should also be encouraged to develop a relationship with K-12 and, when appropriate, serve as a consultant or as a member of the team that develops a student's ITP. This process may prove an excellent way to bring students into the college and the adapted physical education program.

There may be times when enrolling in community college adapted physical education classes is written into an IEP of a student who is still in school (K-12). Community colleges are under no obligation to enroll or otherwise serve non-high school graduates or people less than 18 years of age. It is recommended that the community college adapted physical educator should be involved in the IEP development process before any such plan is implemented. In severe situations, a schools plan to send one of its students to the local community college might be seen as trying to avoid its educational responsibilities. Community college adapted physical educators should be careful not to be put in a situation of doing K-12's job without at least being a member of the IEP development team and giving approval to such a plan.

Target Populations

DDL

In recent years the Developmentally Delayed Learner (DDL) community has discovered the community colleges. DDL students are usually represented by family and/or community agencies. California community colleges have an “open door” enrollment policy and, in general, DDL students can certainly benefit from many adapted physical educational experiences. **Like all other enrolled students, DDL students are expected to meet the academic standards, to adhere to the college’s code of conduct, and to make measurable progress.** It may be difficult to involve the student directly in goal setting and the agency or family may provide some valuable assistance. If the course has a reading and writing component, the DDL student may need to demonstrate problem solving and “writing across the curriculum” by other means. However, a DDL student’s participation in a class should not fundamentally alter the nature or the academic standards of the course itself.

Sometimes DDL students can be better served by creating a specific class rather than be infused into the generic adapted physical education setting. It is often a matter of numbers. Depending on a college’s situation, two or three DDL students in a class can usually be integrated quite well. However, ten to fifteen DDL students can overwhelm and fundamentally change the adapted physical education setting and a separate class may be necessary.

Agencies that bring several DDL students on-campus and into adapted physical education classes usually provide supervisors, attendants, or guides that accompany the students. In such cases, it is recommended that these people should be participants in the adapted physical education class either as enrolled students themselves or as volunteer exercise assistants

Psychological Disabilities

People with psychological disabilities have a right to an education. People with psychological disabilities are a relatively new and emerging population seeking physical education classes. Adapted physical education is designed to address physical disabilities and educational/functional limitations. A student with a psychological disability may not have any physical limitations; however, they may enroll in adapted physical education because it provides a more appropriate educational environment than non-adapted physical education. This presents an interesting and complicated exercise programming challenge for the adapted physical education instructor. Much more information is needed to understand the role exercise and healthy lifestyles play in the mental well being of all people. It is well known that aerobic exercise can positively affect depression, but the relationship of fitness to other psychological conditions needs further research.

Adapted physical educators should be interested to explore the relationship of fitness to people who have a verified diagnosis such as the following:

- Bipolar Disorder (Manic Depression)
- Bulimia
- Anorexia
- Obsessive/Compulsive Disorder
- Schizophrenia
- Paranoia

There should be experts at each college in DSP&S and/or counseling with whom adapted physical educators will want to collaborate when serving students with psychological disabilities.

Disruptive Behavior

All college students are expected to adhere to a specific code of conduct/behavior that is usually outlined in every college's catalog and schedule of classes. Every community college should also have policies and procedures for addressing and resolving incidences of disruptive behavior in the classroom and on the campus. Adapted physical educators are encouraged to be knowledgeable of these policies and procedures. For the protection of all students and staff, it is important that the approved procedures are followed, incidents are objectively documented, and appropriate steps are taken to effectively resolve an incident. All students should be informed on the course syllabus at the beginning of each term that disruptive behavior will not be tolerated and may lead to disciplinary action by the college.

Diversity and student equity

All community colleges strive to have a demographic profile of its students that is reflective of the communities they serve. Likewise, the demographic profile of students enrolled in adapted physical education should reflect that of the community. The demographic profile should at least include the student's disability, age, gender, and ethnicity. Achieving student equity may involve outreach efforts to inform and attract underrepresented groups to the adapted physical education offerings of the college. Student recruiting efforts should be as inclusive as possible.

Beyond attempts to achieve diversity and student equity in its enrollment, adapted physical education should also strive to ensure that all students are succeeding at equitable levels. Adapted physical education should be prepared to develop strategies to address inequities when uncovered.

The issues related to culture and disability are not universally understood in the special education community. As more is learned and research is conducted, the adapted physical education field will need to pay close attention and develop the professional growth opportunities to effectively address diversity issues.

FACILITIES

Regardless of whether a college offers adapted physical education or not, all physical education facilities should be appropriate and accessible. During a DSP&S evaluation all physical education facilities are assessed for accessibility, including the locker rooms and showers. Architectural barriers should already be identified and scheduled for correction in the college's 504 or ADA transition plan. Adapted physical education is especially concerned that teaching areas can accommodate a wide variety of students with disabilities. Besides the obvious wheelchair access issues, the classroom layout, equipment placement, flooring, lighting, climate control, and general maneuverability should be as functional as possible.

For instance: It is not enough to install power-assist doors in a fitness center if the exercise machines are positioned so close together that a wheelchair cannot pass between them.

There are no guidelines for how large a classroom used by adapted physical education classes should be. In the non-adapted setting, the International Dance and Exercise Association (IDEA) recommends 34-sq. ft. per student. Adapted physical education space varies greatly from college to college. Most programs share physical education facilities, especially pools and fitness centers. When scheduling facilities for adapted physical education the nature of the student's disabilities should be considered. In addition, students with disabilities typically will have logistical problems; i.e. transportation (drop-off and pick-up) and parking, that should also be considered. Ideally, scheduling adapted physical education classes should be the highest priority. Potential conflicts with other DSP&S courses and services should also be taken into account.

When programs become large enough and have acquired a lot of adapted equipment, separate facilities may be warranted. Having a separate facility should in no way be interpreted as an attempt to separate adapted physical education from mainstream physical education. A separate facility does not mean students with disabilities should be segregated from the general student population. A separate, well-designed facility is a proven accommodation that greatly reduces barriers to a student's educational experience. There are considerable scheduling, access, design, and equipment advantages to having a facility dedicated to adapted physical education. A dedicated adapted physical education room can be set up in such a way as to provide maximum flexibility that can accommodate a number of courses and disabilities. Whether a separate facility is possible or not, the adapted physical educator must continue to strive to make all physical education facilities and equipment as accessible as possible.

Power-Assist Doors

Many colleges have installed power-assist doors in their physical education facilities. A power-assist door increases access and avoids situations where a student might become trapped in a classroom, locker room, or restroom because the door is too heavy to open.

Storage

Storage is also an issue in adapted physical education. Typically, equipment is acquired over the years to accommodate any number of disabilities and situations. Some equipment may sit idle for one term but is needed the next. Storage and retrieval of equipment and supplies should be effectively managed.

Offices

Office space in or near the adapted physical education classroom is also important. An office is needed for secure record keeping as well as providing a quiet, accessible, and confidential location for the instructor and student to meet.

Pool Facilities

The pool facility must be accessible both to and from the locker rooms and also in and out of the water. The best adapted aquatic facilities have built-in ramps for the greatest and safest access to the water for people of any weight. Most colleges have hydraulic pool lifts to assist wheelchair students in and out of the water. Powered by water pressure, these lifts are very safe and effective for people weighing up to about 250 lbs. Some colleges have purchased portable ramps and stairs that can usually accommodate people weighing up to 350 lbs.

The water must be maintained at a temperature that does not cause students to cramp and stiffen, making exercise impossible. Pool temperature is essentially an access issue in that some students are excluded from participating in an aquatic environment if the water is too cold. The Arthritis Foundation recommends that the water in an aquatic exercise class should be maintained between 83 to 88 degrees.

Parking and Transportation

It can be difficult for students with disabilities to safely and effectively maneuver around a college campus. Negotiating distances between parking lots and classrooms becomes a serious issue during the late fall and winter months.

There should be adequate disabled parking near the adapted physical education classroom. Students that use wheelchairs will need the extra wide spaces for their ramps and lifts. They will also need the space to safely transfer between their wheelchair and vehicle. Students with disabilities who do not necessarily need a “wheelchair” parking space should be allowed to park in any spaces, including those reserved for faculty and staff, that are located near the adapted physical education classroom. Likewise, students that use public transportation services should have a drop-off/pick-up location near the adapted physical education classroom.

Locker rooms/Bathrooms

The locker rooms should be fully accessible including wheelchair shower stalls with appropriate seating and handheld showerheads. The locker rooms should also be

in close proximity to the adapted physical education facilities. Bathroom facilities should also be fully accessible and close to the adapted physical education classroom. Ideally, the bathrooms should be co-ed and large enough to allow privacy for a student and their personal attendant to manage any dressing or hygiene needs.

Miscellaneous

Adapted physical education classrooms need to be well lit and free from unnecessary clutter. The adapted physical education classroom should be well ventilated and have air conditioning with state-of-the-art climate controls. Floors should be as hard as possible to ease wheelchair maneuverability. If carpet is installed, it should be very low pile, stain resistant, and have no padding. Colleges should plan for the replacement of a carpet before it becomes a hazard.

EQUIPMENT

Physical education, in general, is an equipment-intense discipline. If a program's goal is to educate and prepare students with disabilities to become independent exercisers in the community at large, then teaching how to use non-specialized equipment may be a priority, since most private fitness centers will not have specialized exercise equipment. However, in most cases the goal is not only just to teach students with disabilities how to become independent exercisers but also how to fully develop their abilities and physical fitness. To accomplish this goal often requires the use of modified or specialized exercise equipment.

Adapted physical education classes need access to a wide variety of exercise equipment that can accommodate a wide variety of disabilities. Whenever possible physical education should consider equipment that incorporates a universal design concept. Truly universally designed equipment can be just as easily used by able-bodied and disabled alike. Curb cuts are examples of the ideal universal design. Originally designed for wheelchair access, curb cuts have proven valuable to the general population. The elderly, parents with strollers, delivery persons with hand trucks, kids on skateboards, etc. all use curb cuts. The same concept should apply to exercise equipment.

For example: When researching exercise bicycles, recumbent style bicycles, with easier on and off access and wider seats, will accommodate more students than traditional upright bikes. Equipment with large print and electronic displays would be a better choice than equipment with smaller displays.

When purchasing and installing strength equipment, on and off access should be a major consideration. There are manufacturers of specialized strength equipment for easier wheelchair access. Some products incorporate a universal design that allow ease of use for non-disabled students and students with disabilities. Modified or

specialized equipment makes the adapted physical education environment function more efficiently requiring less assistance and promoting greater independence. Equipment for use in adapted physical education should also allow for accurate measurements of abilities since documentation of progress is required. When researching equipment specifically designed for use by people in wheelchairs, remember to check whether the equipment can also accommodate electric wheelchairs and power scooters.

Another important consideration is how equipment is organized in the classroom. There should be enough space between equipment for a wheelchair to easily pass between. Providing this kind of spacing will ensure that all students can safely maneuver around the classroom. Even a facility with no architectural barriers loses its accessibility if the equipment does not allow walking or wheelchair maneuverability.

Exercise equipment wears out over time so it makes sense to plan for equipment replacement. Unfortunately, when equipment breaks down or becomes obsolete, major capital investments are needed to purchase replacements. Ideally, small amounts of the annual budget should be put aside so when equipment needs replacement, the funds will be available. There maybe individuals, foundations and/or service organizations in the community willing provide grants and gifts to purchase specialized exercise equipment.

SAFETY

The most important safety issue in adapted physical education is class size. As mentioned previously, Title 5 requires that class size should not be so large as to impede progress and endanger the safety of the students and staff. **Fiscal concerns should not override safety in the classroom.**

There are risks involved in any physical education setting. All adapted physical education faculty should maintain current certifications in CPR and First Aid. Ideally the staff and student assistants are also certified. Faculty and staff should participate in Bloodborn Pathogen training annually. An Automatic External Defibrillator (AED) should be in the area and faculty and staff should be trained in its proper use. Preparation and anticipation are the best ways to handle safety issues in adapted physical education. All aspects of the program should be examined for safety concerns. Ideally, all adapted physical education faculty, staff, and assistants are involved in safety issues.

Classroom Hygiene

A regular program of cleaning equipment and mats will help to reduce the transmission of common contact diseases. It will also help to keep equipment in good operating condition since regular cleaning provides an opportunity for close

inspection. There are cleaning products on the market or a fresh solution of 10% bleach and water will work well. Whatever product is used, it is important to ensure the containers and spray bottles are properly labeled.

It is recommended to have an accessible washbasin with soap available for students, staff, and assistants to regularly clean their hands during class. Assistants, in particular, should clean their hands after working with each student. It is also recommended to have accessible bathrooms in close proximity to the adapted physical education classroom.

If linens and pillow covers are used in adapted physical education, they should be laundered regularly. Students should be encouraged to bring their own towels to class to wipe sweat off the equipment and for their own personal hygiene.

Environmental Concerns

Colleges should consider its response to environmental factors. Canceling physical education classes is never an easy decision to make. It usually takes students with disabilities considerably longer to prepare for class given the issues of hygiene, transportation, and attendant care, so canceling classes should be avoided as much as possible. However, canceling classes may be necessary since exercising in climate extremes can adversely effect a student with a disability.

Extreme high or low environmental temperatures can be life threatening in some situations for some people with disabilities. Students with multiple sclerosis or quadriplegia, in particular, will tend to have difficulty functioning in hot weather. If the water temperature is too cold, holding an exercise class for students with disabilities will be ineffective and could be dangerous. On days when smog levels are high, all physical education classes should stay indoors and curtail physical activity. Adapted physical educators should establish an optimal range of temperatures and climate conditions for holding classes both in the gym and the pool. Students with particular issues with environment and climate will need to establish acceptable exercise ranges within the context of their SEC. The adapted physical educator should consider issues related to chemicals in the exercise areas for students who may be environmentally sensitive.

Emergency procedures

The college should have an emergency plan specific to students with disabilities (See example in Appendix J). These plans should be posted in the adapted classroom and around the college. Ideally, emergency evacuation plans should be practiced. Given the concentration of students with disabilities, it is especially important that adapted physical education faculty and staff know what to do in cases of emergency and evacuations. Transportation is such a large issue with people with disabilities that a plan must be developed if it becomes necessary to evacuate all

students from the campus property. Students with disabilities should be given copies of the plan as part of their campus orientation.

There should be specific procedures in place for adapted physical education should an individual student need medical attention. There should always be a phone in the adapted classroom or nearby, including the pool.

There should be certified lifeguards, in addition to the instructor, on the pool deck during classes. The nature of adapted physical education aquatic classes requires the instructor to teach and not function as a lifeguard, especially if they are teaching in the water. Ideally all adapted aquatic instructors should be WSI-H (Water Safety Instructor-Handicapped) and/or Emergency Water Safety (EWS) certified.

FUNDING

While instruction and the provision of services are the most important aspects of adapted physical education programs, funding has a very large effect on the ability to provide for the needs of the students. There are certain regulations that must be followed, and an understanding of the rules and regulations governing adapted physical education course funding is essential.

The first step is determining what regulations do or do not apply to your adapted physical education courses. Have your adapted physical education courses have been designated via your college's curriculum process as a Disabled Students Programs and Services (DSP&S) "special class" or not?

If not, then your adapted physical education courses are funded and treated in the same manner as the rest of your college's curriculum. While there may be no specific rule or regulation stating that the Full Time Equivalent Student (FTES) funding generated by these courses must be returned to that course or program, it is clear that for the continuing health and development of adapted physical education courses and programs, they must have a flow of funds commensurate with the needs of staffing and equipping those adapted physical education courses. Colleges are encouraged to put those FTES funds generated by adapted physical education courses that are not designated as "special classes" back into the adapted physical education classes/program.

However, any of your adapted physical education courses that are designated as "special classes" are also governed by those sections of Title 5 of the California Code of Regulations that apply to DSP&S programs and instruction. Those sections that most specifically apply are 56028-Special Classes Instruction, 56029-Special Classes Course Repeatability, and 56070-Revenue from Special Classes. The portion of these regulations that is most relevant to the issue of funding is section 56070 © "Revenue from special classes shall be used for the provision of support services or instruction pursuant to Section 56026 and 56028 and shall not be used for indirect administrative costs as defined in Section 56068."

This means that the revenue generated by adapted physical education courses that are designated as “special classes” can only be used for direct costs associated with those courses or for other DSP&S support services (Section 56026) or “special class” instruction (Section 56028). It also prohibits any of these funds from being used for administrative or operational costs, other than those few specific items allowed (Section 56068). It specifically prohibits using these funds for administrative salaries/benefits, staff outside DSP&S or the specific courses being offered as “special classes”, facilities and operational costs, construction, maintenance, office furniture and equipment, and some other administrative expenditures. It does allow for purchase of equipment that is adapted for use by students with disabilities, and for the salary/benefits of the instructor(s) and other necessary staff (such as aides) of those courses (Sections 56070 and 56028).

Essentially, adapted physical education courses can pay for themselves. Also, if there is more adapted physical education FTES funding generated than is needed to simply pay for the costs of adapted physical education instructors and equipment, those funds can only be used in DSP&S areas. This means that if an adapted physical education course that is designated as a “special class” is administratively offered through another department, such as Physical Education, that department can only use up to that amount of FTES funding generated by those adapted physical education courses that equals the costs of instructors and/or equipment specific to those courses. Those funds not used specifically for the adapted physical education course instructors, staff, and/or equipment must be returned to the DSP&S program to be used for other DSP&S instruction or services. This also means that a physical education or other department could not use these funds to pay for additional instructors and/or equipment, even if there are students with disabilities in other courses. The presence of a student with a disability in a class does not automatically mean that a course is a DSP&S “special class”, and it does not permit the expenditure of adapted physical education -generated FTES funds to be spent for that course. If a student with a verified disability is in a non-special class and needs an accommodation to participate in the class, then DSP&S funds can be used through the usual process established by the college.

DSP&S “special classes” receive FTES revenue at two different rates. There are different rates for credit and non-credit “special classes” that fluctuate somewhat year to year.

For example, in the 2001-02 year the rates averaged approximately \$2,400 per 1.0 FTES for credit courses and \$1,543.13 per 1.0 FTES for non-credit courses.

The credit rates are individually calculated for each college, while the noncredit rate is the same statewide. Other than Cost Of Living Adjustments (COLA) adjustments, these rates do not fluctuate greatly from year to year, or at least no more than the fluctuations experienced by the general FTES rates of the colleges.

The credit rate for DSP&S “special classes” is different than the credit rate for all other college courses, with the DSP&S rate being roughly a little more than one-half that of the standard credit rate (average \$2,400 “special class” versus \$4,384.48 standard). This is because the DSP&S funds can only be used for staff salaries, benefits, and equipment adapted for student use, and therefore DSP&S funds cannot cover the other costs associated with holding the courses (space, maintenance, heating, lighting, administration, etc.). Those FTES funds that are required to be returned to the DSP&S program are designed to pay for the staff associated with the “special classes”, while the college still retains the remainder of the FTES-generated funds in order to pay for the rest of the costs of the course. Using the 2001-02 rates listed above, DSP&S would receive approximately \$2,400, while the college general fund would retain approximately \$2,000 for every 1.0 FTES generated by a DSP&S “special class”.

It is also important to have a basic understanding of the DSP&S allocation formula. The Board of Governors-approved formula for allocating DSP&S funds includes three elements:

1. The Base Allocation (Fixed Costs)
 2. Students Served Weighted by Disability Group
 3. College Effort
1. The Base Allocation

An original base allocation of \$50,000 per college has grown with COLA adjustments over the years to \$58,858 in 2001-02. This amount was originally intended to cover the salary and benefits of a certificated DSP&S Coordinator, as required by Section 56068 of Title 5. The amount of the base allocation was determined on a statewide average cost of \$48,000 for salary and benefits of a certificated staff person at the time the formula was adopted.

2. Weighted Number of Students Served

After the base allocation has been distributed, 90% of the remaining funds are allocated on the basis of the numbers of students served, weighted by disability group. Weights are assigned according to disability group, given that, on the average, the service needs of students with various disabilities vary in cost. The current weights for primary and secondary disabilities are:

PRIMARY

Hearing	Brain Injured	Learning Disabled	Vision	Mobility	Other	Devel. Delayed	Speech	Psych
4.87	3.34	3.15	2.25	1.32	1.32	1.29	1.00	0.38

SECONDARY

Hearing	Brain Injured	Learning Disabled	Vision	Mobility	Other	Devel. Delayed	Speech	Psych
2.44	1.67	1.58	1.13	0.66	0.66	0.65	0.50	0.19

3. College Effort

The formula rewards “college effort”, which is measured by the college general fund revenues allocated to serve students with disabilities. 10% of the DSP&S funding provided by the State is to be distributed to the college based on this element of the formula. College effort is calculated in the following manner:

$$\text{Total DSP\&S Income (DSP\&S Allocation + Special Class FTES funds + "Other" Income)} - \text{Total DSP\&S Expenditures} = \text{College Effort}$$

If a college spent more on DSP&S than they received in funding that is restricted to only be spent on DSP&S, then they had college effort. If a college spent less on DSP&S than what could only be used for DSP&S, then they had unspent funds and their apportionment for the next year will be adjusted to recover the difference.

The amount of “return” on dollars spent on college effort varies year to year, but will usually give anywhere from \$0.25 to \$0.40 in the next year’s DSP&S allocation for every \$1.00 spent above what they must spend only on DSP&S, or “college effort”.

Given all of this information, it is clear that DSP&S “special classes” pay for themselves and should not cost the college additional funds to offer.

Note: Title 5 sections pertaining to DSP&S and adapted physical education funding are in Appendix D.

Scott Hamilton will be adding a mock example of how funding should work in adapted physical education.

Glossary of Terms and Web Site Links

AAALF	American Association of Active Lifestyles and Fitness (www.aahperd.org/aaalf)
AAHPERD	American Alliance for Health, Physical Education, Recreation, and Dance (www.aahperd.org)
Academic Senate	(www.academicssenate.cc.ca.us)
ACCJC	Accrediting Commission for Community and Junior Colleges (www.accjc.org)
ACSM	American College of Sports Medicine (www.acsm.org)
AED	Automated External Defibrillator
AHEAD	Association on Higher Education and Disability (www.ahead.org)
APA	Adapted Physical Activity
APE	Adapted Physical Education
APE-CIG	Adapted Physical Education - CAPED Interest Group
Arthritis Foundation	(www.arthritis.org)
ARTI	Aquatic Therapy and Rehabilitation Institute (www.arti.org)
CAF	Challenged Athletes Foundation (www.challengedathletes.org)
CAHPERD	California Association for Health, Physical Education, Recreation, and Dance (www.cahperd.org)
CCR	California Code of Regulations (http://ccr.oal.ca.gov/default.htm)
CDE	California Department of Education (www.cde.ca.gov)
CAPED	California Association on Post-Secondary Education and Disability (www.CAPED.org)
CPR	Cardiopulmonary Resuscitation
CSU	California State University
DSUSAFW	Disabled Sports USA - Far West (www.dsusafw.org)
DSP&S	Disabled Students Programs and Services
Education Code	Official California Legislative Information operated by the Legislative Council of the State of California(www.leginfo.ca.gov)
FACCC	Faculty Association of the California Community Colleges (www.faccc.org)
FERPA	Family Education Rights and Privacy Act
FTES	Full Time Equivalent Student

Galvin Group	www.galvin-group.com
HMO	Health Maintenance Organization
Hrs/wk	Hours per week
IDEA	International Dance and Exercise Association (www.idea.com)
IEP	Individualized Education Plan
Lec	Lecture
Lec/Lab	Lecture/Laboratory
Lab	Laboratory
NCA	National Center on Accessibility (www.indiana.edu/~nca)
NCPAD	National Center on Physical Activity and Disability (www.ncpad.org)
NCPERID	National Consortium for Physical Education and Recreation for Individuals with Disabilities (www.ncperid.usf.edu/index.html)
PE	Physical Education (non-adapted)
PEP	Personalized Exercise Plan
SCAPE	State Council on Adapted Physical Education (www.sc-ape.org)
SCOPE	State Community College Organization of Physical Education
SEC	Student Education Contract
SO	Special Olympics (www.specialolympics.org)
UC	University of California
USCPAA	United States Cerebral Palsy Athletic Association (www.uscpaa.org)
VA	Veteran's Administration
WASC	Western Association of Schools and Colleges (www.wasc.org)

APPENDIX A

MINIMAL/IDEAL STANDARDS FOR COMMUNITY COLLEGE ADAPTED PHYSICAL EDUCATION

**MINIMAL/*IDEAL STANDARDS FOR COMMUNITY COLLEGE
ADAPTED PHYSICAL EDUCATION**

**Position Paper Submitted by the
Adapted Physical Education
CAPED Interest Group**

Board Approved 4197

A) DEMOGRAPHICS:

- 1) Students' disability, age, gender, and ethnicity are reflective of the overall adult population of the community at large who can benefit from Community College adapted physical education programs.
- 2) Percentage of DSPTS students enrolled in Physical Education (PE)/Adapted Physical Education (APE) courses should be at least equal to the percentage of non-DSPTS students enrolled in Physical Education.

IDEAL ...One hundred percent of DSPTS students will be enrolled in PE/APE or will independently participate in moderate physical activity on a regular basis.*

**B) MEDICAL VERIFICATION OF DISABILITY & FUNCTIONAL/EDUCATIONAL
LIMITATION:**

- 1) Section 56006, Title V Regulations specifies that verification of disability and functional/educational limitations be verified by credentialed, certificated, or licensed professional through observation or documents.
- 2) Within a reasonable length of time, the student should provide the DSPTS Office with written verification noted above in Section B 1.

IDEAL ...verification should be on file by the first day of instruction.*

- 3) Obtain Student health history including relevant health issues and previous rehabilitation and exercise experiences.
- 4) Any significant change in a Student's health or disability status necessitates an update of their medical verification form.

C) MINIMUM QUALIFICATIONS FOR INSTRUCTORS:

- 1) Instructor shows evidence of professional growth such as, journal subscriptions, conference attendance, professional memberships, community service, scholarly contributions, and continuing education course work and/or seminar attendance.

Teaching Credit Courses....

- 1) Masters Degree in Physical Education with 15 upper division/graduate semester units in Adapted Physical Education; or the equivalent:

IDEAL ... BS/BA in Physical Education and a Masters Degree in Adapted Physical Education.*

Teaching Non-Credit Courses....

- 3) Bachelor's Degree in Physical Education with 15 upper division/graduate semester units in Adapted Physical Education and 2 years of related work experience in A.P.E.; or the equivalent.

IDEAL ...BS/BA in Physical Education and a Masters Degree in Adapted Physical Education.*

D) INSTRUCTION:

- 1) The class size and student/teacher ratio should be appropriate to facilities, assistants, and type of disabilities.
- 2) Meet minimum college standards of instruction. E.g. follow subject matter, course objectives, and methods of evaluation as noted in the official course outline.
- 3) The percentage of class time spent in class management, instruction, and active learning time, should be appropriate to the nature of the activity, number of students/assistants, and type of disabilities.
- 4) Obtain input and recommendations from other professionals as appropriate.
- 5) Review medical history and current health status of students.
- 6) Establish and document current level of performance, educational goals, and instructional strategies as noted in the Student Educational Contract (SEC).

IDEAL Students will enter a formal assessment and orientation program prior to/or currently with their placement in the physical education program.*

IDEAL .Assessments will be based upon professionally recognized evaluation tools and qualitative evaluation of functional performances.*

- 7) Conduct individual student assessment on an annual basis for record keeping, goal modification, and to determine student measurable progress.

IDEAL.Student will be aware of the purpose of the assessment and rationale for decisions made.*

E) CURRICULA:

- 1) Core curricula should include activities that will develop physical and motor fitness (i.e. muscular strength and endurance, flexibility, cardiovascular endurance, and motor skills), leading to life-long involvement in physical activity:

- 2) The curriculum will reflect the College's physical education offerings and regional lifetime activities. -
IDEAL ...Adapted Physical Education program parallels the scope and direction of the ideal, diverse physical education and athletic programs.*
IDEAL...Where appropriate and possible, courses should be offered both in the community and on campus.*
IDEAL...Where appropriate and possible, the APE philosophy should reflect maximal mainstreaming.*
- 4) Course Titles should reflect the course content. Any terminology that implies therapy or rehabilitation must be prohibited.
- 5) For degree applicable courses, curricula will include critical thinking and "writing across the curriculum".
*IDEAL *...All courses should include expressions of critical thinking and "writing across the curriculum".*
- 6) Students will receive course syllabi and other pertinent course information e.g. "Special Class Course Repeatability" as noted in Title V Section 56029.

F) SAFETY:

- 1) Facilities, exercise equipment and staffing should *be* appropriate for class size and type of disabilities.
- 2) Certified Lifeguard on duty and on deck with Aquatic Courses.
IDEAL...Instructor certified in WSI-H (Water Safety Instructor - Handicapped), and Certified Lifeguard on duty and on deck.*
- 3) Phone access for emergency in/near APE facilities.
IDEAL ...Phone access in all APE Facilities.*
- 4) Emergency procedures posted in facilities.
IDEAL...Emergency procedures posted in facilities and EMS drills conducted periodically.*
- 5) Faculty *will* have current CPR and Blood Borne Pathogen Certification.
IDEAL ...Instructors and Assistants are currently certified in CPR, First Aid, and Blood Borne Pathogens.*

ORIENTATION AND TRAINING OF ASSISTANTS:

- 1) Provide prior/or concurrent an orientation session. The degree of orientation should reflect the nature of the class, types of activities, and exercise equipment.
- 2) Instruction in appropriate safety procedures when working with students.
- 3) Assistant training will be comprehensive i.e. will prepare assistants to work with multiple students with a variety of disabilities.

IDEAL Student assistant evaluations of competency and effectiveness will be conducted periodically.*

IDEAL Conduct a specific lecture lab. course for training assistants each term.*

IDEAL Upon completion of the lecture/lab. course and satisfactory evaluation by the Instructor, every effort should be made to retain the Assistant in the program.*

IDEAL A current training manual should accompany the lecture lab. course.*

G) SCHEDULING AND FACILITIES:

- 1) Factors such as Student transportation, parking, and disability types should be considered when scheduling classes and facilities.

IDEAL ...Adapted Physical Education should receive top priority in scheduling physical education facilities, due to factors noted above.*

IDEAL.. There should be consideration of potential time conflicts with other DSPTS sponsored courses.*

- 2) Appropriate access to APE facilities.

APPENDIX B

**ADAPTED PHYSICAL EDUCATION SURVEY
INSTRUMENT**

ADAPTED PHYSICAL EDUCATION SURVEY

COLLEGE:

Name of person completing the survey:

APE Coordination:

How is your APE program administratively organized? PE DSP&S other

Who is the day-to-day APE coordinator?

Is there re-assigntime and/or a stipend for the APE coordinator? Yes No If yes, please detail:

Typical duties of the APE coordinator:

Hours per week:

	Scheduling		Assigning faculty		Program Review
	Hiring part-time faculty		Evaluating part-time faculty		Evaluating full-time
	Hiring staff		Supervising staff		Evaluating staff
	Hiring student assistants		Supervising assistants		Evaluating assistants
	Budget		Curriculum oversight		Facility oversight
	Equipment purchase		Equipment' maintenance		Other

Faculty Load

What constitutes a **full load** in APE?

hours per week in the class room

What constitutes a **full load** in PE?

hours per week in the class room

Faculty - Full-time, tenure-track:

Name:	# of APE classes:	or # of hrs/wk in APE:			
Primary assignment:	PE	DSP&S	Other:		
Qualifications:	Title 5 Qualifications (Master's in PE with 15 graduate semester units in APE)				
	Equivalent	Grandfathered	Other		
General background:	PE/Athletics	Athletic Training	Therapy	Other	
Name:	# of APE classes:	or # of hrs/wk in APE:			
Primary assignment:	PE	DSP&S	Other:		
Qualifications:	Title 5 Qualifications (Master's in PE with 15 graduate semester units in APE)				
	Equivalent	Grandfathered	Other		
General background:	PE/Athletics	Athletic Training	Therapy	Other	

Faculty - Part-time or Adjunct:

Name:	# of APE classes:	or # of hrs/wk in APE:			
Primary assignment:	PE	DSP&S	Other:		
Qualifications:	Title 5 Qualifications (Master's in PE with 15 graduate semester units in APE)				
	Equivalent	Grandfathered	Other		
General background:	PE/Athletics	Athletic Training	Therapy	Other	
Name:	# of APE classes:	or # of hrs/wk in APE:			
Primary assignment:	PE	DSP&S	Other:		
Qualifications:	Title 5 Qualifications (Master's in PE with 15 graduate semester units in APE)				
	Equivalent	Grandfathered	Other		
General background:	PE/Athletics	Athletic Training	Therapy	Other	
Name:	# of APE classes:	or # of hrs/wk in APE:			
Primary assignment:	PE	DSP&S	Other:		
Qualifications:	Title 5 Qualifications (Master's in PE with 15 graduate semester units in APE)				
	Equivalent	Grandfathered	Other		
General background:	PE/Athletics	Athletic Training	Therapy	Other	

Professional growth:

Do the full and part-time faculty maintain membership in:	CAPED	CAHPERD
AAHPERD	ACSM	Other

College Staff

In-class support staff	Full-time/hrs/wk	Part-time/hrs/wk
Office support staff	Full-time/hrs/wk	Part-time/hrs/wk

Student Assistants

How many?
How are assistants recruited?
How are assistants trained?
How often are assistants evaluated?
If paid - What is the range per hour?

Curriculum

Number										Title									
	Lab		Lec/Lab	Units:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Hrs/wk:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Education requirement					Transferable to CSU					Transferable to UC									
	Graded		pass/fail	When do you offer this course?						AM		Afternoon		Night					
How often is this course offered?					Fall		Spring		Summer		Other								
Number										Title									
	Lab		Lec/Lab	Units:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Hrs/wk:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Education requirement					Transferable to CSU					Transferable to UC									
	Graded		pass/fail	When do you offer this course?						AM		Afternoon		Night					
How often is this course offered?					Fall		Spring		Summer		Other								
Number										Title									
	Lab		Lec/Lab	Units:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Hrs/wk:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Education requirement					Transferable to CSU					Transferable to UC									
	Graded		pass/fail	When do you offer this course?						AM		Afternoon		Night					
How often is this course offered?					Fall		Spring		Summer		Other								
Number										Title									
	Lab		Lec/Lab	Units:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Hrs/wk:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Education requirement					Transferable to CSU					Transferable to UC									
	Graded		pass/fail	When do you offer this course?						AM		Afternoon		Night					
How often is this course offered?					Fall		Spring		Summer		Other								

Repeatability

Is there aboard policy to allow extra repeats for students with disabilities?		Yes		No
What is the procedure for students to continue enrollment beyond the normal repeat limit of 4 semesters?				
Do you have any liaisons with community exercise gyms?				

Instruction

What is the class size for?	Minimum		Maximum
What is the class size for?	Minimum		Maximum
What is the class size for?	Minimum		Maximum
How do you define critical thinking skills in credit APE courses?			
Is a student health history taken including relevant health issues and previous rehabilitation and exercise experiences?			
	Yes		No
How do you assess student abilities and progress?			
How do you define measurable progress?			

Accountability I Documentation

Do all APE students have a medical verification form on file?		Yes		No
When is such documentation required?	<input type="checkbox"/>	Prior to registration	<input type="checkbox"/>	Prior to the first day of class
	<input type="checkbox"/>	First day of class	<input type="checkbox"/>	Other
How often is an updated medical verification required?				
Do you have documentation of an APE student's goals, exercise program and progress?		No		Yes
Are files kept in a secure area?		Yes		No
How are confidential materials handled?				

Student Outcomes

What are the APE student success rates (passes a class with C or better)?			
What are the APE student retention rates (did not drop a class)?			
What are the APE student persistence rates (returns the next term)?			
Can you describe all of the above in terms of student equity?(Are students succeeding at comparable rates regardless of ethnicity, culture, religion, gender, or disability)?			
	Yes		No

Demographics (Estimations)

What is the total college enrollment?				
What is the DSP&S student enrollment?				
How many students are enrolled in APE courses?				
What percent of your students are seeking degrees, certificates, or transfer?				
What percent of your students are attending for personal growth and development?				
Do APE students mainstream into non-adapted PE courses?		Yes		No
What are the most common disabilities you see in APE?				

Safety

Are there specific college emergency/evacuation plans for students with disabilities?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Are they posted?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Does the college conduct drills?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
In your opinion are APE facilities equipment and staff adequate and appropriate given the class size and student population?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
If no:				
Do APE aquatic classes have a certified lifeguard on duty?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Is there an emergency phone in the APE classrooms?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Are APE faculty and staff certified in CPR?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
First aid?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Have APE faculty and staff completed bloodborne pathogen training?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Is there an AED in proximity?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Do you cancel an APE class if the room temperature exceeds a predetermined range?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
If yes, what is the high temp. / low temp.				
Do you cancel an APE class if the pool temperature exceeds a predetermined range?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
If yes, what is the high temp. / low temp.				
What is done if an official "Spare the Air" day is declared?				
Does APE maintain emergency preparedness kits?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Does APE have emergency power back-up systems?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Lights?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

Facilities / Equipment

Are all PE facilities accessible?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
What is the water temp. of the pool for an APE aquatics class?				
Is there adequate wheelchair parking?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Do you share facilities and equipment with PE?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Do you have facilities exclusively for APE?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Approx. APE sq. footage?				
Are restroom facilities / locker room close by?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Are there power assist doors?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
What kinds of equipment are used in APE classes?				
Unmodified:				
Modified for use by disabled:				
Designed specifically for the disabled:				

Philosophical

How would you define Adapted Physical Education?
What are the differences between therapy and APE?

Other

What are the hot local issues at your college?									
What are the biggest APE challenges ahead?									
What are your APE strengths and biggest accomplishments?									
Do you raise funds outside of DSPS?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No					
Do you have extra-curricular activities?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Student club?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
If yes, please explain									
Any other comments:									