



School of Education



Adapted Physical Education Added Authorization

2025-2026

School of Education

Point Loma Nazarene University

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Purpose of the School of Education Adapted Physical Education Added Authorization Candidate Handbook

The purpose of this handbook is to provide the Adapted Physical Education Added Authorization (APEAA) credential candidate in the Point Loma Nazarene University (PLNU) School of Education with the information and forms essential regarding the program.

The APEAA faculty are committed to contributing to the success of your educational experience. Consistent with a long history of excellence in education, the faculty also expects that each candidate ultimately recommended for a credential will be a model of professionalism.

Teachers of the future anticipate major changes in professional roles, instructional technology, teaching methodology, educational technology, demographics, and the learning process. The APEAA faculty embed into coursework their professional knowledge regarding each concept. Candidates are encouraged to research topics that inspire, enlighten and extend the profession.



Vision/Mission

University Mission Statement

To Teach • To Shape • To Send

Point Loma Nazarene University (PLNU) exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

School of Education Mission Statement

Equip • Transform • Empower

PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

School of Education Vision

We strive to equip by inspiring and preparing our candidates to be **servant leaders** who serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

We work to empower our candidates by helping them become reflective educational practitioners who engage in ongoing scholarly, professional, personal, and spiritual growth and serve effectively as research-based transformational leaders within their classrooms, schools, districts, and communities.

We seek to transform our candidates' ways of thinking and being to embrace the positive of **diversity** and become advocates for **universal justice** within their classrooms, schools, districts, and communities.

Philosophy

The PLNU APEAA program is composed of faculty and staff who approach educational theories and practices from a Christ-centered foundation. Grace, truth, and holiness are central tenets of our Wesleyan tradition. Individually and collectively, we seek daily guidance and strength to pursue our goals with the full understanding that our spirituality is not something we leave behind as we teach, but is totally integrated into, and the basis of, all our behaviors.

1. We believe that the world can be radically changed and brought to the Kingdom of God through graduates from Point Loma Nazarene University. We follow a model of

servant leadership, as evidenced in the life of Jesus Christ. We intend to educate each candidate who comes to us to view her or his career as a calling.

2. We are challenged and intrigued by the fact that California is a cultural microcosm of the whole world rather than the United States. In light of California's cultural complexity, we believe that our candidates need to hone their listening and observational skills, develop genuine empathy for others, and establish relationships with mentors who can serve as cultural guides. We believe that each one of us holds a piece of the puzzle that none of us could assemble alone.
3. We believe that academic rigor for our future educators is imperative. Developing strong reading, thinking, listening, speaking, math, research, technological, writing, and interpersonal skills is of supreme importance for our candidates as they learn their particular areas of study. Our faculty recognizes the importance of staying current and at the forefront of educational practices that are based on sound research, and we are committed to continuously increasing our own technological and research skills. Through our own effective modeling of all that we advocate, we intend to maintain academic relevance and rigor.
4. We teach our candidates to view not just each child but also each parent, staff, faculty member, and community member as a special human being of great worth. We ask our candidates to see beyond their respective classrooms to their roles as community representatives and to work to bring about the necessary changes so that our society truly lives out its rhetoric that "All...are created equal."
5. We are intentional about supporting our candidates in developing skills to guide and support others to become the ethical and moral people God wants them to be. For our candidates who will become administrators, we help them view the role of a leader as that of a humble servant. We urge our candidates who will be educators to commit their hearts and minds, and souls to the work before them in a spirit that demonstrates that they understand the value of each person with whom they will work.
6. We are purposeful about creating an environment in which candidates will have to delve deeply to arrive at creative solutions to the complex problems that will face them in the current century. Our candidates hear about the love of Jesus Christ, the grace so freely given, and the personal commitment necessary to live so that their faith, their calling, and their behaviors are in concert.

Spiritual Goals for Graduate Programs

1. To model the Christian life and live out the claims of the Gospel for our students through distinctly Christian faculty – both full-time and adjunct.
2. To provide regular opportunities for spiritual nurture and growth for both students and faculty.

3. To integrate within each academic program (where appropriate) curricular activities and assignments that emphasize and reinforce Christian values and our Wesleyan heritage.
4. To provide both counsel in times of crisis and ongoing spiritual support.
5. To provide opportunities to live out the call to holiness through service.

Glossary of Abbreviations

Abbreviation	Full term/phrase
APE	Adapted Physical Education
APEAA	Adapted Physical Education Added Authorization
CR	Credit Grade
CSTP	California Standards for the Teaching Profession
CTC	Commission on Teacher Credentialing
M/M	Mild/Moderate Support Needs
ECSE	Early Childhood Special Education
ESN	Extensive Support Needs
M/S	Moderate/Severe
FERPA	Family Educational Rights and Privacy Act
IA	Instructional Aide
NC	No Credit Grade
PARA	Para-Educator
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SEP	Student Educational Plan
TPA	Teaching Performance Assessment
TPE	Teaching Performance Expectation

Curriculum Overview

The APEAA program within the PLNU School of Education is field-based and designed around themes and practices that reflect current research and practice. It is the intent of the faculty to infuse these themes into the advanced courses they teach. We believe conceptualizing, personalizing, and applying these themes through extensive fieldwork is critical for the candidate to be effective in a contemporary educational system. The following are the School of Education's themes:

- 1. Diverse cultural, ethnic, and linguistic groups:** APEAA candidates will acquire knowledge about and demonstrate sensitivity toward students of diverse backgrounds. The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social, economic status, gender, identity/expression, sexual orientation, and abilities and disabilities of individuals served within the physical education setting.
- 2. Morals, Ethics, and Values:** Candidates in the Adapted Physical Education Added Authorization (APEAA) program will explore the integration of morals, ethics, and values within physical education settings, with an emphasis on their application in working with individuals with disabilities. Instruction will focus on the ethical responsibilities of educators, including adherence to professional standards, evidence-based practices, and legal regulations that guide service delivery. APEAA candidates will demonstrate an understanding of the ethical and moral dimensions of teaching, including respect for student dignity, advocacy for inclusive participation, and collaboration with families and educational teams to support equitable access to physical education.
- 3. High Leverage Practices:** All effective teachers must possess a repertoire of strategies in order to teach students with a full range of academic abilities, skills, and backgrounds. Through the application of these diverse teaching models, APEAA candidates will learn how different approaches can enhance their future students' self-efficacy, academic achievement, and APE learning environments.
- 4. Assessment and Motor Development:** To be effective in the APE environment, teachers need to have a strong background in motor development and an in-depth understanding of assessment. Various models will be explored. The APEAA courses are designed so that candidates are educated from a global perspective of education. Additionally, other courses focus on the methodologies furthering the application and practice of theory and research. The practice and application components of the methods courses are easily facilitated due to the field-based nature of the APEAA program.
- 5. Diversity, Equity, and Inclusion:** Candidates in the Adapted Physical Education Added Authorization (APEAA) program will acquire the knowledge and skills necessary to effectively serve students with diverse backgrounds and needs within physical education environments. The program emphasizes the importance of

cultural competence and sensitivity, preparing candidates to understand and support differences in culture, cultural heritage, ethnicity, language, age, religion, socioeconomic status, gender identity and expression, sexual orientation, and varying abilities and disabilities. APEAA candidates will also develop the ability to collaborate effectively with general physical education teachers, IEP teams, and families to ensure inclusive, developmentally appropriate, and equitable physical education opportunities. Through both coursework and field-based experiences, candidates will learn to design and deliver instruction that promotes access, engagement, and meaningful participation for all students in physical activity settings.

APEAA Description

The APE Added Authorization authorizes the holder to conduct Educational Assessments related to students' progress towards meeting instructional physical education goals, provide instruction as well as special education support to teach students with special needs who are precluded from participation in the activities of the general physical education program or a specially designed physical education program in a special class, from birth through age 22, including preschool, and in classes organized primarily for adults.

General and Progression Policies

Candidate Policies

Policies for APEAA candidates regarding admission, progression, retention, dismissal, and rights and responsibilities are published in the PLNU Graduate Catalog located at www.pointloma.edu. In addition to these policies, candidates must meet all requirements for credentialing as outlined by the California Commission on Teacher Credentialing (CTC) and California Education Code.

Grades

Progression to the next level of the program is contingent upon successful completion of all required courses at the previous level. The candidate must receive a passing grade of "C" or above in each graded course and a grade of "credit" in each clinical course. Theory courses are graded with letter grades (A, B, C, D, F). Seminar courses are graded "credit/no-credit." The "credit" grade is passing or satisfactory; the "no credit" grade is not passing. Each course syllabus contains the competencies required for successful completion of the course. An unsatisfactory (C- or lower or "no credit") grade in either a theory course or a clinical course will necessitate the repetition of the course.

It is important for candidates to have frequent contact with their advisors/student success advisors (SSA) throughout their enrollment at PLNU (at least once per semester). Dropping a course may impede progress in the program and may also alter a candidate's financial aid. **Candidates must contact their assigned advisor/SSA either in person, by telephone, by Zoom, or by e-mail to discuss any changes to their academic schedule.**

Registration

The deadline for candidates to register for SOE courses is the Sunday before the start of the first week of a quad and/or semester. Exceptions to this deadline will only be considered if candidates have extenuating circumstances beyond their control. If a candidate registers for a course(s) past this deadline, they will be administratively withdrawn from the course(s). Candidates who do not submit their fieldwork pre-requisite documents by the published prerequisite deadlines will be de-enrolled from their fieldwork course(s) and unable to proceed into fieldwork. Candidates who submit their fieldwork prerequisite documents by the published deadlines but fail to enroll in their fieldwork course(s) by the same deadline will be unable to proceed into fieldwork.

Late Work Policy

The School of Education believes educators must be persons of noble character. Becoming a professional means taking responsibility for your own learning and following through with commitments.

For full credit, all assignments are to be submitted when they are due as posted in Canvas. Assignments submitted from 1-3 days late without an approved extension are assessed a 30% late penalty. Assignments will not be accepted beyond a 72 hour deadline. SOE instructors expect proactive communication at all times. Below is the process for requesting an extension on an assignment due date.

General Policies:

- Requests should be made via email well before the assignment deadline.
- Requests made more than 3 days after an assignment due date will only be considered if you were unable to communicate during that time.
- Granting an extension and the amount of time given is at the discretion of the instructor.
- If you are given an extension, the work must be completed by the new assignment deadline with a comment referencing the approval of your extension.

Email (via your PLNU student email) requests for an extension should include:

- Your name
- The course name and section
- The name of the assignment and module location
- The reason you are requesting an extension. Please be specific.
- The amount of additional time you need or when you anticipate being able to complete the work.
- Proof of the emergency preventing advance notice of the request, if you are requesting the extension more than three days after the assignment was due.

Acceptable Reasons to Request an Extension:

Personal Medical Emergency: a severe health event that you cannot anticipate.

- Examples include: hospitalization, diagnosis of a life altering condition, broken bone, concussion, COVID/flu diagnosis, a fever over 101 degrees, or severe illness that prevents you from doing daily tasks.
- This does not include routine medical appointments or procedures that were scheduled in advance. In those cases, you are expected to be proactive and complete the work before the due date.

Mental Health Emergency: a severe or life-threatening onset of mental health symptoms that results in you seeking professional treatment and prevents you from doing normal life tasks. If this occurs, please let your instructor know how they can best support you.

Family Emergency: a catastrophe occurring to an immediate or close family member or friend with a sudden or serious illness occurring; a death in the family.

Housing Emergency: an unexpected event that requires you to leave your house or prevents you from accessing your house during the time the assignment was due. This

includes events such as a house or complex fire, flooding, evacuation orders, or police blocking access to your immediate neighborhood.

Internet or Power Outage lasting more than 1 hour and occurring during the time the assignment was due. Work must be completed & turned in within 8 hours of service being restored & proof of the outage must be submitted (screenshot of a notification from the provider, community outage report, etc.) for the extension to be granted.

Maximum Number of Units Per Quad/Semester

The APEAA program should be viewed as a holistic experience rather than a set of courses. The purpose of the credential and degree is to prepare teachers as thoughtful practitioners with advanced knowledge to serve students with special needs.

With this in mind, the APEAA program is designed to be experienced not only in a timely manner, but also in a progression that leads to maximum candidate knowledge and practice.

Candidates may not exceed four (4) semester units per quad or eight (8) semester units per semester.

Course Sequence and Program Design

The APEAA courses, taken concurrently with fieldwork coursework. The **Initial Course Sequence** consists of seven (7) semester units of coursework and fieldwork:

First Quad

GED 6056: Shared Leadership, Legislation, and Due Process	(2 units)
APE 6057CPA: Adapted Physical Education Clinical Practice	(1 unit)

Second Quad

APE 6022: Advanced Special Education Assessment	(3 units)
APE 6057CPB: Adapted Physical Education Clinical Practice	(1 unit)

Final Course Sequence consists of eight (8) semester units of coursework and fieldwork:

Third Quad

GED 6050: Universal Access: Equity for All Students	(3 units)
APE 6057CPC: Adapted Physical Education Clinical Practice	(1 unit)

Fourth Quad

APE 6057: Methods for Teaching Adapted Physical Education	(3 units)
APE 6057CPD: Adapted Physical Education Clinical Practice	(1 unit)

APEAA Course Description

GED 6056: Shared Leadership, Legislation, and Due Process (2 Units)

This course presents principles of Adapted Physical Education through the lens of organizational systems and systems change agents through examination of current legislation, theory, research, and practices in general and special education school reform. Exploration and development of shared leadership skills; advanced interpersonal communication; collaborative teaming and consultation; creative problem solving and conflict resolution; interagency coordination, and change agency in APE. Special emphasis is placed on the legislative practices as they relate to the APE due process proceedings, compliance, district and parental rights, and student advocacy through the lens of each added authorization. Candidates apply skills to address programmatic and systems change challenges in school and community settings, tailoring each assignment to their added authorization specialization.

APE 6057CPA: Adapted Physical Education Clinical Practice (1 Unit)

This clinical practice/fieldwork experience requires candidates to observe for 20 hours of fieldwork within an adapted physical education environment that is not their own. Candidates will be completing assignments that align with GED 6056, looking at APE through the lens of law, legislation, and due process.

APE 6022: Advanced Assessment for Adapted Physical Education (3 Units)

This course provides the candidate with advanced knowledge and skills necessary for assessment in adapted physical education. Candidates will understand and use multiple

sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services for adapted physical education, and assess students from diverse backgrounds and varying language, communication, and cognitive abilities for adapted physical education. Using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions, and ongoing program improvements. In addition, candidates will be able to identify students with a disability who may qualify for Adapted Physical Education services, including but not limited to characteristics associated with motor behavior and neurological or other physiologically-based conditions and physiological performance. The course provides opportunities to partner with community resources to provide a cohesive delivery of physical activity services, and bridge transitional stages across the lifespan for all learners as they move into a lifetime of healthy behaviors and physical activity.

APE 6057CPB: Adapted Physical Education Clinical Practice (1 Unit)

This clinical practice/fieldwork experience requires candidates to observe for 20 hours of fieldwork in an adapted physical education environment and complete activities that align with APE6022: Advanced Assessment for Adapted Physical Education. Candidates will be required to assess students and communicate those assessments effectively with major stakeholders.

GED 6050: Universal Access: Equity for All Students (3 Units)

Through the lens of APE, candidates examine principles of designing and implementing equitable and inclusive learning environments free of bias, the use of culturally responsive pedagogical practices, and the differentiation of state-adopted academic content, student product, and instructional process to maximize student achievement through the use of a variety of resources and the implementation of a variety of service delivery models as they pertain to each added authorization. Candidates apply skills to address curricular, instructional, and assessment challenges in the school and community settings, tailoring each assignment to the field of APE.

APE 6057CPC: Adapted Physical Education Clinical Practice (1 Unit)

This clinical practice/fieldwork experience requires candidates to observe for 20 hours of fieldwork in an adapted physical education environment servicing K through 6th-grade students who qualify for special education and receive adapted physical education instruction. Candidates will be required to complete activities that align with GED6050: Universal Access. Candidates will be required to create a learning environment that is appropriate for a student with a qualifying IDEA disability.

APE 6057: Adapted Physical Education Methods and Inclusive Strategies (3 Units)

This methodology course equips candidates with the principles, current concepts, and trends in adapted physical education, emphasizing the nature and needs of students with disabilities. This course includes history, relevant legislation, growth and developmental factors, assessments, and individualized education plans related to adapted physical

education. Effective instructional strategies and safe, appropriate individualized accommodations are practiced and applied through 30 hours of field-related activities.

APE 6057CPD: Adapted Physical Education Clinical Practice (1 Unit)

This clinical practice/fieldwork experience requires candidates to observe for 20 hours of fieldwork in an adapted physical education environment where students are 7th -12th grade and qualify for special education and receive adapted physical education instruction. Candidates will be required to complete activities that align with the capstone course APE6057.

Course descriptions are located in the PLNU academic catalog at www.pointloma.edu.

Other Course Information and Requirements

Signature Assessments

As part of APEAA program coursework, candidates will complete various signature and performance assessments. These assessments serve as a benchmark of candidate achievement as well as a method for program evaluation and effectiveness.

SOE's Assessment System

All candidates must maintain an active SOE assessment system account for the duration of their program in order to fulfill the requirements for courses, field experience, and to help the PLNU School of Education assess its program. The subscription cost for SOE's assessment system is included in the candidate's fees.

School Site Mentors

A district school site mentor who holds an Added Authorization in Adaptive Physical Education from the CTC is required for participation in a qualifying fieldwork/clinical practice experience. The SOE recruits site mentors to supervise fieldwork. Candidates may or may not be placed in the district/site requested, depending upon availability of site mentors and a signed MOU with the district.

The host APE site mentor participates in the practicum evaluation of candidates by contributing their perspective to the university evaluator (i.e., university mentor). The APE site mentor's role is best characterized as *supportive* and does not involve direct evaluation of the candidate. The APE site mentor may utilize technological modalities to supervise the candidate, including but not limited to capturing video recordings of instruction as based on the contractual agreement with the district or agency. The candidate is responsible for any waivers for video recorded instruction as required by the district. In addition to being assigned a minimum of one APE site mentor, candidates will work with a university mentor who is a specialist in the area of APE for fieldwork and coursework activities.

Admission to Fieldwork

APEAA Prerequisites

The following must be completed and submitted to soeforms@pointloma.edu prior to beginning any fieldwork course.

Please go to: www.plnusoec.com to view course prerequisites.

- **Health Clearance:** Evidence must be presented that the candidate is free from tuberculosis. In some cases, a lung X-ray may be required. Proof of clearance may be provided by doctor's test/signature or through a district at-risk assessment completed by your district nurse. (Both must be valid within last four (4) years)
- **CA Fingerprint and Background Clearance:** Evidence of a valid certificate of clearance must be presented. A valid 30-day substitute permit or other CTC-issued credential also satisfies this requirement.
- **FERPA Training:** Please complete the FERPA 101: Local Education Agencies. The training is located here: [FERPA Training](#).
- **Liability Insurance:** Prior to starting field experience, all traditional candidates must show proof of current personal liability insurance with at least \$1,000,000.00 in coverage. Affordable liability insurance can be purchased via membership in the following organizations:
 - California Teachers Association/National Education Association
 - Association of American Educators

Fieldwork/Clinical Practice Placement

After completing the prerequisites listed above and receiving clearance from the field experience coordinator, a candidate may begin completing fieldwork. The placement of a candidate is vital to her/his educational growth, and for this reason, it is the field experience coordinator's responsibility to direct the placement of the candidate. **Upon enrolling in a field experience course, the candidate understands that her/his placement preference (e.g., school site or grade level) is taken into consideration but is not guaranteed. Confirmed placements require a veteran APE specialist with a minimum of three (3) years' experience on a clear APE credential or authorization and currently have an APE caseload within the district.**

The university must also establish a fully executed Memorandum of Understanding (MOU) Partnership document with each district in which candidates will be completing field hours. This legal partnership outlines the district and university expectations of engaging in observations. Hours cannot begin until the document is signed by both parties. This process can take up to 6-8 weeks, often longer.

Fieldwork /Clinical Practice Descriptions

APE 6057CPA requires candidates to observe for 20 hours of fieldwork within an adapted physical education environment. Candidates will be completing assignments that align with GED6056 looking at APE through the lens of law, legislation, and due process.

APE 6057CPB requires candidates to observe for 20 hours of fieldwork in an adapted physical education environment and complete activities that align with APE 6022: Advanced Assessment for Adapted Physical Education. Candidates will be required to assess students and communicate those assessments effectively with major stakeholders.

APE 6057CPC requires candidates to observe for 20 hours of fieldwork in an adapted physical education environment servicing K through 6th-grade students who qualify for special education and receive adapted physical education instruction. Candidates will be required to complete activities that align with GED6050: Universal Access. Candidates will be required to create a learning environment that is appropriate for a student with a qualifying IDEA disability.

APE 6057CPD requires candidates to observe for 20 hours of fieldwork in an adapted physical education environment where students are in 7th -12th grade and qualify for special education and receive adapted physical education instruction. Candidates will be required to complete activities that align with the capstone course APE 6057.

SIBME

APEAA candidates completing their fieldwork/clinical practice will record their lessons on SIBME. Log in to SIBME here: <https://app.sibme.com/home/login>

Scroll down to the *Sign in with Google* and use your PLNU email credentials to log in.

Below is a detailed explanation of how to use SIBME. You can also find it here: https://drive.google.com/file/d/0B7uVLxj_YiLwMEItEtLZm9mWWM/view

Fieldwork Transportation Policy

Transportation for candidates to fieldwork assignments at various school sites is NOT provided by PLNU or the School of Education. The candidate must provide their own transportation. Fieldwork placements will not be based on transportation or carpooling needs.

APEAA Fieldwork/Clinical Practice Assessment Rubrics

APE6057CPA

Rubric APEAA Fieldwork/Clinical Practice APE6057CPA

Teacher Candidate: _____
 Supervisor: _____
 Date: _____

University

☐ Fieldwork/Clinical Practice

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Comments</i>
Observation	<i>Demonstrate planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general physical education as they pertain to assessment by using multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services for adapted physical education. (APEAA 5, 8)</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	
Observation	<i>Demonstrate knowledge and application of</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

	<i>scientific principles in diversity of backgrounds, varying language, communication, and cognitive abilities, grades/ages, federal disability categories and the continuum of special education services outlined in the adapted physical education authorization. (APEAA 5, 8, 12)</i>					
Case Management	<i>Demonstrates case management that includes, but not limited to: general physical education functioning, including success and safety; gross motor skills; motor development; mobility; health-related physical fitness; fine motor skills; sport and recreation skills, including the application of motor skills to various environments; effects of intellectual, behavioral, and/or emotional delays on functioning in</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

	<i>physical education; other skills related to physical education curriculum and standards. (APEAA 5, 8).</i>					
Formal and Informal Assessments	<i>Demonstrates use of both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. (APEAA 5, 8)</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	
Using an Assessment from APE Guidelines	<i>Demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems. (APEAA 5, 8)</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	
Motor Development Introduction	<i>Demonstrate the knowledge and application of scientific principles of exercise and movement including an understanding of the impact of disease, medication, and musculoskeletal and neurological</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

	<p><i>conditions on the physiological and biomechanical performance of individuals with disabilities and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities. (APEAA 8, 11, 12)</i></p>					
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APE6057CPB**Rubric APEAA Fieldwork/Clinical Practice**
APE6057CPB

Teacher Candidate: _____

University _____

Supervisor: _____

Date: _____

☐ Fieldwork/Clinical Practice

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Comments</i>
Observation	<i>Demonstrate planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general physical education as they pertain to assessment by using multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services for adapted physical education. (APEAA 5, 8)</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	
Observation	<i>Demonstrate knowledge and</i>	Little to no competency	Beginning competency	Average competency	Excellent competency	

	<i>application of scientific principles in diversity of backgrounds, varying language, communication, and cognitive abilities, grades/ages, federal disability categories and the continuum of special education services outlined in the adapted physical education authorization. (APEAA 5, 8, 12)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Case Management	<i>Demonstrates case management that includes but not limited to: general physical education functioning, including success and safety; gross motor skills; motor development; mobility; health-related physical fitness; fine motor skills; sport and recreation skills, including the application of motor skills</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

	<i>to various environments; effects of intellectual, behavioral, and/or emotional delays on functioning in physical education; other skills related to physical education curriculum and standards. (APEAA 5, 8).</i>					
Formal and Informal Assessments	<i>Demonstrates use of both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. (APEAA 5, 8)</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	
Using an Assessment from APE Guidelines	<i>Demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems. (APEAA 5, 8)</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	
Motor Development Introduction	<i>Demonstrate the knowledge</i>	Little to no competency	Beginning competency	Average competency	Excellent competency	

	<p><i>and application of scientific principles of exercise and movement including an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the physiological and biomechanical performance of individuals with disabilities and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities. (APEAA 8, 11, 12)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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APE6057CPC**Rubric APEAA Fieldwork/Clinical Practice
APE6057CPC**

Teacher Candidate: _____

University _____

Supervisor: _____

Date: _____

☐ Fieldwork/Clinical Practice

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Comments</i>
Observation	<i>Demonstrate knowledge and application of pedagogical theories and strategies used in physical education to meet the individual needs of students with a disability with a variety of cultural and ethnic backgrounds, experiences, age, religion, social economic status, gender identity /expression, sexual orientation, and motor abilities of individuals served within the physical education setting. (APEAA 3, 8)</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	
Observation	<i>Demonstrate collaboration with support staff, teachers, co-teachers, related service personnel and administrators with acceptance and understanding of</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

	<i>differences of students with abilities and disabilities served within the physical education environment. (APEAA 3, 4, 8)</i>					
Observation	<i>Demonstrate knowledge of and communicate the use of assistive technology including low and high equipment and materials to facilitate communication, physical education curriculum access, and fitness and motor skill development of diverse populations of students with disabilities. (APEA A 3, 4, 6, 8)</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	
UDL Lesson Plan / Curricular Project	<i>Demonstrates developmentally appropriate instructional strategies and adaptations that includes comprehensive curriculum planning, content standards, lesson and unit plans, behavior management, collaboration, consultation. (APEAA 4, 8, 13)</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	
Annotated Resource Directory	<i>Collaborates in partnerships to design, implement, and evaluate appropriate,</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

	<i>integrated physical education services based on the use of technology for information collection, analysis and management of individual student motor needs in physical education settings including assistive technology. (APEAA 4, 6, 8, 13)</i>					
Motor Development	<i>Use knowledge of kinesiology and motor development to assess a student's eligibility for Adapted Physical Education services and develop instructional practices to mitigate barriers due to neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of the student with disabilities. (APEAA 5, 8, 11, 12)</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

APE6057CPD**Rubric APEAA Fieldwork/Clinical Practice
APE6057CPD**

Teacher Candidate: _____

University _____

Supervisor: _____

Date: _____

☐ Fieldwork/Clinical Practice

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Comments</i>
Observation A	<i>Demonstrate knowledge and ability to teach students appropriate physical activity and self-determination skills through experiences in general physical education, experiences with parents and families, and experiences with a broad range of service delivery options for physical education leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services. (APEAA 7, 8, 11, 13)</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	
Observation B	<i>Demonstrate instructional strategies, including</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

	<i>adaptations for comprehensive curriculum planning, content standards, lesson and unit plans, behavior management, collaboration, consultation, and transition planning, and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings. (APEAA 8, 13)</i>					
Observation C	<i>Demonstrate understanding and application of strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs through establishing learning environments, assessment, and progress</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

	<i>monitoring. (APEAA 2, 8)</i>					
Fieldwork / Clinical Practice Rubric	<i>Demonstrates behavior which is positive, self-regulatory, and collaborative, upholds student privacy, and maintains safe physical educational environments including uses of assistive technology throughout instruction. (APEAA 2, 8).</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	
Instructional Strategies and Adaptations	<i>Collaborates with personnel and community agencies to plan for successful physical activity transitions or future transitions by students in order to promote future healthy behavior and lifetime physical activity. (APEAA 2, 7, 8)</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	
Motor Development	<i>Use knowledge of kinesiology and motor development to assess a student's eligibility for Adapted Physical Education services and develop instructional practices to mitigate barriers due to neurological development,</i>	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

	<i>motor learning, motor control, and perceptual motor development as they apply to the effective instruction of the student with disabilities. (APEAA 5, 8, 11, 12)</i>					
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Credentialing Policies

Requirements for APEAA

In order to be considered for recommendation for APEAA, a candidate must complete the following:

Preliminary Credential	Candidate must hold a valid Physical Education, Multiple Subject, or Education Specialist Preliminary Credential* (Mild/Moderate or Extensive Support Needs) * Must also provide proof of 12 units of Kinesiology (6 units) and Motor Development (6 units)
Completion of Coursework	A grade of C or better in all credential coursework and a minimum 3.0 GPA
APE General Education Requirement	Prior to beginning the program, proof of 30 hours of general physical education instruction.
APE Physical Education Competence Requirement	Proof of passage of the appropriate CSETs or Physical Education course in accordance with CTC requirements.

Dispositions

In alignment with the Conceptual Framework, Point Loma Nazarene University is committed to supporting candidates as whole persons. Course professors and fieldwork partners will participate in the assessment of candidates' knowledge, skills, and dispositions in an effort to equip, transform and empower each individual personally and professionally. Dispositions of Noble Character will be addressed in each course and will be assessed in designated courses across all programs.

Indicator	Behavioral Evidence to Look For:
1. Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service, demonstrating coherence in attitudes and actions.	<input type="checkbox"/> Treats all students and adults equally with civility and grace. <input type="checkbox"/> Retains a non-judgmental demeanor. <input type="checkbox"/> Displays professionalism in dress, posture and attitude. <input type="checkbox"/> Committed to social justice, equity and cultural competency. <input type="checkbox"/> Consistent in words and actions. <input type="checkbox"/> Practices forgiveness and love for one another. <input type="checkbox"/> Follows through with commitments.
2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience, and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others and teaches students those skills in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility ensure that all students have the opportunity to achieve their potential.	<input type="checkbox"/> Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. <input type="checkbox"/> Openly considers the contributions of diverse learners. <input type="checkbox"/> Proactive rather than reactive with classmates, educators, parents, staff, and students. <input type="checkbox"/> Employs healthy conflict resolution skills in one-on-one and group situations. <input type="checkbox"/> Assists in resolving conflict and promotes acceptance of one another. <input type="checkbox"/> Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.
3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to	<input type="checkbox"/> Articulates and models his/her calling to the profession.. <input type="checkbox"/> Understands personal strengths and demonstrates consistent performance in given activities. <input type="checkbox"/> Takes responsibility for his/her own learning. <input type="checkbox"/> Develops and monitors a plan that balances personal and professional growth.

equip, to transform and to empower every student to fulfill his or her full potential.	<input type="checkbox"/> Looks at an incident/activity to analyze what works and targets areas for improvement. <input type="checkbox"/> Asks questions, seeks support and guidance. <input type="checkbox"/> Uses journals or reflections to record thinking and improve practice.
4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.	<input type="checkbox"/> Enthusiastic, energetic, prepared, constantly reflecting and improving. <input type="checkbox"/> Seeks feedback from other professionals with a positive spirit. <input type="checkbox"/> Willingly participates in the school community activities outside of the classroom. <input type="checkbox"/> Remains involved in the planning and innovation necessary of professionals. <input type="checkbox"/> Holds high expectations for all, and scaffolds learning when assignments are challenging. <input type="checkbox"/> Remains aware of all the profession requires and makes changes to own practice.

Candidates are expected to exhibit the above Dispositions of Noble Character and abide by the Community Expectations of the university. Candidates who violate university and School of Education behavioral standards may be subject to responses ranging from caution placed in the candidate's file to expulsion from the university, depending on the severity and history of the violation.

Characteristics of a Successful Candidate

Attendance

1. APEAA candidates are prompt, present, and engaged in their practicum setting. Candidates may be asked to attend meetings outside of their regularly scheduled practicum assignment.
2. APEAA candidates make attendance a priority and ensure that absences occur due to excusable reasons. Candidates follow school district calendars rather than University calendars in regard to holidays or vacations within their practicum setting.
3. APEAA candidates inform their practicum coordinator, site mentor, and university supervisor of absences. The candidate schedules "make-up" days when necessary. Candidates attend practicum seminars without exception.

Planning and Reflection

1. APEAA candidates prepare a professional portfolio around the 13 APEAA standards. The portfolio is reviewed by the APEAA program director prior to the exit interview.

2. APEAA candidates exhibit habits of thorough planning and collaborate in planning with the site mentor through written lesson plans. Candidates submit completed lesson plans a minimum of two days prior to each formal observation by the university supervisor and when requested by the site mentor.

Professionalism

1. Successful APEAA candidates demonstrate professional characteristics of promptness, responsibility, initiative, and confidentiality. Candidates relate professionally to site mentors, university supervisors, students, parents, administrators, and colleagues.
2. A successful APEAA candidate grooms and dresses professionally, meeting or surpassing the standards in the school to which he/she is assigned.
3. APEAA candidates actively build rapport with the site mentor through frequent, ongoing, transactional dialogue and collaboration centered on student learning and professional growth.
4. APEAA candidates meet the school-site principal and other key school personnel. Candidates should become acquainted with the layout of the school building, where and how to get supplies, and reserve/order audio-visual aids and equipment. Candidates learn safety policies and other key policies related to teacher responsibility.
5. Successful APEAA candidates learn the names of the students and key information about the students, such as their home languages, cultures, IEP goals, special interests and strengths, and accommodations that the Site Mentor makes to enhance learning.
6. APEAA candidates should be introduced to parents through a letter prepared jointly between the site mentor and candidate. Candidates learn how to arrange for interpreters and translators when preparing for face-to-face meetings or when preparing written memos for parents who speak a language other than English.
7. Successful APEAA candidates actively engage and participate in all facets of the classroom and learning environments. Candidates become involved in all classroom activities.
8. Successful APEAA candidates actively solicit assistance from the University Mentor or Site Mentor, when applicable, to foster the above habits and tendencies.

Withdrawal and Readmission Procedures

Withdrawal from the University

There are times when a candidate finds it necessary to withdraw from the university. In order to avoid being administratively withdrawn, courses and incompletes being converted to a failing grade, and financial payments going into default, candidates are required to notify the Office of Records and complete a Notice of Intent to Withdraw from the university. If withdrawal occurs while a candidate is registered for classes, candidates must follow the procedures listed below for withdrawing from a course.

Leave of Absence

Currently enrolled full-time candidates, or three-quarter-time for Adult Undergraduate candidates, in good academic/conduct standing may apply for a one semester leave of absence from their program of study. A leave of absence is when a candidate is still enrolled in the university during their leave or time away from the university, and where the candidate does not need to reapply for admission into the university when they want to return to the university. The maximum leave of absence allowed is one academic term, not to exceed 180 days in any 12 month period. Candidates receiving financial aid will continue to be considered "in-school status" only for institutional aid. Candidates receiving federal or state financial aid will not be considered "in-school status" for Title IV loan repayment purposes.

Candidates who wish to apply for a leave of absence should obtain an application from their student success advisor, program director, or the Office of Records. The application must be signed by the university officers indicated, a length of leave proposed, and the application returned as indicated. Any courses proposed to be taken for credit during an approved leave of absence must have prior written approval. Upon return to campus, the candidates must schedule an appointment with their student success advisor or academic advisor. Also upon return, candidates are subject to availability of course offerings and course sequencing.

The completed leave of absence form is filed either with the student success advisor or with the Office of Records. Failure to return to campus and resume taking courses following the approved leave of absence period will result in an administrative withdrawal from the university as of the start date of the leave of absence. This withdrawal may also have financial aid implications, such as the expiration of a loan's grace period which may cause a student loan to immediately be in repayment, and may affect a candidate's eligibility for further financial aid.

- **Filing Dates:** Current candidates must file for a leave of absence by the end of the tenth week of the semester, for the following semester.
- **Notification Dates:** A decision regarding a leave of absence application will be communicated by the end of the last week of classes via university email.

Administrative Withdrawal

Candidates who have not attended or enrolled in a course for one semester, are not currently completing coursework, and have not officially withdrawn, will be placed in an inactive status. Candidates who have been inactive for one year will be administratively withdrawn. Such withdrawal may have financial aid implications. Candidates with this status must submit a new application to the university and to their degree program.

Readmission

A candidate may reapply to the program if they have previously withdrawn. Candidates who withdraw from the APEAA program and subsequently decide to re-enter must submit an application for readmission. The Academic and Student Affairs Committee considers the application for readmission on an individual basis and with regard to space availability in classes.

Candidates should be aware that university degree requirements and CTC regulations may have changed since previous enrollment; returning candidates who have left the university for one (1) or more semesters will be subject to any curriculum changes in the catalog upon readmission. The candidate is responsible for meeting all admission deadlines and requirements (including GPA) before being considered for readmission.

Grievance Policy

Candidates who have any grievance within the PLNU School of Education should address their concerns with the parties involved. Should candidates have further concerns, they should then appeal to the program director. If the issue is not resolved at this level, they are then directed to contact the associate dean and then the dean if not resolved with the associate dean. If a grievance is not resolved after a candidate has moved through all levels of the process in the School of Education, the candidate is directed to the PLNU catalog for further options.

Uniform Complaint Procedure

The dean of the School of Education or designee shall determine whether a complaint should be considered a complaint against the university and/or an individual employee or against an individual within a partner school district where the person initiating the complaint is completing his/her fieldwork activities, and whether it should be resolved by the university's process for complaints concerning personnel and/or other university procedures.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against university employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly with the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the dDean of the School of Education or designee (associate dean or program director for the program in which the person initiating the complaint is enrolled).
3. All complaints related to university personnel other than associate deans and deans or against individuals at partner school districts shall be submitted in writing to the dean of the School of Education or designee (associate dean for the program or) or immediate supervisor. If the complainant is unable to prepare the complaint in writing, a program assistant may help him/her to do so. Complaints related to a program director shall be initially filed in writing with the associate dean or designee. Complaints related to the dean of the School of Education or designee shall be initially filed in writing with the Vice Provost for Academic Affairs (VPAA).
4. When a written complaint is received, the employee shall be notified within five (5) days.
5. A written complaint shall include:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
6. The administrator responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by immediate supervisor to the Dean or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Dean's or designee's decision as final. However, the complainant, the employee, or the Dean or designee may ask to address the VPAA regarding the complaint.

Any complaint of child abuse or neglect alleged against a university employee or individual at a partner school district shall be reported to the appropriate local agencies in accordance with the law.

School of Education Fees in the APEAA Program

Course	Course Description	Fee	Description
Upon Entry	SOE's Assessment System	\$150	All candidates in the School of Education programs at PLNU will be enrolled in SOE's Assessment System and Student Financial Services has placed this fee on the candidate's account. Assessing the fee in this way allows the candidate to use financial aid to cover the cost of enrollment. The candidate pays this fee through university tuition.
APE6057	APE Capstone Course	\$165	Graduate Supervision Fee
APE 6057CPA	Clinical Practice Field Experience coinciding with GED6056	\$75	School Site Mentor Fee
APE 6057CPB	Clinical Practice Field Experience coinciding with APE6022	\$75	School Site Mentor Fee
APE 6057CPC	Clinical Practice Field Experience coinciding with GED6050	\$75	School Site Mentor Fee
APE 6057CPD	Clinical Practice Field Experience coinciding with APE6057	\$75	School Site Mentor Fee

Adapted Physical Education Added Authorization Qualifications and Responsibilities Agreement

In order to provide a secure foundation to Adapted Physical Education Specialists who are working prior to the completion of their Adapted Physical Education Added Authorization (APEAA), it is necessary to have qualified and competent professionals available to serve in a university mentor, school site mentor, and master/cooperating teacher capacity. Point Loma requires that there be a qualified university mentor and a school site mentor who can conveniently demonstrate and advise the Adapted Physical Education Added Authorization (APEAA) Candidate.

Please review the requirements listed below and, if possible, designate the University mentor, school site mentor, and master teacher who will serve the PLNU APEAA Candidate. The signature of both the administrator and mentor must be acquired and stored in the candidate's file during each Fieldwork/clinical practice experience.

School Site Mentor Qualifications:

- Has successfully performed the duties related to the specified credential.
- Has demonstrated leadership qualities in the area of adapted physical education for at least three (3) years
- Clear and effective communicator.
- A facilitator who can constructively and positively instruct, guide, and encourage professional understandings and behaviors.
- Holds an Adapted Physical Education Credential or Adapted Physical Education Added Authorization (APEAA)
- Maintains exemplary professional, moral, and ethical standards.

The School Site Mentor and University Supervisor agree to these responsibilities:

- Will facilitate reflective conferences with clear communications between themselves and PLNU's APEAA candidates
- Will demonstrate and advise in the construction and implementation of lesson planning
- Will demonstrate and advise in effective, evidence-based instructional methods and quality standards of professional practice
- Will demonstrate and advise in reflective self-evaluation
- Will demonstrate and advice regarding professional ethics and responsibilities
- Will demonstrate and advise on collaborative practices

- Will support the candidate in Adapted Physical Education assessments
- Will facilitate the candidate's experience in the full range of the service delivery system, including general physical education
- Will help direct the candidate's experience to reflect the diversity of grades/ages, federal disability categories, and continuum of special education services
- Will effectively evaluate, confer and resolve concerns related to these responsibilities to PLNU's Adapted APEAA candidate and mentor, in both a convenient and timely manner.

_____	_____	_____	_____
APEAA Candidate	Candidate's Signature	Date	Semester of Agreement
_____	_____	_____	_____
University Mentor	University Mentor's Signature	Date	University Mentor's Credential
_____	_____	_____	_____
School Site Mentor	School Site Mentor's Signature	Date	School Site Mentor's Credential

APEAA Practicum Evaluation

Adapted Physical Education Added Authorization Practicum Evaluation

<i>Candidate Name:</i>		<i>Term:</i>	
<i>University Supervisor:</i>		<i>School Site Mentor:</i>	
<i>District of Placement:</i>		<i>Grades & Ages:</i>	

Criteria: Professional Disposition	<i>Does Not Meet Criterion (0.00-1.00)</i>	<i>Approaches Criterion (1.01-2.00)</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>
Appearance: neatness, grooming, posture, appropriate dress, and poise				
Speech: clearness, freedom from defects and mannerisms, voice quality, volume, clarity for speaking (speed and phrasing)				
Language: correctness, clarity of expression, vocabulary in oral English, ability to use language and vocabulary appropriate to children, handwriting, spelling				
Technically competent in the use of technology				
Initiates activities when appropriate; does not wait to be				

asked or told when to begin an anticipated task or react to student safety issues				
Organizes work and manages time effectively				
Candidate holds the belief that all children can learn and that family input and partnerships are vital to a child's success				
Candidate understands and practices the importance of organizational rules and expectations				
Candidate understands and practices the importance of organizational rules and expectations				
Candidate can be depended upon to complete a task once a commitment has been made; able to complete the task in a timely manner/deadline date				
Candidate is able to demonstrate ethics and morals which uphold confidentiality, allows for ethical decision making				

and express professional conduct with all members of a school community				
Candidate demonstrates the importance of professional networking and the development of oneself as to continued professional growth (PSLO 11, 13)				

Standards-Based Evaluation of Candidate

Candidates must earn a score of 2.01-4.0 in all areas listed by the end of the Practicum course to earn credit. A score of 2.01-4.00 equates to the narrative description of the Adapted Physical Education Added Authorization program standards. Candidates must be evaluated in each area at the end of each practicum course. The date, mentor initials, and final practicum score must be indicated on the evaluation.

<i>Criteria: Professional, Legal, and Ethical Practices</i>	<i>Does Not Meet Criterion (0.00-1.00)</i>	<i>Approaches Criterion (1.01-2.00)</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>
Candidate demonstrates an understanding of laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe physical, educational environments.				
Candidate demonstrates ethical standards of teaching in physical education of evidence-based physical educational practices in relation to theories, research, and regulations necessary to the provision of services to individuals with disabilities and their families.				
<i>Criteria: Educating Diverse Learners</i>	<i>Does Not Meet Criterion (0.00-1.00)</i>	<i>Approaches Criterion (1.01-2.00)</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>
Candidate				

demonstrates an understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social, economic status, gender identity/expressio n, sexual orientation, and abilities and disabilities of individuals served within the physical education setting.				
Candidate is able to apply pedagogical theories and strategies used in physical education to meet the individual needs of students with a disability with a variety of cultural and ethnic backgrounds, experiences, and motor abilities.				
Candidate demonstrates proficiencies in implementing evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities in physical education settings.				
<i>Criteria: Effective Communication and Collaborative</i>	<i>Does Not Meet Criterion (0.00-1.00)</i>	<i>Approaches Criterion (1.01-2.00)</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>

<i>Partnerships</i>				
Candidate is able to communicate effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) all teachers (including physical educators) and co-teachers, related service personnel, and administrators, (3) transdisciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP.				
Candidate is able to establish and work in partnerships to design, implement, and evaluate appropriate, integrated physical education services based on individual student motor needs.				
Candidate is able to communicate effectively with the business community, public and non-public agencies, to provide the cohesive delivery of physical activity services, and bridge transitional stages across the lifespan for all learners as they				

move into a lifetime of healthy behaviors and physical activity.				
Criteria: Assessment of Students	<i>Does Not Meet Criterion (0.00-1.00)</i>	<i>Approaches Criterion (1.01-2.00)</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>
Candidate has the knowledge and skills necessary to assess students in a comprehensive manner specific to the physical education curriculum.				
Candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services for adapted physical education.				
Candidate possesses the knowledge and skills to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.				
Candidate is able to use both formal and informal assessments to evaluate students' needs and				

strengths for the purpose of making accommodations, modifications, instructional decisions, and ongoing program improvements.				
Candidate demonstrates the knowledge of required statewide assessments and local, state, and federal accountability systems.				
<i>Criteria: Using Educational and Assistive Technology</i>	<i>Does Not Meet Criterion (0.00-1.00)</i>	<i>Approaches Criterion (1.01-2.00)</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>
Candidate has the ability to use technology for information collection, analysis, and management in physical education settings.				
Candidate demonstrates knowledge of assistive technology, including low and high equipment and materials to facilitate communication, physical education curriculum access, and fitness and motor skill development of students with disabilities.				
<i>Criteria: Transition and</i>	<i>Does Not Meet Criterion</i>	<i>Approaches Criterion</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>

<i>Transitional Planning</i>	<i>(0.00-1.00)</i>	<i>(1.01-2.00)</i>		
Candidate is able to plan, implement, and evaluate transitional life experiences in physical activity for students with disabilities across the lifespan.				
Candidate collaborates with personnel from other educational and community agencies to plan for successful physical activity transitions by students in order to promote future healthy behavior and lifetime physical activity.				
Candidate demonstrates the knowledge and ability to teach students appropriate physical activity self-determination skills.				
<i>Criteria: Field Experiences</i>	<i>Does Not Meet Criterion (0.00-1.00)</i>	<i>Approaches Criterion (1.01-2.00)</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>
Candidate has planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and				

<p>parents and families, including experiences in general physical education. The experiences must reflect the diversity of grades/ages, federal disability categories, and the continuum of special education services outlined in the adapted physical education authorization.</p>				
<p>Candidate has experiences that are planned from the beginning of the program to include experiences in general physical education, experiences with parents and families, and experiences with a broad range of service delivery options for physical education, leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the adapted physical education credential authorization and is of sufficient duration for the candidate to demonstrate the</p>				

teacher performance expectations for adapted physical educators.				
Criteria: Characteristics of Students in Adapted Physical Education	<i>Does Not Meet Criterion (0.00-1.00)</i>	<i>Approaches Criterion (1.01-2.00)</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>
Candidate is able to identify students with a disability who may qualify for Adapted Physical Education services, including but not limited to characteristics associated with motor behavior and neurological or other physiologically-based conditions and physiological performance.				
Candidate demonstrates knowledge and application of kinesiology as it pertains to individuals with disabilities and use the knowledge of kinesiology and motor development to assess a student's eligibility for Adapted Physical Education services.				
Candidate is able to identify disability categories as identified in IDEA; or under a Section				

504 plan and apply these to the characteristics presented by the student for effective instruction.				
Criteria: Motor Behavior as Applied to Adapted Physical Education	<i>Does Not Meet Criterion (0.00-1.00)</i>	<i>Approaches Criterion (1.01-2.00)</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>
Candidate demonstrates knowledge of the principles and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities.				
Candidate understands the principles of neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of individuals with disabilities.				
Criteria: Scientific Principles of Human Behavior	<i>Does Not Meet Criterion (0.00-1.00)</i>	<i>Approaches Criterion (1.01-2.00)</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>

Candidate demonstrates the knowledge and application of scientific principles of exercise and movement including an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the physiological and biomechanical performance of individuals with disabilities.				
Criteria: Instructional Strategies and Adaptations	<i>Does Not Meet Criterion (0.00-1.00)</i>	<i>Approaches Criterion (1.01-2.00)</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>
Candidate demonstrates instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings. This knowledge of instructional strategies and adaptations should include comprehensive curriculum planning, content				

standards, lesson and unit plans, behavior management, collaboration, consultation, and transition planning to comply with legislative mandates.				
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Practicum Experience Summary

Remarks by the Candidate (optional)

Remarks by the School Site Supervisor Teacher (optional)

Credit Criteria: All evaluation areas must be rated with 2.01 to 4.00, and all paperwork, including the Practicum Evaluation and University Mentor Evaluation must be turned in to the Program Director before a grade of “credit” can be earned.

Date Practicum Requirements Met _____ University Mentor Initials _____

Candidate’s signature _____ Date _____

University Supervisor’s Signature _____ Date _____

Site Mentor’s signature _____ Date _____

Fieldwork Forms

During fieldwork observations, candidates will gather information and track fieldwork hours through the following:

- Demographics form
- Site Mentor Information form
- Fieldwork Evaluation form

Candidates may view and download the fieldwork documents at the following:
<https://plnusoec.com/teaching/field-experience/forms/>

As well, SOE's assessment system assistance and instructions may be found on the fieldwork forms.

School of Education

APEAA Candidate Handbook

Acknowledgment of Receipt* 2025-2026

I have reviewed the Candidate Handbook and accept and understand the mission of Point Loma Nazarene University and the Adapted Physical Education Added Authorization program in the School of Education.

I have reviewed the applicable APEAA fieldwork requirements located at www.plnusoe.com.

I agree to adhere to the School of Education's policies and procedures and will refer to them throughout the entire period I am a candidate in the APEAA program in the School of Education at Point Loma Nazarene University.

I acknowledge that I must confer with my advisor prior to making any changes to my original advising plan.

Signature of the Candidate

Print Candidate Name

Date

** This form will be retained in the candidate's file.*