



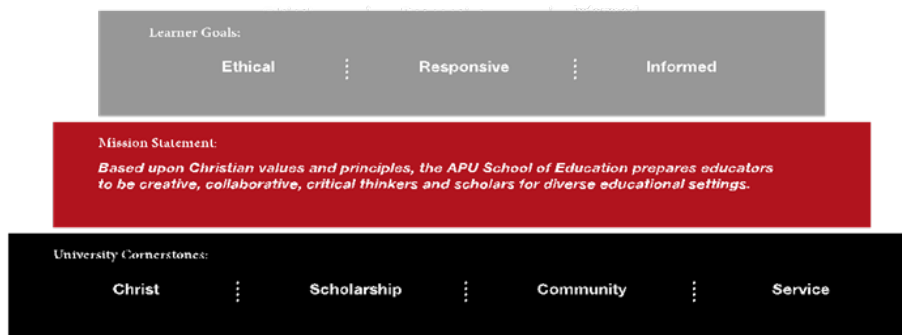
SCHOOL OF EDUCATION

Division of Teacher Education

TEACHER CANDIDATE HANDBOOK

2023-2024

**School of Education
Conceptual Framework**



“Our belief is that education enlightens the mind and inspires the heart so that the hands can serve.”

Dr. Richard E. Felix, Former President, APU

Azusa Pacific University School of Education

Division of Teacher Education

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The purpose of this handbook is to assist teacher candidates in developing a comprehensive understanding of the teacher preparation programs offered at Azusa Pacific University. If you have any questions about the content of this handbook, please contact the Division of Teacher Education at soeteachereducation@apu.edu.

All of the credential programs offered in the Division of Teacher Education are accredited by the California Commission on Teacher Credentialing (CTC) as well as the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP). It is the goal of the Division of Teacher Education to prepare teachers who are dedicated to the academic achievement and social-emotional development of all students who demonstrate a commitment to lifelong learning and professional growth. All coursework and instruction is delivered from a distinctly Christian perspective, instilling in each teacher candidate a strong foundation for becoming an ethical, informed and responsive educator. Individualized attention is emphasized throughout the program giving teacher candidates the invaluable advantage of a personalized education. As our candidates prepare to work in schools as teachers, they must know and demonstrate knowledge of content, pedagogy and professional skills and dispositions necessary to help all students learn. As a result, our candidates are highly sought after because of the fulfillment of these goals.

Azusa Pacific University Vision Statement

To develop highly effective, innovative, visionary educators and scholarly practitioners of high moral and ethical character based upon Christian values and principles. Our vision is grounded in the four cornerstones that define the mission of Azusa Pacific University: Christ, Scholarship, Community, and Service.

Christ

Belief in Christ is central to all that we think and do, and who we are. It is this understanding of God's love that informs all our pursuits: academic, service, and community.

Scholarship

We are called to scholarship permeated by our Christian faith. We are committed to teaching excellence. The liberal arts are central in the curriculum, for we are dedicated to the education of the whole person. At the same time, we value the role of professional offerings that prepare students for specific careers.

Community

We believe in community. We are a richly diverse people who value the worth of each individual. Our mission is to encourage, equip, and enable each student to fulfill his or her great potential, and in turn, encourage, equip, and enable others.

Service

Service is at the heart of our local and international outreach, missions, and service-learning endeavors. Our students often find these experiences to be among the greatest of their lives.

Message from the Chair

Division of Teacher Education



Welcome to the Division of Teacher Education at Azusa Pacific University. Since the early 1960s, Azusa Pacific University (APU) has produced many of the finest educators and school administrators in Southern California. Regional and national accreditations make our programs distinguished by all academic standards. Teacher Education faculty possess a range of expertise and professional experiences that are vast, diverse, and reflective of the various areas of teaching and professional practice that make 21st century teaching unique, including an intentional connection to the cutting edge of global educational and technological developments.

Our teacher education programs have long had a strong reputation for preparing highly qualified teachers. Key features of these innovative programs include:

- Candidates in all four teacher credential programs share four common foundation courses providing a base of instruction across the education continuum and a broader understanding of K-12 education.
- A co-teaching environment is modeled preparing candidates to teach in more inclusive K-12 environments in which elementary and secondary education teachers and special education teachers work together collaboratively.
- Embedded field experiences and clinical practice experiences connect graduate coursework directly to K-12 environments throughout the program.
- Thematic elements of technology, EL (English Learner) instruction, diversity, faith integration, and professional dispositions are embedded across each program of study.
- Specialization courses and the opportunity to choose a Master's degree emphasis round out our comprehensive teacher preparation programs.

As a teacher you are called to mold young lives and shape a diverse and value-oriented global society through the American school system. It is our desire to produce compassionate, creative, and goal-oriented teachers who are *ethical*, *reflective*, and *informed* practitioners. The Division of Teacher Education faculty and staff are committed to providing you with the best service possible during your time at Azusa Pacific University.

Once again, welcome to Azusa Pacific University.

Catherine Hahs Brinkley, Ed.D.

Chair, Division of Teacher Education

About the Division of Teacher Education

As one of the largest credential-granting institutions in California, APU graduates credentialed teachers who are professionally prepared to provide quality educational programs that effectively meet the needs of the children and youth in public and private schools and who are heavily recruited by school districts throughout California and other states. Graduating candidates understand and demonstrate the content, pedagogical, and professional knowledge, skills, and disposition necessary to help all students learn. All preliminary teaching credential programs include English Learner Authorization allowing graduates of APU teacher education programs to work with English learners within the content areas or settings authorized by their base credential.

- Programs and courses are offered conveniently at the Azusa campus, as well as regional campuses throughout Southern California. Course offerings are dependent upon schedule and enrollment. Minimum course enrollment is required for all courses at all campuses.
- Programs offering a Master of Arts in Education with a credential embedded allow teacher candidates to complete their credential while pursuing a graduate degree in their selected area of interest. This combination provides candidates the opportunity to explore their credential through the lens of their chosen emphasis.
- All teacher candidates are required to complete state examinations, assessments and requirements necessary for their California preliminary teaching credential (e.g., California Subject Examination for Teachers (CSET), Teaching Performance Assessments (CalTPA), Reading Instruction Competence Assessment (RICA), etc.).

Professional Standards for Teacher Credential Candidates

APU teacher credential candidates are highly desired because of the School of Education's strong reputation for preparing highly qualified teachers who have been held to high professional standards. The Division of Teacher Education assesses candidates from admission through credential recommendation in credential standards and dispositions, including the following:

- All credential candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in dismissal from the program.
- All credential standards and requirements for special education and teacher education are subject to CTC, NCATE (transitioning to CAEP), and federal policy changes, as well as graduate education policy, and these supersede handbook descriptions.
- The division reserves the right to change the admission process and requirements as needed, withhold credential recommendation due to a candidate's failure to meet and/or maintain APU professional, ethical, technical, and behavioral standards and dispositions, and/or expel a candidate at any time in the program due to a candidate's failure to meet and/or maintain APU professional, ethical, technical, and behavioral standards and dispositions.

Teacher Education Program Options

The following preliminary teaching credential programs are offered through the Division of Teacher Education. Candidates seeking to complete multiple credentials or add a credential should contact the Program Director for their program. **Full program outlines and course descriptions can be found in the [APU Catalog](#).**

Master's Degree Programs with Credentials Embedded

- Master of Arts in Education: Teaching and Multiple Subject Teaching Credential
- Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential
- Master of Arts in Education: Teaching and Single Subject Teaching Credential*
- Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential*
- Master of Arts: Physical Education and Single Subject Teaching Credential (offered through the School of Behavioral and Applied Sciences)
- Master of Arts in Education: Special Education and Mild to Moderate Support Needs Education Specialist Credential
- Master of Arts in Education: Learning and Technology and Mild to Moderate Support Needs Education Specialist Credential
- Master of Arts in Education: Special Education and Extensive Support Needs Education Specialist Credential
- Master of Arts in Education: Learning and Technology and Extensive Support Needs Disabilities Education Specialist Credential

Credential Only Programs

- Multiple Subject Teaching Credential
- Single Subject Teaching Credential*
- Mild to Moderate Support Needs Education Specialist Credential
- Extensive Support Needs Education Specialist Credential

*APU offers preparation for Single Subject preliminary teacher credentials in the following academic areas: Art, Business, English Language Arts, Mathematics, Music, Physical Education, Science, Social Science, and World Languages.

Credential Program Expectations

All candidates admitted to an APU teacher preparation program should have a clear understanding of the following program expectations. Any questions relating to program expectations, should be brought by the candidate to the appropriate Program Director.

- Candidates are preparing to work as educators within California schools. As such, they must demonstrate the content, pedagogy, writing skills and dispositions required of the profession. Therefore, the Division of Teacher Education continually assesses candidates from admission through recommendation of credentials in both academic and dispositional standards.
- Candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in discipline up to and including program dismissal.
- All candidates must have access to technology, including a Mac or PC laptop or notebook computer with the latest operating system and internet capability and accessibility. Additional technology requirements may be necessary for some programs. This information can be found in the program information contained in the [APU Catalog](#).
- Candidates should refer to the [APU Catalog](#) and the [APU School of Education Student Handbook](#) for policies and practices concerning provisional admission status, adding/dropping courses, petitioning for exceptions, leaves of absence, disability services, good academic standing, and other student related policies. Students who believe they may require accommodations due to a disability, should contact Accessibility and Disability Resources by phone at 626-815-3849 or email at disabilityservices@apu.edu.
- Field experience is embedded in the coursework of all programs. Completion of field experience requires 60 hours conducted by the teacher candidate outside of the regularly scheduled class hours and is spread across four courses. Field experience details are explained further in the [Clinical Experience Handbook](#).
- All programs contain a clinical practice component as a requirement of the program. Further information about clinical practice is contained in the [Clinical Experience Handbook](#).
- Field experience and clinical practice must be completed within 50 road-miles from the nearest Azusa campus (including regional campuses), and must be completed in a district with whom the APU School of Education maintains an active Memorandum of Understanding (MOU).
- Candidates participating in field experience and/or clinical experience must have proof of auto insurance.
- Candidates participating in APU teacher preparation programs must maintain auto insurance and be covered by professional liability insurance in their capacity as credential candidates.
- Students should consult the [Clinical Experience Handbook](#) for complete information about clinical practice and field experience within the Division of Teacher Education.

Academic Integrity Policy

The practice of academic integrity to ensure the quality of education is the responsibility of each member of the education community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered academic dishonesty that defrauds the work of others and the education system. Engaging in academic dishonesty in fulfillment of the requirements of an academic program is a serious offense for which a student may be disciplined or dismissed from a program. Please consult the [APU Catalog](#) for policy information on academic integrity.

Grievance and Appeal Procedures

The Division of Teacher Education endeavors to provide each student with a wonderful educational experience. It is important that students are treated fairly and receive prompt responses to problems and concerns. For this reason, the University provides a grievance procedure to promote prompt and responsible resolution of issues raised by students. See the APU Catalog for the full [Grievance and Appeal Procedures](#).

COVID Related Information

Azusa Pacific University has made the determination not to require COVID-19 vaccinations at this time, but instead to strongly encourage all employees and students to be fully vaccinated as soon as possible, if they are medically able to do so in consultation with their medical professional. The programs within the School of Education that lead to an educator credential require clinical experiences at K-12 district and school sites. Most K-12 district and school sites with whom APU partners require individuals to be fully COVID-19 vaccinated before being allowed onsite. Accordingly, a student's inability to establish full COVID-19 vaccination is likely to prevent the student from being allowed to participate in clinical experiences required to progress through and complete their educator credential program.

Course Overview

The Division of Teacher Education offers four programs offering a Master of Arts in Education with a preliminary California credential. Credential only programs are also offered through the Division. The Course Overview information contained below applies to all credential or Master degree with credential-embedded programs.

The Division of Teacher Education (DTE) preliminary teacher credential programs stand out from other programs for their creativity and innovation. Program distinctive elements include:

- Enhanced focus on teacher candidates' understanding of the continuum of K-12 education – from kindergarten to graduating seniors, as well as general education to special education.
- Exposure to a breadth of knowledge through foundation courses required for candidates in all credential programs.
- Exposure to a variety of teaching styles and collaborative teaching models as demonstrated through co-teaching experienced in a course. The co-taught course will generally include General Education and Special Education faculty members collaboratively teaching together.

Foundation Courses

All teacher education candidates share four common foundation courses (12 units). The specific content area is taught broadly, drawing from elementary and secondary school emphases to enhance knowledge of the individualized education process of special education and general education. Some assignments will be differentiated so that candidates can demonstrate knowledge within the specific focus of their particular credential emphasis area. These courses are taught in various modalities in Azusa and at three regional campuses.

FOUNDATION COURSES (all programs):

Course Title	Units	Course Numbers & Prerequisites
Art of Teaching I: Foundations of Teaching	3	TESP 501
Science of Teaching I: How Students Learn	3	TESP 502
The Soul of Teaching: Tapestry of American Education	3	TESP 503
Schools and Educational Systems	3	TESP 504

Specialization Courses

Each specific credential is connected to specialty courses geared to the unique requirements for that credential, providing candidates with content and skills for success in their specialty area. This collection of courses (20-22 units) is integrated across the program after completing two foundation courses. Courses are taught in a variety of modalities.

SPECIALIZATION COURSES: Multiple Subject

Course Title	Units	Course Numbers & Prerequisites
Art of Teaching II: Pedagogy and Instructional Design	3	TEP 511 Prerequisite: TESP 501
Science of Teaching II: Effective Assessment Strategies for All Learners	3	TEP 512 Prerequisite: TESP 502
Methods of Teaching Reading and Writing (K-8)	3	TEP 521
Methods of Teaching Mathematics (K-8)	3	TEP 522
Methods of Teaching Science (K-8)	2	TEP 523 Corequisite: TEP 551

Methods of Integrating the Humanities (K-8)	2	TEP 524 Corequisite: TEP 552
Clinical Practice I: Multiple Subject Credential	2	TEP 551 Prerequisite: Clinical Practice Clearance Corequisite: TEP 523
Clinical Practice II: Multiple Subject Credential	2	TEP 552 Prerequisite: TEP 551 Corequisite: TEP 524

SPECIALIZATION COURSES: Single Subject

Course Title	Units	Course Numbers & Prerequisites
Art of Teaching II: Pedagogy and Instructional Design	3	TEP 511 Prerequisite: TESP 501
Science of Teaching II: Effective Assessment Strategies for All Learners	3	TEP 512 Prerequisite: TESP 502
Methods of Teaching Reading and Writing (7-12)	3	TEP 531
Secondary Pedagogy I: Teaching in Secondary Schools (7-12)	2	TEP 532 Corequisite: TEP 561
The Differentiated Classroom: Maximizing the Capacity of Each Learner (7-12)	3	TEP 533
Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12)	2	TEP 534 Prerequisite: TEP 532 Corequisite: TEP 562
Clinical Practice I: Single Subject Credential	2	TEP 561 Prerequisite: Clinical Practice Clearance Corequisite: TEP 532

Clinical Practice II: Single Subject Credential	2	TEP 562 Prerequisite: TEP 561 Corequisite: TEP 534
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SPECIALIZATION COURSES: Special Education (Mild to Moderate Support Needs)

Course Title	Units	Course Prerequisites	Numbers &
The Art of Teaching II: Pedagogy and Instructional Design for Education Specialists	3	SPED 517 Prerequisite: TESP 501	
Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs	3	SPED 518 Prerequisite: TESP 502	
Methods of Teaching Reading and Writing (K-8)	3	SPED 525	
Specialized Academic Instruction: Reading, Writing, and Math	3	SPED 526	
Assessment and IEP Development: Mild to Extensive Support Needs	3	SPED 528 Corequisite: SPED 550, SPED 551, SPED 570, or SPED 571	
Positive Behavior Supports for Students with Exceptional Needs	3	SPED 529 Corequisite: SPED 552, SPED 553, SPED 572, or SPED 573	
Clinical Practice I: Mild to Moderate Support Needs	2	SPED 550 Prerequisite: Clinical Practice Clearance Corequisite: SPED 528	
Clinical Practice II: Mild to Moderate Support Needs	2	SPED 553 Prerequisite: SPED 550 Corequisite: SPED 529	

SPECIALIZATION COURSES: Special Education (Extensive Support Needs)

Course Title	Units	Course Prerequisites	Numbers &
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The Art of Teaching II: Pedagogy and Instructional Design for Education Specialists	3	SPED 517 Prerequisite: TESP 501
Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs	3	SPED 518 Prerequisite: TESP 502
Methods of Teaching Reading and Writing (K-8)	3	SPED 525
Teaching Students with Extensive Support Needs	3	SPED 527
Assessment and IEP Development: Mild to Extensive Support Needs	3	SPED 528 Corequisite: SPED 550, SPED 551, SPED 570, or SPED 571
Positive Behavior Supports for Students with Exceptional Needs	3	SPED 529 Corequisite: SPED 552, SPED 553, SPED 572, or SPED 573
Clinical Practice I: Extensive Support Needs	2	SPED 570 Prerequisite: Clinical Practice Clearance Corequisite: SPED 528
Clinical Practice II: Extensive Support Needs	2	SPED 573 Prerequisite: SPED 570 Corequisite: SPED 529

Emphasis Courses

Each of the three Masters degree with credential-embedded programs has five courses (12-15 units) that provide the context for the area of emphasis; Teaching (curriculum & instruction), Learning & Technology, and Special Education. Candidates take a preliminary introductory course with remaining emphasis courses integrated across the program. Emphasis courses are taught fully online to enable candidate flexibility. The Masters in Physical Education and Single Subject Teaching Credential is housed in the School of Behavioral and Applied Sciences. Teacher candidates with an emphasis in Physical Education should refer to the [APU Catalog](#) for emphasis information in that program.

EMPHASIS COURSES: Learning and Technology				
Course Title	Units	Course Prerequisites	Numbers	&
Action Research in Education	1	EDUC 560		
Digital Communications	3	EDUC 546 Prerequisite: EDUC 560		
Special Topics in Educational Technology	3	EDUC 547 Prerequisite: EDUC 560		
Emerging Trends in Technology	3	EDUC 548 Prerequisite: EDUC 560		
Capstone Seminar	2	EDUC 569 Prerequisite: EDUC 546, EDUC 547, and EDUC 548 (<i>Must be completed in final term of program</i>)		

EMPHASIS COURSES: Special Education				
Course Title	Units	Course Prerequisites	Numbers	&
Action Research in Education	1	EDUC 560		
Historical and Philosophical Perspectives of Disability Studies	3	EDUC 556 Prerequisite: EDUC 560		

EMPHASIS COURSES: Learning and Technology

Course Title	Units	Course Prerequisites	Numbers &
Action Research in Education	1	EDUC 560	
Digital Communications	3	EDUC 546 Prerequisite: EDUC 560	
Special Topics in Educational Technology	3	EDUC 547 Prerequisite: EDUC 560	
Emerging Trends in Technology	3	EDUC 548 Prerequisite: EDUC 560	
Capstone Seminar	2	EDUC 569 Prerequisite: EDUC 546, EDUC 547, and EDUC 548 (<i>Must be completed in final term of program</i>)	

Current Trends in Curriculum and Disability Studies	3	EDUC 557 Prerequisite: EDUC 560	
Research and Collaboration for Special Education	3	EDUC 558 Prerequisite: EDUC 560	
Capstone Seminar	2	EDUC 569 Prerequisite: EDUC 556, EDUC 557, and EDUC 558 (<i>Must be completed in final term of program</i>)	

EMPHASIS COURSES: Teaching

Course Title	Units	Course Prerequisites	Numbers &
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Action Research in Education	1	EDUC 560
Family, Community, and School Connections	3	EDUC 536 Prerequisite: EDUC 560
Curriculum Development, Revision, and Evaluation Process	3	EDUC 537 Prerequisite: EDUC 560
Current Issues in Education	3	EDUC 538 Prerequisite: EDUC 560
Capstone Seminar	2	EDUC 569 Prerequisites: EDUC 536, EDUC 537, and EDUC 538 (<i>Must be completed in final term of program</i>)

Program Unit Totals

MA. Ed. with MULTIPLE SUBJECT CREDENTIAL		MULTIPLE SUBJECT CREDENTIAL ONLY	
Coursework	Units	Coursework	Units
Foundation Courses	12	Foundation Courses	12
Specialization Courses	16	Specialization Courses	16
Clinical Practice/Student Teaching	4	Clinical Practice/Student Teaching	4
Emphasis Courses	12		
TOTAL UNITS FOR PROGRAM	44	TOTAL UNITS FOR PROGRAM	32
NO. SEMESTERS TO COMPLETE	3	NO. SEMESTERS TO COMPLETE	3

MA. Ed. with SINGLE SUBJECT CREDENTIAL *		SINGLE SUBJECT CREDENTIAL ONLY	
Coursework	Units	Coursework	Units
Foundation Courses	12	Foundation Courses	12
Specialization Courses	16	Specialization Courses	16
Clinical Practice/Student Teaching	4	Clinical Practice/Student Teaching	4
Emphasis Courses	12		
TOTAL UNITS FOR PROGRAM	44	TOTAL UNITS FOR PROGRAM	32
NO. SEMESTERS TO COMPLETE	3	NO. SEMESTERS TO COMPLETE	3

*Unit totals for MA. Ed. in Physical Education with Single Subject teaching credential may differ

MA. Ed. with SPECIAL EDUCATION CREDENTIAL (All programs)		SPECIAL EDUCATION CREDENTIAL ONLY (All programs)	
Coursework	Units	Coursework	Units

Foundation Courses	12	Foundation Courses	12
Specialization Courses	18	Specialization Courses	18
Clinical Practice/Student Teaching	4	Clinical Practice/Student Teaching	4
Emphasis Courses	12		
TOTAL UNITS FOR PROGRAM	46	TOTAL UNITS FOR PROGRAM	34
NO. SEMESTERS TO COMPLETE	3	NO. SEMESTERS TO COMPLETE	3

Course Expectations

Although the syllabus for each course is the final authority for that course, candidates can anticipate and expect the following practices within all Division of Teacher Education programs. Questions regarding a specific course should be directed to the professor for that course. ***NOTE: This Division of Teacher Education Handbook is only a supplement to the APU Catalog and the School of Education Student Handbook. Candidates should refer to these documents for complete details on all policies, procedures, and expectations.***

Course Duration

All courses are offered in eight-week sessions.

Class Time

All three-unit in person courses are held from 4:45 p.m. to 9:30 p.m. and two-unit in person courses are held from 4:45 p.m. to 8:00 p.m. with breaks determined by the course professor. This applies to all campuses, including regional campuses. Professors and candidates are expected to commit to this block of time for the course and endeavor to use this time wisely.

Course Modalities

Courses are offered in a variety of modalities, including in person, online synchronous and online asynchronous. Modality designations are listed in the course schedule with appropriate descriptions of expectations for each modality.

Attendance

Attendance is a vital part of the experiential-based learning environment within the Division of Teacher Education. Absences, including tardiness and early departures, **will** affect grades. Candidates are expected to contact their instructor immediately when he/she anticipates difficulties in fulfilling attendance requirements. Specific attendance policies are as follows:

- Candidates will be allowed up to two absences with approval from the professor. The candidate's overall course grade will be affected. Two absences will result in a one-letter grade deduction for the overall course grade.
- Candidates who have an approved absence must make arrangements with the professor to make up any missed assignments or activities occurring during that class time. Approval does not indicate that points will not be deducted for an approved absence.
- For in person and online synchronous courses candidates will be asked to withdraw from the course if they miss three (3) class sessions. Failure to withdraw from the course may result in a non-passing grade on the candidate's transcript.
- For fully online asynchronous courses, more than two (2) weeks of non-participation as defined in the course syllabus, will necessitate the candidate's withdrawal from the course. Failure to withdraw from the course may result in a non-passing grade on the candidate's transcript.
- For blended (online synchronous and asynchronous) courses a synchronous class session is equal to two (2) class meetings for attendance. Absences will affect your grade; therefore three (3) absences (or 1.5 synchronous class meetings) will necessitate your withdrawal from the course. Failure to withdraw from the course may result in a non-passing grade on the candidate's transcript.

APU Email Address

The Division of Teacher Education, Student Services Center, and other APU offices send all official communication through APU email, including registration information. Teacher candidates are required to maintain an APU email address. Candidates may link their APU email account to a private internet service provider, but are responsible for checking APU email regularly.

Canvas

APU utilizes Canvas for the administration of courses, including delivery of course content, assignment submission, course announcements, etc. All teacher candidates will be provided with directions for accessing Canvas upon admission and at New Student Orientation. Assistance with Canvas is provided at canvas@apu.edu.

Graduate Writing Proficiency

It is expected that course submissions by APU teacher candidates will be written at an academic level representative of a graduate program. Those who need assistance with their scholarly writing, can contact the APU Writing Center at writingcenterstaff@apu.edu. More information can be found at <https://www.apu.edu/writingcenter/>.

Course Registration and Enrollment

Information about course registration is sent to candidates when admitted. Further information can be found at <https://www.apu.edu/graduateprofessionalcenter/registrar/registration/>. Candidates should pay close attention to registration dates to ensure timely enrollment in courses. Space is not guaranteed in all courses and some courses do fill quickly.

- Candidates should register for both sessions (i.e. Fall 1 and Fall 2 or Spring 1 and Spring 2) when registration opens for the term.
- Any changes to a candidate's enrollment (add/drop, section change, etc.) must occur prior to the Add/Drop deadline.
- Candidates who are not enrolled for three consecutive terms (e.g., Fall, Spring, and Summer semesters) will result in administrative withdrawal from the university. Reapplication and department reacceptance are required to enroll again. **NOTE:** An application for readmission does not guarantee readmission. Additionally, candidates who are readmitted will be held to any and all program requirements and university policies in place at the time of readmission. Please refer to the [APU Catalog](#) for more information.
- All program requirements need to be completed within a five-year time frame that starts the first term a candidate earns a grade in a course after being accepted into their program. Both program and credential requirements, including all required exams and assessments, must be completed prior to the granting of the Master's degree and recommendation for the preliminary teacher credential. Information regarding time to degree completion is provided in the [APU Catalog](#).

Grading

The DTE Graduate Grade Scale is included below, and specific grading policies will be contained in the syllabus for each course. The following expectations generally apply to all courses.

- Candidates are required to earn a grade of B- or better in ALL coursework. Courses with a grade lower than a B- (including NC grades) are not applied to master's degree or credential requirements and must be repeated.
- Candidates must earn a grade of B- or better in ALL necessary courses in order to receive clearance to begin clinical practice.
- Candidates who earn a grade of C+ or below must retake the course at the next available opportunity,

- which may impact the candidate's timeline for participation in clinical practice and program completion.
- Per APU policy, candidates may repeat a course up to two times, for a total of three times taking one course. Candidates should consult the [APU Catalog](#) for specific information with respect to repeated courses.
 - Request for Graduate Course Incomplete is discouraged. An Incomplete is given **only** under special circumstances, as described in the [APU Catalog](#). In addition, an Incomplete can only be granted if the candidate has completed a substantial part of the coursework (greater than 75%), is in good academic standing in the course at the time the Incomplete is filed, and has satisfactory attendance up to the last day to withdraw in the term. Please note that additional documentation relating to the extenuating circumstance that prevented the candidate from completing his/her work may be required. The request for Graduate Course Incomplete needs to be submitted for review and all necessary signatures need to be obtained before the last day of the course.
 - Candidates wishing to appeal a grade should consult the [APU Catalog](#).

DTE Graduate Grade Scale

95-100 =A	84-88 =B	73-77=C
92-94=A-	81-83=B-	70-72=C-
89-91=B+	78-80=C+	67-69=D

Definition of work quality as demonstrated by letter grades:

- **A - Superior** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education.
- **B - Adequate** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education. A grade of B- is the minimum required for passing a course in this program.
- **C - Inadequate** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education. In this program, a C+ or lower is not considered a passing grade and the course will need to be retaken.

Please consult and refer to the APU Catalog, graduate center policies, and specific program catalogs and guidelines for further information.

Program Time Limit

Candidates in Division of Teacher Education programs must complete all requirements for their degree and/or credential within five years of admission. This includes both Master of Arts in Education and credential only programs. Both program and credential requirements, including all required exams and assessments, must be completed prior to the granting of the Master's degree and recommendation for the preliminary teacher credential. Information regarding time to degree completion is provided in the [APU Catalog](#).

Credentials

Credential Analysts

There is a team of credential analysts to support teacher preparation candidates as they work towards their goal of earning a California teaching credential. The credential analysts work with each teacher candidate from the beginning of their program through application for credential in order to provide consistent support throughout the entire process.

Academic Advising

Credential analysts serve as academic advisors to teacher candidates within the Division of Teacher Education. Academic advising promotes development and helps to improve the teacher candidate's overall experience within their program of study. Through academic advising, teacher candidates learn about the requirements of their academic program and are able to explore their strengths in relation to personal and occupational choices.

Each teacher candidate will have an opportunity to meet with his/her credential analyst shortly after admission. During this time, the analyst will provide information, guidance, and support in developing an academic plan to meet the candidate's needs and ensure program completion. While the credential analyst is a guide and resource, **final responsibility for meeting requirements to complete a program rests with the teacher candidate. Teacher candidates that deviate from their original academic plans must contact their credential analyst to be re-advised.**

Credential analysts serve teacher candidates according to an alphabetical breakdown. Alphabet assignments may adjust without prior notice to the candidate. Candidates should refer to the [Office of Credentials website](#) for the most up-to-date alphabet assignment and contact information.

Credential Requirements

All candidates must meet the following requirements to be recommended for a multiple subject or single subject preliminary teaching credential or a mild to moderate or extensive support needs education specialist preliminary teaching credential by Azusa Pacific University:

1. Successful completion of all coursework.

NOTE: All candidates must earn a B- or better in all coursework. Courses that earn a grade of below B- must be retaken, and candidates who earn below a B- must meet with their credential analyst for a revised course sequence plan before progressing in the program. All admitted candidates must maintain a cumulative GPA of 3.0 with no grade below B-. Candidates who do not meet the above requirements may be subject to academic probation or dismissal from the program. NOTE: Documentation of completion of the 15 hours of fieldwork is required for a passing grade in fieldwork-embedded courses. If 15 hours are not documented, the highest grade possible is a C+, thus necessitating the course being retaken. Fieldwork hours must be completed within the timeframe of the current fieldwork-embedded course.

2. Completion of each of the following program requirements:
 - U.S. Constitution (course or exam) - California Education Code Section 44335 requires all candidates for a multiple subject, single subject, or education specialist credential, to demonstrate knowledge of the United States Constitution by completing a college level course, or a college

level examination in the subject. This requirement must be completed before the credential can be granted. The U.S. Constitution requirement can be met by successful completion of **one** of the following:

- Successful completion of a course on the provisions and principles of the U.S. Constitution taken at a regionally accredited college or university.
- Pass an examination on the provisions and principles of the U.S. Constitution offered by a regionally accredited college or university.
- Verification of subject-matter competency (CSET exam or completion of a state-approved subject matter program, or meet one of the CTC approved options). Please note: CSET subtest exams expire ten years from their administration date unless the score is used for recommendation of an intern credential or higher-level credential.
- Verification of tuberculosis clearance. Please note: Tuberculosis clearance must be valid through the entire term of clinical practice.
- Continuing verification from instructors of positive dispositions characteristic of the teaching profession (relationships with others, professionalism, and teaching outlook).
- Valid Certificate of Clearance (COC) or other appropriate document issued by the California Commission on Teacher Credentialing (CTC) that requires a background check. Additional Certificate of Clearance information is as follows:
 - Candidates are required to maintain their Certificate of Clearance (or other appropriate document) throughout their enrollment in the School of Education.
 - Candidates who allow their Certificate of Clearance or other clearance document from the CTC to expire will be prevented from enrollment in future terms.
 - Instructions and information for acquiring a Certificate of Clearance can be found at the following link: [Certificate of Clearance](#)

NOTE: Candidates must report any changes in character standings, including unresolved issues with the law and/or CTC, to their credential analyst. Failure to do so may result in dismissal from the program.

3. Successful completion of field experience and clinical practice.

Field experience is embedded into program foundation courses. Candidates must meet field experience requirements within each course in order to pass the course. Clinical practice is met traditionally through student teaching with a cooperating teacher; however, candidates who hold a contracted teaching position may request approval to complete clinical practice in the classroom where they are the teacher of record.

4. Prior to applying for a preliminary teacher credential, candidates must:

- Verify successful completion of CPR for infants, children, and adults.
- Verify successful completion of all assessments and forms required in the Division of Teacher Education's assessment system (Watermark).
- Multiple subject and single subject credential candidates must pass the California Teaching Performance Assessment (CalTPA Instructional Cycle 1 and Instructional Cycle 2) as required by CTC.
- Special education credential candidates must pass the Education Specialist California Teaching Performance Assessment (CalTPA Instructional Cycle 1 and Instructional Cycle 2) as required by CTC.
- Multiple subject and special education credential candidates must show proof of passage of the Reading Instruction Competence Assessment (RICA).
- Complete an Individual Development Plan (IDP) approved by their Program Director.
- Candidates should contact a credential analyst for information on applying for a preliminary teacher credential after the above requirements have been completed. The credential analyst will provide information needed to complete the credential application. preliminary teacher credentials are valid for five years and are nonrenewable. A Clear Credential is obtained through a CTC-approved teacher induction program with either a California public school district or

Intern Credentials

All DTE programs offer an intern credential option specifically designed for the candidate who is teaching full time in an appropriate setting in a public K-12 school. There are additional expectations of candidates completing their credential program while holding an intern credential. Candidates with questions about the expectations while working under an intern credential should contact the **Intern Coordinator, Dr. Greg Kaiser at gkaiser@apu.edu**.

Intern Eligibility

Candidates planning to complete their clinical experience via an intern credential should communicate with their credential analyst in the Office of Credentials prior to beginning the eligibility process. To become eligible for an intern credential, a candidate must meet the following requirements:

1. Hold a bachelor's or higher degree from a regionally accredited college or university
2. Be a current student in good standing in the APU School of Education preliminary teacher credential program
3. Successfully complete at least six units of coursework in the School of Education preliminary teacher credential program (with a grade of *B-* or higher in each course). Candidates who already hold a California multiple subject, single subject, or education specialist teaching credential may check with the Office of Credentials for possible exception to this requirement.
4. Verify successful completion of the [California Basic Skills Requirement](#) via one of the options approved by the [California Commission on Teacher Credentialing \(CTC\)](#)
5. Verify successful completion of the U.S. Constitution requirement (course or exam)
6. Verify successful completion of the [California Subject Matter Requirement](#) via one of the options approved by the [California Commission on Teacher Credentialing \(CTC\)](#).
7. Verify successful completion of the School of Education's approved intern preservice.
 - Multiple Subject preservice: TESP 501 Art of Teaching I, TESP 502 Science of Teaching I, TEP 511 Art of Teaching II, and TEP 521 Methods of Teaching Reading and Writing (K-8)
 - Single Subject preservice: TESP 501 Art of Teaching I, TESP 502 Science of Teaching I, TEP 511 Art of Teaching II, and TEP 531 Methods of Teaching Reading and Writing (7-12)
 - Mild to Moderate Support Needs and Extensive Support Needs preservice: TESP 501 Art of Teaching I, TESP 502 Science of Teaching I, SPED 517 Art of Teaching II, and SPED 525 Methods of Teaching Reading and Writing (K-8)
8. Candidates may also meet intern preservice requirements via completion of Alternative Certification Training (ACT) through the Kern County Superintendent of Schools. Candidates are required to work with their credential analyst for completion of preservice requirements through ACT or documented evidence of completing another CTC-approved preservice certification program. Note: For coursework or a CTC-approved preservice certification program to be considered toward meeting intern preservice requirements, the coursework or program must be completed within five years prior to recommendation for the Intern Credential.
9. Verify successful completion of 30 hours of early field experience via one of the following options:
 - APU fieldwork that is embedded in courses. Courses must be completed within five years prior to recommendation for the Intern Credential.
 - Current California multiple subject, single subject, or education specialist teaching credential.
 - Life Ryan credentials, out of state credentials, and previous teaching experience will be evaluated on a case-by-case analysis.
10. Demonstrate competence in reading instruction via completion of the School of Education Methods of

Teaching Reading and Writing course relevant to the candidate's preliminary teacher credential program and proof of registration for the RICA exam OR a passing score on the RICA exam. Candidates who already hold a California multiple subject or education specialist teaching credential may check with the Office of Credentials for possible exemption from this requirement.

11. All coursework (APU and/or CTC-approved preservice certification program) must be completed within five years of being recommended for an Intern Credential.
12. Gain employment under a full-time public school contract at a school site located within 50 road-miles of Azusa or an APU regional campus offering School of Education preliminary teacher credential programs.
13. Verify employment as evidenced by a letter from school or district administration on district or school letterhead fully describing the teaching assignment.
14. Submit the credential application and Intern Credential Application Request through the [Office of Credentials](#).

Completion of the above requirements does not guarantee recommendation for an intern credential. Recommendation for an intern credential is contingent upon the availability of university coaches. The School of Education must also have a valid Memorandum of Understanding (MOU) in place with the employing Local Education Agency (LEA) extending the offer of employment. Additionally, the Intern Coordinator and Program Director for the relevant preliminary teacher credential program will review the candidate's file to determine if the candidate demonstrates appropriate academic progress and dispositions for recommendation for an intern credential.

Please note: The APU School of Education is not currently approved to offer the Bilingual Crosscultural Language and Academic Development (BCLAD) certificate. At this time, APU intern programs are not designed to support individuals employed in bilingual classrooms. We are unable to recommend a candidate for an intern credential if their intern placement is in a bilingual classroom.

Once a candidate has been recommended for an intern credential, he/she must comply with the following requirements to maintain eligibility for the intern credential:

1. Be continuously employed in a teaching assignment that requires the intern credential
2. Be an APU School of Education candidate in good standing
3. Be making satisfactory progress toward program completion for the duration of the intern credential
4. Follow his/her signed advising plan
5. Enroll in an intern support course (SPED 500 or TEP 590) or clinical practice course each term he/she holds an intern credential. Please see information below regarding requirements for intern support and supervision.

Please note: Once a candidate has progressed to the start of the second eight weeks of clinical practice, the candidate has passed the point where he/she can be recommended for an intern credential.

Intern Support and Supervision

Interns are responsible to record ALL support and supervision received – including any and all additional English Learner (EL) support and supervision. The Intern Coordinator reviews support and Supervision Logs and Forms at the end of each eight-week session. Interns are encouraged to update logs on a daily/weekly basis and not to wait until the end of the session since it is easy to forget what support was received. There are MANY activities that can be logged as “support.” Those activities are listed below. **Intern Support and Supervision Logs/Forms are due (submitted via the Google Form Intern Credential Support Hours Form) one week after the last day of each session.**

General Support and Supervision

As stated above, all interns must log their hours of support and supervision each term. ALL support and supervision received is to be logged. Support and supervision information is used to evaluate the support provided by the university and district/schools to intern candidates.

Support and supervision is provided by both the district/school site where the intern candidate is teaching and by APU. A complete description and breakdown of the support and supervision requirements and appropriate support activities will be provided to the candidate once an intern credential is recommended by APU.

Interns enrolled in SPED 500 or TEP 590 may receive 12 hours of support through course meetings each session.

Examples of Support and Supervision: CTC indicates support activities may include the following:

- Classroom observations and coaching
- Support related to observations, planning, problem-solving, and/or instruction
- Activities specifically addressing intern's classroom
- Grade level or department meetings related to curriculum, planning and/or instruction
- New teacher orientation
- Coaching from Administrator
- Co-planning with EL or SPED expert
- Observing SDAIE/ELD lessons online or in person
- Release time for participation in district/regional groups
- Review and discussion of test results with colleagues
- Weekly planning and/or review of plans with EL authorized credential holder

Additional Support

The APU School of Education Alumni and Professional Services offers multiple development opportunities for teacher candidates. Any workshop or seminar offered by APU that directly supports teaching may be logged as APU Support and Supervision. This support would be in addition to the direct Support and Supervision received from the University Coach. The [Alumni & Professional Services website](#) provides up-to-date information. The Intern Coordinator has curated multiple resources to support interns. These are available in the Intern [EL Resources](#) webpage.

NOTE: Students who earn an NC grade in SPED 500 or TEP 590 will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a period of probation may be dismissed from the program. If an Intern Credential is withdrawn, the Intern may be administratively dismissed from the program. The Intern must meet with the DTE Chair to discuss remediation and next steps.

IMPORTANT NOTE REGARDING COMPLETION OF preliminary teacher credential WHILE HOLDING AN INTERN CREDENTIAL: Upon completion of 16 weeks of clinical practice, a candidate with an intern credential has one additional eight-week session to complete the preliminary teacher credential requirements, application, and move to the preliminary. *This includes passage of the RICA exam for those candidates working toward a preliminary teacher credential requiring RICA.* Failure to either maintain eligibility for the intern credential or to complete the preliminary teacher credential requirements and application within the one additional eight-week session immediately following completion of clinical practice will result in withdrawal of the intern credential which could impact the candidate's employment. If an Intern Credential is withdrawn as a result of a lapse in professional responsibility, integrity, or ethical conduct, the intern may be dismissed from the program. The Intern must meet with the DTE Chair to discuss remediation and next steps.

Early Completion Option for Interns (does not apply to Education Specialist Interns)

Qualified intern candidates may choose an early program completion option culminating in a five-year preliminary teaching credential. This option is available to intern candidates who meet the following requirements:

1. Pass a written assessment adopted by the CTC that assesses knowledge of teaching foundations as well as all of the following:
 - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English Learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
2. Pass both instructional cycles of the CalTPA. This assessment may be taken only one time by an Intern Candidate participating in the early completion option.
3. Pass the Reading Instruction Competence Assessment (RICA) – Multiple Subject Credential only
4. Meet the requirements for teacher fitness

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program.

The availability of an Early Completion Option is introduced to all applicants to multiple subject teaching credential and single subject teaching credential programs during their initial advising meeting. For additional information regarding the Early Completion Option, teacher candidates should contact the Credential Analyst for their program.

It is important that Intern candidates remain in regular, consistent contact with their assigned Credential Analyst throughout the duration of their program.

Clinical Experiences

Clinical experiences are required of all programs designed to prepare a candidate for a California Preliminary Teaching Credential. These experiences allow the teacher candidate the opportunity to connect theory to practice through experiences in the K-12 classroom setting. Information about clinical experiences at APU can be found in the [Clinical Experience Handbook](#) and on the [Office of Student Placements](#) website.

Field Experience

Each teacher candidate will be required to complete 15 hours of field experience embedded within four foundation courses, for a total of 60 hours. Candidates must meet field experience requirements within each course in order to pass the course. The foundation courses with embedded field experience are as follows:

Art of Teaching I (TESP 501)

Science of Teaching I (TESP 502)

Art of Teaching II (TEP 511/SPED 517)

Science of Teaching II (TEP 512/SPED 518)

Field experience consists of observations and other assignments conducted within the K-12 setting including hours completed in various learning environments - both general education and special education settings. Field experience provides an opportunity for each candidate to identify and contextualize individual student learning needs, observe and identify a variety of pedagogical approaches to meet the various needs of K-12 learners. As they begin to develop hands-on experiences, candidates will be prepared to make connections between pedagogy and student learning while increasing in the understanding of their own ability to assess the developmental, academic, behavioral, social, communication and career readiness needs of K-12 students within their specific credential focus. Specific coursework requirements will be completed in the field experience setting. Field experience expectations and requirements will be included within the course syllabi of each field experience-embedded course. Instructions and expectations for completing specific field experience assignments will be provided by the course faculty members teaching the field experience-embedded course.

Candidates submit fieldwork in Canvas/Assignment. Successful completion of fieldwork is required in order to receive credit for completion of field experience hours and requirements. Instructions for uploading assignments into Canvas/Assignments will be provided within the course. NOTE: Documentation of completion of the 15 hours of fieldwork is required for a passing grade in the course. If 15 hours are not documented, the highest grade possible is a C+, thus necessitating the course being retaken. Fieldwork hours must be completed within the timeframe of the current course.

Clinical Practice

In accordance with the School of Education's mission statement to prepare individuals for diverse educational settings, the Division of Teacher Education works to ensure all candidates experience varied school and classroom settings throughout their field experience and clinical practice experiences. Candidates should visit the [Office of Student Placements](#) website for detailed information about participating in clinical practice.

Each program has specific requirements for clinical practice. General information about clinical practice is outlined below, and more specific information related to the clinical practice requirements for each program can be found in the [Clinical Experience Handbook](#) for each candidate's specific program. ***Candidates are held to the standards, practices, and policies contained within the [Clinical Experience Handbook](#) for their program.***

Clinical Practice Information

- Clinical practice for all programs covers two consecutive 8-week sessions, for a total of 16 weeks
- Multiple subject candidates complete eight weeks at the TK-2 grade level and eight weeks at the 3-6 grade level
- Single subject candidates complete their entire 16-weeks of clinical practice within their subject area and

- must include four teaching periods with two different subject area preps (e.g., geometry and algebra).
- Both mild to moderate support needs and extensive support needs education specialist credential candidates must complete their 16-week clinical practice in a setting appropriate for their credential program.

Course Credit for Clinical Practice

Clinical practice courses are taken as Credit (*CR*)/No Credit (*NC*). The determination of clinical practice credit lies with the program director in consultation with the university coach and the cooperating teacher. Mid-point and final evaluations/surveys may be used to determine whether credit should be awarded. **NOTE:** Failure to submit all required documentation in Canvas may result in a grade of *NC*.

Three observations are required per 8-week session. Due to extenuating circumstances, credit for Session 1 may be given with two observations. However, if only one observation is submitted in Session 1, a *NC* grade will be given. Therefore the Teacher Candidate must withdraw from clinical practice, concurrent courses, and EDUC courses and re-apply for clinical practice.

Candidates who earn a grade of *NC* are required to meet with their program director to identify knowledge, skills, and/or dispositions that may need strengthening and develop a performance improvement plan. Candidates will not receive another placement for clinical practice until they have met with their program director and received a performance improvement plan. Students who earn an *NC* grade will be placed on academic probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a probation period may be dismissed from the credential program.

Candidates are expected to successfully complete their culminating clinical practice course at first attempt. On rare occasions, students with unsuccessful first attempts will be eligible to petition the Office of Student Placements to repeat the course. Clinical practice may not be repeated without a successful petition. Candidates must contact the Director of Clinical Experiences to receive and complete the School of Education Academic General Petition. A culminating clinical practice course can be repeated only once. Students who earn an *NC* grade in a culminating clinical practice, field experience, or internship experience as a result of a lapse in professional responsibility, integrity, or ethical conduct may not be eligible to petition to repeat the course for which they received the non-passing grade and may be subject to academic dismissal.

Applying for Clinical Practice

Candidates must submit an application for clinical practice in advance of participation in clinical practice. Applications and all required items must be received by the applicable deadlines and approved by the Office of Student Placements for a student to be eligible for clinical practice participation.

*Applications for clinical practice must be submitted to the
Office of Student Placements by:
April 10 for fall term and
September 10 for spring term*

Clearing for Clinical Practice

Clinical practice may occur through student teaching or a contracted teaching position. Regardless of the method, the following requirements must be met before any clinical practice experience can take place:

- Posted bachelor's degree or a student in good standing in the integrated bachelor's degree plus credential program at Azusa Pacific University.
- Verification of successful completion of the Basic Skills Requirement.
- Tuberculosis clearance (must be current throughout entire clinical practice experience)
- Valid Certificate of Clearance or other appropriate CTC-issued document (valid throughout entire clinical practice experience).
- Proof of successful completion of U.S. Constitution coursework or exam.
- Original, passing scores of CSET exams, official verification of completion of a CTC-approved subject matter program signed by the credential analyst at the California institution of higher education at which the courses were successfully completed, or meet one of the [CTC approved options](#). *Please note: CSET subtest exams expire 10 years from their administration date unless score is used for recommendation of an intern credential or above.*
- Candidates who have secured a contracted teaching position must submit a copy of their teaching contract for the appropriate school year and a principal letter on school letterhead for consideration as a placement for clinical practice. Templates with the requirements for the principal letter can be obtained from your Credential Analyst. **Contracted teaching positions must be approved as part of the clinical practice clearing process prior to placement to ensure they meet all placement requirements. Candidates should contact the Office of Student Placements prior to accepting a contracted teaching position with the intention of completing clinical practice in that position.**

*All clinical practice documents must be submitted to the
Office of Student Placements by:
April 30 for fall term and
September 30 for spring term*

The Division of Teacher Education cannot grant extensions to the April 30 and September 30 deadlines.

Clinical Practice Placement

The Division of Teacher Education works to ensure that candidates experience varied school and classroom settings throughout their field experience and clinical practice experiences. Candidates are allowed to indicate two preferred school districts for placement based upon a list of districts with which APU has ongoing partnerships and Memorandums of Understanding. The School of Education works in conjunction with school districts to place candidates in schools that provide varied and diverse settings with strong cooperating teachers equipped to supervise candidates through their clinical practice experience. Care is taken to ensure that a candidate's clinical practice placement is in a school and classroom setting that is different from the setting in which the candidate completed the majority of his or her field experience.

Every attempt is made to place candidates in settings that meet the candidate's needs and desires, including the

ability to remain near a candidate's chosen APU campus. Candidates seeking certain single subject credentials may be more difficult to place and placement options may not be available in their preferred districts. *A candidate may not find his/her own clinical practice placement.*

Special Situations within Clinical Practice

Candidates who have a contracted teaching position or hold certain CTC credentials or permits may have additional requirements necessary to complete clinical practice. These situations are described below:

Clinical Practice While Holding an Intern Credential. Candidates holding an intern credential may complete clinical practice in the classroom where they are serving as a teacher. *Intern candidates should contact their Credential Analyst well in advance of any clinical practice deadlines for information regarding their specific situation.*

Clinical Practice While Holding a Contracted Teaching Position (e.g., Short-Term Staff Permit (STSP)). Candidates holding a contracted teaching position may be able to complete clinical practice in the classroom where they are serving as a teacher. *Candidates holding a contracted teaching position should contact their Credential Analyst well in advance of any clinical practice deadlines for information regarding their specific situation.*

Clinical Practice While Teaching in a Private School Setting. Generally, all field experience and clinical practice occurs via placement in California public schools. In some limited situations, full-time teaching at a private school may be approved as a placement for field experience and/or clinical practice. The state requires teacher candidates who are working in private schools and seeking a credential to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. In addition, for teacher candidates to successfully complete the CalTPA they must have an English Learner; a student on an IEP, 504 plan, or GATE, and a student from another underserved group in the classroom where they are completing clinical practice. Certification that the private school teaching assignment meets the placement requirements will be required from the school site via a signed letter by the school principal. A template for the principal letter can be obtained from and should be returned to your Credential Analyst. The Division of Teacher Education's Policy on Private School Teaching and complete list of requirements can be found on the [Office of Student Placements website](#). Requests to complete clinical practice while teaching in a private school setting must be approved by the [Office of Student Placements](#) and the candidate's credential program. *Candidates wishing to use private-school teaching placement should contact their Credential Analyst well in advance of any clinical practice deadlines for information regarding their specific situation.*

Clinical Practice While Holding a Long-Term Substitute Position. Candidates holding a long-term substitute teaching position may be able to complete clinical practice in the classroom where they are serving as a substitute teacher. The candidate's position must meet the clinical practice placement requirements, must be maintained through the entire clinical practice semester (16 weeks), and must be approved as a placement for clinical practice. *Candidates holding a long-term substitute teaching position should contact the [Office of Student Placements](#) well in advance of any clinical practice deadlines for information regarding their specific situation.*

Office of Student Placements

The Office of Student Placements coordinates all aspects of the clinical practice experience for the Division of Teacher Education. The Clinical Practice Coordinator collaborates with school districts to make effective student placements in schools and works with APU University Coaches to ensure they are able to provide excellent service to teacher candidates. Additionally, the position assists teacher candidates within the Division of Teacher Education throughout the clinical practice experience, including the application process, clearing for clinical

practice, and placement in a clinical practice position. Questions related to clinical practice should be directed to soeplacement@apu.edu.

Clinical Practice Artifact Collection

Candidates collect artifacts in Canvas (and/or an ePortfolio, per program requirements) to exemplify their clinical practice experience. Candidates will be required to include specific items to illustrate learning. Detailed information about the collection of these artifacts, including required items, can be found on the [Office of Student Placements](#) website.

Clinical Experience Handbook

Specific information related to clinical practice can be found in the [Clinical Experience Handbook](#) found on the [Office of Student Placements](#) website. *Candidates are held to the standards, practices, and policies contained within the Clinical Experience Handbook for their program.*

Assessment and Progression

APU Assessment System (Watermark™)

The Division of Teacher Education uses Watermark™ assessment tools to support the collection and analysis of teacher candidate outcomes in all degree and credential programs.

All Division of Teacher Education candidates are required to have a Watermark™ account and maintain their account throughout their time of enrollment. Candidates are required to submit particular assignments, including signature assignments and other forms of assessment, in Watermark™ by the deadline specified in the course syllabus. Successful evaluation of necessary submissions is required for degree completion and/or recommendation for a credential to the California Commission on Teacher Credentialing (CTC). It is the responsibility of the candidate to ensure access to an active Watermark™ account and submission of required assignments to the correct evaluator.

Watermark™ technical support is available to all subscribers through Watermark™ Mentoring Services as follows: Phone: 1-800-311-5656 or by [submitting a request for assistance](#). Additionally, Watermark related questions may be sent to soewatermark@apu.edu.

Teaching Performance Assessments (CalTPA)

All candidates admitted to APU's teacher preparation programs are required to submit and pass both instructional cycles of the California Teaching Performance Assessment (CalTPA) to complete their program and be recommended for a California teaching credential. Candidates within the multiple subject and single subject preliminary teacher credential programs are required to submit and pass both instructional cycles to comply with CTC credential requirements. Special education credential candidates must submit and pass the Education Specialist CalTPA (Instructional Cycle 1 and Instructional Cycle 2). The CalTPA is designed to measure the candidate's knowledge, skills, and ability with relation to California's Teaching Performance Expectations (TPEs). Together, the two instructional cycles measure the candidate's ability to appropriately instruct K-12 students in the state of California.

Successful Completion of CalTPA

The current version of the CalTPA was fully implemented in Fall 2018, and all teacher candidates are required to complete the current CalTPA as follows:

The CalTPA is structured with two instructional cycles based on the pedagogical sequence of plan, teach, assess, reflect, apply. Each instructional cycle will address the complete pedagogical sequence, and the candidate will need to provide evidence for each step. These instructional cycles will run concurrent with the candidate's placement for student teaching or clinical practice. Candidates will be asked to respond to the instructional cycles within the context of their clinical practice placement, and will be asked to supply evidence for each instructional cycle through annotated video clips, written narrative, and artifacts.

Beginning Fall 2022, all education specialists are required to complete and pass the Education Specialist CalTPA Instructional Cycle 1 and Instructional Cycle 2.

Descriptions of CalTPA Instructional Cycles

Instructional Cycle 1: The focus of Instructional Cycle 1 is on knowing and understanding students' assets and needs and using this information for instructional planning. Candidates will be asked to demonstrate their use of knowledge of their students and instructional strategies, including academic language, implementing educational technology, monitoring student learning, and making appropriate accommodations and/or modifications, during the teaching of a lesson to meet individual student needs. Additionally, they will demonstrate how they establish a positive learning environment and provide social and emotional support through their interactions with students.

Instructional Cycle 2: The focus of Instructional Cycle 2 is on assessing student learning during instruction, and the use of multiple assessment outcomes to plan for and promote learning for all students. In this instructional cycle, candidates will use what they know about their students and the learning context to plan and teach an instruction and assessment sequence based on California state standards and/or curriculum frameworks, and provide feedback to students about the quality of their performance for two types of assessment: 1) informal – monitoring of student learning and adjusting instruction while teaching to maintain active engagement in learning, and 2) formal– collecting and analyzing student assessment data to plan and modify further instruction.

Submission and Remediation

Candidates will be required to register and submit the CalTPA instructional cycles in accordance with the policies and practices determined by the CTC and the APU Division of Teacher Education. Submission fees are established by the testing agency and the candidate is responsible for payment of such fees at the time of registration. **NOTE: Candidates need to maintain affiliation with the teacher preparation program in order to submit CalTPA.** Candidates are required to submit CalTPA during their clinical practice term to meet the submission requirements for CalTPA.

Candidates who are required to remediate a CalTPA instructional cycle will be responsible for understanding and meeting all CTC and program requirements and deadlines, as well as payment of any additional fees. Additionally, remediation and resubmission **must** occur while affiliated with the teacher preparation program at Azusa Pacific University. Candidates who need to remediate a CalTPA instructional cycle may be required to register for an additional CalTPA candidate support course until the CalTPA is satisfactorily submitted and passed at an additional cost to the candidate.

Candidates who fail to submit a CalTPA instructional cycle during clinical practice or need to remediate an instructional cycle to receive a passing score must have access to a K-12 classroom setting in order to complete the CalTPA. Candidates will be responsible for finding an appropriate placement that is approved by their Program Director and/or the CalTPA Coordinators. **Candidates who are required to remediate a CalTPA should contact the CalTPA Coordinators as soon as they have received a No Score or a Not Pass score.**

Permission to Video for CalTPA

Appropriate written permission must be obtained through the school district for each individual, whether student or adult, who will appear in the video, and teacher candidates are responsible for obtaining that written permission. Districts and/or schools may have in place a “media permission form” that would cover this video requirement, and, with the assistance of the Cooperating Teacher and/or Site Administrator, teacher candidates can determine if this is the case. If there is no district and/or school permission slip already in place, the teacher candidate is responsible for providing the APU Video Permission Form to all parties and obtaining signed and dated permission forms PRIOR to videotaping. Teacher candidates do not submit the individual permission forms to the university but are to maintain copies of the forms, if collected separately from the district and/or school.

Candidate Support and Assistance with CalTPA

The coursework throughout the program helps prepare candidates for the CalTPA. Additional information and support is available through the Division's CalTPA Coordinator and Remediation Specialists, whose contact information is below.

CalTPA Coordinator and Education Specialist Remediation Specialist

- Dr. Tammy Bachrach (tbachrach@apu.edu or 626.815.6000, ext. 4648)

Multiple Subject and Single Subject Remediation Specialist

- Dr. Richard Barsh (rbarsh@apu.edu or 626.815.6000, ext. 5529)
- Information about the CalTPA can also be found at the following websites:
 - [California Teacher Performance Assessment \(CalTPA\)](#)
 - [Education Specialist California Teaching Performance Assessment \(EdSp CalTPA\)](#)

Dispositions

Dispositions are defined as professional attitudes, values, and beliefs demonstrated through verbal and non-verbal behaviors demonstrated by the educator through interactions with students, families, colleagues, and communities. These behaviors support student learning and development. The Division of Teacher Education employs a developmental approach towards professional dispositions that provides both maximized support for our teacher candidates and ethical gatekeeping for the profession. This is accomplished through a series of activities and interactions that occur at specific points in a candidate's progress through the credential program. The dispositions that emerged from research, input from local K-12 school district constituents, and collaboration with Division of Teacher Education colleagues at APU are arranged along seven attributes shown to correlate to expectations or observable behaviors exhibited by effective, productive teachers and are thus desired characteristics for candidates working to achieve teaching credentials allowing them to become the next generation of successful educators.

The seven critical attributes evaluated by the Division of Teacher Education are: Sensitivity to Cultural & Individual Differences, Personal & Professional Maturity, Responsiveness to the Expectations & Standards of the Professional Community, Respectful Communication with the Professional Community, Effective Time Management, Instructional Design, Evidences Skills and Understanding of Social and Emotional Learning Strategies. These attributes are aligned with the Teaching Performance Expectations (TPEs) from the State of California; nationally recognized social-emotional learning and culturally-responsive teaching attributes, as well as input from teaching professionals at the university and public educational settings. The exemplars are provided below for clarification purposes only and are used by faculty in assessments. Please note: Some attributes and expectations have greater significance and impact during particular parts of a teacher candidate's program.

Dispositions will be formally assessed three times during each teacher candidate's program - during TESP 501, TEP 512/SPED 518, and at least once during clinical practice. Faculty may choose to assess dispositions at additional times as needed; however, only the three formal scores will be collected for program improvement uses. Any dispositional area that receives a rubric score less than "2" at any of the dispositional evaluation points will require a written explanation of issues or challenges. Additionally, if remediation is indicated or has been previously attempted through the use of the DTE Disposition Remediation Form, faculty are required to make a notation of this in the comments.

Dispositions are assessed at least three times during a candidate's credential program. If a dispositional concern arises outside of the three times that dispositions are assessed an instructor may submit a dispositional assessment.

Professional dispositions expected of teacher candidates are as follows:

Element #1: Sensitivity to Cultural & Individual Differences	
Descriptor	Skill level expectations include:
Employs strategies to ensure that all populations have equal access to educational opportunities. TPE 1.4, 4.1, 4.4, 4.5	Demonstrates multiple practices of inclusivity and commitment to equity that exemplify congruency with various profiles of students.
Displays respect for individual differences and includes family and community cultural contexts within the learning environment. TPE 2.3	Maintains consistent inclusive practices for family and community members within the learning environment.
Actively protects students and colleagues from the impact of discrimination based on race, gender, disability/ exceptionality, sexual orientation, and language. TPE 2.3	Strives to build a safe classroom with zero tolerance of negative behaviors towards others as evidenced by correcting negative student behaviors and finding some form of resolution.
Element #2: Personal & Professional Maturity	
Descriptor	Skill level expectations include:
Maintains composure and professional demeanor in a variety of circumstances. TPE 6.5	Consistently demonstrates through modeling and work product professional integrity and ethical conduct in a variety of circumstances.
Element #3: Responsiveness to the Expectations & Standards of the Professional Community	
Descriptor	Skill level expectations include:
Practices self-reflection and collaboration with others in progressing towards teacher professional goals TPE 6.1, 6.3	Demonstrates the ability to communicate and inquire with colleagues, students' families, and members of the larger school community to support their learning and their students' learning. is understandable to the target audience.
Demonstrates the ability to effectively integrate culturally appropriate practices and pedagogy for all learners as a result of developing self-awareness. TPE 1.1	Demonstrates culturally responsive practices and pedagogy for all learners.

Element #4: Respectful Communication with the Professional Community

Descriptor	Skill level expectations include:
Seeks to understand various viewpoints, cultures, and people groups and interact with all in a respectful manner. TPE 5.1, 5.2, 5.7	Seeks to understand multiple viewpoints and respectfully responds in ways that are inclusive of the audience.

Element #5: Effective Time Management

Descriptor	Skill level expectations include:
Practices effective time management with regards to class and clinical practice requirements. TPE 6.5	Consistently exhibits punctuality in both attendance and submissions of all assignments.

Element #6: Instructional Design

Descriptor	Skill level expectations include:
Demonstrates the ability to plan and present lessons that implement and support inclusive activities and behaviors. TPE 3.2, 3.3	Demonstrates several strategies to perform instructional sequences in their content area(s) and to include inclusive learning sequences.

Element #7: Evidences Skills and Understanding of Social and Emotional Learning Strategies

Descriptor	Skill level expectations include:
Demonstrates a caring attitude towards students' social and emotional learning needs and ensuring a caring classroom culture. TPE 2.1, 2.	Demonstrates skills to promote students' social-emotional growth, development, and individual responsibility using for example, positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.