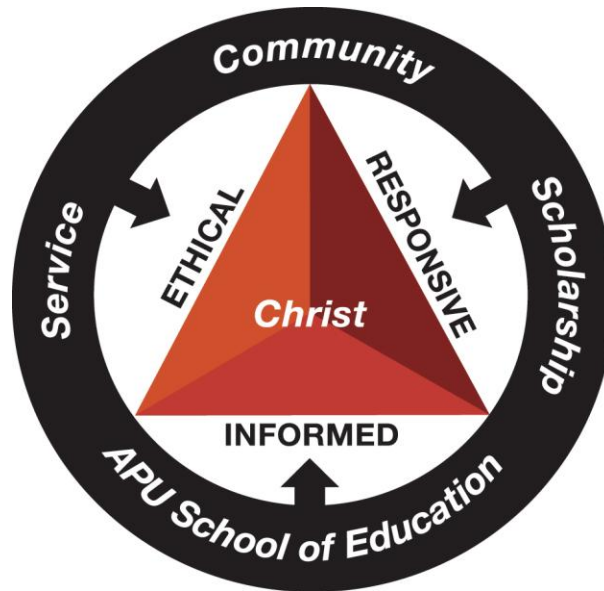


AZUSA PACIFIC UNIVERSITY

SPECIAL EDUCATION DEPARTMENT

Teacher-Candidate Handbook



Azusa Pacific University
School of Education
Department of Special Education
701 E. Foothill Blvd, Azusa CA 91702-7000

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

—Dr. Richard E. Felix, Former President—
Azusa Pacific University

Vision Statement of the School of Education

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. The School of Education desires to take students to a new level of knowledge and interaction within a community of practice. Through student-to-student and student-to-faculty interaction, distributed learning tools, and hands-on opportunities, we strive to develop teachers who can meet the needs of California K-12 students in public and private schools.

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.

Mission Statement of the School of Education

- Professional education programs at Azusa Pacific University have been designed to support and fulfill the university's mission of integrating **Christian faith** with **scholarship, community, and service**.
- This mission of the university's academic programs involves preparing students with a commitment to become highly effective, innovative, visionary, and responsive professionals who work collaboratively with strong moral and ethical sensitivity.
- Prepared professionals will be committed to engaging in reflective scholarly practices, integrating sound, theoretical knowledge with Christian faith perspectives, and improving decision-making strategies to serve diverse communities of learners.

Learner Goals

We prepare:

1. Ethical professionals who are able to understand and articulate the integration of a Christian worldviews with their discipline in their communities of practice.
2. Responsive professionals who practice reflective critical thinking in their engagements with diverse communities of learners.
3. Informed scholarly professionals who are dedicated to collaboration and lifelong learning.



Message from the Dean

Welcome to the Azusa Pacific University (APU) School of Education. We are delighted to have you as a student in our Special Education Department where innovative “best practices” will prepare you for 21st century teaching and learning. We are part of a University whose four cornerstones of Christ, Scholarship, Community, and Service define our balance between academic excellence and spiritual values, as well as our commitment to community and service.

The APU School of Education is uniquely designed to meet your needs, offering courses and programs at the main campus in Azusa, online, and at seven regional centers throughout Southern California. Through the traditional semester system, accelerated programs in nine-week sessions, and convenient online courses, APU offers bachelors, masters, and doctoral degrees. The School of Education also offers numerous credential programs.

Highly qualified faculty, service-oriented staff, and an experience leadership team are working diligently to serve you and your colleagues in other programs. Join us as we explore and develop innovative strategies that empower us to meet the needs of today and prepare for the opportunities of the future.

Blessings,

Anita Fitzgerald Henck, PhD
Dean
School of Education

**Message from the Chair
Department of Special Education**



Thank you for your interest in APU's Department of Special Education Programs. All of us in our department look forward to the chance to meet and share with you about the excellent special education credential and Masters degree program we offer. One of the areas that set us apart from other credential and Masters programs is our commitment and vision articulated as: God First. We invite you to experience a credential program, which offers the opportunity of faith integration and lifelong fellowships.

The Special Education Department is committed to preparing K-12 classroom teachers *who are competent* – able to effectively educate and lead in the cultural, socioeconomic, and linguistic diversity of today's educational environment; *who are compassionate* – committed to the care and enhancement of the individuals they teach and lead; and *who are people of character* – able to contribute to the moral and ethical development of the students and families whom they serve.

The current shortage of special education teachers creates a growing demand for educators with an intern credential. Studies indicate that employment opportunities in teaching will continue to increase for both elementary and secondary teachers, particularly in the area of special education. APU offers an intern program approved by the Commission on Teacher Credentialing (CTC), which authorizes service for special education classrooms. Additionally, the National Council for the Accreditation of Teacher Education (NCATE) accredits all of the programs offered in the Department of Special Education.. As one of the largest credential-granting private institutions in California, APU produces credentialed teachers who are professionally prepared to provide quality educational programs that effectively meet the needs of the students in public and private schools. APU special education credentialed teachers are heavily recruited by school districts throughout California and other states.

Nilsa J. Thorsos, Ph.D.
Chairperson
Department of Special Education
School of Education
Azusa Pacific University
nthorsos@apu.edu

The Department of Special Education

Azusa Pacific University offers programs approved by the Commission on Teacher Credentialing (CTC) which authorize service for special education classrooms. Additionally, all of the programs offered in the Department of Special Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE). As one of the largest credential-granting private 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.

The primary goal of the Department of Special Education is to provide the training and experience needed to qualify for California's special education teaching credentials. Azusa Pacific University's Special Education Program, established in 1963, is committed to preparing K-12 classroom teachers:

- who are competent – able to effectively educate and lead in the cultural, socioeconomic, and linguistic diversity of today's educational environment
- who are compassionate – committed to the care and enhancement of the individuals they teach and lead
- who are people of character – able to contribute to the moral and ethical development of the students and families whom they serve

Please note the following:

1. Classes are small, and the credential programs are conveniently offered online or at various locations throughout Southern California. The Department of Special Education will provide information regarding locations in which specific credential (authorization) programs are offered. Classes must maintain minimal attendance of 6-8 students to operate.
2. APU graduates have been successful in obtaining jobs in public, Christian, and other private schools. Studies indicate that employment opportunities in teaching will continue to increase in the areas of elementary and secondary education (www.eschoolnews.showstory.cfm. Article ID=4206). There will be a particular need for teachers in the areas of Math, Science, bilingual and special education.
3. Credential (authorization) courses are combined with selected courses required for a Master of Arts in Education so that an emphasis in special education may be obtained. Master's degree course work is usually taken following completion of credential programs or as a stand alone degree program. Individuals wishing to pursue a Master degree with any of the following emphases must also consult a faculty advisor to determine/select the emphasis appropriate to their needs:
 - a. Educational Technology
 - b. Classroom Interventions
 - c. Bilingual Education
 - d. Behavior Interventions
 - e. Resource Specialist
 - f. Autism Added Authorization
4. All credential students must have access to technology, Internet, email, laptop, taskstream. In addition, they must participate in an assessment system specified to them upon admission.

5. All credential standards and requirements for special education are subject to CTC, NCATE, and federal policy changes, which may supersede catalog descriptions of prior programs and requirements. The department reserves the right to change the admission process and requirements.

Contact Information

| | | |
|--|--|---------------------|
| Special Education Chairperson and Masters Nilsa Thorsos, Ph.D. | nthorsos@apu.edu | (626) 815-5425 |
| Moderate to Severe Program Director Litzzy Ruiz, MA | lruiz@apu.edu | (626) 815-5168 |
| Mild to Moderate Program Director Diana Dobrenen, M.S. | ddobrenen@apu.edu | (626) 815-6000x5597 |
| Masters Program Director Glen Green, Ed.D. | ggreen@apu.edu | |
| Administrative Assistant Erika Rios | erios@apu.edu | (626) 815-5373 |
| Administrative Assistant Ron Bejar | rbejar@apu.edu | (626) 815-5430 |
| Administrative Assistant Whitney Walter | wwalter@apu.edu | (626) 815-6000x5791 |
| Masters in Educational Technology Co-Program Director Joanne Gilbreath, Ed.D. | jgilbreath@apu.edu | (626) 815-5059 |
| Administrative Assistant for Joanne Gilbreath Lori Claire | lclaire@apu.edu | (626) 815-5490 |
| CLAD/CTEL Certification Director Ivy Yee-Sakamoto, Ph.D. | iyeesakamoto@apu.edu | |
| Administrative Assistant for CLAD/CTEL Program Brandon Merritt | bmerritt@apu.edu | (626) 815-5344 |
| Director- Graduate Scholarships & Grant Advising Chris Zeilenga | czeilenga@apu.edu | (626) 815-5479 |

Site Coordinators and Regional Center Information

Azusa – Main Campus 701 E. Foothill Boulevard P.O. Box 7000 Azusa, Ca 91702
Phone: 626-387-5791 Fax: 626-815-5416
[department office hours: M-TH 8am-5pm, Friday 8am-4pm]

Coordinators for Azusa

Bennet Nworie, Ph.D. bnworie@apu.edu (626) 815-5056
Craig Bartholio, Ed.D. cbartholio@apu.edu (626) 815-5757

High Desert (Victorville)

15283 Pahute Ave. Victorville, CA 92395
Phone: 760-952-1765 877-247-3462 Fax: 760-952-1734
[M-TH 10am-9pm, Friday 9am-1pm]

Coordinator for High Desert

Professor Greg Richardson gdrichardson@apu.edu

Center Staff:

Donald Rucker –Director
Anthony Bravo- Assistant Director
Julie Conway – Administrative Assistant
Marjorie Wilson- Senior Client Services Coordinator
Gabriela Quesada- Program Representative
Nicole Campbell- Program Representative
Eugenia Macias- Administrative Assistant

Inland Empire (San Bernardino) 685 Carnegie Drive, Suite 100 San Bernardino, Ca. 92408-3502
Phone: 800-964-8807 909-888-9977 Fax: 909-888-8739
[M-TH 10am-8pm, Friday 9am-1pm]

Coordinator for Inland (in San Bernardino)

Nancy Contrucci, Ph.D. ncontrucci@apu.edu 909-528-0925

Center Staff:

OPEN –Director
Linda Scott –Assistant Director
Dionne Hicks – Executive Assistant
Majorie Wilson – Senior Client Services Coordinator
Alisa Miller – Client Services Coordinator
Leon Johnson – Program Representative
OPEN – HDRC/IERC Program Representative

Los Angeles 3580 Wilshire Blvd, Suite 200 Los Angeles, CA 90010-2513
Phone: 213-252-0962 or 866-491-9083 Fax: 213-385-5891
[M-TH 8:30am-8:30pm, Friday 8:30am- 1pm]

Coordinator for Los Angeles

Yvette Latunde, Ph.D. ylatunde@apu.edu 626-857-2208

Center Staff:

Cloetta (Cloe) Veney –Director
Patricia Staten – Executive Assistant
Joseph Kim – Senior Client Services Coordinator

Tracy Townsend- Program Representative
Jenny Jungha Lee- Korean Client Services Coordinator

Murrieta 39573 Los Alamos Road Murrieta, Ca. 92563-5032
Phone: 951-304-3400, 877-210-8841, or 626-815-6000x2176 Fax: 951-304-3388
[M-TH 10am-9pm, Friday 9am-1pm]

Coordinator for Murrieta

Donna Block, M.A. dblock@apu.edu 626-815-6000x2182

Center Staff:

Vickie Becker – Executive Director
Nori Shaughn – Associate Director
Rachel Jacobs – Program Representative
Shawn Cadmes - Program Representative
Maria Buffington- Client Services Coordinator
Rose Thierry – Administrative Assistant
Chelsea Faber- Client Services and Recruiting Coordinator

Orange 1915 Orangewood Avenue, Suite 100 Orange, Ca. 92868-2046
Phone: 800-272-0111 Or 714-935-0260 Fax: 714-935-0356
[M-TH 10am-9pm, Friday 10am-1pm]

Coordinator for Orange

Jan Forsse, M.A. jforsse@apu.edu 949-945-8354

Center Staff:

Deanna Brady –Director
Carolyn Rizzo – Assistant Director
Anne Farina – Administrative Assistant
Dianna Enriquez Lopez – Senior Client Services Coordinator
OPEN – Program Representative

San Diego 5353 Mission Center Road, Suite 300 San Diego, Ca. 92108-1306
Phone: 619-718-9655 or 877-210-8839 Fax: 619-7189659
[M-TH 8am-8pm, Friday 1pm]

Coordinator for San Diego

Stephen Cochrane, Ph.D. scochrane@apu.edu 858-414-0634

Center Staff:

John Burlison – Director
Jean Stephenson –Assistant Director
Dawn Murillo-Client Services Coordinator
Rusty Goodrick-Recruiting Coordinator
David Bibel- Program Representative

Ventura (Oxnard) 445 E. Esplanade Drive, Suite 200 Oxnard, Ca. 93036-1306
Phone: 877-210-8840 or 805-988-1267 Fax: 805-604-1581
[M-TH 10am-9pm, Friday- 9am-1pm]

Coordinator for Ventura

Doug Becker, M.A. (interim)

dbecker@apu.edu

805-988-1267

Center Staff:

Jeff Argend - Director

Nicole Campbell – Program Representative

Stacy Hixon - Program Representative

Deborah Torbet - Client Services Coordinator

Office of Credentials and Student Placement **Rebekah Harris, Director**

Credential Analyst Office: (By Candidate's Last name)

A – C, N Audrey Strivings Phone: 626-387-5721 E-Mail: astrivings@apu.edu

D – H, O Ann Plumb Phone: 626-815-5445 E-mail: aplumb@apu.edu

I – M, P Lynne Stapenhill Phone: 626-815-5093 E-mail: lstapenhill@apu.edu

Q – Z Wendy Ramsey Phone: 626-815-5455 E-mail: wramsey@apu.edu

For General Information:

Kelli Starman

Phone: 626-815-5346 E-mail: kstarman@apu.edu

Office of Student Placement:

Student Records Supervisor (District Contracts for Clinical Practice Placements)

Jon Capogrossi Phone: 626-815-5343 E-Mail: jcapogrossi@apu.edu

Student Records (Clinical Practice Clearance)

Cheryl Ward clward@apu.edu

Phone: 626-815-5353

Graduate Center Contact Information:

First Contacts:

Admissions- Emily L. Martinez; elmartinez@apu.edu, 626-815-4562

Cashier- Gloria Villarreal; gvillarreal@apu.edu, 626-815-4559

home.apu.edu (email/grades) set up- support@apu.edu, 626-815-5050

Financial Aid/ student account

Jon Krimmel; jkrimmel@apu.edu, 626-815-4552

Masters Degree Clearance/Graduation (based on last name)-

(A-F) Alicia York; ayork@apu.edu, 626-815-4547

(G-M) Kimberly Love; klove@apu.edu, 626-815-4541

(N-Z) Jessica Harris; jharris@apu.edu, 626-815-4553

Graduate Center: Management Team

Steve Syverson, Graduate Center Admissions Director

Norma Mocabee, Graduate Registrar

Michelle Johnson, Graduate Student Financial Services Director

Amanda Stanfield, Assistant Director of Graduate Center Client Services

Mailing Address:

Graduate Center
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

Physical Location:

Graduate Center
Azusa Pacific University - Administration West
568 East Foothill Boulevard
Azusa, CA 91702-7000

Phone: (626) 815-4570; (800) TALK-APU

On-campus Extension: 4570

Fax: (626) 815-4571 (Admissions); (626) 815-4580 (Registrar) (626) 815-4545 (Student Financial Services)

Email: graduatecenter@apu.edu

Office Hours: *Monday-Thursday, 8:30 a.m.-7p.m.; Friday, 9:30 a.m.-4:30 p.m.*

Directions:

The Graduate Center is housed at the Administration West building, a complex located across the street from Saint Frances of Rome Catholic Church at 568 E. Foothill Blvd., Suite 111, Azusa, California 91702.

Visitors may park in front of the Administration West building.

Additional parking may be found on West Campus at Cerritos Avenue on the north side of Foothill Boulevard.

After parking in the front lot, enter Administration West through the front gates.

You will pass a stairwell before arriving in the center courtyard.

The Graduate Center's entrance is directly ahead, Suite 111.

2012-2013 Graduate Calendar

Students are advised to review syllabi for class sessions that fall on holidays.

**Fall 1 2012 (9-week term), Fall 2 2012 (9 weeks),
Spring 1 2013 (9 weeks), Spring 2 2013 (9 weeks),
and Summer 2 2013 (6 weeks).**

Fall 2012 Term

Traditional Nine Week Session 1 (*formerly Fall I*)

Tuesday, July 10, 2012 Registration Opens
Tuesday, August 14, 2012 Continuing Students' Registrations Due
Wednesday, August 15, 2012 -
Tuesday, September 11, 2012
Final Registration Period
Tuesday, September 4, 2012 Fall Nine Week - Session 1 Classes Begin
Wednesday, September 5, 2012 Community Chapel
Tuesday, September 11, 2012 Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, September 14, 2012 Last Day to Submit Notice of Intent to Graduate for December 15, 2012 Graduation
Monday, October 15, 2012 Last Day to Withdraw from Classes**
October TBD Dinner Rally
Monday, November 5, 2012 Fall Nine Week - Session 1 Classes End
Monday, November 12, 2012 Fall Nine Week - Session 1 Grades Due
Saturday, December 15, 2012 Winter Commencement

Traditional Nine Week Session 2 (*formerly Fall II*)

Tuesday, July 10, 2012 Registration Opens
Friday, September 14, 2012 Last Day to Submit Notice of Intent to Graduate for December 15, 2012 Graduation
Monday, October 22, 2012 Continuing Students' Registrations Due
Tuesday, October 23, 2012 -
Monday, November 19, 2012
Final Registration Period
Monday, November 12, 2012 Fall Nine Week - Session 2 Classes Begin
Monday, November 19, 2012 Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Thursday, November 22, 2012 -
Sunday, November 25, 2012
HOLIDAY*: Thanksgiving Break (no classes, offices closed)
Saturday, December 15, 2012 Winter Commencement
Monday, December 24, 2012 -
Sunday, January 6, 2013
HOLIDAY*: Christmas Vacation (no classes), offices closed December 24, 2012 - January 1, 2013
Wednesday, January 2, 2013 Last Day to Withdraw from Classes**
Monday, January 21, 2013 HOLIDAY*: Martin Luther King, Jr. Day (no classes, offices closed)
Saturday, January 26, 2013 Fall Nine Week - Session 2 Classes End
Friday, February 1, 2013 Fall Nine Week - Session 2 Grades Due
Friday, February 1, 2013 Last Day to Submit Notice of Intent to Graduate for May 4, 2013 Graduation
Saturday, May 4, 2013 Spring Commencement

Spring 2013 Term

Traditional Nine Week Session 1 (formerly Spring I)

Tuesday, November 13, 2012 Registration Opens

Monday, January 14, 2013 Continuing Students' Registrations Due

Tuesday, January 15, 2013 -

Monday, February 11, 2013

Final Registration Period

Friday, February 1, 2013 Last Day to Submit Notice of Intent to Graduate for May 4, 2013 Graduation

Monday, February 4, 2013 Spring Nine Week - Session 1 Classes Begin

Monday, February 11, 2013 Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**

Friday, February 15, 2013 HOLIDAY*: Presidents' Day Observed (no classes, offices closed)

Friday, March 15, 2013 Last Day to Withdraw from Classes**

Wednesday, March 20, 2013 Community Chapel

Friday, March 29, 2013 HOLIDAY*: Good Friday (no classes, offices closed)

Saturday, April 6, 2013 Spring Nine Week - Session 1 Classes End

Friday, April 12, 2013 Spring Nine Week - Session 1 Grades Due

Saturday, May 4, 2013 Spring Commencement

Traditional Nine Week Session 2 (formerly Spring II)

Tuesday, November 13, 2012 Registration Opens

Friday, February 1, 2013 Last Day to Submit Notice of Intent to Graduate for May 4, 2013 Graduation

Monday, March 25, 2013 Continuing Students' Registrations Due

Tuesday, March 26, 2013 -

Monday, April 22, 2013

Final Registration Period

Friday, March 29, 2013 HOLIDAY*: Good Friday (no classes, offices closed)

Monday, April 15, 2013 Spring Nine Week - Session 2 Classes Begin

Monday, April 22, 2013 Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**

Friday, April 26, 2013 Last Day to Submit Notice of Intent to Graduate for July 26, 2013 Graduation

Saturday, May 4, 2013 Spring Commencement

Friday, May 24, 2013 Last Day to Withdraw from Classes**

Monday, May 27, 2013 HOLIDAY*: Memorial Day (no classes, offices closed)

Saturday, June 15, 2013 Spring Nine Week - Session 2 Classes End

Friday, June 21, 2013 Spring Nine Week - Session 2 Grades Due

Friday, July 26, 2013 Summer Commencement

Traditional Six Week Session 2 (formerly Summer II)

Tuesday, March 12, 2013 Registration Opens
Friday, April 26, 2013 Last Day to Submit Notice of Intent to Graduate for July 26, 2013
Graduation
Monday, June 3, 2013 Continuing Students' Registrations Due
Tuesday, June 4, 2013 -
Monday, June 24, 2013
Final Registration Period
Monday, June 17, 2013 Summer Six Week - Session 2 Classes Begin
Monday, June 24, 2013 Last Day to Register, Add/Drop Classes or Submit Independent Study
Proposals**
Friday, June 28, 2013 Day of Prayer*: (no classes, offices closed)
Thursday, July 4, 2013 HOLIDAY*: Independence Day (no classes, offices closed)
Friday, July 12, 2013 Last Day to Withdraw from Classes**
Friday, July 26, 2013 Summer Six Week - Session 2 Classes End
Friday, July 26, 2013 Summer Commencement
Friday, August 2, 2013 Summer Six Week - Session 2 Grades Due

Please refer to online term schedules for most updated information:

<http://www.apu.edu/calendar/academic/>

Please contact Department personnel for any other Departmental meeting dates.

Common Questions

Is graduate student housing available?

On-campus housing is not available for graduate students. The APU Office of Asset Management (626-815-4595) maintains a list of housing opportunities (rooms for rent, people looking for roommates, and apartments) in Azusa and neighboring areas which is available through APU's website.

What constitutes full-time vs. part-time as a graduate student?

APU's Special Education programs are divided into 9 -week term modules and a Summer 2 term/module of 6 weeks. To be classified as a full-time graduate student at the master's or credential level, one must be enrolled in at least twelve (12) units or 4 classes per 18-week semester or 6 units per term. Comparable requirements for half-time status for 18-week semesters are six units or two (2) classes which is 1 course per term.

What is meant by provisional status?

Candidates with a GPA of 2.55-2.99 will be considered for provisional admission. This provisional status requires maintaining a minimum cumulative GPA of 3.0. Candidates receiving a B- must seek remediation through the instructor of record. C or lower requires the student to retake the course.

What are the registration deadlines?

Registration deadlines can be found by visiting the Graduate Academic Calendar or at the Graduate Center. They are also listed as part of the year Calendar in the handbook. Please click on the following link to register:
<http://www.apu.edu/calendar/academic/>

What Financial Aid is available?

Students working toward a Teaching Credential (authorization) (which includes Special Education) are available for scholarships and loan assumptions. Students should pick up a copy of the current tri-fold brochure, which contains over 35 different opportunities for School of Education students. The brochure is available at all APU campuses. Just one of the items explained in the brochure is the APLE program. This Assumption Program of Loans for Education is explained in the brochure, but in general it is a non-competitive program that will help pay back an awarded amount of student education loans. The APLE application is also available at all APU campuses. Scholarship deadlines vary throughout the academic year, and students should apply for the APLE program at the very beginning of their credential program.

Who is my advisor?

For program advising, contact your closest regional center's SPED Site Coordinator for an appointment with them. Please bring your most recent advising sheets with you to ensure consistency and accuracy. For credential processing information, please contact your Credential Analyst. For clinical practice clearance & placement, please contact the Office of Student Placement at 626-815-5353.

What is a Site Coordinator?

A Special Education Regional Center Site Coordinator (a.k.a. SPED Coordinator, Site Coordinator, SPED Site Coordinator) is the go-to person at each center for any questions or concerns involving the Special Education programs and department. They handle all advising and admitting for the SPED programs at each center. They are highly qualified full time faculty members who have 8 hours of office time scheduled per week at each center to attend to advising needs. They therefore, teach as well as advise and supervise Field Experience seminars, adjuncts, mentors assigned by the department to their center or site. They are also available via email on a consistent basis to handle any situations or issues that arise. If they can not give you an answer, they are responsible to find the answer or the proper person to answer it and notify students where the information they need can be attained. Some Coordinators will give out their phone numbers, on a individualized basis, however, no one else can legally give out any contact information other than office extension and email for the coordinator.

New Student Welcome Center (<http://www.apu.edu/welcome/graduate/>)

Technology Information

Home.apu.edu

Home.apu.edu is the University's home portal for registration and academic information. Those who are eligible to register will receive an email invitation to get started. With home's new Student Center, you can:

- Register for classes.
- View your charges.
- Check your grades.
- View your personal student checklist, and more!

Home.apu.edu lets you do more for yourself, meaning fewer trips to campus and less paperwork. When you receive your invitation, you'll login to home.apu.edu with your current APU NetID and password and enjoy all its added convenience. For assistance, contact the IMT office at 626-815-5050 or support@apu.edu.

What is Sakai?

APU's [online programs](#) include both SakaiCourse and SakaiCompanion classes:

- SakaiCourse classes are for those students who are taking classes completely online with no weekly face-to-face meetings.
- SakaiCompanion classes are designed as a web support for students and faculty in face-to-face/traditional classrooms.

What is TaskStream?

Candidates are required to enroll in TaskStream which includes an online portfolio assessment system to facilitate teacher candidate evaluation. Candidates create electronic portfolios to showcase and document their competencies and experiences with the Commission on Teacher Credentialing (CTC), share artifacts or the entire portfolio with instructors and advisors for feedback and review online, submit sections of their portfolio or the entire body of work for evaluation online, and track their progress toward certification. A one-time assessment fee is levied to cover these requirements and is attached to SPED 515/516 courses usually.

Do I need a Laptop, Email, Internet Access?

Laptops are allowed and encouraged in classes but not for departmental or State exams. If you are in the Masters in Special Education-Educational Technology program, a laptop is a requirement. IMT has a laptop program for those needing to buy or rent one.

Your APU email must be checked regularly as this is the main outlet for information. If you also have a personal email you wish to use as well, you need to contact the department to have the update inputted into our system for future use. Again, your APU email will remain the primary email used for all correspondence. It is possible to set up your APU email to automatically forward all email to your personal email address.

As email is a main source of information, internet access needs to be available to you on a frequent basis for both communication and coursework involving TaskStream, Sakai, etc.

Technology Integration

Technology integration is designed for K-12 educators and focuses on the appropriate use of technology to facilitate the teaching and learning process. Courses build on the CTC Level 1 and the ISTE National technology proficiencies that are met in the preliminary credential programs. A variety of instructional methods are explored using technology for collaboration and communication.

Level I Technology Proficiencies

All candidates for the Credential (authorization) Program must demonstrate mastery of Level I Technology Proficiencies, which are embedded in the SPED coursework;

1. Considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
2. Analyzes best practices and research findings on the use of technology and designs lessons accordingly.
3. Is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.
4. Uses computer applications to manage records and to communicate through printed media.
5. Interacts with others using Email and is familiar with a variety of computer-based collaborative tools.
6. Examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools.
7. Chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
8. Demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
9. Demonstrates knowledge of copyright issues and of privacy, security, safety issues, and Acceptable Use Policies.

ISTE National Educational Technology Standards (NETS) And Performance Indicators for Teachers

All classroom teachers should be prepared to meet the following standards and performance indicators:

1. Technology Operations and Concept

Teachers demonstrate a sound understanding of technology operations and concepts. Competent teachers:

- a. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as delineated in ISTE National Educational Technology Standards for Students).
- b. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. Planning and Designing Learning Environments and Experiences

Teachers plan and design effective learning environments and experiences supported by technology.

Competent teachers:

- a. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support diverse needs of learners.
- b. apply current research on teaching and learning with technology when planning learning environment and experiences.
- c. identify and locate technology resources within the context of learning activities.
- d. plan for the management of technology resources within the context of learning activities.
- e. plan strategies to manage student learning in a technology-enhanced environment.

3. Teaching, Learning and the Curriculum

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Competent teachers:

- a. facilitate technology-enhanced experiences that address content and student technology standards.
- b. use technology to support learner-centered strategies that address the diverse needs of students.
- c. apply technology to develop students' high order thinking skills and creativity.

- d. manage student learning activities in a technology-enhanced environment

4. Assessment Evaluation

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Competent teachers:

- a. apply technology and assessing student learning of subject matter using a variety of assessment techniques.
- b. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- c. apply multiple methods of evaluations to determine students' appropriate use of technology, resources for learning, communication and productivity.

5. Productivity and Professional Practice

Teachers use technology to enhance the productivity and professional practice. Competent teachers:

- a. use technology resources to engage in ongoing professional development and lifelong learning.
- b. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- c. apply technology to increase productivity.
- d. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6. Social, Ethical, Legal, and Human Issues

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice. Competent teachers:

- a. model and teach legal and ethical practice related to technology use.
- b. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- c. identify and use technology resources that affirm diversity.
- d. promote safe and healthy use of technology resources.
- e. facilitate equitable access to technology resources for all students.

Technical Support Contacts

TaskStream Mentoring Services

Contact for help:
* uploading / submitting work
Email: help@taskstream.com
Phone: (800) 311-5656
Website:
<http://www.taskstream.com/pub/supportingservices.asp>
CALL HOURS:
January 1 - January 9 (Off-peak)
M-F: 8:00am - 7:00pm ET
January 10 - May 31 (Peak)
M-Th: 8:00am - 9:00pm;
F: 8:00am - 7:00pm ET
June 1 - September 9 (Off-peak)
M-F: 8:00am - 7:00pm ET
September 10 - December 15 (Peak)
M-Th: 8:00am - 9:00pm;
F: 8:00am - 7:00pm ET
December 16 - December 31 (Off-peak)
M-F: 8:00am - 7:00pm ET
(Eastern Time is three (3) hours ahead of Pacific Time)

TaskStream Usage Issues & Support

Contact: Ron Bejar rbejar@apu.edu
* TaskStream Program enrollment
* Initial registration keycode
* Need an Atomic Learning account
Desk: (626) 815-5430
Website: <http://education.apu.edu/techintegration>

Learning Enrichment Center

PO Box 7000, Azusa, CA 91702-7000
Phone: (626) 815-3849
Telephone Device for the Deaf (TDD): (626) 815-3873
Fax: (626) 815-3859
<http://www.apu.edu/lec/>

APU Support Desk

Contact for help:
* accessing Cougars' Den and
* laptop wireless connectivity issues
Email: support@apu.edu
Phone: (866) APU-DESK or (626) 815-5050
IMT Support Website: www.apu.edu/imt
CALL HOURS:
M-Th: 7:00am – 10:00pm
F: 7:00am – 5:00pm
S: 12:00pm – 6:00pm
Su: 2:00pm – 8:00pm
Summer Hours
M-Th: 8:00am – 7:00pm
F: 8:00am – 5:00pm

CSTP/TPE Assessment Requirements

Dr. Nancy Contrucci
Email: ncontrucci@apu.edu
Phone: (626) 815-5168

Teaching Performance Assessment (TPA)

Christopher Babundo
Email: cbabundo@apu.edu
Phone: (626) 815-5099

SakaiCourse, SakaiCompanion- Online APU

Contact for help:
* adding the correct class
* uploading work
Distance Learning Office
Andrew Jittu: ajittu@apu.edu
Phone: (626) 815-5050
CALL HOURS:
M-F 8am-4 pm
Login Website: <http://online.apu.edu>
For tech questions/problems with class:
Email: helpdesk@online.apu.edu

APU Online Databases

Contact for help:
* research assistance/training
* help using the databases
Kimberly Wilcox: kwilcox@apu.edu
Phone: (626) 815-6000 x5770
Website:
<http://www.apu.edu/library/apuresources/onlineresources/>

Technology Assignments (Technology Integration)

Contact for help:
* with the SPED TaskStream technology assignments
* to receive an Atomic Learning account
Timothy Brinkley: tbrinkley@apu.edu
Desk: (626) 815-6000 x5573
Cell: (626) 945-8469
Website:
<http://education.apu.edu/techintegration>

Graphics Center (Azusa West Campus)

Contact for help:
* Scanning documents
* making movies
* poster printing
* laminating
Phone: 626-815-5078

Technology Support

(Eastern Time is three (3) hours ahead of Pacific Time)

TaskStream Mentoring Services Contact for help: Uploading / submitting work

Website: <http://www.taskstream.com/supportingservices.asp>

E-Mail: help@taskstream.com Phone: (800)-311-5656

TaskStream Usage Issues & Support

Contact for help: Program enrollment & Initial registration keycode.

Learning Enrichment Center PO Box 7000, Azusa, CA 91702-7000

Phone: (626) 815-3849 Telephone Device for the Deaf (TDD): (626) 815-3873

Fax: (626) 815-3859 <http://www.apu.edu/lec/>

APU Support Desk Contact for help: Accessing home.apu.edu and Laptop wireless connectivity issues

E-Mail: support@apu.edu Phone: (866) APU-DESK or (626)-815-5050

Website: www.apu.edu/imt

Sakai- Online APU Contact for help: For tech questions/problems with class

Center for E-Learning and Teaching Login Website: <http://sakai.apu.edu>

Email: helpdesk@online.apu.edu Phone: 1-303-873-0005

Contact for uploading work: Andrew Jittu: ajittu@apu.edu Phone: (626) 815-5038

Technical support (626) 815-5050

APU Online Databases

Contact for help: Research assistance/training, help using the databases

Kimberly Wilcox: kwilcox@apu.edu Phone: (626) 815-6000 x5770

Website: <http://www.apu.edu/library/apuresources/onlineresources/>

Important Links:

TaskStream Mentoring Services:

<http://www.taskstream.com/supportingservices.asp>

TaskStream Usage Issues and Support:

<http://education.apu.edu/techintegration>

Learning Enrichment Center

<http://www.apu.edu/lec>

APU Support Desk

<http://www.apu.edu/imt>

Sakai – Online APU

<http://sakai.apu.edu>

APU Online Databases

<http://www.apu.edu/library/apuresources/onlineresources>

Name/Address Change Form

http://www.apu.edu/graduatecenter/pdfs/name_address_change.pdf

ACSA

<http://www.acsa.org>

Azusa Pacific University

APU Graduate Center

<http://www.apu.edu/graduatecenter>

Home

<http://home.apu.edu>

Important Dates

<http://www.apu.edu/calendar/academic/graduate>

Sakai

<https://sites.google.com/a/apu.edu/apu-sakai-faq/student-help>

IMPORTANT PHONE NUMBERS:

IMT Support Desk (Technical Issues): 626-815-5050

Andrew Jittu

eLearning Operations Manager

Center for eLearning and Teaching

Azusa Pacific University

ajittu@apu.edu

sakai.apu.edu

Sakai Support (24x7): [626.815.5050](tel:626.815.5050) or support@apu.edu

online.apu.edu

General Forms & Processes

How do I change my name or address?

You can find a name/address change form at: www.apu.edu/graduatecenter/pdfs/name_address_change.pdf

Turn in the completed form to the Graduate Center Registrar, located on Azusa Pacific University's Administration West at 568 E Foothill Blvd; Azusa, CA 91702.

What is an Enrollment Activity form?

Use this form to enroll, drop, or withdraw from a course and/or from the university. Use one form per term: Fall, Spring, Summer or Summer B. Complete Section I and submit to the Office of the Graduate Registrar. Form can be submitted by mail, fax, or PDF to email. A \$125 nonrefundable late fee applies to all requests for late enrollment activity.

When do I use an Academic General Petition?

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. Academic General Petition forms are available from the Graduate Center and the Regional Centers, and must be returned to the Office of the Graduate Registrar in the Graduate Center. All petitions and exceptions granted are considered on a case-by-case basis. Any exception granted by petition does not establish guaranteed subsequent exceptions or appeals.

What is a Course Tutorial (Independent Study)?

Course Tutorial deals with the replacement of a catalog course in terms of units, content, syllabus, outline, and testing. In general, the course tutorial cannot substitute for a course that is offered on a regular basis. However, there may be occasions in which it may be utilized to fulfill a course requirement when a class is cancelled because of low enrollment. The actual course number, instead of an independent study number, is recorded on the student's permanent academic record. Course tutorial units do not count toward the maximum six independent study units allowed in a degree program. An application form, along with possibly, registration or add/drop, is required to be completed by both the student and the instructor of record. Forms are available at the Graduate Center and the regional centers as well.

What is involved in a Withdrawal?

Graduate students may withdraw from a class without grade penalty at any time during the first 10 weeks of the 15-week term and during the first 6 weeks of the 9-week term, starting the first day of classes. The last day to withdraw for every term is indicated in the Academic Calendar. The student must secure the appropriate form from the Office of the Graduate Registrar in the Graduate Center and obtain an approval signature from the professor. The student will receive a *W* (withdrawal) grade in the course from which he or she withdraws. A student who never attends or stops attending a course for which he or she is officially registered will receive an *F* in that course if accepted procedures for withdrawal are not followed. If the student wishes to initiate a withdrawal after the deadline, he or she may do so by filing an Academic General Petition form available in the Office of the Graduate Registrar in the Graduate Center. Professor approval for withdrawal after the deadline should be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Petitions must be signed by the professor of the course in question and the department chair prior to submission to the registrar for approval. No financial adjustments will be made.

A student who, for any reason, finds it necessary to withdraw from the university during the course of the semester must do so through the Office of the Graduate Registrar in the Graduate Center. International students must obtain approval from International Student Services to withdraw from the university. The student must complete the Class Withdrawal form. Failure to comply will mean that failing grades will be entered on the student's record. A letter indicating the student's intention of leaving the university must be submitted as well. If the student intends to return after some time, a Leave of Absence form should be submitted to extend the time limit for completing the degree.

When can I get an Incomplete?

The grade *I* (incomplete) is to be given only if special circumstances exist. An incomplete grade may be given upon recommendation of the professor, with the permission of the dean and/or chair of the respective school and/or department. To obtain an incomplete, the student must fill out the Incomplete form available from the Office of the Graduate Registrar in the Graduate Center and obtain all necessary signatures. An extension may be granted for up to 12 weeks from the last day of the term.

Petitions for extension beyond the 12 weeks are subject to review by the faculty member and the dean of the school. An incomplete not made up within the 12-week period will be automatically changed to the grade agreed upon in the "Instructor and Student Agreement" section of the Incomplete form. An incomplete submitted without the proper form will automatically become an *F*.

When can I get a Leave of Absence?

Enrolled graduate students may apply for university approval for a one-time leave of absence from their graduate program for a minimum of two consecutive semesters and a maximum of two years. These students may apply for university approval for a one-time leave of absence for a maximum of three years following the BSN portion of the program. Forms are available in the Office of the Graduate Registrar in the Graduate Center and must be submitted prior to the student's absence from the university. Failure to complete the required form will result in the student having to comply with updated requirements or changes if applicable. An Expired leave of absence is not renewable.

What is a Waiver?

Unlike transfer credit, waivers fulfill course requirements only; no units are awarded. Students with waived courses must choose alternate elective courses, approved by the program, to satisfy the unit requirements of their Masters degree program. There are two types of waiver forms used by the department.

The first is a 2-ply form required to be filled out and support documentation attached for all non -SPED courses utilized in any SPED program, specifically EDUC or TEP courses. They are approved by the perspective program director who oversees that specific non-SPED course.

The other is a 4-ply form required to waive any SPED course. It supplies 3 columns for inputting data based on if the student is requesting the course be waived due to; alternative coursework taken elsewhere/different program, holding a credential that verifies competency in the course content, and/or experience (often used for field experience 565/566) in a full- time contracted teacher of record position or positions that prove competency in course content for 2 or more full years.

How do I get Transfer Credit?

Appropriate transfer work may be accepted toward a master's degree. A minimum of 30 units of the degree requirements must be taken in residence at APU. In addition, transfer units may not exceed 20 percent of the units required for a master's degree. To be transferable, a course must meet the following requirements:

The course was completed at a regionally accredited institution.

The grade earned was a *B* or better. (Neither *Pass* in a pass/fail, *Credit* in a credit/no-credit course, nor a *B-* is acceptable for transfer credit.)

The course was completed subsequent to the awarding of the bachelor's degree.

The course was taken within eight years of the time in which the student begins work in the degree program. (More recent work may be required in some programs.)

The course must be applicable to a graduate degree at the institution where it was taken.

The course must not be professional development or extension course work.

Courses for transfer must be approved by the Office of the Graduate Registrar in the Graduate Center.

Students should not assume acceptance of transfer work until they receive written notification from the registrar.

What is remediation?

Remediation is required for B- grade in SPED core coursework for credential clearance and degree clearance as well. Remediation does not change the course grade but shows competency that allows the teacher candidate to proceed. Remediation should be done through the instructor of record for the course the grade was received in and usually involves an assignment or two that verifies the students understanding of the competencies covered in the course. Remediation of all courses in module 1 & 2 are required as part of Clinical practice Clearance & course owner, if under at separate department's purview (EDUC). Candidates must re-take courses with grades of C to F with the permission of the program director over the course in question. Candidates initially admitted with Provisional Program Acceptance must maintain a minimum cumulative GPA of 3.0 and no grade lower than a B- in the first 12 units to remain eligible for continued enrollment at the university.

Remediation may also be done for Clinical practice itself, with the plan discussed and determined by the Department chair, program Director, site coordinator, mentor, student, and district personnel involved. Extra weeks of placement are usually a part of this arrangement.

Can I use other APU coursework towards my SPED credential & masters?

At the time of your admission interview/advising appointment, your Coordinator may utilize a Re-Use Form, if you have take coursework as part of another APU Credentialing program, specifically either of our multiple & single subject programs, that is equitable to one of ours and received a B or above grade for the course. They will indicate on your advising sheet that the other courses, taken within the 8 year limit, are covering those required by our program. Such courses taken at APU only are: TEP 505/506/507/508, TEP 515/516 or 517/518 with RICA passed, TEP 565/566/567/568 (field experience), and EDUC 504 & 572. Any other APU coursework would require a waiver as described above. Please see Transfer Credit concerning unit requirements for masters.

STEPS TO BECOMING A TEACHER

(Both Track A and B)

The cohort model begins with entry in **Module 1 in Fall 1 or Spring 1**. Students who enter at other times of the year will be advised regarding course enrollment prior to the next modular entry date.

Step 1: Successful completion of first and second modules of coursework.

NOTE: Candidates admitted with provisional program acceptance must complete the first 12 units with a B (3.0) or better in each course to remain eligible for continued enrollment at the university. **CBEST must be passed before moving to Module 2. All CSET subtests must be met before moving on to modules 3 and 4 in the program. Candidates who do not meet this requirement must meet with an advisor to develop an action plan.**

Step 2: RICA

Special education candidates are required to pass the Reading Instruction Competence Assessment (RICA) before applying for a Preliminary Credential. As the course to prepare for this exam is taken in the module (SPED 515/516 for Mild/Moderate; SPED 574 for Moderate/Severe), students are strongly encouraged to take the exam during the second module.

Step 3: Successful completion of clinical practice and all coursework in Modules 3 and 4

Step 4: TPE: Teacher Performance Expectation will be met through SPED courses.

**Step 5: Clearance to advance to clinical practice
(Students/Contracts Teaching)**

Track A Students for clinical practice in a non-paid internship must be submitted to the Office of Student Services by April 1 for fall term and October 1 for spring term.

In addition to the application for clinical practice, students must submit the following to the Office of Student Services by April 29 for fall term and October 30 for spring term:

- TB test that will be current throughout clinical practice
- Valid Certificate of Clearance throughout clinical practice
- Proof of U.S. Constitution coursework or exam
- Original, passing scores of the CBEST exam
- Original, passing scores of the CSET exam
 - Multiple subject, all three subtests
 - OR if teaching in a junior high or Senior High school setting:
 - Proof of passing of Single-subject Assessment Examination, all required subtests
 - Or Official verification completion of CTC-approved subject-matter program signed by the credential analyst at the institution of high education at which the course were successfully completed.

Track B Students

Applications for completing clinical practice in a contracted teaching position must be submitted to the Office of Student Service by April 1 for fall term and October 1 for spring term. Students are expected to submit a copy of their teaching contract for the 2012-2013 school year and a principal letter on school letterhead.

In addition to the application for clinical practice, students must submit the following to the Office of Student Service by April 29 for fall term and October 30 for spring term:

- TB test that will be current throughout clinical practice
- Valid Certificate of Clearance throughout clinical practice
- Proof of U.S. Constitution coursework or exam
- Original, passing scores of the CBEST exam
- Original, passing scores of the CSET exam
 - Multiple subject, all three subtests
 - OR if teaching in a junior high or Senior High school setting:
 - Proof of passing of Single-subject Assessment Examination, all required subtests
 - Or Official verification completion of CTC-approved subject-matter program signed by the credential analyst at the institution of high education at which the course were successfully completed.

Questions about applications and exam documents can be directed to the Special Education Records Coordinator at (626) 815- 5353.

- Continuing positive disposition characteristics including emotional stability, interpersonal relations, evidence of mental and physical health, evidence of meeting ongoing “character” standards, and other requirements listed on the application.
- **NOTE:** Candidates must report any changes or issues in “character” standing, including unresolved issues with the law and/or the CTC, to the credential analysts at APU. **Failure to do so may result in expulsion from the program.**
- Completion of **all module 1-4 coursework** with remediation for B-grades. Remediation is done through the program director. Grades below B-require a repeat of the course by permission of the program director.
NOTE: Remediation does not change the course grade but shows competency and allows the teacher candidate to proceed.
- Candidates must attend a **mandatory meeting** as directed by the department before Clinical Practice begins.
- Clinical practice is met through one of the following:
 - Traditional candidate teaching(student teaching) in a masters teacher’s classroom during the third and fourth modules (**18 weeks, Fulltime, voluntary work**)
 - Contracted teaching assignments in the candidate’s own classroom
- **If Track B-** must also include full-time public school **contracts and letter** on school letterhead fully describing the assignment for consideration (**must obtain prior approval from the program director**).

NOTE: Candidates with an approved **non-WASC** teaching position **must complete an extra four to six weeks** of clinical practice in a WASC setting as placed by the Office of Student Placement - (626) 815-5353

STEP 6: Completion of transition plan and CPR (infant, child, and adult)

STEP 7: Apply for Credential

Candidates may apply for the preliminary credential upon completion of the above criteria. The preliminary credential is valid for five years and nonrenewable. Contact the Credential Analyst Office for application materials, at the end of the module - (626) 815- 5346

STEP 8: Professional Clear Credential

Those who successfully complete the preliminary credential and are employed, have 120 days to begin work on their clear credential. A Change of Program must be submitted in order to be advised and allowed to register for the coursework involved. An Individual Induction Plan (IIP) is also developed. (See clear credential program for more information.)