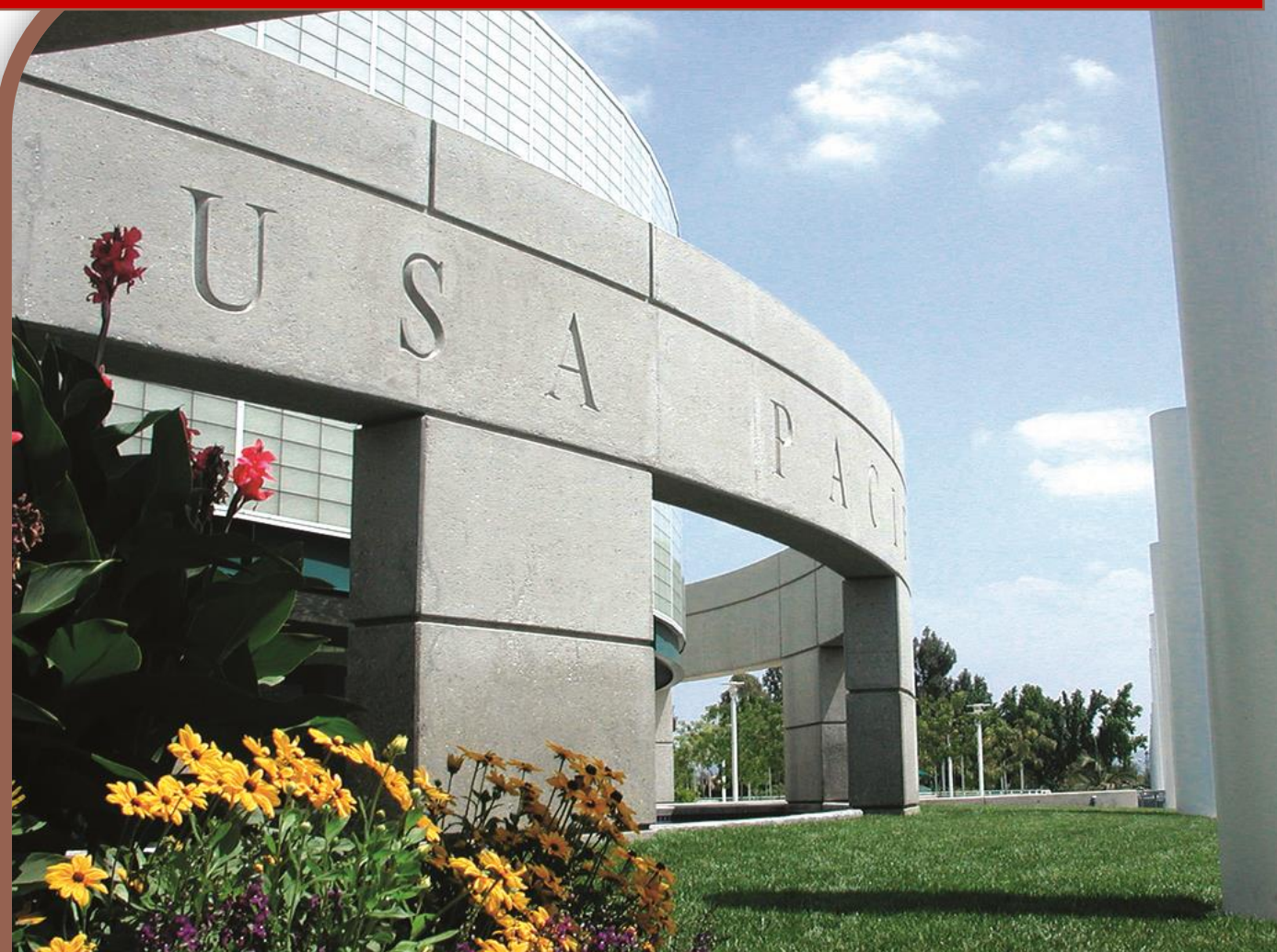




**AZUSA PACIFIC**  
UNIVERSITY

**School of Education**

# 2022-23 Student Handbook



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# About the School of Education

**W**elcome to the School of Education at Azusa Pacific University! We are so excited that you have decided to become a member of the next generation of great educators. We look forward to partnering with you as you develop as both a professional and an individual.

Since 1963, the School of Education has championed a tradition of excellence, building a reputation for producing many of Southern California's finest professionals-classroom teachers, school counselors and psychologists, principals, and superintendents. These APU graduates are making a lasting difference as creative, collaborative, and compassionate educators and dedicated advocates for students' growth and development.

## Did You Know?

- APU is a recognized leader in K-12 education since 1963.
- APU is one of the state's top 10 credentialing institutions.
- APU is actively engaged with 200+ schools and school districts.
- APU is 1 of 7 California universities with national accreditation from the Council for Accreditation of Educator Preparation (CAEP)

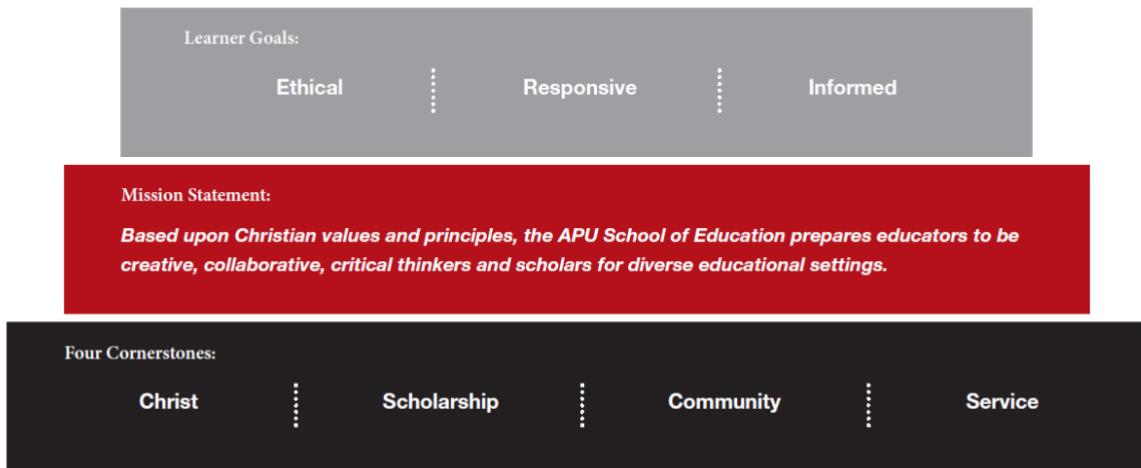
## Mission Statement

Based upon Christian values and principles, the APU School of Education prepares educators to be creative, collaborative, critical thinkers and scholars for diverse educational settings.

## School of Education Conceptual Framework

The School of Education’s conceptual framework emphasizes the development of ethical, responsive, and informed individuals by faculty with these same characteristics, within the context of the four cornerstones of Azusa Pacific University — Christ, Scholarship, Community, and Service.

# School of Education Conceptual Framework



## Programs Offered

The School of Education offers comprehensive education programs in the following areas of study:

- [Elementary and Secondary Education](#)
- [Special Education](#)
- [School Counseling and School Psychology](#)
- [Educational Leadership](#)

## Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC).
- The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP).
- The School of Education credential programs are approved by the California Commission on Teacher Credentialing (CTC).
- The Educational Specialist Degree in School Psychology and Master of Arts in Education: Educational Psychology with embedded Pupil Personnel Services Credential in School Psychology programs are approved by the National Association of School Psychologists (NASP).
- The Board Certified Behavior Analyst (BCBA) course sequence is approved by the Behavior Analyst Certification Board (BACB).

## Contact List

The following staff members assist each specific School of Education program/office:

Division of Teacher Education			
Division of Teacher Education, Program Coordinator	Julie Magana	<a href="mailto:jmagana@apu.edu">jmagana@apu.edu</a>	626-387-5791
Division of Teacher Education, Program Coordinator			
Department of School Counseling & School Psychology			
School Counseling	Carol Tuthill	<a href="mailto:ctuthill@apu.edu">ctuthill@apu.edu</a>	626-815-5026
School Psychology	Rose Brito	<a href="mailto:rbrito@apu.edu">rbrito@apu.edu</a>	626-815-5467
School of Education Dean's Office			
Administrative Manager	Kelli McIntosh	<a href="mailto:kmcintosh@apu.edu">kmcintosh@apu.edu</a>	626-815-5348
Data Analyst	Angee Haro	<a href="mailto:aharo@apu.edu">aharo@apu.edu</a>	626-815-5356
Accreditation and Assessment Specialist	Jonathan Walls	<a href="mailto:jwalls@apu.edu">jwalls@apu.edu</a>	626-387-5744
Grant Admin Assistant	Sarah Hernandez	<a href="mailto:sehernandez@apu.edu">sehernandez@apu.edu</a>	
Office of Credentials			
Credential Analyst	Ann Plumb	<a href="mailto:aplumb@apu.edu">aplumb@apu.edu</a>	(626) 815-5445
Credential Analyst	Wendy Ramsey	<a href="mailto:wramsey@apu.edu">wramsey@apu.edu</a>	(626) 815-5455
Credential Analyst	Lacey Romano	<a href="mailto:lromano@apu.edu">lromano@apu.edu</a>	(626) 815-5093

## University Catalog

The [University Catalog](#) is the official guide to academic programs at Azusa Pacific University and includes information about [graduate academic policies and procedures](#) and [undergraduate academic policies and procedures](#), as well as general descriptions of academic programs, and degree requirements. The catalog also consists of information regarding APU's institutional beliefs such as the [faith statement](#), [mission statement](#), [essence statement](#), and [Cornerstones](#).

**Please refer to the APU [University Catalog](#) for comprehensive information regarding university policies affecting academic policies. It is the student's responsibility to also be aware of any policies or**

**requirements that are specific to their program.** Below are select sections within the Catalog that are important for School of Education students:

<b>Undergraduate Students</b>	<b>Graduate Students</b>
<a href="#">Concurrent Enrollment</a>	<a href="#">Enrollment</a>
<a href="#">Course Policies</a>	<a href="#">Adding and Dropping Classes</a>
<a href="#">Major and Minor Policies</a>	<a href="#">Administrative Withdrawal</a>
<a href="#">Registering for Classes</a>	<a href="#">Late Enrollment</a>
<a href="#">Withdrawal from Courses</a>	<a href="#">Withdrawal from Courses</a>
<a href="#">Withdrawal from the University</a>	<a href="#">Withdrawal from the University</a>
<a href="#">Classification of Students</a>	<a href="#">Leaves of Absence</a>
<a href="#">Incomplete Grades</a>	<a href="#">Course Incompletes</a>
<a href="#">Academic Policy Exceptions</a>	<a href="#">Petition Process</a>
<a href="#">Grade Appeal Policy</a>	<a href="#">Grade Change Process</a>
<a href="#">Academic Grievance Policy</a>	<a href="#">Grievance and Appeal Procedures</a>
<a href="#">Repeated Courses</a>	<a href="#">Repeated Courses</a>
<a href="#">Transfer Credit</a>	<a href="#">Transfer Credit</a>
<a href="#">Waivers</a>	<a href="#">Waivers</a>

All School of Education students need to be familiar with [School of Education Academic Policies](#) and with [School of Education Program Expectations](#).

### **Incompletes for Graduate Students**

In addition to the [graduate catalog policy regarding course incompletes](#), the School of Education has adopted the following additional guidelines for course incompletes:

- The Graduate Catalog specifies "the grade *IN* (Incomplete) is to be given only if special circumstances exist." As a general rule, "special circumstances" refers to an illness or other extenuating circumstance that legitimately prevents completion of the course requirements by the end of the academic term.
- An incomplete cannot be granted because of a student's failure to complete work, or as a means of improving a grade already earned within the specified grading period.
- Furthermore, an incomplete should only be issued if attendance has been satisfactory up to the last day to withdraw in the term. In addition, students should have completed at least 75% of the coursework.
- To obtain an incomplete, the student must fill out the [Graduate Incomplete Form](#) and obtain all necessary signatures before the last day of the term. However, it should be noted that submission of an Incomplete Form does not guarantee approval. As such, students should be encouraged to submit their completed forms prior to the last week of class to allow sufficient time for processing.
- "The grade IN (Incomplete - No Paperwork) is a temporary grade issued while the Incomplete Form is in process" (e.g., the form has been filed with the Office of the Dean but has not been processed). Students should be aware that a grade of I or IN can only be assigned if an Incomplete Form has already been submitted.
- *While the Graduate Catalog states, "An Incomplete may be granted for up to 12 weeks from the last day of the term."* However, 12 weeks should not be automatic, and it is not advisable for programs that are taught in 8-week sessions to allow completion of remaining course requirements to extend beyond an additional eight weeks. Faculty are encouraged to extend the least amount of time needed

to complete the remaining coursework, so as to not disadvantage students by having coursework overlap significantly into future terms.

## **Academic Integrity and Student Codes of Conduct**

The University's academic integrity policies are educational tools for guiding faculty, staff, and students in creating a sense of community and for expressing the values that are at the core of a Christian university. The academic integrity policies speak to the responsibilities faculty, staff, and students have to one another to be faithful in attempts to represent others' views, and it helps in understanding responsibilities toward academic scholarship aligned to the moral standards of the APU community. Please refer to the [Academic Integrity Policy](#) website to access undergraduate and graduate academic integrity policy brochures and violation reporting forms.

Azusa Pacific University is an institution built on the [Four Cornerstones](#): Christ, Scholarship, Community, and Service. The Community Cornerstone is foundational to our standards of conduct. Visit the university catalog for more information about standards of conduct for [graduate students](#). Community living expectations for [undergraduate students](#) are available on the University website.

# Campus Resources

APU provides a number of resources to assist students with their academic success. Below are descriptions for a few of those resources, as well as links to the resources on the main APU website:

**[The Graduate and Professional Center](#)**: The Graduate and Professional Center serves as the hub of resources and services for graduate students. The Offices of Student Financial Services, Registrar, and Student Support Services work as an integrated team to provide students with the tools they need to proceed through their graduate academic program.

**[The Undergraduate Enrollment Services Center](#)**: APU's Undergraduate Enrollment Services Center offers a central location for undergraduate enrollment and financial services information and resources.

**[Accessibility and Disability Resources](#)**: Accessibility and Disability Resources (ADR) coordinates a number of direct services for undergraduate and graduate students with specific disabilities. Upon documented verification of the disability, ADR defines academic accommodations individualized based on the learning needs of each student. For an appointment to initiate disability verification and discuss accommodations that may be necessary to ensure full participation and the successful completion of course requirements, students should call (626) 815-2067.

**[Writing Center](#)**: The Writing Center coaches APU students to improve their own writing by employing a better writing process. We can help any APU student with any kind of writing project at any stage of the writing process.

**[Office of Military and Veterans Resources](#)**: Azusa Pacific University is a military-friendly college committed to honoring those who serve our country by making a quality education for military members, veterans, and their families an affordable reality.

**[University Counseling Center](#)**: Accredited by the [International Association of Counseling Services](#), the University Counseling Center (UCC) exists to empower the students of Azusa Pacific University to realize their personal and academic potential by promoting psychological, social, and spiritual wellness through Christian counseling and outreach services.

**[University Bookstore](#)**: The one stop shop for everything textbook related.

**[IMT Support Desk](#)**: The IMT Support Desk supports faculty, staff, and students with direct IT services and by resolving IT problems.

**[Campus Safety](#)**: Provides a safe and secure learning environment for the university community.

**[Student Health Center](#)**: The Student Health Center supports the university by evaluating, treating, maintaining, and promoting optimal physical, mental, and spiritual well-being of the APU student body. The Student Health Center can also assist students with any questions related to health insurance.



**University Libraries**: The Azusa Pacific University Libraries support the research pursuits of APU students, faculty, staff, and the community. Maintained by expert library faculty and staff, the libraries offer access to varied collections, special collections, and an extensive catalog of print and electronic resources, bringing the information you need within reach.

**Title IX**: Learn about your **Title IX** rights and help us create a university community centered on personal integrity, civility, and mutual respect, and dedicated to the safety of our students, faculty, and staff.

**Bias Incident Reporting**: Azusa Pacific is committed to fostering a welcoming and safe environment for all members of the university community, and encourages all members of the university community who have witnessed or experienced a bias incident to report it.

## 2022-23 Academic Calendar

Below is a list of key dates related to term start and end dates, registration periods, add/drop deadlines and withdrawal deadlines. The full 2022-23 academic calendar can be found [online](#). **Please be sure to identify the particular sessions that are applicable to your program and/or courses.**

### Undergraduate

	Fall 2022 (Traditional 16 Week Session)	Spring 2023 (Traditional 16 Week Session)	Summer I 2023 (5 Week Session)	Summer II 2023 (5 Week Session)
Classes Begin	Monday, August 29, 2022	Monday, January 9, 2023	Monday, May 8, 2023	Monday, June 12, 2023
Last day to add classes	Wednesday, September 7, 2022	Wednesday, January 18, 2023	Wednesday, May 10, 2023	Wednesday, June 14, 2023
Last day to drop classes	Friday, September 9, 2022	Friday, January 20, 2023	Friday, May 12, 2023	Friday, June 16, 2023
Withdrawal Deadline	Friday, November 4, 2022	Friday, March 17, 2023	Friday, May 26, 2023	Friday, June 30, 2023
Classes/Final Exams End	Friday, December 16, 2022	Friday, May 5, 2023	Friday, June 9, 2023	Friday, July 14, 2023

### Graduate

	Fall 1 2022 (Traditional 8 Week Session)	Fall 2 2022 (Traditional 8 Week Session)	Fall 2022 (Traditional 16 Week Session)	Spring 1 2023 (Traditional 8 Week Session)	Spring 2 2023 (Traditional 8 Week Session)	Spring 2023 (Traditional 16 Week Session)	Summer 2023 (Traditional 8 Week Session)
Classes Begin	Monday, August 29, 2022	Monday, October 24, 2022	Monday, August 29, 2022	Monday, January 9, 2023	Monday, March 13, 2023	Monday, January 9, 2023	Monday, May 8, 2023
Add/Drop Deadline	Tuesday, September 6, 2022	Monday, October 31, 2022	Tuesday, September 6, 2022	Tuesday, January 17, 2023	Monday, March 20, 2023	Tuesday, January 17, 2023	Monday, May 15, 2023
Withdrawal Deadline	Tuesday, October 4, 2022	Tuesday, November 29, 2022	Thursday, November 10, 2022	Tuesday, February 14, 2023	Tuesday, April 18, 2023	Thursday, March 30, 2023	Tuesday, June 13, 2023
Classes End	Friday, October 21, 2022	Friday, December 16, 2022	Friday, December 16, 2022	Friday, March 3, 2023	Friday, May 5, 2023	Friday, May 5, 2023	Friday, June 30, 2023

## **Academic Advising**

Academic advising promotes student development and helps to improve students' overall experience within the School of Education. Through academic advising, School of Education students learn about the requirements of their academic program and are able to explore their strengths in relation to personal and occupational choices. While the program advisor is a guide and resource, final responsibility for meeting requirements to complete a program rests with the student. **Students that deviate from their original academic plans must contact their academic program to be re-advised.**

The following are brief descriptions of academic advisement for programs within the School of Education:

### **Liberal Studies Major and Minor**

Undergraduate students in the Liberal Studies Major or Minor can reach out to Program Director, Dr. Catherine Hahs Brinkley ([cbrinkley@apu.edu](mailto:cbrinkley@apu.edu)), for information on undergraduate academic advising.

### **Teacher Education (MA in Education: Learning and Technology, MA in Education: Special Education, MA in Education: Special Education, Education Specialist Mild/Moderate Disabilities, Education Specialist Moderate/Severe Disabilities, Multiple Subject, and Single Subject)**

Students are advised and receive an approved academic plan prior to the start of their program. Advising is provided by the student's Credential Analyst. This academic plan lists all program requirements and the timeline to complete those requirements. If a student deviates from the approved academic plan, the student must schedule a re-advisement appointment.

### **Educational Leadership – Doctor of Education**

During the first semester of the doctoral program, students enroll in a 1-unit proseminar course, which serves as an orientation and initial advising into the program. Each new doctoral student is also assigned to a faculty advisor who serves as the student's primary mentor during the first semester.

Upon successful completion of the first semester, and once a student begins dissertation work, the dissertation chair serves as the primary academic advisor for the remainder of the student's time in the program. The Doctoral Program in Education Dissertation Handbook is available on the School of Education Handbooks webpage.

### **School Counseling/School Psychology**

Candidates in the Department of School Counseling and School Psychology follow the scope and sequence provided at the beginning of their programs. Exceptions, changes, and questions regarding scheduling issues may be resolved by contacting the program directors. All School Counseling and School Psychology full time faculty are available for advisement throughout the duration of the program for which candidates are enrolled. The School Counseling and School Psychology program handbooks are located on the School of Education Handbook webpage.

# Course Cancellation

School of Education courses with low enrollment may be cancelled. The Program Directors and Chairs of the department make the decision if the course is cancelled and will advise the candidates on appropriate substitution alternatives for the term.

# Watermark

Azusa Pacific University’s School of Education utilizes Watermark Assessment Tools to support the collection and analysis of candidate outcomes in all of our degree and credential programs. During the 2022-23 academic year the School of Education is transitioning from [Taskstream by Watermark™](#) to [Student Learning and Licensure](#).

**All candidates are required to have an appropriate Watermark™ account and maintain their subscription throughout their time of enrollment in the School of Education.**

All candidates are required to submit particular assignments and other forms in Watermark as they progress through their program. These assignments must be submitted in Watermark by the deadline specified in the course syllabus. It is the responsibility of candidates to ensure that they have the appropriate Watermark account and access for the courses in which they are enrolled.

**Watermark's Mentoring Service** is available to all subscribers to support the use of Watermark tools and resources. You can contact Mentoring Services by phone or email.

Phone: 1-800-311-5656

By Email: [support@watermarkinsights.com](mailto:support@watermarkinsights.com)

All other Watermark™ inquiries can be addressed by contacting:

**Watermark Support at APU School of Education**

Phone: (626) 387-5744

[soetaskstream@apu.edu](mailto:soetaskstream@apu.edu)

# Student Dispositions

Students are expected to demonstrate professional conduct and appearance through their entire credential, master’s, or doctoral program, both in the coursework and in the field.

School of Education Unit dispositions expected of Department of School Counseling/School Psychology, and Educational Leadership students are as follows:

<b>Student Dispositions</b>
<b>Ethical educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice display:</b>
Personal integrity
Collaborative, cooperative and respectful behaviors

Fairness in educational settings by meeting the educational needs of all students in a caring, non-discriminatory and equitable manner
Sensitivity to cultural and individual differences
Personal and professional maturity
<b>Responsive educators who practice reflective critical thinking in their engagements with diverse communities of learners display:</b>
Responsiveness to the expectations and standards of the professional community
Responsiveness to conditions that promote learning, health and personal safety in the P-12 school and community
Effective communication within the educational community
Commitment to fair academic practices that ensure all students can learn
Responsiveness to the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation and language on students and their learning
Effective time management
Appearance and dressing appropriate for one's professional setting
<b>Informed and collaborative scholarly educators who are dedicated to professional growth and lifelong learning display:</b>
Commitment to adapting and applying the best research-based ideas to improve clinical practice
Understanding of current and emerging trends in their field of practice
Knowledge of standards and expectations of their discipline through relevant activities and projects in the program
Ability to apply and communicate current research effectively in coursework
Ability to synthesize and apply course content, projects, clinical practice and professional work

Dispositions expected of Division of Teacher Education graduate students within coursework are as follows:

<b>Element #1: RELATIONSHIPS WITH OTHERS</b>	
SOE Conceptual Framework: <u>Ethical educators</u> display the following attributes:	
<i>Attributes</i>	<i>Exemplars/Representative behaviors include but are not limited to:</i>
Personal integrity	<ul style="list-style-type: none"> <li>• Demonstrates truthfulness and honesty in dealing with and communicating with others.</li> <li>• Demonstrates trustworthiness and can be completely depended upon to keep his/her word.</li> <li>• Scrupulously credits all sources in academic work.</li> <li>• Submits only original written work.</li> <li>• Can be depended upon to honor confidences and information about others.</li> </ul>
Collaborative, cooperative and respectful behaviors	<ul style="list-style-type: none"> <li>• Consistently participates and contributes to class in ways that support the group and actively considers colleagues points of view.</li> <li>• Demonstrates a positive rapport in working collaboratively with others.</li> <li>• Communicates information clearly using professional language.</li> <li>• Follows through on responsibilities.</li> </ul>
Sensitivity to others, and cultural and individual differences	<ul style="list-style-type: none"> <li>• Employs strategies to ensure that all populations have equal access to educational opportunities.</li> <li>• Seeks to understand various viewpoints, cultures, and people groups to interact with all in a respectful manner.</li> <li>• Displays respect for individual differences and includes family and community cultural contexts within the learning environment.</li> <li>• Actively protects students and colleagues from the impact of discrimination based on race, gender, disability/exceptionality, sexual orientation, and language.</li> </ul>
Personal and professional maturity	<ul style="list-style-type: none"> <li>• Maintains composure in a variety of circumstances.</li> <li>• Demonstrates the ability to take responsibility for his/her own emotions and behaviors.</li> <li>• Honestly self reflects on situations and is open to change and/or communicate with others to seek resolution.</li> </ul>

<b>Element #2: PROFESSIONALISM</b>	
SOE Conceptual Framework: <u>Responsive educators</u> display the following attributes:	
<i>Attributes</i>	<i>Exemplars/Representative behaviors include but are not limited to:</i>
Responsiveness to the expectations and standards of the professional community	<ul style="list-style-type: none"> <li>• Seeks, accepts, and reflects upon feedback from peers, supervisors, faculty, students and students' families.</li> <li>• Demonstrates the ability to effectively integrate culturally appropriate practices and pedagogy for all learners as a result of developing self-awareness.</li> </ul>

<b>Element #3: TEACHING OUTLOOK</b>	
SOE Conceptual Framework: <u>Informed and collaborative scholarly educators</u> display the following attributes:	
<i>Attributes</i>	<i>Exemplars/Representative behaviors include but are not limited to:</i>
Effectiveness	<ul style="list-style-type: none"> <li>• Demonstrates the ability to plan and present lessons in a clear, logical manner and in a manner that is understandable to the target audience.</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>• Completes required work, generates, and pursues opportunities to expand knowledge, skills, and abilities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrates the ability to research a variety of resources in order to find answers and solutions.</li> <li>• Applies knowledge to other situations and makes connections with previous learning.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Demonstrates the ability to productively coordinate components of the program and classroom including planning, tasks, assignments, projects, group work.</li> </ul>
Commitment to adapting and applying the best research-based ideas to improve clinical practice	<ul style="list-style-type: none"> <li>• Demonstrates a willingness and enthusiasm to work with colleagues in professional learning communities, and/or as co-teachers.</li> </ul>
Effective communication within the educational community	<ul style="list-style-type: none"> <li>• Demonstrates the ability to communicate clearly and effectively with others in both writing and speaking.</li> <li>• Maintains high quality in written works through editing and revising for spelling and grammar.</li> <li>• Demonstrates the ability to apply and communicate current research effectively in coursework.</li> <li>• Uses professional and/or academic language that is appropriate to all groups.</li> </ul>
Effective time management	<ul style="list-style-type: none"> <li>• Arrives to class and to clinical practice on time and actively participates for the duration of the class.</li> <li>• Makes prior arrangements with the appropriate entity when absence is necessary.</li> <li>• Turns in assignments and other required materials in a timely manner.</li> </ul>
Appearance, behaviors, and dress appropriate to one's professional setting	<ul style="list-style-type: none"> <li>• Dresses and comports oneself in a manner that conveys professionalism.</li> <li>• Uses language free of profanity and malicious comments toward any individual group.</li> </ul>
Ability to synthesize and apply course content, projects, clinical practice and professional work	<ul style="list-style-type: none"> <li>• Draws inferences and makes connections between fieldwork, clinical practice, and credential coursework.</li> </ul>

Unit dispositions expected of Division of Teacher Education graduate students within clinical experiences are as follows:

<b>Element #1: RELATIONSHIPS WITH OTHERS</b>	
SOE Conceptual Framework: <u>Ethical educators</u> display the following attributes:	
<i>Attributes</i>	<i>Exemplars/Representative behaviors include but are not limited to:</i>
Personal integrity	<ul style="list-style-type: none"> <li>• Demonstrates truthfulness and honesty in dealing with and communicating with others.</li> <li>• Demonstrates trustworthiness and can be completely depended upon to keep his/her word.</li> <li>• Scrupulously credits all sources in academic work.</li> <li>• Submits only original written work.</li> <li>• Can be depended upon to honor confidences and information about others.</li> </ul>
Collaborative, cooperative and respectful behaviors	<ul style="list-style-type: none"> <li>• Consistently participates and contributes to class in ways that support the group and actively considers colleagues points of view.</li> <li>• Demonstrates a positive rapport in working collaboratively with others.</li> <li>• Communicates information clearly using professional language.</li> <li>• Follows through on responsibilities.</li> </ul>
Sensitivity to others, and cultural and individual differences	<ul style="list-style-type: none"> <li>• Employs strategies to ensure that all populations have equal access to educational opportunities.</li> <li>• Seeks to understand various viewpoints, cultures, and people groups to interact with all in a respectful manner.</li> <li>• Displays respect for individual differences and includes family and community cultural contexts within the learning environment.</li> </ul>

	<ul style="list-style-type: none"> <li>Actively protects students and colleagues from the impact of discrimination based on race, gender, disability/exceptionality, sexual orientation, and language.</li> </ul>
Personal and professional maturity	<ul style="list-style-type: none"> <li>Maintains composure in a variety of circumstances.</li> <li>Demonstrates the ability to take responsibility for his/her own emotions and behaviors.</li> <li>Honestly self reflects on situations and is open to change and/or communicate with others to seek resolution.</li> </ul>
Believe all children can learn	<ul style="list-style-type: none"> <li>Develops and demonstrates effective relationship building skills to promote all levels of student achievement, including a commitment to advocate for all students' educational needs.</li> <li>Develops and demonstrates effective relationship building skills to get to know students and their families for the purpose of offering exemplary service.</li> </ul>

## Element #2: PROFESSIONALISM

SOE Conceptual Framework: Responsive educators display the following attributes:

<i>Attributes</i>	<i>Exemplars/Representative behaviors include but are not limited to:</i>
Responsiveness to the expectations and standards of the professional community	<ul style="list-style-type: none"> <li>Seeks, accepts, and reflects upon feedback from peers, supervisors, faculty, students and students' families.</li> <li>Demonstrates the ability to effectively integrate culturally appropriate practices and pedagogy for all learners as a result of developing self-awareness.</li> </ul>
Effective communication within the educational community	<ul style="list-style-type: none"> <li>Demonstrates the ability to communicate clearly and effectively with others in both writing and speaking.</li> <li>Maintains high quality in written works through editing and revising for spelling and grammar.</li> <li>Demonstrates the ability to apply and communicate current research effectively in coursework.</li> <li>Uses professional and/or academic language that is appropriate to all groups.</li> <li>Utilizes effective feedback strategies to inform students.</li> </ul>
Effective time management	<ul style="list-style-type: none"> <li>Arrives to class and to clinical practice on time and actively participates for the duration of the class.</li> <li>Makes prior arrangements with the appropriate entity when absence is necessary.</li> <li>Turns in assignments and other required materials in a timely manner.</li> </ul>
Appearance, conduct, and dress appropriate to one's professional setting	<ul style="list-style-type: none"> <li>Dresses and comports oneself in a manner that conveys professionalism.</li> <li>Uses language free of profanity and malicious comments toward any individual group.</li> </ul>
Commitment to fair academic practices that ensure all students can learn	<ul style="list-style-type: none"> <li>Demonstrates fairness in educational settings by meeting the educational needs of all students in a caring, non-discriminatory and equitable manner.</li> <li>Demonstrates knowledge of the individuals' strengths and needs of students.</li> <li>Demonstrates a commitment to provide an inclusive educational environment (ethnicity, socioeconomic status, language, and/or ability).</li> <li>Demonstrates a commitment to adjust teaching practices and seek out resources to accommodate all students' learning needs.</li> </ul>
Responsiveness to conditions that promote learning, health and personal safety in the K-12 school and community	<ul style="list-style-type: none"> <li>Demonstrates an attentiveness to the social/emotional and health needs of all students.</li> </ul>

### Element #3: TEACHING OUTLOOK

SOE Conceptual Framework: Informed and collaborative scholarly educators display the following attributes:

<i>Attributes</i>	<i>Exemplars/Representative behaviors include but are not limited to:</i>
Effectiveness	<ul style="list-style-type: none"> <li>• Demonstrates the ability to plan and present lessons in a clear, logical manner and in a manner that is understandable to the target audience.</li> <li>• Appropriately assesses the students learning on the target objectives and adjusts teaching as required to ensure student learning.</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>• Completes required work, generates, and pursues opportunities to expand knowledge, skills, and abilities.</li> <li>• Demonstrates the ability to research a variety of resources in order to find answers and solutions.</li> <li>• Applies knowledge to other situations and makes connections with previous learning.</li> <li>• Demonstrates the ability to plan for both short and long term learning goals.</li> <li>• Proactively attends to situations as they arise.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Demonstrates the ability to productively coordinate components of the program and classroom including planning, tasks, assignments, projects, and group work.</li> </ul>
Commitment to adapting and applying the best research-based ideas to improve clinical practice	<ul style="list-style-type: none"> <li>• Demonstrates a willingness and enthusiasm to work with colleagues in professional learning communities, and/or as co-teachers.</li> <li>• Demonstrates Growth Mindset practices believing that all students can succeed.</li> <li>• Applies and successfully implements culturally responsive pedagogical practice.</li> </ul>
Understanding of current and emerging trends in their field of practice	<ul style="list-style-type: none"> <li>• Takes initiative to implement professional development at their school and district.</li> <li>• Seeks to research and remain current in best practices in all aspects of education including curriculum, assessment, inclusive practices and technology.</li> </ul>
Knowledge of standards and expectations of their discipline through relevant activities and projects in the program and in clinical practice	<ul style="list-style-type: none"> <li>• Applies a wide range of instructional activities in order to accommodate the interests, assets, challenges, and abilities of their students.</li> <li>• Aligns CA standards and frameworks to learning goals, instructional activities, and assessment.</li> </ul>
Ability to synthesize and apply course content, projects, clinical practice and professional work	<ul style="list-style-type: none"> <li>• Draws inferences and makes connections between fieldwork, clinical practice, and credential coursework.</li> <li>• Collaborates regularly with master teacher(s) and other colleagues to critically analyze instructional decisions.</li> </ul>

Please note: The Division of Teacher Education will be piloting a new dispositions instrument during the 2022-23 academic year.

As a requirement of each program, dispositions are assessed at specified checkpoints. In the courses where dispositions are assessed, it is the student’s responsibility to request that the instructor complete a dispositions assessment. This assessment is completed via Watermark. During each course, if dispositional issues arise with a student, instructors will complete a Dispositional Notice (i.e. meet with the candidate to develop a remediation plan and report same to the program director so continued adherence can be monitored).



# Graduate Grading Scale

The School of Education follows the university grading scale for all graduate courses, which results in students receiving a letter grade (A-D). Courses with a grade lower than B- (including NC grades) are not applied to master's, educational specialist (Ed.S.), or doctoral (Ed.D.) degree requirements and must be repeated. Additionally, grades lower than B- (including NC grades) are not applied to credential/certificate requirements and must be repeated. The grading scale is as follows:

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

## Office of Credentials

There is a team of credential analysts to support credential candidates as they work towards their goal of earning a California Educator's Credential. It is the candidate's responsibility to submit a credential application upon completion of a credential program to receive their Credential. The application may be submitted in person, by mail or e-mail. To contact a credential analyst, or to obtain a credential application, please contact the Office of Credentials (626-815-5346) or [socredentials@apu.edu](mailto:socredentials@apu.edu). The [Office of Credentials Website](#) is an additional source of information for news, testing, credential application and contact information.

### Certificate of Clearance

All students in the School of Education must have a valid Certificate of Clearance (or other appropriate document) issued by the California Commission on Teacher Credentialing (CTC) that requires a background check before they engage in any clinical experiences with minors. Students are required to maintain their Certificate of Clearance (or other appropriate valid CTC document) throughout their enrollment in a School of Education program. Graduate students who allow their Certificate of Clearance or other clearance document from the CTC to expire will be prevented from enrollment in future terms. Certificate of Clearance instructions from the CTC can be found in [Leaflet CL900](#). Please see the following [link](#) for steps to apply for your Certificate of Clearance with the CTC.

### CPR Certification (Division of Teacher Education students only)

Verification of Cardiopulmonary Resuscitation (CPR) training that meets the standards set by the American Red Cross and the American Heart Association is needed prior to recommendation for issuance of the Preliminary Multiple Subject, Single Subject, or Education Specialist credential. Please provide verification of having completed Infant, Child and Adult CPR training by submitting a photocopy of the front and back of your signed CPR card. This may be submitted to the Office of Credentials either in person, by mail, or by email attachment.

#### Acceptable Forms of CPR Certification

- American Red Cross
  - Adult and Pediatric CPR/AED  
(800) 627-7000
  - <http://www.redcross.org>
- American Heart Association

- BLS for Healthcare or Heartsaver CPR AED  
(877) 242-4277
- <http://www.americanheart.org>
- [CPRToday.com](http://CPRToday.com)

## School of Education Alumni & Professional Services

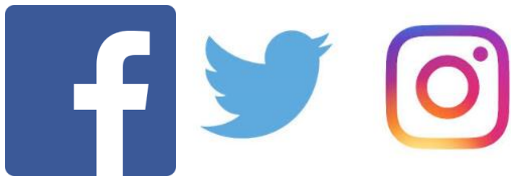
The School of Education is committed to the success of our students and alumni and provides ongoing support related to Alumni and Professional Services. The School of Education offers a wide range of professional development and alumni engagement opportunities, career pathways, and establishes partnerships with districts and other educator hiring agencies.

Our website serves as an additional resource to our alumni, educator hiring professionals, faculty, and staff. Visit our website to find a broad range of resources, services, and a calendar of events:  
<https://sites.google.com/apu.edu/soealumni/home>

Professional development opportunities include:

- Educators' Career Seminar
- Educators' Hiring Fair
- Webinars

We encourage students to network with us and School of Education alumni through our social media platforms:



# Scholarships

School of Education graduate students have the opportunity to apply for a number of scholarships that are designated specifically for School of Education students. All scholarship applications and deadlines can be found [online](#). Also, view additional [outside financial aid opportunities](#)—including scholarships, fellowships, grants, and loan assumptions—available to School of Education students.

# APU Email

The School of Education requires that all of its students use and maintain their APU email account throughout the duration of their program. All email correspondence the School of Education sends to students is via their APU email address. **Students are to check their APU email accounts on a regular basis for information from their particular program, the School of Education, and the University.**

APU's Information and Media Technology (IMT) team has provided an [article](#) on how to forward APU emails to a personal email account.

# COVID Related Information

Information and expectations related to COVID are provided by APU at [Destination APU](#). 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.

# Frequently Asked Questions

## Where do I go if I have questions about advising?

Each program within the School of Education has very knowledgeable individuals who are ready to assist our students regarding questions about their programs and coursework. Students seeking an advisement appointment are encouraged to contact the [office of their specific program](#).

## Where do I go if I am having issues with Canvas?

Students that encounter a technical problem related to Canvas that requires immediate attention should contact the IMT Help Desk at [support@apu.edu](mailto:support@apu.edu) or (626) 815-5050. Students that encounter a problem that seems unique to their particular class should contact the instructor of the class for assistance. Students that need

assistance with technical questions related to Canvas can also go to the [Canvas Student Resources page](#).

### **Where do I go if I have questions about Watermark?**

Students that forget their login information will need to contact Watermark Mentor Services at 1-800-311-5656 or [support@watermarkinsights.com](mailto:support@watermarkinsights.com).

All other Watermark inquiries, including the reactivation of an inactive account, should be directed to [soetaskstream@apu.edu](mailto:soetaskstream@apu.edu). Basic Watermark navigation and support tools can be found online at <https://www.watermarkinsights.com/support/>.

### **How can I receive information about parking?**

All graduate students, **regardless of location and course load**, are required to register their vehicles with the [Department of Campus Safety](#). As required, a parking permit will be issued to the student and must be appropriately displayed to allow for parking at any of the APU facilities. Complete Campus Safety's [online vehicle registration](#) and you will receive your parking permit in the mail. If you are earning your degree online, you do not need to register for a parking permit. Parking permits are valid for the academic year (September–August).

### **How do I register for classes?**

The Graduate and Professional Center provides instructions regarding how to register for classes online within the following [link](#).

### **What if I cannot find the class that I need to register for?**

Students should contact the [program representative for their particular program](#) for clarification regarding the availability of their needed class. Students may also contact the [Graduate and Professional Center](#) (626-815-4570) for information about a class that is currently listed on the schedule.

### **What are important dates that I should be aware of each term?**

APU's website contains the [calendar](#) for the academic year. The calendar contains important academic registration dates and vacation periods.

### **How do I find the textbooks for my class?**

The textbooks for courses are available on the [University Bookstore](#) website.

### **Is financial aid available?**

Azusa Pacific University offers a variety of ways to help students pay for their program. From [scholarships](#) and grants, to loans and company reimbursement, we are committed to ensuring that cost doesn't keep students from reaching their educational goals. Information about [financial aid](#) is available online.

For personal assistance regarding what financial aid is available for the particular program to which you are seeking admission, please contact the [student account specialist](#) that services that particular program.

### **Are scholarships available?**

School of Education students may access a variety of financial aid opportunities to fund their studies at Azusa Pacific University. View [APU scholarship opportunities](#) designated for School of Education students, and contact [Graduate Student Financial Services](#) for more information on scholarships, fellowships, grants, and loan assumptions.

For questions about School of Education scholarships, students may contact their [Student Account Specialist](#).

### **Who can assist me in applying for my credential?**

Completing credential coursework does not equate to having a California Educator Credential. It is the candidate's responsibility to submit a credential application through the [Office of Credentials](#) upon completion of a credential program to receive their California Educator's Credential.

A [credential analyst](#) can assist with the application for a credential with the California Commission on Teacher Credentialing. Each credential analyst services candidates according to their last names. Candidates who do not know the name and/or contact information of their credential analyst can contact the [Office of Credentials](#) at (626) 815-5346 for clarification.

### **How can I become intern eligible?**

The process for becoming intern eligible varies from program to program. Candidates may contact their [credential analyst](#) for specific information regarding their particular situation.