



AZUSA PACIFIC
UNIVERSITY

School of Education

2018-2019 Student Handbook

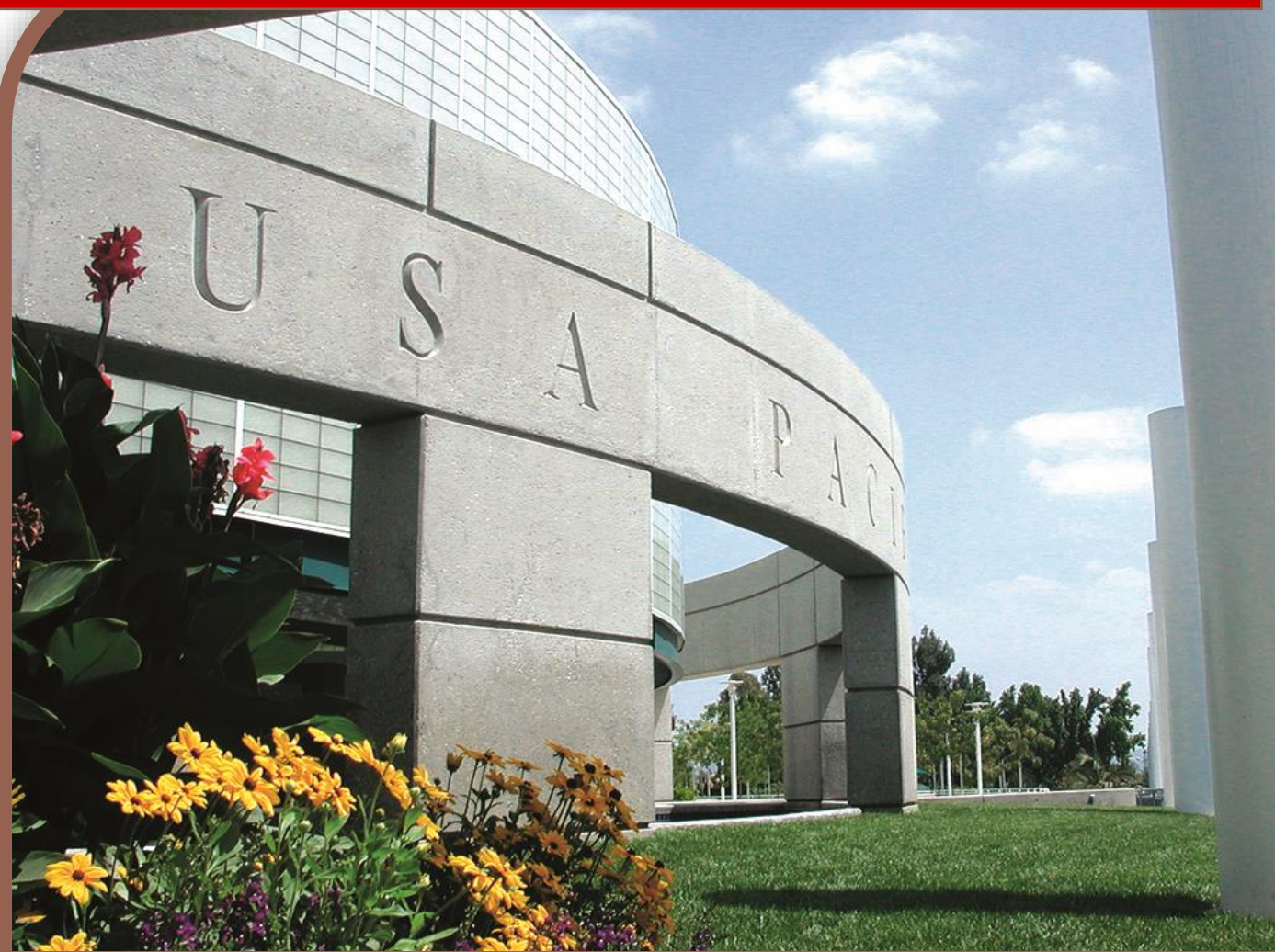


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About the School of Education

Welcome 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.

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.

Did You Know?

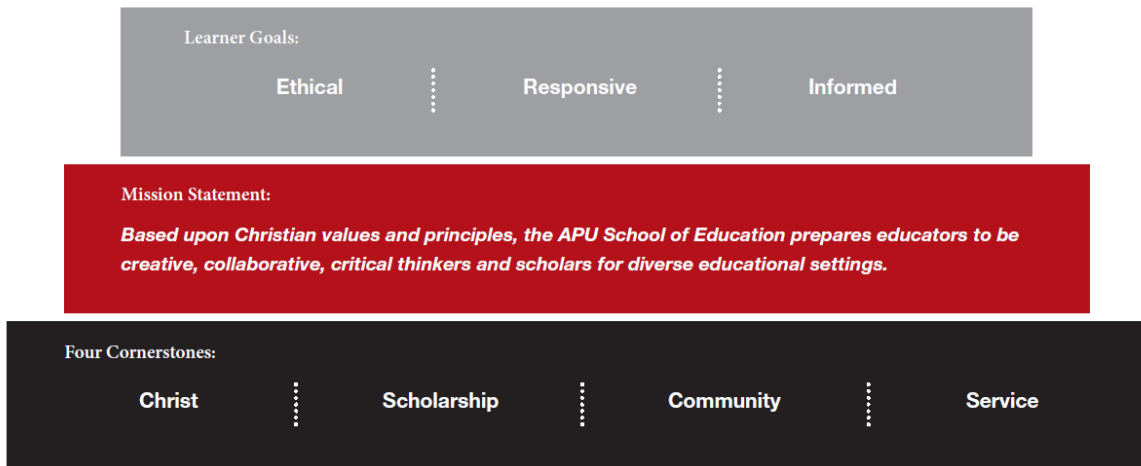
- A recognized leader in K-12 education since 1963.
- APU is one of the state's top 10 credentialing institutions.
- APU is actively engaged with 200+ schools and school districts.
- APU is 1 of 4 faith-based California universities with NASP approval.



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 graduate education programs in the following areas of study:

- [Elementary and Secondary Education](#)
- [Special Education](#)
- [School Counseling and School Psychology](#)
- [Educational Leadership](#), including an [Ed.D.](#) program
- [Educational Technology](#)

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 Master of Arts in Education: Educational Psychology and Educational Specialist Degree in School Psychology with embedded Pupil Personnel Services Credential in School Psychology program is 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			
Multiple Subject	Cristal Castro	ccastro@apu.edu	626-387-5715
Single Subject	Jeanne Reynaga	jreynaga@apu.edu	626-815-5344
Special Education (Credential Programs: last names A-L)	Julie Magana	jmagana@apu.edu	626-387-5791
Special Education (Credential Programs: last names M-Z)	Changhee Song	csong@apu.edu	626-815-5465
Special Education MA Emphasis Program	Mary Biroscak	mbiroscak@apu.edu	626-387-5791
Learning and Technology (MAED Emphasis)	Mary Biroscak	mbiroscak@apu.edu	626-815-5490
Teaching (MAED Emphasis)	Mary Biroscak	mbiroscak@apu.edu	626-815-5490
Educational Technology	Mary Biroscak	mbiroscak@apu.edu	626-815-5490
Department of School Counseling & School Psychology			
School Counseling	Carol Tuthill	ctuthill@apu.edu	626-815-5026
School Psychology	Rose Brito	rbrito@apu.edu	626-815-5467
Department of Educational Leadership			
Educational Leadership (Masters/Credentials)	Anayanci Rubalcaba	arubalcaba@apu.edu	626-815-5369
Doctoral Program in Educational Leadership	Carmen Fairley	cfairley@apu.edu	626-815-5374
School of Education Support Offices			
Taskstream	Priscilla Guerra	pguerra@apu.edu	626-387-5744
Office of Credentials	Salli Throop	socredentials@apu.edu	626-815-5346
Student Placement-Division of Teacher Education	Evan Gallagher	emgallagher@apu.edu	626-815-5345
Outreach and Alumni/Professional Services		soalumni@apu.edu	
Academic Affairs	Ron Bejar	rbejar@apu.edu	626-815-6015
Administrative Manager and Assistant to the Dean	Christina Taylor	cntaylor@apu.edu	626-815-5348

Graduate Catalog

The [Graduate Catalog](#) is the official guide to graduate programs at Azusa Pacific University and includes information about university-wide [academic policies and procedures](#) and [student standards of conduct](#), 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 [Graduate 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 Graduate Catalog that are important for School of Education students:

Enrollment

Students will receive academic credit only for courses in which they are officially enrolled. Enrollment is mandatory. Enrollment deadlines are published in the [Graduate Academic Calendar](#). Students are expected to enroll online or submit an [Enrollment Activity Form](#) by the returning students' registration due date.

Adding and Dropping Classes

Students may add and drop classes without financial penalty until the Last Day to Add or Drop Classes or Independent Studies. Graduate students may do this online at home.apu.edu or by submitting an [Enrollment Activity Form](#). Professional students must submit an Enrollment Activity Form. Such changes may be made only during the dates listed in the [Academic Calendar](#). International students must obtain approval from the [International Center](#) to add or drop a class. Following the deadline to drop a class, a student must withdraw according to policies and procedures as stated in the [Withdrawal](#) section of this catalog.

A drop will not be permitted after the deadline, except in cases of extenuating circumstances due to accident or illness, serious personal or family problems, or military transfer. Valid documentation is required. In addition, extenuating circumstances must be shown to have prevented action before the deadline. An [Enrollment Activity Form](#) with valid documentation may be submitted to the registrar office in the [Graduate and Professional Center](#) for evaluation. The dates of the extenuating circumstances substantiated by documentation determine the authorized drop action date. Without valid documentation, any drop request received after the deadline published in the [Academic Calendar](#) will be processed as a withdrawal. It is the student's responsibility to check with [Student Financial Services](#) to determine how an approved late drop or withdrawal may affect his or her financial aid. Also see [Withdrawal policies](#).

Administrative Withdrawal

Non-enrollment for a period of two consecutive terms will result in administrative withdrawal from the university. See the [Academic Calendars](#) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance; neither does it generate a refund of any kind. Re-application and department re-acceptance are required to enroll again. The initial enrollment in the degree program will determine the time limit for completing the degree. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements.

Late Enrollment

Students who are unable to enroll before the registration due date may enroll up until the Last Day to Register, as published in the [Academic Calendar](#). Late enrollment may be requested by submitting an [Enrollment Activity Form](#). Professor, dean, and registrar approval for enrollment after the deadline may be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. A \$125 nonrefundable late enrollment fee is charged.

Withdrawal from Courses

Graduate students may withdraw from a class without grade penalty at any time during the first 10 weeks of a 15-week session and during the first 6 weeks of a 9-week session, starting with the first day of classes.¹ The last day to withdraw for every term is indicated in the Graduate Academic Calendar. The student must secure an Enrollment Activity form from the Office of the Graduate Registrar in the Graduate and Professional Center (also available at <http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) 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 enrolled will receive an *F* in that course if accepted procedures for withdrawal are not followed. Approval for withdrawal after the deadline is granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Any approval of a late withdrawal requires the favorable endorsement and signatures of the professor, department chair, and registrar. No financial adjustments will be made. (See [Academic Calendar](#) and [Refund Policy](#).)

Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of any term or session must do so through the Office of the Graduate Registrar in the Graduate and Professional Center by filling out an [Enrollment Activity Form](#). International students must obtain approval from the International Center to withdraw from the university. 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. (See Leaves of Absence and Refund Policy under Financial Information.) Non-enrollment for a period of two consecutive terms will result in administrative withdrawal from the university. See the Graduate Academic Calendar for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance, neither does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again.

Leaves 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.

[Leave of Absence](#) forms are available in the Office of the Graduate Registrar in the Graduate and Professional Center and must be submitted prior to the student's absence from the university. Failure to complete the required forms will

¹ International students must obtain approval from the International Center to withdraw from courses.

result in the student having to comply with updated requirements or changes if applicable. Expired leaves of absence are not renewable.

Course Incompletes

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 permission of the dean and/or chair of the respective school and/or department. To obtain an Incomplete, the student must fill out a [Graduate Incomplete Form](#) available from the Office of the Graduate Registrar in the Graduate and Professional Center and obtain all necessary signatures before the last day of the class. An extension may be granted for up to 12 weeks from the last day of the term. 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. Petitions for additional extension beyond the 12 weeks are subject to review by the faculty member and dean of the school.

The grade *IN* (Incomplete—No Paperwork) is a temporary grade, which may be recorded by an instructor while the Incomplete Form is in process. An incomplete submitted without the proper form will automatically become an *F*. Work corrected or completed after the close of the grading period, without an approved Incomplete Form, does not justify a grade change. (See also [Grade Change Process](#).)

*Note: Additional school and departmental policies affecting course incompletes can be found in your course syllabi. Students are advised to familiarize themselves with both university- and school-specific policies. For the School of Education policy regarding incompletes, please see the FAQs section.

Petition Process

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 and Professional Center and [online](#) and must be returned to the Office of the Graduate Registrar in the Graduate and Professional 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.

Grade Change Process

A graduate student who believes his/her grade has been reported incorrectly or wishes to challenge his/her grade should contact the instructor immediately to discuss the discrepancy. If the instructor and student agree on a grade change, the instructor will complete a Grade Change Form. Work completed or corrected after the close of the grading period without an approved Incomplete Form does not justify a grade change.

If the student is not satisfied after discussing the grade with the instructor, he/she has the option to submit to the graduate registrar an [Academic General Petition](#) challenging the grade. Academic General Petition forms are available from the Graduate and Professional Center and [online](#) and must be returned to the Office of the Graduate Registrar in the Graduate and Professional Center.

A change of grade may be given on recommendation of the professor and permission of the department chair and/or dean. The grade challenge must be received within one year of the last day of the term of enrollment in the course. Questions regarding the grade change process should be directed to the students' academic records counselor in the

Office of the Graduate Registrar. To appeal a denial of a petition for a grade change, see the [Graduate Student Grievance and Appeals Procedures](#) section.

Normal Progress Toward a Degree and Time Limit for Degree

School of Education students have a maximum of five years to complete all program requirements, with the exception of doctoral students who have six years to complete all program requirements. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating classes that have expired.

Graduate and Professional Student Grievance and Appeal Procedures

Azusa Pacific University provides a means by which graduate and professional students may file a grievance or an appeal for academic and student conduct issues. Examples include the appeal of an academic dismissal, academic integrity violation, or denial of a petition for a grade change (for challenging a grade after discussing the grade issue with the instructor, see the [Grade Change Process](#)), and the decisions made as a result of the Graduate and Professional Student Standards of Conduct. For specific policies related to [harassment](#) or [Internet uses](#), see appropriate catalog sections.

An appeal is a student-initiated response to a faculty, department, or institutionally determined decision. A justifiable cause for grievance shall be defined as any act that, in the opinion of the student, is a response to behavior that is claimed by the student to adversely affect the student and is perceived as capricious, prejudicial, or an arbitrary action on the part of any university employee, or an arbitrary or unfair imposition of sanctions.

The entire student grievance and appeal procedure can be found [online](#).

Good Academic Standing

To maintain [good academic standing](#), School of Education students are expected to make satisfactory progress toward completion of their program. There are three criteria to the Good Academic Standing policy in keeping with University academic quality standards and eligibility requirements for federal financial aid:

1. **Minimum GPA Requirement:** Students must maintain a minimum cumulative grade-point average (GPA) of 3.0 in all university work attempted.
2. **Time to Degree Completion:** School of Education students have a maximum of five years to complete all program requirements. The only exception is for doctoral students who have six years to complete all of their program requirements.
3. **Successful Completion of Attempted Units:**
 - Students enrolled in a graduate program must complete 50 percent of all units in which they originally enroll from the time of first attendance. The policy applies to cumulative units only.
 - Students enrolled in a teaching certificate/credential-only program are expected to complete a minimum of 67 percent of units in which they enroll from the beginning of their program. The policy applies to cumulative units only.

Academic Integrity

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

Academic dishonesty includes:

1. **Cheating** – Intentionally using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
 - a. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversations with others) is prohibited, unless specifically authorized by the instructor.
 - b. Students may not allow others to conduct research or prepare any work for them without advance authorization from the instructor.
 - c. Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.
2. **Fabrication** – Intentional falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty** – Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
4. **Plagiarism** – Intentionally or carelessly representing the words, ideas, or work of another as one's own in any academic work or exercise.

Faculty members may impose sanctions on students in a particular course in documented cases of academic dishonesty, ranging from a zero on an assignment or exercise to a grade of *F* in the course, depending on the seriousness of the violation. The sanction may be specified in the course syllabus, or if the syllabus is not specific, the faculty member may use his or her discretion in assigning a sanction based upon the definition of academic dishonesty stated above. The faculty member will document the infraction and the sanction and report them in writing to the department chair within two weeks of the time the sanction is applied. Deans may further discipline students or expel them from their programs in documented cases of egregious or persistent violations. Academic integrity violations not directly connected to one class may be handled by the program director, department chair, or dean, as appropriate. Students wishing to appeal a sanction may follow the [Graduate and Professional Student Grievance and Appeal Procedures](#).

Academic Probation and Dismissal

Satisfactory progress toward the graduate certificate, credential, or master's degree program is required. A 3.0 grade-point average (GPA) is considered satisfactory progress.

In the event that the GPA drops below the minimum 3.0, the student will be placed on academic probation and given one enrollment period to raise it to the satisfactory level. Exceptions to this policy may be noted in program descriptions.

Certain designated courses within the School of Education (e.g., fieldwork, supervised teaching, dissertation courses, etc.) are graded on a Credit (CR)/No Credit (NC) basis. A grade of NC is interpreted as a failing grade, which can have implications for a student's continued satisfactory progress and academic standing.

Minimum Requirements for Certificate, Credential, Master's, and Combined Master's Degree and Credential Students:

Students who earn a NC grade are required to meet with their academic advisor to identify knowledge, skills, and/or dispositions that may need strengthening and to develop a performance improvement plan. Students who earn a NC grade will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a period of probation may be dismissed from the program.

Students are expected to successfully complete their culminating clinical practice, fieldwork, and internship courses at first attempt. On rare occasions, students with unsuccessful first attempts will be eligible to petition to the appropriate academic department to repeat the course. A successful petition is required for a student to repeat. A culminating clinical practice, fieldwork, or internship course can be repeated only once.

Students who earn a NC grade in a culminating clinical practice, fieldwork, or internship experience as a result of a lapse in professional responsibility, integrity, or ethical conduct may not be eligible to petition to repeat the course for which they received the non-passing grade.

Minimum Requirements for Doctoral Students:

A doctoral student must maintain a minimum cumulative GPA of 3.0. Courses with a grade lower than B- (including NC grades) are not applied toward doctoral degree requirements and must be repeated.

In order to ensure satisfactory academic progress, a doctoral student who receives a NC grade or grade lower than B- in 700-level courses or whose grade-point average falls below 3.2 is required to meet with his/her advisor to identify academic skills that may need strengthening and develop a performance improvement plan.

Doctoral students with a cumulative GPA lower than 3.0 or those who have earned two or more NC grades will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the performance improvement plan.

Students who do not demonstrate satisfactory progress according to the terms of the performance improvement plan after a period of probation may be dismissed from the program.

Repeated Courses

Graduate and professional students may repeat courses at Azusa Pacific University up to two times for a total of three times taking any one course. Both grades remain on the academic record, but only the most recent grade is calculated into the student's grade-point average. The units are counted only once. If a repeated course is taken at another institution, the grade and the units of the repeated course will be transferred (providing the course meets the guidelines for transfer).

Students must follow all department major/program policies regarding repetition of courses, as some majors/programs do not allow a major/program-specific course to be repeated more than once. Some graduate programs do allow for multiple repeats of certain courses within the program. Work with your program director for specific guidelines.

It is the responsibility of the student to notify the registrar's office in the [Graduate and Professional Center](#) at the time of enrollment when repeating a course. The current tuition rate is charged. **Students that fail a course 3 times will be subject to dismissal.**

Transfer Credit

Appropriate transfer work may be accepted toward a master's degree. Students in doctoral programs should refer to those sections in the catalog for information regarding transfer units. Transfer units may not exceed [20 percent](#)² of the units required for a master's degree. To be transferable, a course must meet the following requirements:

1. The course was completed at a regionally accredited institution.
2. 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](#). However, up to one-half of the required field education units for a theology degree may be accepted with grades of Pass or Credit.)
3. The course was completed subsequent to the awarding of the bachelor's degree.
4. The course was taken within five years of the time in which the student begins work in the degree program. (The eligibility of each course transfer can vary by program).
5. The course must be applicable to a graduate degree at the institution where it was taken.
6. The course must not be professional development or extension coursework.

Courses for transfer must be approved by the student's department or school, as well as by the Office of the Graduate Registrar in the [Graduate and Professional Center](#).

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

Waivers

Some departments permit [waivers](#) of certain courses. Course waivers are processed by the student's department or school. Contact the appropriate department for details on specific waiver procedures. Unlike transfer credit, waivers fulfill course requirements only; no units are awarded. Students with waived courses must choose alternate elective courses to satisfy the unit requirements of their degree program.

² Please refer to those sections within the Graduate Catalog for specific department policies.

Campus Resources

APU provides a number of resources to assist graduate 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 students proceeding through graduate or professional programs. Housed in one convenient center, the Offices of Graduate Enrollment Services, Professional Enrollment Services, and Student Support Services work as an integrated team to provide students with the tools they need to [apply to APU](#) and proceed through their academic program.

[Learning Enrichment Center](#): The Learning Enrichment Center (LEC) provides support to APU students through a variety of services and programs designed to promote academic success. Services include [individualized and group tutoring](#), [Supplemental Instruction Program \(SI\)](#), [student disability accommodations](#), [College Level Examination Program \(CLEP\)](#), examination proctoring services, freshman testing in reading, math, and writing, and individualized study strategies to support students in their academic endeavors toward excellence.

Learning Enrichment Center Support Services are available for any student who has a disability that might prevent her/him from fully demonstrating her/his abilities. For an appointment with an advisor or tutor and to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements, student should call (626) 815-3849.

Students without disability verification do not receive special accommodations.

[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.

[Office of the Chaplain](#): Chaplains are available for students seeking spiritual guidance.

[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 [patrons](#) access to [varied collections](#), [rare archives](#), 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.

Graduate 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 2018-19 academic calendar can be found [online](#). **Please be sure to identify the particular sessions that are applicable to your program and/or courses.**

	Fall 1 2018 (Traditional 8 Week Session)	Fall 2 2018 (Traditional 8 Week Session)	Fall 2018 (Traditional 16 Week Session)	Spring 1 2019 (Traditional 8 Week Session)	Spring 2 2019 (Traditional 8 Week Session)	Spring 2019 (Traditional 16 Week Session)	Summer 2019 (Traditional 8 Week Session)
Classes Begin	Monday, August 27, 2018	Monday, October 22, 2018	Monday, August 27, 2018	Monday, January 7, 2019	Monday, March 11, 2019	Monday, January 7, 2019	Monday, May 6, 2019
Add/Drop Deadline	Tuesday, September 4, 2018	Monday, October 29, 2018	Tuesday, September 4, 2018	Monday, January 14, 2019	Monday, March 18, 2019	Monday, January 14, 2019	Monday, May 13, 2019
Withdrawal Deadline	Tuesday, October 2, 2018	Tuesday, November 27, 2018	Thursday, November 8, 2018	Tuesday, February 12, 2019	Tuesday, April 16, 2019	Thursday, March 28, 2019	Tuesday, June 11, 2019
Classes End	Friday, October 19, 2018	Friday, December 14, 2018	Friday, December 14, 2018	Friday, March 1, 2019	Friday, May 3, 2019	Friday, May 3, 2019	Friday, June 28, 2019



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:

Educational Technology

Students in the MA in Educational Technology program receive program advising in the first class they take - EDTC 511: Foundations in Educational Technology. Program advisement continues with the program director throughout the remainder of the program. Students can also access their advising plan through their APU home account.

Teacher Education (Single Subject, Multiple Subject, Special Education, MA emphasis in Learning and Technology, MA emphasis in Special Education, and MA emphasis in Teaching)

Students are advised and receive an approved academic plan prior to the start of their program. This academic plan lists all program requirements and the timeline to complete those requirements. If a student intends or desires to deviate from the approved academic plan, the student must schedule an advisement appointment to discuss any possible changes. If changes are approved, a new academic plan will be developed.

Educational Leadership – Master's and Credential Programs

Candidates in the Educational Leadership Master of Arts and Preliminary Administrative Services Credential Program follow the course and fieldwork scope and sequence provided at the beginning of their program. All candidates enroll in EDL 576 during their first term which provides candidates with an introduction to the program fieldwork requirements. Program modification and questions regarding scheduling issues may be resolved by contacting the program director. All Educational Leadership full time faculty are available for advisement throughout the duration of the program.

Candidates in the Clear Administrative Services Credential Induction program follow the course scope and sequence provided at the beginning of their program. All candidates enroll in EDUC 661 during their first term which provides candidates with an introduction to the program requirements. Program modification and questions regarding scheduling issues may be resolved by contacting the program director. All Educational Leadership full time faculty are available for advisement throughout the duration of the program.

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. The proseminar has three primary goals: 1) to orient students to the intellectual life of doctoral study; 2) to provide opportunities for students to become familiar with steps and procedures required for successful completion of the doctoral program, including a plan and timeline for accomplishing major

academic and professional milestones; and 3) to introduce students to the technology, tools, and academic resources needed for doctoral study, including use of the Azusa Pacific University library catalog and databases. All proseminar activities are designed to help students develop connections with each other and with the faculty to create a community of learners and scholars.

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 can be found [online](#).

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 program handbook is located [online](#). The School Psychology program handbook is also located [online](#).

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.

Taskstream

Azusa Pacific University's School of Education utilizes [Taskstream by Watermark™](#) to support the collection and analysis of candidate outcomes in all of our degree and credential programs. Additionally, [Taskstream by Watermark™](#) offers candidates a personalized space to submit signature assignments and other documentation of performance as they progress through a program. Candidates may use their best work for building an online portfolio.

All candidates are required to have a [Taskstream by 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 their Taskstream account as they progress through their program. These assignments must be submitted in Taskstream by the deadline specified in the course syllabus. Candidates failing to submit the signature assignment in Taskstream by the last day of the term will receive a non-passing grade in the course. It is the responsibility of candidates to ensure that they have an active Taskstream account, are enrolled in the correct Directed Response Folio(s), and submits their assignments to the correct evaluator.

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

[Taskstream by Watermark™](#) (off-site resource)

Phone: 1-800-311-5656

By Email: support@watermarkinsights.com

Support Schedule	
Monday-Thursday	5:00 am – 6:00 pm PT
Friday	5:00 am – 4:00 pm PT
Saturday	(email only)
Sunday	2:00 pm – 7:00 pm PT

All other [Taskstream by Watermark™](#) inquiries can be addressed by contacting:

Taskstream Support at APU School of Education

[Student Resource Room](#)

Phone: (626) 387-5744

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:

Student Dispositions
Ethical educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice display:
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
Responsive educators who practice reflective critical thinking in their engagements with diverse communities of learners display:
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



Informed and collaborative scholarly educators who are dedicated to professional growth and lifelong learning display:

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 students within coursework are as follows:

Element #1: RELATIONSHIPS WITH OTHERS

SOE Conceptual Framework: Ethical educators 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"> • Demonstrates truthfulness and honesty in dealing with and communicating with others. • Demonstrates trustworthiness and can be completely depended upon to keep his/her word. • Scrupulously credits all sources in academic work. • Submits only original written work. • Can be depended upon to honor confidences and information about others.
Collaborative, cooperative and respectful behaviors	<ul style="list-style-type: none"> • Consistently participates and contributes to class in ways that support the group and actively considers colleagues points of view. • Demonstrates a positive rapport in working collaboratively with others. • Communicates information clearly using professional language. • Follows through on responsibilities.
Sensitivity to others, and cultural and individual differences	<ul style="list-style-type: none"> • Employs strategies to ensure that all populations have equal access to educational opportunities. • Seeks to understand various viewpoints, cultures, and people groups to interact with all in a respectful manner. • Displays respect for individual differences and includes family and community cultural contexts within the learning environment. • Actively protects students and colleagues from the impact of discrimination based on race, gender, disability/exceptionality, sexual orientation, and language.
Personal and professional maturity	<ul style="list-style-type: none"> • Maintains composure in a variety of circumstances. • Demonstrates the ability to take responsibility for his/her own emotions and behaviors. • Honestly self reflects on situations and is open to change and/or communicate with others to seek resolution.

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"> • Seeks, accepts, and reflects upon feedback from peers, supervisors, faculty, students and students' families. • Demonstrates the ability to effectively integrate culturally appropriate practices and pedagogy for all learners as a result of developing self-awareness.



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

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

Element #1: RELATIONSHIPS WITH OTHERS

SOE Conceptual Framework: Ethical educators 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"> • Demonstrates truthfulness and honesty in dealing with and communicating with others. • Demonstrates trustworthiness and can be completely depended upon to keep his/her word. • Scrupulously credits all sources in academic work. • Submits only original written work. • Can be depended upon to honor confidences and information about others.
Collaborative,	<ul style="list-style-type: none"> • Consistently participates and contributes to class in ways that support the group and actively

cooperative and respectful behaviors	<p>considers colleagues points of view.</p> <ul style="list-style-type: none"> • Demonstrates a positive rapport in working collaboratively with others. • Communicates information clearly using professional language. • Follows through on responsibilities.
Sensitivity to others, and cultural and individual differences	<ul style="list-style-type: none"> • Employs strategies to ensure that all populations have equal access to educational opportunities. • Seeks to understand various viewpoints, cultures, and people groups to interact with all in a respectful manner. • Displays respect for individual differences and includes family and community cultural contexts within the learning environment. • Actively protects students and colleagues from the impact of discrimination based on race, gender, disability/exceptionality, sexual orientation, and language.
Personal and professional maturity	<ul style="list-style-type: none"> • Maintains composure in a variety of circumstances. • Demonstrates the ability to take responsibility for his/her own emotions and behaviors. • Honestly self reflects on situations and is open to change and/or communicate with others to seek resolution.
Believe all children can learn	<ul style="list-style-type: none"> • Develops and demonstrates effective relationship building skills to promote all levels of student achievement, including a commitment to advocate for all students' educational needs. • Develops and demonstrates effective relationship building skills to get to know students and their families for the purpose of offering exemplary service.

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"> • Seeks, accepts, and reflects upon feedback from peers, supervisors, faculty, students and students' families. • Demonstrates the ability to effectively integrate culturally appropriate practices and pedagogy for all learners as a result of developing self-awareness.
Effective communication within the educational community	<ul style="list-style-type: none"> • Demonstrates the ability to communicate clearly and effectively with others in both writing and speaking. • Maintains high quality in written works through editing and revising for spelling and grammar. • Demonstrates the ability to apply and communicate current research effectively in coursework. • Uses professional and/or academic language that is appropriate to all groups. • Utilizes effective feedback strategies to inform students.
Effective time management	<ul style="list-style-type: none"> • Arrives to class and to clinical practice on time and actively participates for the duration of the class. • Makes prior arrangements with the appropriate entity when absence is necessary. • Turns in assignments and other required materials in a timely manner.
Appearance, conduct, and dress appropriate to one's professional setting	<ul style="list-style-type: none"> • Dresses and comports oneself in a manner that conveys professionalism. • Uses language free of profanity and malicious comments toward any individual group.
Commitment to fair academic practices that ensure all students can learn	<ul style="list-style-type: none"> • Demonstrates fairness in educational settings by meeting the educational needs of all students in a caring, non-discriminatory and equitable manner. • Demonstrates knowledge of the individuals' strengths and needs of students. • Demonstrates a commitment to provide an inclusive educational environment (ethnicity, socioeconomic status, language, and/or ability). • Demonstrates a commitment to adjust teaching practices and seek out resources to accommodate all students' learning needs.

Responsiveness to conditions that promote learning, health and personal safety in the K-12 school and community	<ul style="list-style-type: none"> • Demonstrates an attentiveness to the social/emotional and health needs of all students.
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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"> • Demonstrates the ability to plan and present lessons in a clear, logical manner and in a manner that is understandable to the target audience. • Appropriately assesses the students learning on the target objectives and adjusts teaching as required to ensure student learning.
Initiative	<ul style="list-style-type: none"> • Completes required work, generates, and pursues opportunities to expand knowledge, skills, and abilities. • Demonstrates the ability to research a variety of resources in order to find answers and solutions. • Applies knowledge to other situations and makes connections with previous learning. • Demonstrates the ability to plan for both short and long term learning goals. • Proactively attends to situations as they arise.
Organization	<ul style="list-style-type: none"> • Demonstrates the ability to productively coordinate components of the program and classroom including planning, tasks, assignments, projects, and group work.
Commitment to adapting and applying the best research-based ideas to improve clinical practice	<ul style="list-style-type: none"> • Demonstrates a willingness and enthusiasm to work with colleagues in professional learning communities, and/or as co-teachers. • Demonstrates Growth Mindset practices believing that all students can succeed. • Applies and successfully implements culturally responsive pedagogical practice.
Understanding of current and emerging trends in their field of practice	<ul style="list-style-type: none"> • Takes initiative to implement professional development at their school and district. • Seeks to research and remain current in best practices in all aspects of education including curriculum, assessment, inclusive practices and technology.
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"> • Applies a wide range of instructional activities in order to accommodate the interests, assets, challenges, and abilities of their students. • Aligns CA standards and frameworks to learning goals, instructional activities, and assessment.
Ability to synthesize and apply course content, projects, clinical practice and professional work	<ul style="list-style-type: none"> • Draws inferences and makes connections between fieldwork, clinical practice, and credential coursework. • Collaborates regularly with master teacher(s) and other colleagues to critically analyze instructional decisions.

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 and uploaded to Taskstream. 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).



Grading Scale

The School of Education follows the university grading scale for all graduate courses, which results in students receiving a letter grade (A-F). The grading scale is as follows:

95-100=A	89-91=B+	78-80=C+	65-69=D
92-94=A-	84-88=B	73-77=C	0-64=F
	81-83=B-	70-72=C-	

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 soecredentials@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 at the time of admission. Students are required to maintain their Certificate of Clearance (or other appropriate document) throughout their enrollment in the School of Education. 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 (SB 2042), Preliminary or Clear/Level II 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.redcrossla.org>
- American Heart Association
 - BLS for Healthcare or Heartsaver CPR AED
(877) 242-4277
 - <http://www.americanheart.org>

School of Education Office of Alumni & Professional Services

The School of Education is committed to the success of our students and alumni and provides ongoing support through the Office of Alumni and Professional Services. The School of Education Office of Alumni and Professional Services 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:



Student Placements – Division of Teacher Education

The Student Placements Coordinator in the Office of Student Placements assists candidates in the Division of Teacher Education through the process of applying and clearing for participation in Clinical Practice.

All students who anticipate participation in clinical practice, must complete and submit an Application for Clinical Practice by the deadlines set forth below. Students will have approximately 20 days from the application deadline to complete and submit all items needed to clear for participation in clinical practice.

CLINICAL PRACTICE APPLICATION DEADLINES:

- September 10 for participation in Spring Clinical Practice
- April 10 for participation in Fall Clinical Practice

CLINICAL PRACTICE CLEARANCE DEADLINES:

- September 30 for participation in Spring Clinical Practice
- April 30 for participation in Fall Clinical Practice

In addition to the Application for Clinical Practice, the following documentation must be received by the Student Placements Coordinator by the clinical practice clearance deadlines - September 30 for Spring Clinical Practice and April 30 for Fall Clinical Practice:

- Basic Skills Requirement - Passage of the California Basic Educational Skills Test (CBEST) **or** passage of the California Subject Examinations for Teachers (CSET): Multiple Subjects **and** CSET: Writing Skills. For options other than these to meet the Basic Skills Requirement, please contact the Office of Credentials. **(Program admission requirement beginning 2017-2018.)**
- Subject Matter Competency - Demonstrated by passage of all appropriate CSET subtests **or** completion of an approved Subject Matter Program.
- Certificate of Clearance or other acceptable document from the California Commission on Teacher Credentialing valid through the end of the Clinical Practice term.
- Tuberculosis Clearance - a negative TB test dated no more than two years from the last day of the Clinical Practice term.
- Proof of U.S. Constitution coursework or exam.
- Candidates who have secured a contracted teaching position must submit a copy of their teaching contract for the appropriate school year and a principal letter on school letterhead in order to ensure the student experiences the diversity of P-12 students and has access to sufficient diversity to successfully complete Clinical Practice and the various assessments within Clinical Practice.

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

Questions related to clearing for or participating in clinical practice should be directed to Evan Gallagher (emgallagher@apu.edu or 626-815-5345).

Additional information related to Clinical Practice may also be found on the Student Placements Website: <https://sites.google.com/apu.edu/soeplacement>

Scholarships

School of Education students have the opportunity to apply for a number of scholarships throughout the academic year. Below is a list of scholarships that are designated specifically for School of Education students:

School of Education General Scholarship

This scholarship assists students who are entering professional studies in education. Priority is given to, but not limited to, first-term School of Education students. The School of Education General Scholarship provides a one-time award of \$2,500 and is applied to the first term of award. Applicants must have a minimum 3.5 cumulative GPA, and eligibility is based on financial need. The number of awards is determined by available funds.

Alice V. Watkins Scholarship

This scholarship honors Dr. Alice V. Watkins, former dean of the School of Education at APU. Dr. Watkins has a passion for encouraging students in their teaching credential goals. This scholarship financially assists students enrolled in a teaching credential program. Awards range from \$500 to \$1,000. Deadline: November 1 for fall term.

Dan and Judy Watkins Scholarship

This scholarship honors Dan and Judy Watkins' appreciation of adult learners who are transitioning into a teaching career. This scholarship financially assists graduates of the liberal studies program at Azusa Pacific University's University College who enroll in a graduate Multiple Subject Teaching Credential program. Preference is given to full-time Christian workers and/or their family member. The award amount varies depending on available funding.

Ernest L. Boyer Teacher Scholarship

This scholarship honors the memory of the late Ernest Boyer, a noted educator who served as president of the Carnegie Foundation for the Advancement of Teaching. His friends and family established a fund to provide five annual awards for students who are planning careers as teachers and who have the potential to develop the characteristics that Dr. Boyer believed essential for good teaching. This scholarship assists students who are enrolled in a teaching credential program. The Boyer Foundation awards \$1,500, plus an APU match of \$1,500. Deadline: November 1 for the academic year award.

Lillian B. Wehmeyer Scholarship

This scholarship is in memory of the late Dr. Lillian B. Wehmeyer, former faculty in the School of Education doctoral program, who lived with a passion for assisting doctoral students in successful research. This scholarship assists doctoral program students in the School of Education who are attending on a half- or full-time basis and who demonstrate satisfactory academic progress, commitment to service, and financial need. This is a one-time award and cannot be combined with the Research Assistantship. The annual awards range from \$1,000 to \$3,500. Deadline: November 1 for fall term.

Marvin O. Johnson Scholarship

This scholarship honors the memory of the late Marvin O. Johnson, who was a passionate educator throughout his lifetime teaching career. This scholarship assists serious-minded and spiritually sensitive students who are enrolled full-time in a teaching credential and/or master's degree program preparing for classroom education (K-12). Applicants must maintain a 3.0 GPA, be enrolled in consecutive fall and spring terms, and desire to teach in the public school system. The award is \$2,500 for each of two consecutive terms for a total of \$5,000. Deadline: November 1 for the academic year award.

Simmerok Family Encouragement Scholarship

This scholarship represents Dr. Bruce Simmerok’s vision of encouraging graduate students. As a faculty member and administrator at APU, Dr. Simmerok has a heart for helping others succeed. The scholarship assists School of Education students, including those in online programs, who are admitted and enrolled in the fall term and demonstrate financial need. Awards vary depending on available funding. Deadline: November 1 for fall term.

Victress Bower Scholarship

Residents of Riverside or San Bernardino counties may qualify for this scholarship. Students must already be credentialed, teaching, and seeking an additional credential or master’s degree in Special Education. Awards vary based on available funding. Deadline: October 1 for fall term.

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 utilize 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.**


Students can have their APU emails forwarded to another email account by completing the following steps:

1. Log into your APU email account.
2. Click the gear in the top right.



3. Select **Settings**.
4. Select the **Forwarding and POP/IMAP** tab.



5. Click **Add a forwarding address** in the “Forwarding” section.
6. Enter the email address you want to forward to.
7. For your security, a verification email will be sent to that address. Open your other email account and find the confirmation message from the Gmail team (APU email works on the Gmail platform). If you’re having trouble finding it, check your Spam folder.
8. Click the verification link in that email.
9. Back in your APU email account, reload the page in your web browser - look for the reload icon .

10. On the same **Forwarding and POP/IMAP** page in Settings, check that **Forward a copy of incoming mail** is selected and your email address is in the drop-down menu.
11. In the second drop-down menu, choose what you want Gmail to do with your messages after they're forwarded, such as **keep Gmail's copy in the Inbox** (recommended) or **archive Gmail's copy**.
12. Click **Save Changes** at the bottom of the page.

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](#).

For any other general inquiries, please contact the School of Education Academic Affairs Coordinator Ron Bejar (rbejar@apu.edu or 626-815-6015).

Where do I go if I am having issues with Sakai or Canvas?

Students that encounter a technical problem related to Sakai or Canvas that requires immediate attention should contact the IMT Help Desk at 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.

Basic [Sakai](#) and [Canvas](#) navigation videos can also be found online.

Where do I go if I have questions about Taskstream by Watermark?

Students that forget their login information will need to contact Taskstream by Watermark Mentor Services at 1-800-311-5656 or support@watermarkinsights.com.

All other [Taskstream by Watermark](#) inquiries, including the reactivation of an inactive account, should be directed to soetaskstream@apu.edu.

Basic Taskstream by Watermark navigation and support tools can be found online at <https://www.watermarkinsights.com/support/>.

How can I receive information about parking?

APU offers well-lit permitted parking. For more information, visit www.apu.edu/campussafety/services/parkinginfo/, or call (626) 815-6000, Ext. 3898.

How do I register for classes?

The Graduate and Professional Center provides instructions regarding how to register for classes online through a video at 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.

Am I able to receive an incomplete for a course?

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 that "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.
- "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 faculty are encouraged to extend the least amount of time needed to complete the remaining coursework.

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.

Are there new student orientations that are available for incoming students?

Yes. There are new student orientations that take place before the start of the Fall 1 and Spring 1 terms. New student orientations generally take place at the following locations:

- Azusa Campus
- Murrieta Regional Campus

New student orientation is strongly recommended for all newly admitted students.

How important is new student orientation?

Participation in the new student orientation program is crucial to academic success. With many of our courses being offered in 8-week terms and all having a fast-paced environment, it is important that students are fully prepared to engage in assignments, with their needed textbooks and materials, and able to access various University technologies.

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 counselor](#) 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 Counselor](#).

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. Please also review the [Graduate Catalog](#) for more specific information regarding becoming eligible for an intern credential and maintaining eligibility once a student holds an intern credential.

- Elementary/Secondary Education and Special Education candidates must complete an Intern Pre-Service requirement through APU coursework, or Alternative Certification Training, or a combination of both in order to become eligible. Candidates are encouraged to contact their [department/program](#) for more information about Pre-Service.
- Elementary/Secondary Education and Special Education candidates must be enrolled in one course each term that provides a University Mentor in order to be in compliance with their intern credential. Courses that provide a University Mentor are generally Clinical Practice, TEP 590 (Elementary and Secondary Education), and SPED 500 (Special Education).

- Intern credential candidates' employing agency must have a Memorandum of Understanding in place with Azusa Pacific University. Candidates are encouraged to contact the [Office of Credentials](#) to find out if their employing agency has a Memorandum of Understanding that covers intern experience with the university.
- Once a Teacher Education candidate has progressed to the start of the second eight weeks of clinical practice, the candidate has passed the point where he/she can be recommended for an Intern Credential.
- School Counseling/School Psychology candidates must meet a number of prerequisite courses within their program before they can become intern eligible. Please contact the [School Counseling/School Psychology Department](#) for more information about the courses that students need to complete to become intern eligible.

