Executive Summary

1. Program Summary

   The Master of Arts in Teaching (MAT) program offers four credential areas (Multiple Subject, Multiple Subject with Spanish/English Bilingual authorization, Single Subject, and Single Subject with Music Emphasis), with the option for pursuing just a credential, or a credential with a Master of Arts in Teaching degree. Students must declare their interest in the Master of Arts in Teaching (MAT) program on the admission application.

   Our unique teaching programs emphasize linguistic and culturally responsive pedagogy to meet the needs of an increasingly diverse student population in California schools, in an accelerated four semester (terms) cohort model. We have developed a strong emphasis on working with diverse learners and are working on developing the program further in relation to technology and behavior/classroom management. The MAT MS course sequence can be found here. As course titles are lengthy, course numbers are provided below. The "B" at the end of a course indicates is covers content specifically associated with English/Spanish bilingual authorization competencies.

   The program includes a foundation semester (Term 1) in which teacher candidates take courses in educational theory and lesson development and design (EDUC 547/547B), methods in literacy and reading with a 1:1 "hands-on" tutoring component in the Attallah College Kathleen Muth Reading Center (EDUC 500/500B), and a course in teaching for social justice and culturally responsive pedagogy (EDUC 570). Teacher candidates also take a course on human development and wellness (EDUC 569). Buildingon the first semester's content and skill development, the second semester (TERM 2) includes courses focused on methods for working with diverse learners including: English Language Learners (EDUC 501/501B), Exceptional Learners (EDUC 571), and mathematics for diverse learners (EDUC 568/568B), along with a practicum course that requires a minimum of 15 hours per week (225 hours over a 15 week semester) clinical experiences in which teacher candidates implement best practices they are acquiring in their courses in a diverse K-12 classroom. A letter explaining the practicum that is sent to mentor teachers can be found here. During the third semester (Term 3), candidates complete their student teaching requirements (EDUC 582), along with a course on systems-thinking and pedagogy (EDUC 543/543B), and a seminar course that covers wellness, inquiry, and professionalism (EDUC 579). Candidates are observed and assessed via TPE aligned rubrics a minimum of 6 times throughout the semester during their student teaching experience, including a formative and summative assessment aligned with the TPEs. Candidates also complete the required TPAs for their credential authorization area in this semester. The final semester (Term 4) includes a MAT Capstone Course (EDUC 696) and a special topics course that allows students to delve deeper in to content including critical literacy and Ethnic Studies (EDUC 695). Bilingual emphasis students complete a Capstone project in a course specifically focused on bilingual authorization (EDUC 689B), and a special topics course also aligned with required competencies (EDUC 688B).
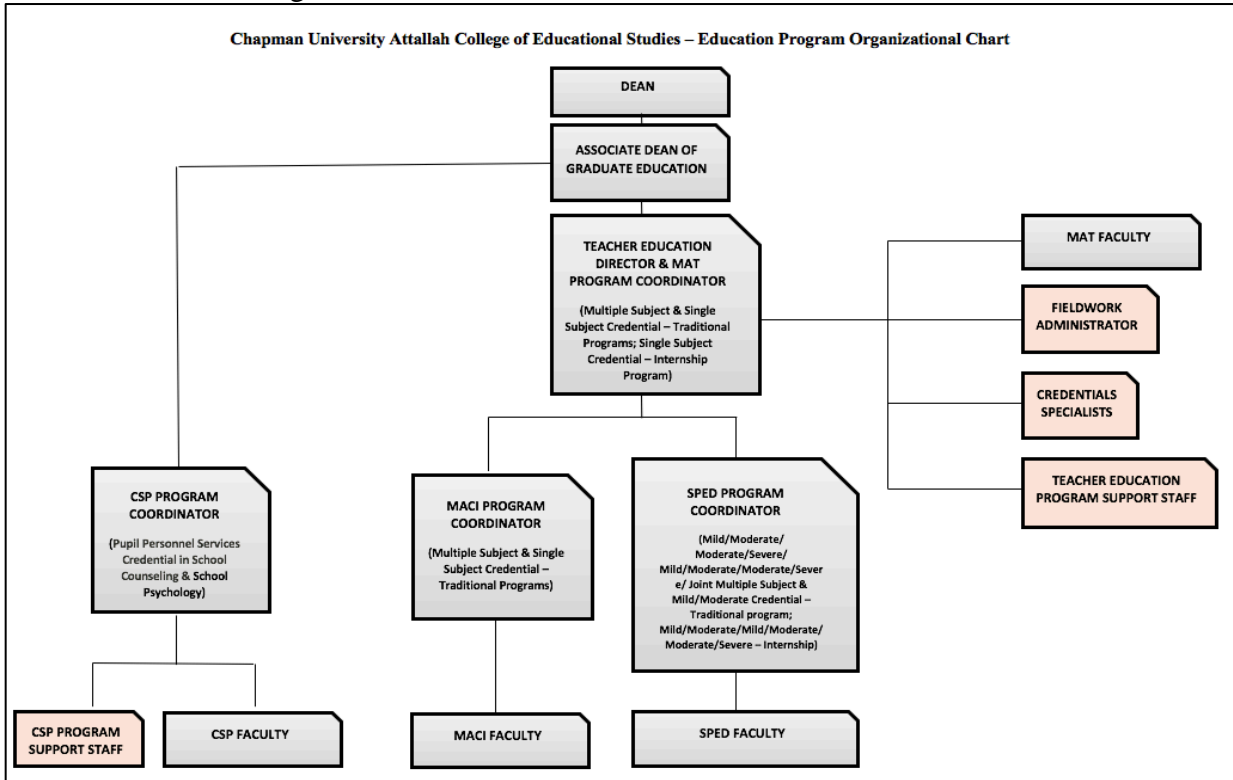
   Required Exhibit:
   1.1 Narrative Description no longer than 500 words

   Table 1.2 MAT MS Table depicting location, delivery models, and pathways

Location	Delivery Model	Pathway

Chapman Main Campus	In -Person	Traditional

2. Organizational Structure

Provide an organizational chart or graphic to show how the program leadership and instructional personnel/staff are organized within the program and how the program fits into the education unit, including personnel serving in non-teaching roles, including the roles and responsibilities of those involved in assigning and placing mentors/coaches. The graphic should depict the chain of authority and include individuals up to the dean or superintendent level. If the program operates as a consortium with shared leadership, the graphic should include also include individuals serving in induction administrative roles in entities within the consortium.

2.1 Organizational Chart/Graphic.

3. Faculty Qualifications

(Instructional Personnel)

Three exhibits are required. *One additional exhibit is only required if there are vacancies.*

a. Submit a FACULTY DISTRIBUTION TABLE that provides an overview of faculty. ***The table should include numbers of full time, part time, and adjunct faculty.*** Vacancies should also be noted.

Table 3.1 MAT Multiple Subject *Faculty Distribution Table*

Full time Faculty	Part Time Faculty	Vacancy
13	34	1 (2017-2018)

b. Programs must also submit a current ***annotated faculty*** list denoting which courses are taught by which faculty, including part time faculty members. It is not necessary to include intermittent adjunct faculty unless they are the only instructor for a particular course. The annotated list should include the faulty member's name, degree, status (fulltime, part time, adjunct), and list of the courses he/she teaches.

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The faculty member's name should link to his/her vita. The courses should link to his/her most recent syllabus for the courses noted. See example that follows:

Exhibit 3.2. [MAT MS Annotated Faculty List with links to Faculty Vitae and Syllabi](#)

c. Provide links to published documentation (e.g. job descriptions, online advertisements, contract language) regarding the experience and qualifications used to select adjunct faculty.

Required Exhibits and links:

Exhibit 3.3 [Published Adjunct Experience and Qualifications Requirements](#)

Exhibit 3.4 [MAT Faculty Recruitment Documents](#)

4. Course Sequence

Clear information about the sequence in which candidates take courses should be submitted. This should be a link to website, course catalog or other document that is readily available to candidates and prospective candidates. If the program is offered via more than one pathway or model, link to course sequence should be provided for each pathway or model, a link to course sequence should be provided for each pathway or model.

Exhibit 4.1 [(MAT) Multiple Subject Teaching Credential Preliminary](#)

5. Course Matrix

Exhibit 5.1a [MAT Multiple Subject Course Matrix](#)
Exhibit 5.1b [MAT Multiple Subject English/Spanish Bilingual Authorization Matrix](#)

6. Fieldwork and Clinical Practice Seven exhibits are required.

Programs must provide specific evidence of meeting the requirements of clinical practice as described in the Commission standards for that program. The required documentation is:

6.1 A TABLE that denotes the number of hours that each candidate is required to participate in early fieldwork and supervised clinical practice and how those hours are broken out across fieldwork/clinical experiences. It is appropriate for programs to label fieldwork experiences using your institution's nomenclature.

Table 6.1 Fieldwork Hours

Early Fieldwork	Supervised Clinical Practice (Student Teaching)	Total Hours
234	480	714

a) **MEMORANDUM OF UNDERSTANDING** (MOU), Partnership Agreement, or link to published supporting document that clearly delineates the requirements of each candidate placement in alignment with the requirements of the Commission program standards for that program; expectations and criteria for veteran practitioner selection, training and evaluation; and support and assessment roles and responsibilities for the program and the district.

Exhibit 6.2 [Signed MOU for each placement](#)

b) Training Materials used to train Veteran Practitioners (for example, master teachers) serving in support and/or supervisory roles.

    Exhibit 6.3 [Veteran Practitioner Training Materials](#)

c) Documentation such as a **SPREADSHEET OR TABLE** verifying appropriate placements for all candidates (first name, last initial is fine) that aligns with the particular program standards (refer to program standards for additional information). For example, in a Preliminary Multiple or Single Subject credential program the spreadsheet would verify that placements reflect socioeconomic and cultural diversity, support English learners, provide opportunities to work with students with disabilities, and have a fully qualified administrator (see MS/SS Program Standard 3 for additional criteria); whereas in a Preliminary Administrative Services credential program, the spreadsheet would verify that field experiences include a variety of diverse and realistic settings both in day to day functions… and in long-term policy design… (see ASC Program Standard 7 for additional criteria)

    Exhibit 6.4 [Documentation of Candidate Placements](#)

d) **Published Manuals or Handbooks or Advising Materials (links)** that provide information to the district and candidates about expectations within the clinical experience including appropriate placements, veteran practitioner support, and information about clinical practice assessment.

    Exhibit 6.5 [Clinical Practice Handbook/Manual](#)

e) Syllabi for supervised clinical experiences. The syllabi should include information regarding how the candidate is assessed during clinical practice. Copies of blank assessment instruments should be included.

    Exhibit 6.6 [Fieldwork/Clinical Practice Syllabi](#)

    Exhibit 6.6.1 [Clinical Practice Assessment](#)

7. Credential Recommendation

Two exhibits are required. **Provide a brief description (200 words or less)** of the program's process to ensure that only qualified candidates are recommended for the credential. The description should include a link to the program's candidate progress monitoring document or other tracking tool used to verify that candidate has met all requirements for the program prior to recommendation.

    Exhibit 7.1 Description of process ensuring appropriate recommendation
    Chapman University maintains individual student records through PeopleSoft. Program based staff monitor and ensure accuracy of student progress via PeopleSoft. Candidates are given regular electronic updates regarding satisfaction of program requirements and are permitted to view their files including program process, transcripts, and through student access to PeopleSoft at any time (see sample student record [here](#)) Attallah College does not retain any paper records and electronic files are password protected and only accessible to Chapman University personnel. All student records are retained electronically indefinitely.

Exhibit 7.1.1 Candidate Progress Monitoring Document

Finalizing the Program Review Program Review should be organized in a clear and easily accessible manner. The most efficient is to label each exhibit by number and title (e.g. 6.2 Memorandum of Understanding) and the title should link to the evidence being provided for that exhibit. Some numbered exhibits may have more than one link—this is acceptable, especially when there is more than one pathway or delivery model for a program. Institutions are reminded not to submit narrative unless it is asked for -- reviewers will not be reading them. Keep in mind that you are "showing" (exhibits) rather than "telling (narrative)."

Prior to submitting the Program Review, the evidence provided should be reviewed against the program standards to ensure that what has been provided is sufficient aligned to the requirements of the standards. It is the institution's responsibility to ensure that the exhibits provided demonstrate that the program is meeting the standards.

Institutions should test all links to make sure they are working and do not require any additional permission to access. It is strongly suggested that the links be tested from outside your institution to ensure that they will work beyond your institution's network. If the URL requires a password, the password should also be tested. It is not acceptable to require reviewers to create or use personal gmail accounts for google access. Reviewers should be able to access submission anonymously.

Submitting the Program Review Program Review submissions are due **October 15th** in Year Five of the Accreditation cycle. For information regarding your institution's accreditation schedule of accreditation, see Accreditation Activities webpage for your institution's cohort map.

Program Review submission must be posted to website and the URL submitted to ProgramReview@ctc.ca.gov. If the website is password protected, the password must also be submitted. Google docs, pdfs, and linked documents will not be accepted. When submitting the URL, please also include a contact person in the event that there are issues with access or broken links.

An individual Program Review must be submitted for each program offered by your institution. All Program Reviews should be posted to the same website and should all be available when the URL is submitted. It is not possible to accept partial submissions. Questions related to Program Review submission should be addressed to accreditation@ctc.ca.gov. Other questions should be directed to your cohort consultant.