

Masters of Arts in Teaching (MAT) and Credential

2018-2019



CHAPMAN
UNIVERSITY

DONNA FORD ATTALLAH
COLLEGE OF
EDUCATIONAL STUDIES

Student Handbook

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Note: This document is continually revised to reflect changes in the Commission on Teacher Credentialing and Attallah College of Educational Studies Teacher Education program requirements. Therefore, information is considered to be a guide to requirements. Please check with our credential analysts, our Teacher Education Administrative Assistant, or your faculty advisor for current requirements.

ATTALLAH COLLEGE OF EDUCATIONAL STUDIES VISION AND MISSION

VISION

The Attallah College of Educational Studies is a nationally recognized institution known for developing professionals who change the world through ethical, rigorous, and reflective scholarship and practice.

MISSION

Through teaching excellence, engaged scholarship, and transformative educational practices, we collaborate with individuals, families, communities, schools, and organizations toward an inclusive, equitable, and just world.



MASTER OF ARTS IN TEACHING (MAT) VISION, MISSION, AND PROGRAM LEARNING OUTCOMES

VISION

Our vision is to develop reflective and transformative teachers capable of working collaboratively with children, youth, their families and communities for the sustainable well being of educational, social and ecological systems.

MISSION

The mission of the Chapman Master of Arts in Teaching (MAT) and credential program is to prepare reflective teacher-researchers who use integrated, developmentally appropriate, and critical pedagogies, and are ready to collaborate within diverse educational communities in order to lead us towards a more economically, socially, environmentally and politically just world.

LEARNING OUTCOMES

The Chapman teacher education program aims to develop pre-service teachers who:

- Possess strong content knowledge and the ability to use and reflect upon effective inclusive, research-based, and subject matter integrated pedagogies.
- Align themselves with educational theories reflective of Vygotskian socioculturalism, Deweyan progressivism, and Freirean critical pedagogy with the goal of relationship-based and sustainable systems for a more equitable and socially just world
- Value diversity and inclusiveness as an asset; capable of fostering strengths to support all students in reaching their academic, personal, and societal potential
- Demonstrate the collaborative, resilient, caring, creative, and democratic attributes of a professional teacher.
- Integrate a developmental understanding of the whole individual in classroom and school communities.
- Value, engage, and ally with students and their families who come from multiple and overlapping community contexts, both local and global.
- Commit to ongoing learning throughout their career.



TEACHER EDUCATION FACULTY PERSPECTIVES

"All cultures use language to communicate their ways of being, emotions, ideas and beliefs; they tell stories about their past, and express their hopes for the future through oral language, and many also do so through written language. As children come into their communities, they acquire languages in a somewhat natural way, learning patterns and ways of expression. Every language is equally valuable and worthy, and is composed of different parts. For the brain, becoming proficient in a language is a complex developmental process in which humans engage over time. In California public schools, we have many children who have grown in communities where they speak languages other than English. For these children, we have the responsibility as teachers to help them acquire English as well as learn academic material for which they are held responsible—we do this while honoring and valuing their home languages and using what they know." – Dr. Anaida Colón-Muñiz

"My goal as a teacher educator is to make visible how educators can organize learning in ways that advance content knowledge and practices, cultivate students' sense of agency and authority in learning as individuals and collectives, and work in ways that fulfill and deepen the social, emotional, political, and academic aspirations of our teacher candidates and of the students they serve. We must teach in ways that respect and care for the souls of our students. Students bring to school their histories, dreams, and experiences. In our courses, my teacher candidates and I work together to consider the possibilities of what this would look like when school mathematics, science, and other disciplinary literacies are attentive to and leverage students' stories and histories." – Dr. Cathery Yeh

"Systems thinking is a shift from the traditional educational pursuits of individuals or institutions. Instead, it embraces the perspective of "not thinking of the school as an isolated entity but as an interconnected set of processes and practices, linked by its nature both to the community around it and to the classrooms and individual learning experiences within it" (Senge et al., 2012, p. 15). Systems thinking, part of the emerging movement of *systemic sustainability education (SSE)* (Davis, Sumara, & Luce-Kapler, 2015), demands an understanding of the "big picture" to leverage change on social, economic, cultural, cognitive, and emotional levels for a thriving 21st century existence." – Dr. Amy Ardell

"Naming our worlds, a fundamental precept in Paulo Freire's approach to education, is not merely a cognitive activity. Although students are apprenticed into academic literacies, engaging with challenging ideas and texts should be a resource for critically reflecting upon and transforming students' understanding of oppression in everyday life, thus equipping students with tools for understanding the way schools and schooling systems operate and shape their lives. I believe naming or 'reading the world,' when accompanied by conceptual tools, is integral to a critical understanding of students' lives and the world they live in. This critical literacy is not just about reading but acting in the world, thus inviting students (and teachers) into social activism and making it a part of their everyday lives as educators and beyond." –Dr. Miguel Zavala

TEACHER EDUCATION FACULTY & STAFF

DIRECTOR OF TEACHER EDUCATION

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(714) 516-5763
Reeves Hall 133

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Dr. Cathery Yeh <i>yeh@chapman.edu</i>	(714) 516-5991	Reeves Hall 10-B
Dr. Miguel Zavala <i>mzavala@chapman.edu</i>	(714) 516-5965	Reeves Hall 10-C
Dr. Tara Barnhart <i>tbarnhart@chapman.edu</i>		Reeves Hall 139

- TEACHER EDUCATION ADMINISTRATIVE ASSISTANT -

Zac Nguyen <i>znguyen@chapman.edu</i>	(714) 289-3107	Reeves Hall 10
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- FIELDWORK ADMINISTRATOR -

Robin Blauvelt <i>blauvelt@chapman.edu</i>	(714) 628-7267	Reeves Hall 138
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- CREDENTIAL SPECIALIST/INFORMATION -

Robin Blauvelt & Zac Nguyen <i>credentials@chapman.edu</i>	(714) 289-3107	Reeves Hall 138 & 10
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IS EDUCATION THE RIGHT CAREER FOR YOU OR ARE YOU RIGHT FOR EDUCATION?

Are you right for the education field? Much may depend on your ability and willingness to answer this question honestly. The job of an educator demands special dedication and a service-oriented attitude. It requires excellent oral and written communication skills. A high-energy level and physical stamina are absolute musts. Above all, you must be passionate about helping young people learn and you should be prepared to devote yourself to this work. Teaching is a vocation, a calling, first and foremost.

The State of California Commission on Teacher Credentialing (CTC) requires all teacher preparation programs screen candidates at regular intervals as they proceed through the program. A preliminary “intake” is held as a prerequisite to entering this program. We screen for:

- Evidence of personal qualities deemed suitable to teaching,
- Subject matter competence,
- Effective oral and written communication skills,
- High energy level, and a
- Passion to teach.

If at any point there is some question in one or more of the foregoing areas, we may counsel you to undertake additional coursework or to rethink your decision to enter teaching. The job of an educator involves a balance of intellectual, emotional, social, and interpersonal skills. If there is cause for concern, an applicant may be counseled out of the credential program. **Therefore, you should be aware that completion of coursework alone is not a guarantee of Chapman University’s recommendation for a teaching credential.**

Expectations and Considerations

Time Management: Many of you will have other responsibilities while working on your teaching credential. It will be important to allow sufficient time in your schedule for all the requirements you must complete. Keep in mind the credential coursework at Chapman is demanding, and be sure you allow sufficient out-of-class time for completing your course assignments at a high-quality level.

University Attendance Policy: Students are expected to attend all class sessions. Attendance and participation will affect the grade. Absences in excess of 20% of class periods may result in a grade of “F.” In classes that meet for three or more hours, this means being absent from more than two classes.

Certificate of Clearance: All credential candidates must file for their Certificate of Clearance (see credential specialist). A substitute teaching permit or other document issued by the Commission on Teacher Credentialing may be submitted in lieu of the Certificate of Clearance.

Demanding Coursework: Coursework is very demanding. Candidates need to be aware that some courses require approximately twenty hours of fieldwork above and beyond class meetings and other course activities.

Scholarship Policy: See Graduate Catalog for specific regulations. Students must maintain a GPA of 3.0. No grade below a "C+" is acceptable toward a degree or credential.

Dismissal from the Program: A student may be dismissed from the program at any time if, in our professional judgment, the candidate is not well suited to a career as a classroom teacher. The following may be given as adequate reasons for dismissing a student from the program: inadequate performance in course work or student teaching, poor oral and/or written communication skills, poor interpersonal skills, evidence of a negative attitude, or a lack of commitment to the teaching profession.

Restrictions: Students are expected to maintain continuous enrollment. If, for an acceptable reason, students find it necessary to interrupt progress toward their credential, a leave of absence may be granted for one calendar year. A leave allows students to retain the right to elect requirements in effect at the time of the leave or to adopt those in effect at the time of re-entry. Leave of Absence requests are processed by petition (See section entitled "Petitions" in this handbook). Without an official leave of absence, readmission to the University and to the program is required. In addition, students will be held accountable for any new requirements added in their absence. Approval of a leave does not alter the seven-year period for completion of all credential requirements. Also note, CSET and RICA exam results are valid for a limited number of years for certification purposes.



COURSE SEQUENCE

Master of Arts in Teaching Elementary Education

The Master of Arts in Teaching Elementary Education Program includes all of the courses needed for a multiple subject credential, preparing students to teach in self-contained classrooms, typically at the elementary school level.

Spring

or Summer

Term 1 (11 units)

Establishing a Foundational Critical Lens

EDUC 500/500B :

Literacy and Learning: Teaching of Reading (4 units)

EDUC 547 / 547B: Elem Teaching & Learning in Diverse Classrooms: Investigating/Designing Transformative Environments (3 units)

EDUC 570: Pedagogies for Social Change (3 units)

EDUC 569: Human Development and Wellness in Diverse Classrooms (1 unit)

EDUC 550: Evaluating Teaching Performance Expectations (0 units)

CSET Exams; RICA
Required:
CBEST; CSET; TB Test;
Certificate of Clearance

Fall

Term 2 (12 units)

Engaging in Communities of Practice

EDUC 501/501B:

Teaching English to Emerging Bilingual Students: Ensuring Access and Equity (3 units)

EDUC 568/ 568B: Critical Mathematics Teaching (3 units)

EDUC 571: Educating Diverse Learners in Inclusive Classrooms (3 units)

EDUC 512: Student Teaching I: Multiple Subject (3 units)

Required:
TPA 1 completed

Spring

Term 3 (11 units)

Extending and Refining Practice

EDUC 579: Elementary Teacher Inquiry, Professionalism, and Wellbeing (2 units)

EDUC 543/ 543B:

Integrated Pedagogy and Systems Thinking (3 units)

EDUC 582: Student Teaching II: Multiple Subjects (6 units)

Bilingual candidates only
Spanish Language Exit Test

Required:
TPA 2 completed

Summer

Term 4 (6 units)
Embodying a Scholarship Focus

EDUC 695: Special Topics in Teaching (3 units)

EDUC 696: Master of Arts in Teaching Capstone Project (3 units)

Required
Demonstration of Mastery

Bilingual candidates only
EDUC 689B: Critical Bilingual Multicultural Education: History, Theory, and Practice) (3 units)

EDUC 688B: Chicano/Latino Cultures: An Interdisciplinary Perspective (3 units)

34 units credential core + 6 units advanced core = 40 units

Master of Arts in Teaching Secondary Education

The Master of Arts in Teaching Secondary Education Program includes all of the courses needed for a single subject credential, preparing students to teach in departmentalized, single subject classrooms, typically at the middle school or high school level.

Spring

or Summer

Term 1 (11 units)

Establishing a Foundational Critical Lens

EDUC 532: Content Area Literacy (4 units)

EDUC 567: Secondary Teaching & Learning in Diverse Classrooms: Investigating and Designing Transformative Learning Environments (3 units)

EDUC 570: Pedagogies for Social Change (3 units)
EDUC 569: Human Development and Wellness in Diverse Classrooms (1 unit)

EDUC 550: Evaluating Teaching Performance Expectations (0 units)

CSET Exams; RICA
Required:
CBEST; CSET; TB Test;
Certificate of Clearance

Fall

Term 2 (12 units)

Engaging in Communities of Practice

EDUC 504: Second Language Acquisition, Literacy, and Learning for Secondary Students (3 units)

EDUC 517: Secondary Subject Matter Methods I: Math and Science (3 units)
-or-
EDUC 577 : Secondary Subject Matter I: Social Studies and Language Arts (3 units)

EDUC 571: Educating Diverse Learners in Inclusive Classrooms (3 units)

EDUC 513: Practicum: Single Subject (3 units)

Required:
TPA 1 Completed

Spring

Term 3 (11 units)

Extending and Refining Practice

EDUC 589: Secondary Teacher Inquiry, Professionalism, and Wellbeing (2 units)

EDUC 518: Secondary Subject Matter Methods II: Math and Science (3 units)

-or-
EDUC 57B: Secondary Subject Matter Methods II: Social Studies and Language Arts (3 units)

EDUC 583: Student Teaching II: Single Subject (6 units)

Required
TPA 2 completed

Summer

Term 4 (6 units)
Embodying Scholarship Focus

EDUC 695: Special Topics in Teaching (3 units)

EDUC 696: Master of Arts in Teaching Capstone Project (3 units)

Required
Demonstration of Mastery

34 units credential core + 6 units advanced core = 40 total units

INTRODUCTION: NEXT STEPS

Official Acceptance

- You will receive an official acceptance letter from the Office of Graduate Admission typically within two weeks from the date of your acceptance.
- The Office of Admission will also send you a packet that includes a campus map, tuition rates, payment options/deadlines, dining plans, health insurance information, etc.
- You will then receive a letter from our Information Systems & Technology department that lists your Student ID Number and your Chapman username/password.
You will use this username/password to register online

Obtaining Your Username/Password

- If for some reason you do not receive a letter from IS&T within the first two weeks of your acceptance, or if you forgot your username/password, please call the Help Desk at (714) 997-6600.

Setting up Your Panther Mail E-mail Account

- Once you are admitted, all official Chapman e-mail notifications (**including information on your specific registration date and time**) will be sent to your Chapman e-mail account.
- Set up your new e-mail account, using the user name and password you received when you applied, at <http://www.chapman.edu/computing/email/>.
- You must use your Chapman email account for all email communication with faculty and staff.

Registration

- You will register online using My.Chapman.edu.
- Once you are ready, select the link “My.Chapman.edu” and begin.
- If you have any questions, contact the Office of the Registrar at (714) 997-6701 or registrar@chapman.edu.

Student ID Card

- Once you have registered for classes, you may apply for your ID card at <http://www.chapman.edu/Orientation/students/id.asp>.
- You may contact Telecommunications at (714) 744-7011 or via email at telecom@chapman.edu.

Financial Aid

- All Financial Aid questions can be directed to the Office of Financial Aid: (714) 997-6741 or finaid@chapman.edu.

Business Office

- All questions about billing and fees should be directed to the Student Business Office, (714) 997-6617.

Helpful Websites

College of Educational Studies	www.chapman.edu/ces
Parking Information	www.chapman.edu/publicsafety/parking
BlackBoard Login	www.chapman.edu/blackboard
Academic Catalogs by Year	www.chapman.edu/academics/course-catalogs

Students are expected to be familiar with the graduate catalog as a primary source for university policy. The Chapman University catalog can be viewed online at:

<http://www.chapman.edu/academics/course-catalogs>

Information provided by this handbook was compiled from the Chapman graduate catalog, university policy statements and campus resources. Organized by a series of checklists, this handbook functions as a reference tool and supplements personalized advisement. We encourage students to check their understanding of a specific rule with faculty and staff.

If you have further questions, don't hesitate to ask! A good starting place when you are unsure of whom to contact is the ACES Front Desk at (714) 997-6781 or attallahcollege@chapman.edu. The main office is open regularly 8:00 am - 5:00 pm Monday-Friday.

STUDENT CHECKLISTS

Please review the handbook each term to make note of important dates and deadlines that apply as you advance in your program.

Prospective Students

- ┌ College of Educational Studies Vision and Mission
- ┌ Masters of Arts in Teaching and Credential Program Vision, Mission, and Learning Outcomes
- ┌ Is Education the Right Career for You OR Are You Right for Education?
- ┌ Expectations and Considerations
- ┌ Restrictions
- ┌ College of Educational Studies Web Site

New Students

- ┌ Academic Calendar
- ┌ Introduction
- ┌ Student Checklists
- ┌ Term Checklists
- ┌ College of Educational Studies Directory
- ┌ College of Educational Studies Vision and Mission
- ┌ Expectations and Considerations
- ┌ Advisement
- ┌ Registration
- ┌ Credential Documents
- ┌ Exams

- ┌ My.Chapman
- ┌ Petitions
- ┌ Blackboard
- ┌ Get Involved

Returning Students

- ┌ Academic Calendar
- ┌ Term Checklists
- ┌ Advisement
- ┌ Registration
- ┌ Fieldwork Assignments
- ┌ My.Chapman
- ┌ Blackboard
- ┌ Credential Documents
- ┌ Get Involved

Graduating Students

- ┌ Academic Calendar
- ┌ Credential Application Process
- ┌ Graduating Students

SEMESTER CHECKLISTS

Start of Semester

- ┌ Academic Calendar
- ┌ Advisement
 - Are You Receiving Chapman Email?
- ┌ Registration
 - Course Selection
 - Timelines
- ┌ My.Chapman
 - Check Registration
 - Confirm Course Location
 - Degree and Credential Evaluation
 - Pre-Requisites
 - Verify Program Enrollment

Mid-Semester

- ┌ Academic Calendar
- ┌ Registration
 - Timelines
- ┌ My.Chapman
 - Degree and Credential Evaluation
- ┌ Graduating Students
 - Commencement Ceremonies
 - Comprehensive Exams for MAE or Special Education Program Students
 - Degree Conferral for Master's Programs

- School Counseling and School Psychology Praxis Exam

End of Semester

- └ Academic Calendar
- └ Advisement
 - Retrieve Student Work
- └ Credential Application Process
 - Exit Survey or TPAs
 - Submit Credential Recommendation Request
- └ Graduating Students
 - Commencement Ceremonies
 - Degree Conferral for Master's Programs

MY.CHAPMAN.EDU

Student Service & Program Verification

My.Chapman provides students web access to portions of their academic and financial records, as well as the ability to register online. Students are issued a My.Chapman password upon admission. Access my.chapman.edu. If you encounter technical difficulty contact the Help Desk at (714) 997-6600. Students are encouraged to review the My.Chapman at least twice each term, before and after registration to confirm the following:

Check Registration: Verify each term that you are registered for the correct course and section that matches the class you have been attending. If you notice a discrepancy on My.Chapman after the add/drop deadline, **changes may need to be made via petition but are not guaranteed.** Contact the main office at (714) 997-6781 as soon as possible so that your registration can be updated for grading purposes and degree conferral.

Confirm Course Location: Room assignments are subject to change. Please confirm the location of your course on the first day of the term. You may also visit the College of Educational Studies main office where room assignments are posted for the first 2 weeks of the term and as well as changes.

Degree and Credential Evaluation: Students are encouraged to check the status of their credential or degree program at the beginning and end of each semester to ensure that they are on track with their degree or credential program. This can be found on the Program Evaluation screen in My.Chapman. The program evaluation serves as a reference for degree conferral only and students are encouraged to seek advisement in person for course sequence requirements.

To access the program evaluation, students may navigate to the My.Chapman index page, locate the section titled, "Academic Profile" and choose "Program Evaluation." Students should select "Complete Version." The evaluation will load shortly.

Program Evaluation Troubleshooting

If you feel there is an error on your program evaluation, you may contact the following departments:

For Master's degree assistance:

Office of the Registrar Academic Program Specialist (714) 997-6701
aps@chapman.edu

For Credential program assistance:

Credential Services Department

Credential filing and paperwork requirements: Credentials@chapman.edu

Teacher Performance Assessments (TPAs): Zac Nguyen (714) 289-3017 or znguyen@chapman.edu

Pre-Requisites: Check My.Chapman evaluations for outstanding pre-requisites as these are necessary for credential or master's degree conferral.

Verify Program Enrollment: Check My.Chapman to see if you are enrolled in the correct program.

Program Verification Instructions: At the My.Chapman index page, go to the section titled "Academic Profile" then choose "Program Evaluation." Choose the "Complete Version." This evaluation is also useful to identify program requirements and the Required courses. If your program evaluation is not accurate, please contact your advisor.

Courses may not qualify for financial aid or program credit if they are not included in the catalog year that the student was admitted under or if a petition is required to have the desired class count for credit toward your pre-existing program requirement.

Program enrollment is critical for students in the Masters of Arts in Special Education program who are required to take comprehensive exams ("comps"). If you applied for a credential/masters degree program and did not select the graduate level option, you may be blocked from comps registration. If your program does not require comps, verification of your program enrollment will ensure that you are on track for degree conferral.

Check Grades

Grades are posted on My.Chapman within the next month after a term ends. To check grades on My.Chapman, select "Grades" within the "Academic Profile" menu.

ADVISEMENT

Who is my Advisor?

Advisement is part of the personalized education at Chapman University. Advisement is recommended at least twice each semester to plan for registration, student teaching, on-time graduation and for program updates.

- **Program Admit Status:** For inquiries related to program admit status, please contact the College of Educational Studies Admission Coordinator.
- **Technical Advising.** For technical advising on course sequence and policies contact the Teacher Education Administrative Assistant Zac Nguyen at znguyen@chapman.edu or call (714) 289-3107.
- **Program mentorship.** Mentorship advising is provided by full-time faculty who you can meet with during office hours or contact via email. Active students may check My.Chapman to view

who their assigned faculty program advisor is. To schedule an appointment, please call your faculty advisor or the CES office at (714) 997-6781.

- **Credential.** Inquiries may be directed to credentials@chapman.edu.
- **Fieldwork.** For questions about fieldwork please contact Robin Blauvelt at blauvelt@chapman.edu or call (714) 628-7267.

Are you receiving Chapman E-mail?

Access your Chapman e-mail account to receive information from the Registrar, Admissions, College of Educational Studies, and other announcements important for program success. You must use your Chapman email –not a personal email—for all university inquiries and communication. For log-in details, refer to the letter from the Department of Information Systems and Technology sent upon your admittance. For technical assistance, contact the Chapman Help Desk at (714) 997-6600.

Graduate Catalog

The Graduate Catalog for the year that you were admitted to the College of Educational Studies contains the most authoritative and comprehensive program information. You should view the catalog for the year that you were admitted by going to the following website: www.chapman.edu/academics/course-catalogs, and make sure that you understand all program requirements, policies and procedures. The information and policies noted in this handbook are meant to supplement the Graduate Catalog, not to replace it.

Blackboard/ “My Chapman”

The Chapman University “Blackboard” serves as an online course component and virtual portal for program information. Students receive log-in data upon admission to the university (for log-on assistance, please call the Chapman Help Desk at (714) 997-6600. Blackboard is referred to as “My Chapman” accessed via the Chapman University home page, www.chapman.edu, by clicking on “My Chapman” at the Directory menu at the top of the page.

College of Educational Studies Students Organization: All College of Educational Studies students have access to this site! The "College of Educational Studies Students" site is located under "My Organizations," on the Blackboard welcome page. Here you will find: program handbooks, faculty information, School of Education student handbooks, announcements, academic calendar, test preparation, career opportunities and development and Education Links!

Retrieve Student Work

Prior to the conclusion of the course, please arrange with your course instructor the procedures for returning your end-of-semester student work each semester.

College of Educational Studies Web Site

Visit the College of Educational Studies web site for information on faculty, staff, and programs: www.chapman.edu/CES

Student Contact Information

Chapman University and the College of Educational Studies rely upon student contact information provided in your application documents. To update your address or telephone number, please visit My.Chapman , under the “User Account” index select “Address Change.”

Textbooks

Textbooks for many of the College of Educational Studies courses may be purchased at the Chapman University Textbook store located in the Bhathal Student Services building. Students can visit the CU Textbook store several weeks before a term begins to check if books have arrived.

REGISTRATION

Course Selection

Please refer to the suggested course sequence on the program sheet you received upon intake. If you have questions or need another program sheet, please consult with our Teacher Education Administrative Assistant or your faculty advisor.

Notification

An email is sent to Chapman student accounts each fall and spring term announcing the registration timeline. On the first day of registration, check My.Chapman to determine your assigned time slot for 'Registration Eligibility' under the 'Registration' index. Plan ahead by visiting the Registrar's web site for dates and deadlines at: www.chapman.edu/RegOffice/OC.

Check the academic calendar monthly to note deadlines and for planning:
www.chapman.edu/academics/academic-calendar.aspx

Timelines

- **Adding A Class:** Course instructors are not able to add students to the roster officially. If you did not register for a course by the first week of classes and wish to add it officially, please visit the Office of the Registrar with an add slip signed by the course instructor.
- **Drop Deadline:** Deadlines for the drop period and official withdrawals are also posted at the Registrar's web site. To prevent unnecessary charges and to confirm your registration, check My.Chapman.
- **Failure to Withdraw (FW):** The FW stays on the transcript and is not factored into the GPA if the class is taken over and a grade above 'F' is earned.
- **Incomplete (I):** Courses must be completed within 1 year. Students do not need to re-register.

CREENTIAL DOCUMENTS

Please write your Chapman student ID# on the credential documents you submit to the Credentials@chapman.edu. Required credential documents are listed on your My.Chapman program evaluation and should be submitted before you apply for a credential or master's degree conferral. Send all credential documents such as emergency permits, Certificates of Clearance (required if you are registered in a fieldwork course), exam scores, subject matter exams (CSET), or transcripts to verify the U.S. Constitution requirement to the Credential email.

Documents Required by Credential

<i>Multiple Subject (MS) & Single Subject (SS)</i>
-CBEST exam -Certificate of Clearance or other document issued by Commission on Teacher Credentialing -CSET exams or Subject Matter Preparation Letter (Single Subject only) -CPR for Child, Infant, and Adult -RICA (Multiple Subject only) -TB Test -TPAs -US Constitution - College Level Course - College Exam - BA degree from CSU

Conditional Students

Students admitted conditionally need to submit official transcript(s) with bachelor's degree posted to the Office of Graduate Admission. Failure to submit the required documents may prevent your admission to regular status and may jeopardize registration. Contact the ACES Admission Coordinator at (714) 997-6714 with any questions.

Certificate of Clearance

During your first semester of attendance, before you undertake any fieldwork in the schools, you must obtain a "Certificate of Clearance." The Certificate of Clearance is required by the Commission on Teacher Credentialing. The Certificate of Clearance Application process is a two-step process that involves submission of fingerprints to the FBI and the Department of Justice (DOJ) and applying for the document on the Commission on Teacher Credentialing website. For information on how to complete this process, please contact the Credential Services Department or refer to the information provided on Blackboard under the "MAT 2017-2018 Cohort."

CPR Requirement

Preliminary Multiple Subject or Single Subject credential students must complete Child, Infant and Adult CPR before they apply for a credential. Contact the American Heart Association or American Red Cross for information.

Subject Matter Competency

Single Subject candidates may choose to take the CSET exams in their subject area, or if they graduated from a subject matter preparation program in the state of California, may obtain a Subject Matter Preparation Program letter from their BA institution.

Multiple Subject candidates must take the CSET exams to meet this requirement.

U.S. Constitution Requirement

You must complete a college level course with a grade of "C" or better in the provisions and principles of the U.S. Constitution, or pass a college level examination in the subject given by an accredited university or community college or have a BA degree from one of the CSU campuses. Either transcripts or an official letter from the accredited institution at which the course or test was taken serves as requirement verification.

EXAMS – CBEST, CSET, RICA

CBEST: Basic Educational Skills Requirement

According to the CTC website: “The California Basic Educational Skills Test™ (CBEST®) was developed to meet requirements of laws relating to credentialing and employment. This test requirement does not replace any of the other requirements of subject matter knowledge, professional preparation, and practice teaching or field experience applicable to the issuance of credentials. The CBEST is designed to test basic reading, mathematics, and writing skills found to be important for the job of an educator; the test is not designed to measure the ability to teach those skills.” Successful passage of CBEST is required for admission to the MAT and credential program.

CSET

A confirmation of your registration to take the exam is required before admission. To obtain information regarding the CSET (California Subject Matter Examination for Teachers), do the following:

1. Go to <http://www.ctcexams.nesinc.com/index.asp>
 2. Select the exam from the drop down list
- Multiple Subject credential candidates must take the “**CSET: Multiple Subjects**” exam (including students who completed a Liberal Studies subject matter preparation/waiver program). This exam consists of three sub-tests:
 - Subset I: Reading, Language, and Literature, History and Social Science
 - Subset II: Science and Mathematics
 - Subset III: Physical Education, Human Development, Visual and Performing Arts
 - Single Subject credential candidates must take the CSET exams in their subject area. There are varying sub-tests required. Be sure to refer to the CTC website.

RICA

The RICA (Reading Instruction Competence Assessment) is required of Multiple Subject candidates. It is best to take the RICA exam as soon after completing EDUC 500/EDUC 500B: Literacy and Learning course as possible. EDUC 500 will prepare you for this exam. To obtain information about this exam:

1. Go to <http://www.ctcexams.nesinc.com/index.asp>
2. Select the exam from the drop down list

TEACHING PERFORMANCE ASSESSMENTS (TPAs)

There are two Teaching Performance Assessments (TPAs) that are required by the State of California. You will enroll in the course *EDUC 550: Evaluating Teaching Performance Expectations* for zero units. There is a course fee which pays for TPA workshops during the year and for outside trained evaluators to score your submitted assessment. You must complete all TPAs before you earn your preliminary credential.

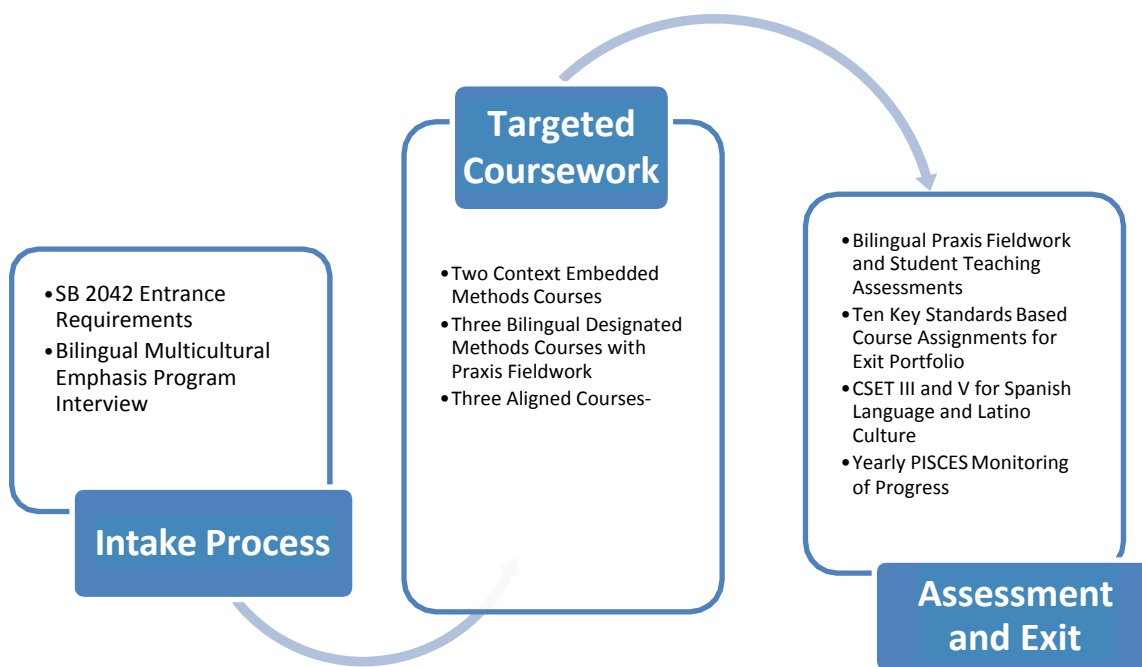
You must submit TPA 1 before the end of the fall semester. TPA 2 is due at the end of the spring semester (term 3).

BILINGUAL AUTHORIZATION IN SPANISH

The current bilingual authorization in Spanish waives three of the five state tests for the credential. For the remaining two tests, candidates take the language and culture components, CSET LOTE III and V, respectively. We are currently in the process of soliciting from the California Commission on Teacher Credentialing permission for our coursework to waive these two tests.

Philosophy

The philosophy of the professional bilingual teacher preparation program at Chapman University, known as **Bilingual Multicultural Emphasis Program (BMEP)**, is to prepare our bilingual candidates to become highly qualified California bilingual teachers capable of meeting the linguistic, cultural and academic needs of Spanish speaking English learners and Spanish learners in elementary and K-8 schools. We believe that the most effective, efficient, and appropriate way to respect and support English learners is through the use of their native or heritage tongue and Latin American culture/s combined with a rigorous, provocative and enriched academic experience to ensure that they become highly proficient in the two languages. We also believe that we can deepen the academic, linguistic, and cultural experiences of Spanish learners participating through dual language programs.



TPAs and Bilingual Assessments

The SB 2042 program standards are met through the State’s two Teacher Performance Assessments (TPAs). The bilingual candidates also must achieve passing scores on all two TPAs. In addition, the bilingual candidates must document they have demonstrated bilingual proficiency and pedagogy, i.e., completing bilingual coursework as well as complete the LOTE tests (III and V) for language and culture. Finally, the bilingual candidates must ensure that they have met the traditional credential requirements, such as RICA and CPR before submitting an application for the preliminary credential. The university credential analyst reviews the candidate’s application file and approves or disapproves it for submission. In addition, bilingual candidates must compile, analyze and defend their ability to meet the bilingual standards ([2](#), [3](#) and [4](#)) through key assignments and an exit portfolio.

Note: Revisions are pending that will likely change the LOTE exams. All updates will be provided once they are completed.

FIELDWORK ASSIGNMENTS

Fieldwork is a critical experience with student teaching as the capstone experience. We cannot overstate the vital importance of the fieldwork requirement. Not only will you implement strategies you have been mastering in your coursework, but it is also your chance to position yourself for future employment. Simply put, the quality of your engagement in fieldwork assignments and the positive attitude that you exhibit may lead to an offer of employment. When you apply for Student Teaching or begin a practicum/internship course, you will be given a corresponding handbook to place in your intake binder for frequent reference. Bear in mind:

- During this semester, your fieldwork assignment must be your first priority.
- A good relationship with your master teacher(s)/supervisor is an absolute must. Positive recommendations from your master teacher(s)/supervisors and university supervisors are carefully reviewed by prospective employers.

Praxis courses are also considered fieldwork assignments.

Assignments

Student Teaching: The Teacher Education Program's Fieldwork Coordinator handles placements for teacher preparation programs.

Fieldwork Pre-Requisites

For MAT Cohort 2018-2019: Prerequisites for EDUC 512: Practicum (multiple) or EDUC 513 Practicum (single subject) fieldwork must be met BEFORE you will be advanced to EDUC 582: Student Teaching II (for multiple) and EDUC 583: Student Teaching II (single subject).

Student Teaching Application Deadlines

- For MAT Cohort 2018-2019 candidates who will be student teaching in spring: **October 1** (in the fall semester preceding spring)
- For MAT teach-out candidates who will be student teaching in fall: **March 1** (in the spring semester preceding fall)
- There is no student teaching offered for the summer term.

Student Teaching Registration

Did you apply for student teaching? The Attallah College of Educational Studies Teacher Education staff will register you.

TEACHER PERFORMANCE EXPECTATIONS (TPEs)

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) ADOPTED JUNE, 2016

TPE 1: Engaging and Supporting All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - a. appropriate use of instructional technology, including assistive technology;
 - b. applying principles of UDL and MTSS;
 - c. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - d. appropriate modifications for students with disabilities in the general education classroom;
 - e. opportunities for students to support each other in learning; and
 - f. use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in

learning. 8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and

families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

PETITIONS

Graduate Petition*

For all Attallah College of Educational Studies' petitions please contact Zac Nguyen at (714) 289-3107.

**Please be aware that completing a petition does not necessarily guarantee that your request will be granted. The Office of the Registrar reviews the petition and makes the final decision on it. You may contact the Office of the Registrar, at (714) 997-6701, if you would like further explanation on the decision.*

Leave of Absence

This request is processed via graduate petition only if you plan to take a leave from the program for more than two semesters (not including January or summer sessions). Contact Zac Nguyen at (714) 289-3107.

Without an official leave of absence, readmission to the University and to the program is required. In addition, students will be held accountable for any new requirements added in their absence. Approval of a leave does not alter the seven year period for completion of all credential requirements. Also note the CSET test results are valid for a limited number of years.

Petition to Transfer Graduate and Credential Degree Coursework

If you have completed coursework at another institution and believe there is a match to your program requirements you may be able to petition to transfer course content and/or credit. If you need transfer petitions, call the main office at (714) 997-6781 or Zac Nguyen at (714) 289-3107. Petitions can take 1-2 weeks for turnaround.

Course Equivalency

Course equivalency is determined by a full-time faculty advisor and/or program coordinator. Please attach to the petition form the syllabus from the exact year and term that the course was taken. A course description is not sufficient. If you do not have a syllabus from the exact year and term, please contact the department at the institution where the course was taken. Students are able to transfer up to 6 units to a graduate program and no more than one-third of the required credential coursework.

CREDENTIAL APPLICATION PROCESS

Credential Recommendation Request

Chapman University must recommend you to the Commission on Teacher Credentialing for your credential at the conclusion of your program. The Credential Services office will send out information about this final step during the student teaching/fieldwork phase of the program.

Credential Documents: Please be sure to write your Chapman student ID# on the credential documents you submit to the Credential Services Department. The credential documents are listed as requirements on your My.Chapman program evaluation and should be submitted before you apply for a credential.

Clear Credential

Within five years of completing your Preliminary Credential, you must qualify and apply for your Clear Credential. This process usually involves completing a two-year induction program in the school district in which you are hired.

Interested in Another Program? If you wish to take courses for another advanced credential or degree **you must submit an official re-application since programs requirements are subject to change by catalog year.** Contact Graduate Admissions at (714) 997-6711 or the College of Educational Studies Admission Coordinator at (714) 997-6714.

GRADUATING STUDENTS

Demonstration of Mastery for Master of Arts Students

Each student completing the master's degree is required to complete a project or paper demonstrating understanding of educational issues. This is completed in the fourth term. Program enrollment is critical for students enrolled in a master's degree program.

Degree Conferral for Master's Degree Programs

Chapman University confers degrees three times a year: August, January, and May. For timelines, see www.chapman.edu/students/academic-resources/registrar/student-services/graduation/conferral-deadlines.aspx

Graduation is not automatic—students must file the *Application for Degree Conferral* online to be considered for graduation. For application procedures, visit www.chapman.edu/students/academic-resources/registrar/student-services/graduation/index.aspx. Students can apply for degree conferral via My.Chapman by clicking on “Application for Degree Conferral” under the “Academic Profile” index. If you determine that another degree conferral date is needed after you apply, contact the Registrar's office at (714) 997-6701 or conferral@chapman.edu.

Degrees are not posted and diplomas are not released until the Registrar certifies that all degree requirements have been completed and all financial obligations are paid. Degree certification includes verification of complete student file (no missing transcripts or test scores); final grades in all courses (no incompletes, outstanding pre-requisites or other program requirements such as “Demonstration of Mastery” depending on what your program evaluation states in My.Chapman).

Commencement Ceremonies

If your degree is ready for conferral, please visit the Chapman University Commencement web site: www.chapman.edu/students/academic-resources/graduation/commencement-ceremonies/index.aspx

K-12 Educator Job Search:

- **The Chapman University Career Development Center (CDC)** offers job search resources for College of Educational Studies students. Visit the CDC, 343 N. Glassell, Orange (714) 997.6942 or web link: <http://www.chapman.edu/students/career-development/index.aspx>
- **EdJoin:** Comprehensive web site for recruitment fairs, job postings and online applications for education jobs in the state of California, www.edjoin.org

Transcript Request

For information on requesting an official transcript, please visit Registrar’s link:

www.chapman.edu/students/academic-resources/registrar/student-services/transcript-request.aspx

Non-Discrimination policy

Chapman University does not discriminate on the basis of an individual's race, color, religion, sex, gender identity, gender expression, pregnancy, national origin, ancestry, citizenship status, age, marital status, physical disability, mental disability, medical condition, sexual orientation, military or veteran status, genetic information, or any other characteristic protected by applicable state or federal law, so that all members of the community are treated at all times with dignity and respect. It is the University's policy, therefore, to prohibit all forms of such harassment or discrimination among University applicants, faculty, students, staff, and administration. Chapman University’s nondiscrimination policies may be found on the [Chapman website](#) and includes decisions regarding admissions, retention, graduation, and support for all Chapman students. The full Chapman University nondiscrimination policy may be found [here](#).

DISPOSITION STATEMENT AND GRADING RUBRIC:

The Attallah College of Educational Studies expects all teaching credential candidates to adhere to professional dispositions associated with the California Teacher Performance Expectations (TPEs) regarding Professional, Legal, and Ethical Obligations. These dispositions are highlighted throughout the TPEs, and specifically articulated in TPE 6: Developing as a Professional Educator. The dispositions include (but are not limited to): exhibiting positive dispositions of caring, support, acceptance and fairness towards students, families and colleagues; demonstrating how to communicate effectively with peers, colleagues, families, and members of the community; and demonstrating understanding of professional responsibilities, professional conduct, and moral fitness. All Attallah College professional licensure Teacher Education programs require candidates to demonstrate the knowledge, skills, and *dispositions* outlined in the conceptual framework of the Attallah College of Educational Studies. Each candidate will be evaluated throughout her/his program on these dispositions by faculty and school personnel, and will receive regular feedback on these dispositions. Credential candidates are being prepared for the teaching profession, and are intentionally working toward professional dispositions. Thus, all assignments submitted for coursework or fieldwork experiences must adhere to the professional dispositions guidelines below.

Assignments that do not adhere to professional expectations may automatically receive a failing grade. This includes assignments that contain inappropriate or unprofessional content, do not adhere to the respect for cultural differences or the beliefs of others, or cause the instructor and/or school personal concern regarding the candidate and his/her work with children and/or colleagues in the field. According to TPE 6.2, Candidates must demonstrate, “the ability to recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.”

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of candidates in the university classroom, in schools, and in the community (including online communities).

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The Candidate:

- * Maintains appropriate confidentiality
- * Demonstrates compliance with laws/regulations
- * Demonstrates compliance with policies/standards
- * Maintains professional appearance
- * Is prepared for class or appointments
- * Is punctual for class or appointments
- * Demonstrates academic integrity

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.

The Candidate:

- * Demonstrates high expectations for others
- * Demonstrates respect for the beliefs of others
- * Demonstrates effective collaboration skills
- * Demonstrates respect for cultural differences
- * Demonstrates compassion for those experiencing difficulty
- * Demonstrates patience during the learning process
- * Demonstrates flexibility during the learning process

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession.

The Candidate:

- * Demonstrates critical thinking in written or verbal form
- * Addresses issues of concern professionally
- * Responds positively to constructive criticism
- * Actively seeks out new information
- * Seeks help when needed
- * Demonstrates personal progress
- * Demonstrates reflective practice in written or verbal form

I, _____, have read the Disposition Statement and Grading Rubric and agree to the terms and conditions.

Student Signature: _____

Date: _____

FOUNDATIONAL TEXTS: SUGGESTED READINGS

A Simpler Way by Margaret Wheatley
Against Common Sense: Teaching and Learning Toward Social Justice by Kevin Kumashiro
All About Love: New Visions by bell hooks
Children, Language, and Literacy: Diverse Learners in Diverse Times by Celia Genish & Anne Dyson
Cultural Psychology: A Once and Future Discipline by Mike Cole
Deep Knowledge: Learning to Teach Science for Understanding and Equity by Takumi Sato
Educating the Right Way: Markets, Standard, God and Inequality by Michael Apple
Engaging Minds: Cultures of Education and Practices of Teaching by Brent Davis, Dennis Sumara, and Rebecca Luce-Kapler
Experience & Education by John Dewey
Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms by Norma Gonzalez & Luis Moll
Ideology and Curriculum by Michael Apple
Language, Power, and Pedagogy: Bilingual Children in the Crossfire by Jim Cummins
Life in Schools: An Introduction to Critical Pedagogy by Peter McLaren
Literacy: Reading the Word and the World by Paulo Freire & Donaldo Macedo
Literacy and Power by Hilary Janks
Making Citizens: Transforming Civic Learning for Diverse Social Studies Classrooms by Beth Rubin
Multicultural Education as Social Activism by Christine Sleeter
Other People's Children: Cultural Conflict in the Classroom by Lisa Delpit
Pedagogy of Freedom by Paulo Freire
Pedagogy of the Oppressed by Paulo Freire
Radical Possibilities: Public Policy, Urban Education, and a New Social Movement by Jean Anyon
Reimagining the Mathematics Classroom: Creating and Sustaining Productive Learning Environments by Cathery Yeh, Mark Ellis, & Carolee Koehn-Hurtado
Reinventing Paulo Freire: A Pedagogy of Love by Antonia Darder
Rethinking Mathematics: Teaching Social Justice by the Numbers by Eric Gutstein & Bob Peterson
Teaching to Transgress: Education as the Practice of Freedom by bell hooks
The Cultural Nature of Human Development by Barbara Rogoff
The Future of Our Schools: Teachers Unions and Social Justice by Lois Weiner



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