

Master of Arts in Special Education

2018-2019



Student Handbook

Introduction

The 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.
- 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 PantherMail 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/>.

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 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 CES Front Desk at (714) 997-6781 or cesfrontdesk@chapman.edu. The main office is open regularly 8:00am-5:00pm Monday-Friday.

College of Educational Studies Mission and Philosophy

“Changing Education, Changing the World”

The mission of the Chapman University College of Educational Studies is to prepare inquiring, reflective, ethical, and productive educators to work in public schools. Furthermore, the College of Educational Studies mission and philosophy reflect the sentiment and the passion of the following:

Education is a process of living and not a preparation for future living. -John Dewey

Be the change you seek in the world. -Mohandas Gandhi

Knowledge emerges only through invention and reinvention, through restless, impatient, continuing, hopeful inquiry that people pursue in the world, with the world, and with each other. -Paulo Freire

Preparing competent educators is a rigorous process, and programs that prepare education professionals must be grounded in a core set of values and beliefs that serve as a foundation for effective professional practice. Therefore,

- We make an effort to learn from and make use of multiple theoretical paradigms.
- We believe it is important to prepare educators to work with the children and youth of varied cultural backgrounds, economic levels, and value orientations.
- We believe it is important our graduates are committed to making a significant contribution to the improvement of the educational system, and are equipped with the skills and knowledge to do so.
- We view the process of education as being characterized by transformation and humanization as opposed to the “banking” of information. We believe it is important our students are knowledgeable of the social forces that affect schooling and the role that schools play with respect to educational equity. As future teachers, our students must promote social justice.
- We believe educators should place student needs above their own, and we expect our graduates to be student-centered as they move from our educational programs and into their classrooms.
- We believe teachers, as artists, need a large repertoire of skills and strategies; we deliberately model in our own classes the skills and strategies we expect our graduates to use.
- We believe it is important students are aware of recent research as it informs educational practice. Whenever possible, we involve our students in research projects and activities that help them become independent and critically aware decision-makers.
- We also make an effort to model supportive collegial relationships that contribute to the maintenance of a healthy work environment. Cooperative planning, interest,

open communication, and constructive problem-solving constitute evidence of this effort.

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.

The 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 a full or part-time job as well as 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) prior to taking courses at the 500 level. 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 and care should be taken when registering for more than three courses in one semester. Candidates need to be aware the “Praxis” courses require approximately twenty hours of fieldwork.

Scholarship Policy: See Graduate Catalog for specific regulations. Students must maintain a GPA of 3.0, and any class in which a student obtains a grade of “C+” or below must be retaken.

Professional Dispositions: The College of Educational Studies expects all candidates to adhere to professional dispositions associated with the California Teacher Performance Expectations regarding Professional, Legal, and Ethical Obligations. These dispositions are highlighted throughout the TPEs, and specifically articulated in TPE 6: Developing as a Professional Educator. All our professional licensure MAT programs require candidates to demonstrate the knowledge, skills, and *dispositions* outlined in the conceptual framework of the College of Educational Studies. Each candidate will be evaluated on these dispositions by faculty and school personnel and provided with feedback to assist with their progress.

All assignments submitted for coursework or in the field must adhere to the professional dispositions guidelines. **Assignments that do not adhere to professional expectations may automatically receive a failing grade on the assignment.** 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.

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).

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 only five years for certification purposes.

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 and Philosophy
- 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 Mission and Philosophy
- 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
 - Submit Credential Recommendation Request
- 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



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 via your course schedule on My.Chapman.edu

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.

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: Robin Blauvelt (714) 628-7267 or credentials@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.



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.

- For inquiries related to program admit status, please contact the College of Educational Studies Admission Coordinator at (714) 997-6714.
- Active students may check My.Chapman to view who their assigned program advisor is.
- Program advice and mentorship is provided by full-time faculty who you can meet with during office hours or contact via Email. To schedule an appointment, please call the CES office at (714) 997-6781.



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. 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

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!

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 your 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.



Credential Documents

Please write your Chapman student ID# on the credential documents you submit to the Credential Services Department in Reeves Hall. 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. Deliver all credential documents such as Certificates of Clearance (required before you enter fieldwork), exam scores, subject matter exams (CSET), TB Test results, CPR card, and the U.S. Constitution requirement.

Documents Required by Credential

<i>Education Specialist Preliminary</i>
CBEST exam
Certificate of Clearance
CSET exam or
Subject Matter Preparation Letter (<i>in NCLB Compliant subject</i>)
CPR for Child Infant and Adult
RICA
TB Test
US Constitution
- College Level Course
- College Exam
- BA degree from CSU
Exit Interview

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 CES 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 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.

CPR Requirement

Education Specialist 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

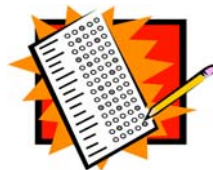
Single Subject candidates may choose to take the CSET exams in their subject area, or if they graduated from a subject matter preparation program in the state of California, may use this content in lieu of the CSET exam.

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

Education Specialist candidates please see the Credential Services Department or your advisor for subject matter competency requirements.

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 serve as requirement verification.



Exams

Basic Educational Skills Requirement: CBEST/CSET

Special Education Credential: In general, special education credential candidates can meet the Basic Skills requirement in the same manner as a Multiple Subject Credential candidate. For Subject matter competence please see Dr. Trisha Sugita or contact the Credential Services office.

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) CSET, do the following:

1. Go to <http://www.ctc.ca.gov/>
2. Click "Credential Information" then "Examination Information"

Multiple Subject credential candidates admitted after 7/1/04 must take the CSET (including students who completed a Liberal Studies subject matter preparation/waiver program). Single Subject credential candidates must take the CSET in their subject area.

RICA

The RICA (Reading Instruction Competence Assessment) is required of Multiple Subject and Education Specialist candidates. It is best to take the RICA exam as soon after completing EDUC 500/EDUC500P as possible. EDUC 500 will prepare you for this exam.

1. Go to <http://www.ctc.ca.gov/>
2. Click "Credential Information" then "Examination Information"



Fieldwork Assignments

Fieldwork is 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 work 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.

Special Education and Teaching programs require student teaching.

Assignments

Student Teaching: Placements for teacher preparation programs are handled by the Fieldwork Coordinator and the Special Education Program Coordinator.

Fieldwork Pre-Requisites

Prerequisites for fieldwork must be met BEFORE you will be advanced to Student Teaching.

Internship Eligibility

Candidates will have an option for early completion/internship in place of student teaching.

Pre-Requisite Credential Documents:

- CBEST
- CSET
- Certificate of Clearance
- TB
- US Constitution

Paperwork Required:

- Verification of Employment
 - Contract must be at least 80%

Each Education Specialist Intern with Mild/Moderate Credential area is required to take the following courses prior to Internship:

EDUC 500: Literacy and Learning: Teaching of Reading	<i>4 units</i>
EDUC 571: Educating Diverse Learners in Inclusive Classrooms *	<i>3 units</i>
EDUC 562: Inclusive Pedagogy I: Mathematics and Science	<i>3 units</i>
EDUC 587: Fieldwork	<i>1 unit</i>
EDUC 667: Educational, Assistive, and Augmentative Technology for Inclusive Classrooms	<i>3 units</i>
EDUC 548: Mental Health and Wellness	<i>1 unit</i>
EDUC 564: ELD & Issues of Diversity in Special Education	<i>3 units</i>
EDUC 563: Inclusive Pedagogy II: Intervention	<i>3 units</i>
EDUC 588: Fieldwork	<i>2 units</i>
EDUC 566: Creating Positive Systems of Supports through Assessment	<i>3 units</i>
EDUC 544: Legal Aspects of Special Education	<i>3 units</i>
EDUC 590 & EDUC 592: Student Teaching Mild/Moderate	<i>3 units</i>
TOTAL:	<i>32 units</i>

Each Education Specialist Intern with Moderate/Severe Credential is required to take the following courses prior to internship:

EDUC 500: Literacy and Learning: Teaching of Reading	<i>4 units</i>
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<u>EDUC 571: Educating Diverse Learners in Inclusive Classrooms</u> *	<i>3 units</i>
<u>EDUC 558: Curriculum and Instruction for students with Moderate/Severe Disabilities</u>	<i>3 units</i>
<u>EDUC 566: Creating Positive Systems of Supports Through Assessment</u>	<i>3 units</i>
<u>EDUC 587: Fieldwork</u>	<i>1 unit</i>
<u>EDUC 667: Educational, Assistive, and Augmentative Technology for Inclusive Classrooms</u>	<i>3 units</i>
<u>EDUC 548: Mental Health and Wellness</u>	<i>1 unit</i>
<u>EDUC 564: ELD & Issues of Diversity in Special Education</u>	<i>3 units</i>
<u>EDUC 559: Advanced Positive Behavior Supports</u>	<i>3 units</i>
<u>EDUC 544: Legal Aspects of Special Education</u>	<i>3 units</i>
<u>EDUC 588: Fieldwork</u>	<i>2 units</i>
<u>EDUC 591 & EDUC 593: Student Teaching Moderate/Severe</u>	<i>3 units</i>
TOTAL:	<i>32 units</i>

Student Teaching Application Deadlines

- For student teaching in spring: **October 1st**
- For student teaching in fall: **1st business day in April (preceding term)**
- There is no student teaching offered for the summer term.
- Students must seek advisement and approval signatures from Dr. Sugita for student teaching in Special Education.

Student Teaching Registration

Did you apply for student teaching? During the registration process, make sure that you select the corresponding course and elect the required 6 credits; otherwise your billing and degree conferral will be delayed. If you have trouble registering for the required number of credits, visit the Office of the Registrar. For advisement, contact Dr. Sugita.

Teacher Performance Expectations (TPEs)

A. Making Subject Matter Comprehensible to Students

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

- TPE1. Specific Pedagogical Skills For Subject Matter Instruction

B. Assessing Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic

achievement and personal growth for ALL students. Teachers exchange formation about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.

- TPE2. Monitoring Student Learning During Learning
- TPE3. Interpretation And Use Of Assessments

C. Engaging and Supporting All Students in Learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage ALL students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in-real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

- TPE4. Making Content Accessible
- TPE5. Student Engagement
- TPE6. Developmentally Appropriate Teaching Practices (K-3, 4-8, or 9-12)
- TPE7. Teaching English Learners

D. Planning Instruction and Designing Learning Experiences

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade level curriculum expectations, and include a repertoire of instructional strategies. Teachers sequence curriculum and use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

- TPE8. Learning About Students
- TPE9. Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning

Teachers create physical environments that create engage ALL students in purposeful learning activities, and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

- TPE10. Instructional Time
- TPE11. Social Environment

F. Developing as a Professional Educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote common school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

- TPE12. Professional, Legal, and Ethical Obligations
- TPE13. Professional Growth



Petitions

Graduate Petition*

For all 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 only five 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, you must provide verification to the Program Coordinator prior to filing a petition.

Course Equivalency

Course equivalency is determined by a full-time faculty advisor and/or an administrator. Please attach to the petition form a 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 ACES Admission Coordinator at (714) 997-6714.



Graduating Students!

Comprehensive Exams for Special Education Program Students

Please contact the Special Education Coordinator to obtain the paperwork to apply for Comps at least one term in advance and no later than 2 weeks of your comps deadline so that you can be teamed with an advisor and if desired, combined with a study group.

Program enrollment is critical for students enrolled in a master's degree program who intend to take comps. If you did not select the graduate level program on the university application, you may not be eligible to take comps.

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” or Comprehensive Exams depending on what your program evaluation states in My.Chapman).

Commencement Ceremonies

If your degree is ready for conferral, please visit the CU 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 in Argyros Forum, 303 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

Chapman University's Academic Integrity Policy:

“Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university Academic Integrity Committee, which may impose additional sanctions including expulsion. Please see the full description of Chapman University's policy on Academic Integrity at www.chapman.edu/academics/academicintegrity/index.aspx.”

Chapman University's Students with Disabilities Policy

“In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Disability Services Office. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or visit www.chapman.edu/students/student-health-services/disability-services if you have questions regarding this procedure or for information or to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.”

Chapman University's Equity and Diversity Policy

“Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy. Please see the full description of this policy at <http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx>. Any violations of this policy should be discussed with the professor, the dean of students and/or otherwise reported in accordance with this policy.”

Candidate Name:

Semester:

Instructor/Supervisor:

Special Education Professional Disposition Rubric
Based upon the Council for Exceptional Children's Professional Ethical Principles and Standards

Category	Does Not Meet Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Score
Professionalism and Work Habits	<p>Candidate disregards the professional standards of the field and does not accept constructive feedback. Candidate is argumentative or defensive.</p> <p>Candidate does not dress professional and engages in inappropriate use of technology (cell phone use, social media) and becomes defensive when approached.</p>	<p>Candidate disregards the professional standards of the field and reluctantly accepts constructive feedback.</p> <p>Candidate needs reminders to dress professional and engage in appropriate use of technology (cell phone use, social media).</p>	<p>Candidate willingly accepts professional standards of the field and accepts constructive feedback.</p> <p>Candidate dresses professional and engages in appropriate use of technology (cell phone use, social media).</p>	<p>Candidate consistently exhibits professional standards of the field, listens attentively to the constructive feedback to grow as a professional.</p> <p>Candidate always dresses professionally and never engages in appropriate use of technology (cell phone use, social media).</p>	
Ethical Conduct	<p>Candidate demonstrates unsatisfactory professional integrity and does not exercise professional judgment.</p>	<p>Candidate demonstrates limited professional integrity and does not use professional judgment consistently.</p>	<p>Candidate maintains an acceptable level of professional integrity and exercises professional judgment.</p>	<p>Candidate maintains a high level of professional integrity, exercises professional judgment and is</p>	

				solution oriented.	
Professional Work Habits	Candidate is unreliable, excessively late, highly unorganized, and exhibits unsatisfactory work.	Candidate is extremely reliable, punctual, organized, and exhibits below average work.	Candidate is reliable, punctual, organized, and exhibits acceptable work.	Candidate is extremely reliable, punctual, organized, and consistently exhibits exemplary work.	
Promotes Diversity and Inclusion	Candidate has cursory understanding of inclusive practice for diverse learners and is judgmental or inappropriate towards culturally diverse populations.	Candidate does not appropriately exhibit inclusive practice for diverse learners and is culturally unaware or insensitive to diverse populations.	Candidate appropriately promotes inclusive practices for diverse learners and demonstrates appropriate cultural sensitivity.	Candidate promotes meaningful and inclusive practices for diverse learners and models cultural sensitivity. Candidate is reflective on own beliefs and biases.	
Communication and Collaboration	Candidate demonstrates inability to communicate with others. Candidate demonstrates inability to maintain partnerships with colleagues, parents, staff members, and administration. Candidate ineffectively collaborates with teammates and is unable to	Candidate demonstrates difficulty communicating clearly or asking questions. Candidate demonstrates limited ability to maintain partnerships with colleagues, parents, staff members, and administration. Candidate demonstrates unsatisfactory ability to collaborate	Candidate communicates, asks questions, and works to maintain meaningful partnerships with colleagues, parents, staff members, and administration. Candidate collaborates with teammates and problem solves.	Candidate effectively communicates with colleagues and works to create meaningful partnerships with colleagues, parents, staff members, and administration. Candidate effectively collaborates with teammates and problem solves.	

	problem solve independently.	with teammates.			
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**Education Specialist Candidate
Handbook, TPE, and Professional Dispositions**

I have read and understand the Education Specialist Special Education Handbook content, the Education Specialist Teaching Performance Expectations, and Professional Dispositions.

Teacher Candidate Signature

Date

Print Name of Candidate

Semester/Year



Education Specialist Mild/Moderate TPE Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Master Teacher: _____ School Site: _____

District: _____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the novice teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- 1-Does Not Meet (the standard) – Requires significant more understanding, instruction, and/or experience
2-Approaching (meeting the standard) – Understands but requires additional coaching or clarification
3-Meets (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
4-Exceptional – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Table with 6 columns: Teacher Performance Expectation, Evidence, 1- Does not meet, 2- Approaching, 3-Meets, 4- Exceptional. Rows include TPE 1: Specific Pedagogical Skills for Subject Matter Instruction and TPE 2: Monitoring Student Learning During Instruction.

<p>achieving state-adopted academic content standards</p> <ul style="list-style-type: none"> • Paces instruction and re-teaches content based on evidence gathered using assessment strategies 					
<p align="center">TPE 3</p> <p>Interpretation and Use of Assessments</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability • Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction 					
<p align="center">TPE 4</p> <p>Making Content Accessible</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Participates in developing and implementing IEP instructional goals aligned with California • Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures 					
<p align="center">TPE 5</p> <p>Student Engagement</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners 					
<p align="center">TPE 6</p> <p>Developmentally Appropriate Teaching Practices</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education 					

<p style="text-align: center;">TPE 7 Teaching English Learners</p> <p>The candidate:</p> <ul style="list-style-type: none"> Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students’ prior learning and background, and c) analysis of students’ errors in oral and written language to develop students’ literacy in English and provide instruction differentiated to students’ language abilities 				
<p style="text-align: center;">TPE 8 Learning About Students</p> <p>The candidate:</p> <ul style="list-style-type: none"> Gets to know students’ a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations 				
<p style="text-align: center;">TPE 9 Instructional Planning</p> <p>The candidate:</p> <ul style="list-style-type: none"> Makes instruction comprehensible and meaningful through differentiated lessons based upon student’s experiences, interests, linguistic and cultural background and developmental learning needs Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals 				

<p style="text-align: center;">TPE 10 Instructional Time</p> <p>The candidate:</p> <ul style="list-style-type: none"> Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional 					
<p style="text-align: center;">TPE 11 Social Environment</p> <p>The candidate:</p> <ul style="list-style-type: none"> Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes 					
<p style="text-align: center;">TPE 12 Professional, Legal and Ethical Obligations</p> <p>The candidate:</p> <ul style="list-style-type: none"> Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel Models ethical behavior and honors laws relating to professional misconduct 					
<p style="text-align: center;">TPE 13 Professional Growth</p> <p>The candidate:</p> <ul style="list-style-type: none"> Sets professional goals for increasing subject matter knowledge and teaching effectiveness 					

Teacher Candidate

Signature: _____ Date: _____

Master Teacher

Signature: _____ Date: _____

University Supervisor

Signature: _____ Date: _____

Education Specialist Moderate/Severe TPE Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Master Teacher: _____ School Site: _____
District: _____

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the novice teacher level.

To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating.

- **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience
- **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification
- **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher
- **4-Exceptional** – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Performance Expectation	Evidence	1- Does not meet	2- Approaching	3-Meets	4- Exceptional
<p style="text-align: center;">TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Uses knowledge of the characteristics of students with moderate/severe disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction. • Effectively trains, oversees, and uses paraeducators and other related service providers to help students achieve their goals. 					
<p style="text-align: center;">TPE 2 Monitoring Student Learning During Instruction</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Monitors student progress based upon each student’s IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards 					

<ul style="list-style-type: none"> • Paces instruction and re-teaches content based on evidence gathered using assessment strategies 					
<p style="text-align: center;">TPE 3 Interpretation and Use of Assessments</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability • Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction 					
<p style="text-align: center;">TPE 4 Making Content Accessible</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Participates in developing and implementing IEP instructional goals aligned with California • Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures 					
<p style="text-align: center;">TPE 5 Student Engagement</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Facilitates student communication abilities and increases and extends a variety of social interactions in order to achieve meaningful social relationships across settings 					
<p style="text-align: center;">TPE 6 Developmentally Appropriate Teaching Practices</p> <p>The candidate:</p> <ul style="list-style-type: none"> • Develops and implements instructional and behavior support plans and accommodations that promote positive behavior and social skills 					

<p>for building constructive relationships among all students to increase learner competence.</p>					
<p style="text-align: center;">TPE 7 Teaching English Learners</p> <p>The candidate:</p> <ul style="list-style-type: none"> Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities 					
<p style="text-align: center;">TPE 8 Learning About Students</p> <p>The candidate:</p> <ul style="list-style-type: none"> Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations 					
<p style="text-align: center;">TPE 9 Instructional Planning</p> <p>The candidate:</p> <ul style="list-style-type: none"> Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals 					

<p style="text-align: center;">TPE 10 Instructional Time</p> <p>The candidate:</p> <ul style="list-style-type: none"> Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional 					
<p style="text-align: center;">TPE 11 Social Environment</p> <p>The candidate:</p> <ul style="list-style-type: none"> Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes 					
<p style="text-align: center;">TPE 12 Professional, Legal and Ethical Obligations</p> <p>The candidate:</p> <ul style="list-style-type: none"> Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel Models ethical behavior and honors laws relating to professional misconduct 					
<p style="text-align: center;">TPE 13 Professional Growth</p> <p style="text-align: center;">The candidate:</p> <ul style="list-style-type: none"> Sets professional goals for increasing subject matter knowledge and teaching effectiveness 					

Teacher Candidate

Signature: _____ Date: _____

Master Teacher

Signature: _____ Date: _____

University Supervisor

Signature: _____ Date: _____