

**CHAPMAN UNIVERSITY**  
**ATTALLAH COLLEGE OF EDUCATIONAL STUDIES**

**Education Specialist Mild Moderate and Extensive Support Needs Pathways**  
Master of Arts in Special Education and Master of Arts in Curriculum and Instruction

**Program Design**

The Attallah College of Educational Studies offers two pathways to earn the Education Specialist credentials: Master of Arts in Special Education and Master of Arts in Curriculum and Instruction (MACI) with an embedded dual credential in Multiple Subject and Education Specialist Mild-Moderate Support Needs. As illustrated in Table 1, the Master of Arts in Special Education provides pathways to obtain the Education Specialist Mild-Moderate Support Needs and the Extensive Support Needs credential.

**Master of Arts in Curriculum and Instruction (MACI)**

The Accelerated Bachelor's degree/Master of Arts in Curriculum and Instruction, with Joint Preliminary Multiple Subject and Education Specialist Mild/Moderate Support Needs Credential (MACI) pathway is a five-year degree plan. This bachelor and master degree program prepares highly competent, reflective, and critical teacher-researchers who use integrated, culturally and linguistically responsive, and inclusive pedagogies, and who center learning on building inclusive communities with students, families, colleagues, and schools. Students learn to be effective communicators, informed decision makers, advocates for students, leaders, and change agents towards the goal of a more economically, socially, environmentally, and politically just world. This program pathway is designed for students who wish to obtain their bachelor's degree, master's degree, and teaching credentials (Multiple Subject Credential and Education Specialist Mild/Moderate Support Needs Credential) in five years of full-time study. The program focuses on assessment, multi-tiered systems of support, inclusive and intervention pedagogies, as well as literacy, mental health, and educational technology. The program continues to develop embedded opportunities to promote content area expertise and application of technology, with a focus on supporting learners in accessing college and career ready standards. ([see course sequence](#))

**Table 1.**

MACI Education Specialist Pathway Location, Delivery Models, and Pathways

Location	Delivery Model	Pathway
Chapman Main Campus	In -Person	Traditional

*Leadership within the credential program:* The Teacher Education Program including the MACI credential pathway is led by [expert faculty](#) in both multiple subject and special education. [Dr. Trisha Sugita](#), PhD assumes the overall responsibility for the program as the Director of Teacher Education. The Director has the responsibilities for managing and guiding the overall direction and operation of the program.

*Communication within the credential program and the institution:* The credential program is embedded in the institution. The director of teacher education participates in regularly scheduled cabinet meetings as well as the Attallah College program directors and coordinators meetings that allow for college leadership to share information and make collaborative decisions regarding the unit's credential programs. The director of Teacher Education holds weekly meetings with the director of accreditation and assessment, the teacher education fieldwork manager, the credential analyst, and the teacher education administrative coordinator to share information and make collaborative plans regarding the teacher education credentials. Additionally, the director holds meetings with program faculty on a bimonthly basis to ensure faculty are supported, to discuss program feedback, and to make decisions about improvements to the program.

*Means for stakeholder input.* The Attallah College works in conjunction with our stakeholders through multiple means these including working with our Superintendents and Presidents' Advisory Council (SPAC) that includes local education leaders at the PK-12 and community college level. Additionally, we survey and alumni and current students about their experiences and using these findings to inform our annual program improvement process.

## **Course Sequence (Curriculum and Field Experience)**

The course sequence for [the Master of Arts in Curriculum and Instruction Multiple Subject and Mild Moderate Support Need Course Sequence](#) (AY 2022-23 [University Catalog](#) will be live beginning mid-June 2022) pathway provides a framework for rigorous coursework providing candidates the foundation to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K–12, as well as, learners with exceptional needs. Our program's rigorous coursework is paired with rich clinical experiences in both elementary and special education settings. The goal of the course sequence is to prepare teacher candidates to work with learners who have a variety of needs.

As undergraduates' students choosing to prepare to apply for MACI follow a recommended set of courses designed to provide them with the prerequisite skills and knowledge to enter into the MACI graduate program. Once admitted to the MACI graduate program candidates complete a combination of coursework and fieldwork designed to support their successful attainment of their preliminary Multiple Subject and Mild-Moderate Support Needs credentials as well as their Master's Degree in Curriculum and Instruction.

During the first graduate term, the MACI candidates complete six units of coursework covering inclusive pedagogy, developing responsive literacy interventions and using assistive technology. Further in this term, candidates begin learning how to create positive systems of support through assessment. During this term, students begin fieldwork observations designed to support students in gaining a novice-level understanding the ways in which this pedagogy and support systems are implemented in a classroom.

During the second (Fall) and third (Interterm) terms, MACI candidates complete five units of coursework in pedagogy and six units of student teaching. During this term, students begin to build on their prior knowledge to develop their skills and knowledge of planning, teaching/assessing, reflecting and applying their skills in teaching special education. Additionally, candidates learn the Legal Aspects of Special Education. During the third term (Fall & Interterm), candidates complete 6 units of student teaching where candidates develop a more sophisticated understanding of applying education theory in practice in a multiple subject setting teaching. Additionally in the interterm candidates take a single unit learning about Mental Health and Wellness.

In the fourth term, MACI candidates complete six units of combined coursework and student teaching in a mild/moderate classroom setting. In this term candidates reinforce their skills and knowledge of planning, teaching/assessing, reflecting and applying their skills in teaching special education.

In the final term, MACI candidates complete six units. These units are made up of three units of student teaching in a mild/moderate setting. During this term, candidates also complete three units of master's coursework.

The more detailed course matrix is available MACI pathway Matrix providing detailed course syllabi as well as where program TPEs are introduced, practiced, and assessed.

*Field supervision, advisement, evaluation—frequency and type:* As Figure 1 and Figure 2 demonstrates, the MACI Dual credential candidates are supported, advised, and evaluated throughout their fieldwork experiences. [MACI Dual credential fieldwork](#) consists of early coursework based on fieldwork experiences beginning in the candidate's first term to build their skills and knowledge. This work culminates in their final terms with a student teaching placement in both multiple subject and mild-moderate classroom settings.

- Course-based fieldwork (2 placements, 3 courses, undergrad, 65 hours)
- Course-based fieldwork (1-2 placements, 2 courses, graduate, 30 hours)
- Multiple Subject Credential: Student Teaching (1 placement, 570 hours)
- Education Specialist Mild Moderate Credential: Student Teaching (1 placement, 570 hours)

*Connection of field experience with coursework:* Fieldwork experience is integrated throughout the program sequence. The embedded fieldwork provides opportunities for candidates to implement theory with practice within K–12 public schools in both multiple subject and mild moderate classrooms. Additionally, a fieldwork course (EDUC 582 and EDUC 590/592) is taken in the graduate terms to provide candidates with additional opportunities for in-the-field experience prior to clinical practice.

Additionally, MACI Dual credential candidates are supervised in early course-based fieldwork by mentor teachers as well as course instructors. Throughout the program, candidates are supported by their faculty advisor. Finally, candidates are evaluated through course assignments as they build up skills and knowledge through observations in early preservice training. These hours, as well as candidate activity, are tracked through Time2Track and approved by course faculty. Once candidates move to student teaching, these hours are tracked through Time2Track; however, the activities and hours are approved by the mentor teacher and may be reviewed by university supervisors.

Figure 1.

*Multiple Subject Methods, Frequency, and Types of Assessments*

Method of Evaluation	Frequency of Evaluation	What is Being Evaluated	Evaluated By Whom
Fieldwork (FW) hours	Weekly	Number of hours and types of activities	Mentor Teacher (MT)
FW hours	6-8 per rotation	Number of hours and types of activities	University Supervisor (US)
Observation Report	8 per MT and US per rotation	TPEs	MT and US
Formative EDA evaluation	1 per rotation and as needed	Dispositions	US
Formative TPE evaluation	1 per rotation	TPEs	MT and US
Students of Concern form	0-1 per rotation and as needed	Dispositions, teaching performance, other	US
Summative EDA evaluation	1 per rotation	Dispositions	US
Summative TPE evaluation	1 per rotation	TPEs	MT and US
CalTPA Cycle 2	1	TPA	TPA Assessor
IDP	throughout rotation and	Goals related to TPEs/CSTPs	US, Faculty Advisor

Figure 2.

*Education Specialist Methods, Frequency, and Types of Assessments*

<b>Method of Evaluation</b>	<b>Frequency of Evaluation</b>	<b>What is being evaluated</b>	<b>Evaluated By Whom</b>
FW hours	Weekly	Number of hours and types of activities	MT
FW hours	6-8 per rotation	Number of hours and types of activities	US
Student Teaching Lesson Planning and Delivery Observation Form	8 per MT and US per rotation	TPEs	MT and US
Formative EDA evaluation	1 per rotation and as needed	Dispositions	US
EdSp MMSN or ESN TPE Formative Assessment	1 per rotation	TPEs	MT and US
EdSp Formative e-Portfolio Assessment	1	Documentation	MT and US
CalTPA Cycle 1	Submission to Pearson	TPEs	Pearson Evaluators
Students of Concern form	0-1 per rotation and as needed	Dispositions, teaching performance, other	US
Documentation of BIP (ESN)	1	Competency Checklist	US
Paraeducator's Schedule	1	Chart	US
Documentation of Assessment Administration and Formal Report	1	Competency Checklist	US
IEP At-a-Glance	1	Narrative, IEP Goal Matrix	US
Summative EDA evaluation	1 per rotation	Dispositions	US
Summative TPE EdSp MMSN or ESN TPE Assessment	1 per rotation	TPEs	MT and US
CalTPA Cycle 2	Submission to Pearson	TPEs	Pearson Evaluators
EdSp Student Teaching Final Summary	1	Narrative	MT and US
EdSp Summative e-Portfolio Assessment MMSN or ESN	1	Documentation	MT and US
IDP	throughout rotation and at end of program	Goals related to TPEs/CSTPs	US, Faculty Advisor, Credential Specialist,
Exit Survey	1	Cumulative	US

Candidates receive advice about how they will be assessed in the program and are informed of the results of those assessments.

How the candidates will be evaluated in the program courses and fieldwork is discussed in the program orientation; outlined in the program handbook, syllabi, and program canvas pages; and further reviewed and discussed in advisement meetings with faculty advisors