

**CHAPMAN UNIVERSITY**  
**ATTALLAH COLLEGE OF EDUCATIONAL STUDIES**  
**Education Specialist Mild-Moderate Pathways**

**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.

The Education Specialist Mild-Moderate program pathway offers rigorous coursework in teaching learners with exceptional needs paired with rich clinical experiences, which prepares teacher candidates to work with learners who have a variety of needs. The program consists of four semesters (terms) with an additional one-unit course during the “interterm,” which is the short break between the fall and spring semesters. Candidates begin early fieldwork experiences in the first term by building their knowledge and skills, which culminates in student teaching during their final term. The program is completed in approximately sixteen months. The program focuses on assessment; multitiered systems of support; inclusive and intervention pedagogies; and literacy, mental health, and educational technology. The program continues to develop embedded opportunities to promote content area expertise and the application of technology with a focus on supporting learners in accessing college and career-ready standards ([see course sequence](#)).

**Table 1.**

Education Specialist Mild and Moderate. Location, Delivery Models, and Pathways

<b>Location</b>	<b>Delivery Model</b>	<b>Pathway</b>
Chapman Main Campus	In person	Traditional
Chapman Main Campus	In person	Intern

*Leadership within the credential program:* The Education Specialist Mild-Moderate credential pathway is led by expert [faculty](#) in special education. [Dr. Trisha Sugita](#), PhD, assumes overall responsibility for the program as the director of teacher education. The director is responsible 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, including working with our Superintendents and Presidents' Advisory Council (SPAC), which includes local education leaders at the PK–12 and community college levels. Additionally, we survey the alumni and current students about their experiences and use these findings to inform our annual program improvement process.

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

The course sequence or [the Mild-Moderate Support Needs and Extensive Support Needs Course Sequence](#) (AY 2022-23 [University Catalog](#)) will be live beginning mid-June 2022) pathway provides a framework for rigorous coursework in teaching learners with exceptional needs paired with rich clinical experiences. The goal of the course sequence is to prepare teacher candidates to work with learners who have a variety of needs.

During the first term, the Mild-Moderate Education Specialist candidates complete fourteen units of coursework covering literacy, inclusive schooling, pedagogy, systems of support, and assessment. During this term, students begin fieldwork observations designed to support students in gaining a novice-level understanding of the foundational framework and underpinnings of special education. During the interterm session, candidates complete a single unit designed to support students' skills and knowledge of mental health and wellness.

During the second term, Mild-Moderate Education Specialist candidates complete eleven units of coursework in pedagogy. During this term, students begin to build on their prior knowledge to develop their skills and knowledge of English Language Development (ELD) and diversity in special education, inclusive of pedagogy, intervention, and the legal aspects of special education. During this term, students spend more time participating in fieldwork where they begin to develop a more sophisticated understanding of applying theory to practice.

In the third term, Mild-Moderate Education Specialist candidates complete six units of coursework developing their skills in research methods as well as using assistive and augmentative technology in their future inclusive classrooms. There is no fieldwork during this term.

In the final term, Mild-Moderate Education Specialist candidates complete nine units. These units are made up of six 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 here: [Education Specialist Mild-Moderate Support Needs Matrix](#). The course matrix provides detailed course syllabi as well as where program TPEs are introduced, practiced, and assessed.

*Field supervision, advisement, evaluation—frequency and type:* As Figure 1 demonstrates, the Mild-Moderate Education Specialist candidates are supported, advised, and evaluated throughout their fieldwork experiences. The [Education Specialist 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 term with a student teaching placement in either mild-moderate or extensive support needs.

- Course-based fieldwork (two to four placements, nine courses, 160 hours)
- Education Specialist student teaching (one placement, 450 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. Additionally, a fieldwork course (EDUC 587 and EDUC 588) is taken in the first and second terms to provide candidates with additional opportunities for in-the-field experience prior to clinical practice.

Additionally, Mild-Moderate Education Specialist 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.

*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>
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)
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
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
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 the rotation and at the end of the 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.