



CHAPMAN
UNIVERSITY

**Attallah College of
Educational Studies**

**2018 California Commission on Teacher Credentialing
Preconditions Report**

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**Chapman University Attallah College of Educational Studies
Current Enrollment and Completers – Approved Credential Programs Offered**

Program	Credential	Delivery Model	Location	Current Enrollment (Spring 2018)	Completers 2016-17
Master of Arts in Teaching and Credential	Multiple Subject	Traditional	Main Campus	37	20
	Single Subject	Traditional	Main Campus	33	17
		Intern	Main Campus	1	1
Master of Arts in Curriculum & Instruction	Multiple Subject	Traditional	Main Campus	11	Degree Conferrals begin in 2018
	Single Subject	Traditional	Main Campus	3	
Master of Arts in Special Education and Education Specialist Credentials	Mild/Moderate	Traditional	Main Campus	13 ¹	6
		Intern	Main Campus	0	2
	Moderate/Severe	Traditional	Main Campus	4	4
	Mild/Moderate/Moderate/Severe	Traditional	Main Campus	8 ²	6
		Intern	Main Campus	1	4
	Joint Multiple Subject & Mild/Moderate	Traditional	Main Campus	4	0
	Special Education MA	Traditional	Main Campus	3	2
Master of Arts in Counseling and Pupil Personnel Services Credential in School Counseling	Pupil Personnel Services Credential in School Counseling	Traditional	Main Campus	31	7
Ed.S. in School Psychology/Master of Arts in Educational Psychology and Pupil Personnel Services Credential in School Psychology	Pupil Personnel Services Credential in School Psychology	Traditional	Main Campus	58	24

¹ Due to the data entry lag, three students did not have a credential listed on the official roster.

² Due to the data entry lag, one student did not have a credential listed on the official roster.

Part One: Special Characteristics of the Institution overview

A. Overview of Chapman University

Located in the city of Orange in sunny Southern California, Chapman University is a mid-sized private university with a total undergraduate and graduate enrollment of 8,305 students*. Just steps away from the restaurants and shops of Orange's Historic Old Towne Plaza, Chapman's stately, palm-treed campus is a centerpiece of this comfortable mid-sized city. Ideally situated within an hour's drive of Los Angeles, our location provides easy access to LA and Hollywood internships, beautiful beaches, Disneyland, mountains and desert.

Our comprehensive and personal education attracts students from different backgrounds and countries from all over the world. We have students from 49 states, the U.S. territories and more than 60 different countries*.

Our diverse student body combined with our small classes make it possible for you to connect across borders and backgrounds, opening your experience to different cultures and ways of viewing the world.

We emphasize the interdisciplinary study of the arts and sciences as well as professional programs, giving both undergraduate and graduate students the opportunity to become multidimensional, original thinkers—the kind of people who flourish in a challenging world.

Not only do we strive to connect academic areas of inquiry through interdisciplinary study, we also work to connect students to faculty and the University to the community, so that your education is personal, relevant and engaged in the larger world.

Chapman University Mission Statement

The mission of Chapman University is to provide personalized education of distinction that leads to inquiring, ethical, and productive lives as global citizens.

B. Overview of the Donna Ford Attallah College of Education Studies

The Attallah College [faculty](#), supported by [four accreditations](#), strives to make a more just world through their teaching, scholarship and collaboration with local communities on various civic engagement initiatives. The Attallah College offers [undergraduate education degrees](#), [teacher credentials](#), and [graduate degrees](#) including a [Ph.D. in Education](#). The College has multiple unique degree offerings in teacher education, special education, school psychology, school counseling and leadership. The Ph.D. in Education program began in 2007 and is considered by many to be the first step for Chapman University's path to national stature.

The School of Education at Chapman University became the College of Educational Studies in August 2008 under the guidance of Dean Donald Cardinal. In 2017, the college was named in honor of Donna Ford Attallah. With more than 11,500 alumni and counting, the most common

paths taken after graduation include teaching, becoming education administrators and school psychologists.

Attallah College Mission Statement

Guided by our values, vision, and principles, the Donna Ford Attallah College of Educational Studies commits to develop critical scholarship and skillful leadership that inspires and respects individuals, serves communities, strengthens diversity and ensures a just society.

Part Two: Response to Preconditions

A. General Statement Applicable to all Preconditions for all Professional Preparation Programs

Pursuant to Education Code Section 44227 (and 44265 where applicable for Education Specialist Program) each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements for California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other applicable program specific preconditions.

General Institutional Preconditions³ General Statement Applicable to all Preconditions for all Educator Preparation Programs Pursuant to Education Code Section 44227 (and 44265 where applicable for Education Specialist Program) each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements of California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other applicable program specific preconditions.

- (1) **Accreditation and Academic Credit.** The program(s) must be operated by:
- (a) **Institutions of higher education:** A college or university that
 - (i) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and

Attallah College at Chapman University is fully accredited by [WASC](#) as well as other accrediting associations.

Please see the March 7, 2014 letter re-affirming Chapman University's [WASC Accreditation Letter](#).

- (ii) grants baccalaureate academic credit or post baccalaureate academic credit, or both. An institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes.

³ **Preconditions:** preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Preconditions can be found within each program's standard document.

Chapman University grants both baccalaureate and post baccalaureate credit. Please see the [University Catalog](#) for a list of baccalaureate programs post baccalaureate programs.

(b) School districts or other non-regionally accredited entities: The Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program.

Not applicable

(2) **Enrollment and Completion.** *Dr. Margaret Grogan, the Dean of Attallah College of Education Studies assures* that once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:

- i. completes the program;
- ii. withdraws from the program;
- iii. is dropped from the program based on established criteria; or iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the event the program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed.

Attallah College Teach-Out Policy

In the event that Chapman University makes a determination that a Credential Program is no longer viable once it has begun, no new students will be admitted and all current students will be notified. If this does occur, the University will honor its commitment to students and a teach-out plan will be implemented. The plan will include individual transition plans for each candidate, as well as a plan for candidates and graduates to access their student records. It is anticipated that a teach-out would take a minimum number of years essential to complete a Program under closure. If students select to another relevant Program, every effort will be made to enable a smooth transition.

The teach-out plan will include:

1. Identifying and tracking all active students in the Program;
2. Sending an explanatory letter to all students enrolled in the program;
3. Sending an explanatory letter to all faculty teaching in the program;
4. Sending an explanation letter to all students admitted to the program but not yet enrolled;

4. Providing advisement and developing individualized plans for students to complete the Program;
5. Developing and publishing a master schedule of course offerings to teach-out the program;
6. Developing and offering substitution courses.

(3) **Responsibility and Authority.** To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:

- (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).

Ongoing oversight of all educator preparation programs offered by Chapman University rests with the Dean of Attallah College of Education Studies (Attallah College), who serves as the head of the college. The Attallah College Dean delegates oversight of ongoing educator preparation programs to four program coordinators who are responsible for the Integrated Five-Year Bachelor's plus MA in Curriculum and Instruction (MACI), Master of Arts in Teaching: Elementary Education and Multiple Subject Credential/Single Subject (and Single Subject Intern program), Master of Arts in Special Education and Education Specialist Credentials (including Intern programs), and School Psychology and Counseling programs.

- (b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program. Include an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for any aspect of program delivery.

Each of the eight CTC-approved licensure programs have a Faculty Program Coordinator. Each Faculty Program Coordinator is appointed annually by the Attallah College Dean, upon faculty recommendations. The program coordinators serve at the will of the Dean. The following is the Education Program Organizational Chart.

Chapman University Attallah College of Educational Studies – Education Program Organizational Chart

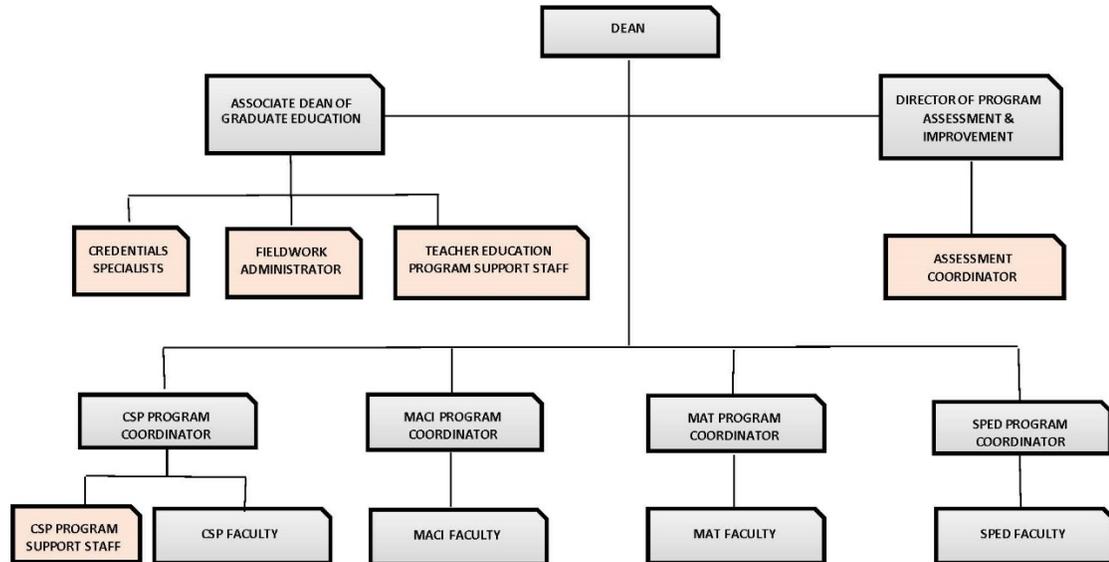


Figure 1. Attallah College Education Program Organizational Chart.

(c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.

No parent organization, no outside organization(s), nor any partner(s) are involved in the oversight of the educator preparation unit, nor are any responsible for any aspect of program delivery.

As illustrated in Figure 1, duties regarding credential recommendations are provided solely by persons who are current employees of Attallah College at Chapman University. All Attallah College teacher education credential recommendations to the Commission are submitted by credential specialists who are employees of Chapman University (see [MACI Student Handbook](#) (p. 9), [SPED Student Handbook](#) (p. 5), and [MAT Student Handbook](#) (p. 7)). All Attallah College school counseling and school psychology credential recommendations to the Commission are submitted by a program support staff who is an employee of Chapman University and approved to submit recommendations (see [School Counseling Handbook](#), p. 2 and [School Psychology Handbook](#), p. 14).

(4) **Lawful Practices.** To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

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 the employment, retention, and promotion of employees. The full Chapman University nondiscrimination policy may be found [here](#). All Attallah College Handbooks also reflect Chapman's nondiscrimination in admissions, retention, graduation policy and may be found [here](#).

(5) **Commission Assurances.** To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must:

- (a) Assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission,
- (b) Assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and
- (c) Assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

Dr. Margaret Grogan, the Dean of Attallah College of Education Studies assures the Commission that it (a) fulfills all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) cooperates fully in the evaluation of our programs by the Commission, and (c) participates fully in the Commission's accreditation system, including the timely submission of all documents required for accreditation.

(6) **Requests for Data.** To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, *program enrollments, program completers, examination results*, including *performance assessments*, and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.

Attallah College of Education Studies at Chapman University has consistently responded to all requests by the Commission for data. We understand it is our responsibility to ensure institutional contact information is current with the Commission. We are fully committed to meeting these requests now and in the future. Currently the Dean of Attallah College Dr. Margaret Grogan has delegated this responsibility to the Director of Program Improvement and Assessment, [Dr. Michelle Hall](#) who currently occupies this position.

(7) Veracity in all Claims and Documentation Submitted. To be granted continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.

Dr. Margaret Grogan, the Dean of Attallah College of Education Studies positively affirms the veracity of all statements and documentation submitted to the Commission.

(8) Grievance Process. To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must have *a clearly delineated grievance process for candidates and applicants*. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that candidates have been informed of the grievance process and that the process has been followed.
3 2016

Attallah College of Education Studies has a candidate and applicant grievance procedures, which guarantee due process and equity. Below are each applicant grievance policies as well as the links to those publically available policies on program specific webpages.

MACI: Single Subject & Multiple Subject Applicant [Grievance Policy](#)

Step 1. Any applicant who wishes to inquire about or to appeal an admission decision made by the Master of Arts in Curriculum and Instruction program at the Attallah College of Educational Studies may contact the program administrative assistant in writing at kmccuen@chapman.edu. If the student wishes to submit a formal written grievance, this must be received by kmccuen@chapman.edu within 10 days of admissions decision. Once the written grievance has been received it will be forwarded to the program coordinator who will review documentation with the admissions committee and respond in writing to the candidate.

Step 2. If the student wishes to further grieve the response they may do so in writing to kmccuen@chapman.edu within 10 days of grievance response. At this point, the applicant's file (including candidate's application package and review scores) will be forwarded to the program coordinator and a meeting will be arranged with the applicant to review applicant documents and program decision.

Step 3. Should the applicant desire to file a formal grievance, a written appeal should be sent within five working days to the Associate Dean of Graduate Programs. The Associate Dean will confer with the applicant and meet with the program coordinator and faculty if appropriate. Within 10 business days of meeting with the Associate Dean, the applicant will receive a formal written statement indicating the decision of the college.

MAT: Single Subject, Single Subject Intern, Multiple Subject Applicant [Grievance Policy](#)

Step 1. Any applicant who wishes to inquire about or to appeal an admission decision made by the Master of Arts in Teaching (MAT) program at the Attallah College of Educational Studies may contact the program administrative assistant in writing at znguyen@chapman.edu. If the student wishes to submit a formal written grievance, this must be received by znguyen@chapman.edu within 10 days of admissions decision. Once the written grievance has been received it will be forwarded to the program coordinator who will review documentation with the admissions committee and respond in writing to the candidate.

Step 2. If the student wishes to further grieve the response they may do so in writing to znguyen@chapman.edu within 10 days of grievance response. At this point the applicant's file (including candidate's application package and review scores) will be forwarded to the program coordinator and a meeting will be arranged with the applicant to review applicant documents and program decision.

Step 3. Should the applicant desire to file a formal grievance, a written appeal should be sent within five working days to the Associate Dean of Graduate Programs. The Associate Dean will confer with the applicant and meet with the program coordinator and faculty if appropriate. Within 10 business days of meeting with the Associate Dean, the applicant will receive a formal written statement indicating the decision of the college.

SPED: Mild/Moderate, Moderate/Severe, Mild/Moderate Intern, Moderate Severe Intern Applicant [Grievance Policy](#)

Step 1. Any applicant who wishes to inquire about or to appeal an admission decision made by the Master of Arts in Special Education and Education Specialist Subject programs program at the Attallah College of Educational Studies may contact the program administrative assistant in writing at znguyen@chapman.edu. If the student wishes to submit a formal written grievance, this must be received by znguyen@chapman.edu within 10 days of admissions decision. Once the written grievance has been received it will be forwarded to the program coordinator who will review documentation with the admissions committee and respond in writing to the candidate.

Step 2. If the student wishes to further grieve the response they may do so in writing to znguyen@chapman.edu within 10 days of grievance response. At this point the applicant's file (including candidate's application package and review scores) will be forwarded to the program coordinator and a meeting will be arranged with the applicant to review applicant documents and program decision.

Step 3. Should the applicant desire to file a formal grievance, a written appeal should be sent within five working days to the Associate Dean of Graduate Programs. The Associate Dean will confer with the applicant and meet with the program coordinator and faculty if appropriate.

Within 10 business days of meeting with the Associate Dean, the applicant will receive a formal written statement indicating the decision of the college.

School Counseling & School Psychology Applicant [Grievance Policy](#)

Any applicant who wishes to inquire about or to appeal an admission decision made by the School Counseling or School Psychology program at the Attallah College of Educational Studies may contact the program administrative assistant in writing at leath@chapman.edu. If the student wishes to submit a formal written grievance, this must be received by leath@chapman.edu within 10 days of admissions decision. Once the written grievance has been received it will be forwarded to the program coordinator who will review documentation with the admissions committee and respond in writing to the candidate.

Step 2. If the student wishes to further grieve the response they may do so in writing to leath@chapman.edu within 10 days of grievance response. At this point, the applicant's file (including candidate's application package and review scores) will be forwarded to the program coordinator and a meeting will be arranged with the applicant to review applicant documents and program decision.

Step 3. Should the applicant desire to file a formal grievance, a written appeal should be sent within five working days to the Associate Dean of Graduate Programs. The Associate Dean will confer with the applicant and meet with the program coordinator and faculty if appropriate. Within 10 business days of meeting with the Associate Dean, the applicant will receive a formal written statement indicating the decision of the college.

Once candidates are admitted, they are informed verbally in their orientation and in writing in their student handbook about two potential categories of grievances: (1) grade appeals and (2) Status in in Program, including dismissal.

Grade Appeals

[MAT](#), [MACI](#), [School Counseling](#), [School Psychology](#), and [Education](#) Specialist: For academic matters, the appeal process typically begins with the faculty member involved, if appropriate. If this avenue fails, appeals then go to the department or program. Following this, appeals go to the Graduate Academic Council via the submission of a completed [Graduate Petition form](#) to the Office of the University Registrar.

Petitions are reviewed by the Graduate Academic Council in the following cases:

1. Challenge of a grade in a course
2. Limitation/acceptance of credit
3. Other degree related issues
4. Other miscellaneous petitions

Students may appeal a decision of the Graduate Academic Council to Dr. Richard Redding, the Vice Provost for Graduate Education, by providing documented evidence demonstrating one or both of the following grounds for appeal:

1. A procedural error was made by the Graduate Academic Council.
2. Additional evidence is provided that could serve as cause for further review.

Dr. Redding can be reached via [e-mail](#) or by phone at (714) 628-2688.

For non-academic matters (issues related to departments such as residence life, facilities management, business office, etc.), students should first discuss the matter with the head of the appropriate department with appeals to the appropriate supervisor.

For a more detailed explanation of Chapman University's Academic Policies and Procedures, please refer to the [Graduate Catalog](#).

Status in Program: Candidates in all CTC approved programs may be dismissed from a program for clearly specified causes, based on Chapman University [academic dismissal policies](#). Candidates may also be suspended⁴ from program or told to repeat field experience to show that they have met expected performance expectations (including dispositional expectations)

MAT, MACI, SPED, School Counseling, and School Psychology 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.

(9) Faculty and Instructional Personnel Participation. All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public-school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b).

All Attallah College faculty (see Table 1) and instructional personnel who regularly teach one or more courses in programs leading to a credential actively participate in the public-school system at least once every three academic years, appropriate to their credential area. Such participation includes supervision of candidates in their field placements, professional development offered to K-12 practitioners, participation in grant projects, etc. The Dean and

⁴ Teacher candidates who are not successful with program progression in their student teaching experience may be required to participate in a remediation program plan before Attallah College approval will be granted to student teach in a subsequent semester.

Associate Deans oversee compliance with this precondition. The form used for faculty reporting is the annual Attallah College Active Participation Study. The Faculty Participation Reporting data is stored in the Attallah College Faculty Participation Database.

Table 1. Teacher Education Faculty and Instructional Personnel Participating in Public Schools

Faculty Last Name	Faculty First Name	Position	Program	Reported Participating
Albert	John	Part-time faculty member (including lecturer)	Master of Arts in Teaching	
Ardell	Amy	Non-tenure-track faculty member	Master of Arts in Curriculum and Instruction	X
Barrett	Janet	Fieldwork or clinical supervisor	Master of Arts in Special Education	X
Brophy	Shayne	Part-time faculty member (including lecturer)	Master of Arts in Special Education	X
Cortez	Annemarie	Part-time faculty member (including lecturer)	Master of Arts in Curriculum and Instruction	
Cosier	Meghan	Tenure-track faculty member	Master of Arts in Teaching	X
Curwen	Margie	Tenure-track faculty member	Master of Arts in Teaching	X
Dizon	Francis	Part-time faculty member (including lecturer)	Master of Arts in Special Education	
Evensen	Sarah	Part-time faculty member (including lecturer)	Master of Arts in Teaching	X
Gomez	Audri	Part-time faculty member (including lecturer)	Master of Arts in Special Education	X
Harper	Christena	Fieldwork or clinical supervisor	Master of Arts in Special Education	X
Henderson	Judith	Fieldwork or clinical supervisor	Master of Arts in Special Education	X
Herzog	Anat	Fieldwork or clinical supervisor	Master of Arts in Teaching	X
Howard	Keith	Tenure-track faculty member	Master of Arts in Teaching	
Kinney	Courtney	Part-time faculty member (including lecturer)	Master of Arts in Teaching	X
Lambert	Rachel	Tenure-track faculty member	Master of Arts in Special Education	X
Monzo	Lilia	Tenure-track faculty member	Master of Arts in Teaching	
Muniz	Anaida	Tenure-track faculty member	Master of Arts in Teaching	
Okiishi	Barbara	Fieldwork or clinical supervisor	Master of Arts in Special Education	X
Pianta	Rebecca	Part-time faculty member (including lecturer)	Master of Arts in Teaching	X
Radley	Kirstee	Fieldwork or clinical supervisor	Master of Arts in Special Education	
Spurgin	Kristy	Fieldwork or clinical supervisor	Master of Arts in Teaching	X
Sublette	Heidi	Part-time faculty member (including lecturer)	Master of Arts in Curriculum and Instruction	X
Sugita	Trisha	Tenure-track faculty member	Master of Arts in Special Education	X
Vorwald	Rochelle	Part-time faculty member (including lecturer)	Master of Arts in Special Education	X

Williams	Judy	Part-time faculty member (including lecturer)	Master of Arts in Teaching	X
Yeh	Cathery	Tenure-track faculty member	Master of Arts in Teaching	X
Zavala	Miguel	Tenure-track faculty member	Master of Arts in Teaching	X

(10) **Communication and Information.** To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.

All programs have easily accessible and accurate webpages maintained by Attallah College and linked to the Chapman University website that provides the public, prospective educators, and enrolled candidates information about the requirements for admission and successful completion for all teacher education programs.

For our [MAT and Multiple Subject Credential](#), [MAT and Single Subject Credential](#), [MACI](#), [School Counseling](#), [School Psychology](#), and [Special Education](#) programs, all of those who are interested, may find the program overview, admission requirements, and how to be successful link on our Attallah College webpage. Additionally, all credential inclusive programs provide detailed program handbooks that include thorough information regarding admissions, coursework, and completion requirements ([MACI](#), [MAT](#), [SC](#), [SP](#), & [SPED](#) Handbooks).

(11) **Student Records Management, Access, and Security.** To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will maintain and retain student records in accordance with the institution’s record retention policy. Institutions will provide verification that:

- (a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.
- (b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).
- (c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

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

(12) **Disclosure.** Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the educator preparation programs sponsored by the institution and identify the type of services the outside organization will provide.

No outside organizations provide any direct educational services as all or part of the educator preparation programs sponsored by Attallah College of Educational Studies at Chapman University

B. Program Specific Preconditions: General Education (Multiple and Single Subject)

Programs Preliminary Multiple and Single Subject

(1) **Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution.

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. Reference: [Education Code Section 44259 \(a\) and \(b\) \(3\)](#).

Postgraduate teacher education preparation programs consist of four full-time semesters meet limitation of length.

Master of Arts in Teaching and Credentials: Those admitted in summer are in a cohort sequence of summer/fall/spring/summer. Those admitted in spring are in a cohort sequence of spring/fall/spring/summer. During the program, candidates are enrolled as full-time students doing their course- and fieldwork. Applicants are advised of this in the [Program Handbook](#) (see Section 5.0, pages 11 & 12) and in the [University Course Catalog](#) for both MAT and MACI Multiple Subject and Single Subject Programs.

Candidates' progress is verified and entered into a database in PeopleSoft. The database is updated at a minimum once a term or more if appropriate, as candidates complete coursework and field placements (see sample student record [here](#)).

(2) **Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7. Reference: Education Code Section 44320 (a).

Master of Arts in Teaching (MAT) Multiple Subject and Single Subject Programs begin in either in the spring or summer **when candidates take the equivalent of 34 (credential only) or 40 semester units (credential + Master of Arts in Teaching Degree) of professional preparation courses. In the first semester of the program, students begin to gain experience in a classroom under the direction and supervision of an experienced practitioner to complete program requirements in either EDUC 501/501B Literacy & Learning of Reading. Courses are outlined**

in the [MAT Multiple & Single Subject Program Handbook](#) (see Section 5.0, p. 9). See detailed candidate Fieldwork requirements included as part of EDUC 501/501B via course [syllabus](#) page 7, Fieldwork requirements. The following is the sequence for the MAT Multiple Subject spring/summer program:

EDUC 547/547B: Elementary Teaching & Learning in Diverse Classrooms: Investigating/Designing Transformative Environments	3 units
EDUC 570: Pedagogies for Social Change	3 units
EDUC 500/500B: Literacy and Learning: Teaching of Reading	4 units
EDUC 569: Human Development and Wellness in Diverse Classrooms	1 unit
EDUC 550: Evaluating Teaching Performance Expectations	0 units
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: Practicum: Multiple Subject	3 units
TOTAL:	23 units

*Course title has been changed for incoming cohort.

Students in the MAT Single Subject program are required to complete the following spring/summer courses prior to student teaching:

EDUC 567: Secondary Teaching and Learning in Diverse Classrooms: Investigating and Designing Transformative Learning Environments	3 units
EDUC 570: Pedagogies for Social Change	3 units
EDUC 532: Content Area Literacy	4 units
EDUC 569: Human Development and Wellness in Diverse Classrooms	1 unit
EDUC 550: Evaluating Teaching Performance Expectations	0 units
EDUC 504: Second Language Acquisition and Learning for Secondary Students	3 units
EDUC 517: Secondary Subject Matter Method 1: Math and Science	3 units
OR	
EDUC 577: Secondary Subject Matter Method 1: Social Studies and Language Arts	
EDUC 571: Educating Diverse Learners in Inclusive Classrooms *	3 units
EDUC 513: Practicum: Single Subject	3 units
TOTAL:	23 units

Master of Arts in Teaching-Music Education program is integrated into the traditional MAT pathway. In the Music MAT program students pursue a similar curricular and fieldwork path toward their Single Subject Credential and their master's degree as our traditional MAT

students with the substitution of Music Education Classes offered through the William D. Hall and Marybelle and Sebastian P. Musco Conservatory of Music. Students are required to complete the following prior to student teaching.

MUSIC EDUCATION ONLY	3 units
<u>MUS 533: Foundations of Music Education</u>	
OR	
MUS 693: Directed Research: Foundations of Music Education*	
TOTAL:	3 units

***Note:** MUS 693 is used as a substitute for MUS 533, the same syllabus is used for MUS 533 with the MUS 693 number.

Master of Arts in Curriculum and Instruction (MACI) Multiple Subject and Single Subject Program is a 4+1 bachelors, masters and teaching credential program offered to Chapman undergraduates. Students apply to the MACI "track" in their sophomore undergraduate year, and begin taking prerequisite classes geared toward a teaching credential in spring of their junior year. Students who graduate with their bachelor's degree and successfully complete their CSET exams continue onto a fifth year, in which they undertake a yearlong student teaching residency, continue to take university courses, and complete a master's capstone project.

During spring of their junior year, all students take pedagogical content knowledge courses in the following sequence:

<u>IES 412: Teaching Writing K-12</u>	3 units
<u>IES 448: Instructional Technology: Science and Mathematics</u>	3 units
OR	
<u>IES 449: Educating with Multiple Technologies</u>	
OR	
<u>EDUC 451: Educational Application of Technology</u>	
<u>MACI 311: Teaching and Learning Math Concepts, Skills and Critical Thinking</u> (required of Multiple Subject and Math Single Subject students only)	3 units
<u>MACI 312: Contextual Teaching and Learning of Science</u> (required of Multiple Subject and Science Single Subject students only)	3 units
<u>MACI 313: Teaching History/Social Studies for Diverse Learners</u> (required of History Subject and Science Single Subject students only)	3 units
TOTAL:	15 units

Students begin taking prerequisite courses geared toward a particular teaching credential during their senior year. Those interested in pursuing Multiple Subject credential take two language and literacy pedagogy courses in fall:

<u>MACI 410: Literacy and Learning: Teaching of Reading and Writing K-3</u>	3 units
---------------------------------------------------------------------------------------------	---------

[MACI 430: Second Language Acquisition and Academic Development in Multicultural Settings](#) 3 units

TOTAL: 6 units

In addition, they must take three courses developing their skills in content, teaching, learning, and assessment during following spring:

[MACI 411: Literacy and Learning: Teaching of Reading and Writing 4-6](#) 3 units

[MACI 431: Developing Effective Educational Environments](#) 3 units

[MACI 493: Instructional Design & Assessment](#) 3 units

TOTAL: 9 units

To fulfill prerequisite requirements for the Single Subject credential, students must complete language and literacy courses in fall of their senior year:

[MACI 420: Secondary Literacy in the Content Areas](#) 3 units

[MACI 430: Second Language Acquisition and Academic Development in Multicultural Settings](#) 3 units

TOTAL: 6 units

They are taking the courses below to develop their skills in context, teaching, learning, and assessment in spring:

[MACI 421: Secondary Content Area Methods](#) 3 units

[MACI 431: Developing Effective Educational Environments](#) 3 units

[MACI 493: Instructional Design & Assessment](#) 3 units

TOTAL: 9 units

The fifth, graduate year of the MACI program begins in the summer semester, when candidates take 6 semester units. These courses are prerequisites that must be completed before candidates have experiences in the classroom. Summer coursework enables all candidates to be Intern compliant when they begin fieldwork. Both Multiple Subject and *Single Subject* students take the following graduate courses prior to student teaching:

[EDUC 571: Educating Diverse Learners in Inclusive Classrooms](#) * 3 units

[MACI 631: Differentiation in Academically Diverse K-12 Classrooms](#) 3 units

TOTAL: 6 units

(3) English Language Skills. In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. *Reference: Education Code Section 44259 (b) and 44259.5.*

In the MAT Multiple Subject program, candidates take two courses in developing skills to teach English language learners, including literacy acquisition relevant research for second language development and academic content instruction:

<u>EDUC 500/500B: Literacy and Learning: Teaching of Reading</u>	4 units
<u>EDUC 501/501B: Teaching English to Emerging Bilingual Students: Ensuring Access and Equity</u>	3 units
TOTAL:	7 units

In the MAT Single Subject program, candidates take two courses in developing skills in language acquisition and literacy development from a sociocultural framework, and literacy instruction for students from diverse linguistic and socioeconomic backgrounds.

<u>EDUC 532: Content Area Literacy</u>	4 units
<u>EDUC 504: Second Language Acquisition, Literacy, and Learning for Secondary Students</u>	3 units
TOTAL:	7 units

In the MACI Multiple Subject program, candidates take three courses in developing skills in second language acquisition, literacy and learning:

<u>MACI 410: Literacy and Learning: Teaching of Reading and Writing K-3</u>	3 units
<u>MACI 411: Literacy and Learning: Teaching of Reading and Writing 4-6</u>	3 units
<u>MACI 430: Second Language Acquisition and Academic Development in Multicultural Settings</u>	3 units
TOTAL:	9 units

MACI Single Subject candidates must complete two courses respectively:

<u>MACI 420: Secondary Literacy in the Content Areas</u>	3 units
<u>MACI 430: Second Language Acquisition and Academic Development in Multicultural Settings</u>	3 units
TOTAL:	6 units

(4) Undergraduate Student Enrollment. Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. Reference: Education Code Section 44320 (a).

Not applicable

(5) Program Admission. The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. [Reference: Education Code Sections 44227 \(a\).](#)

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

Attallah College verifies candidate passage of appropriate Commission-approved subject matter examination(s) during the admissions process.

Applicants for the Single Subject and Multiple Subject Credential are notified of [this admission requirement via the website](#) and again during mandatory orientation sessions and in page 18 of the MAT Student Handbook.

Applicants for the Special Education Credential are notified of [this admission requirement via the website](#) and again during mandatory orientation sessions and in page 13 of the Special Education Student Handbook.

For a Multiple Subject teaching credential, the candidate verifies subject-matter competence by passing all portions of the appropriate Commission-approved subject matter examination(s), the California Subject Examinations for Teachers (CSET). The candidate submits documentation and CSSC receives an Official Score Report from CSET. Passing exam scores (220 or above) are used for certification purposes within five years of the passing date.

For a Single Subject teaching credential, candidates may also verify subject-matter competence by passing all portions of the CSET or completing a Commission-approved subject-matter program or its equivalent and obtaining verification of completion from the authorized person in the education department of a California college or university with a CTC-approved program. The Attallah College verifies subject-matter competency based on a list of California

colleges and universities with Commission-approved subject-matter programs. They also verify the names of authorized persons in the case of subject-matter competence from another institution. The names of the authorized persons must appear on the Commission's list of authorized personnel to verify approved subject-matter competency programs.

The Attallah College, Credential Specialist tracks candidate progress during their enrollment in the program and verifies that candidates have all requirements prior to being admitted (see Candidate [Progress Tracking](#) example, requirements section).

MAT. Multiple Subject/Single Subject

Applicants are notified of the requirements in information sessions and in the [MAT Student Handbook\(s\)](#) (see requirements page 17).

MACI. Multiple Subject/Single Subject

Applicants are notified of the requirements in information sessions and in the [MACI Student Handbook\(s\)](#) (see requirements page 17).

Special Education. Mild/Mod and Mod Severe

Applicants are notified of the requirements in information sessions and in the [Special Education Student Handbook\(s\)](#) (see requirements page 13).

(6) Subject Matter Proficiency. The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school. [Reference: Education Code Sections 44259\(b\)\(5\)](#).

For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

Attallah College's Credential Specialist tracks candidate progress during their enrollment in the program and verifies that candidates have all requirements prior to being given whole class instructional responsibilities in a K-12 classroom (see [Candidate Progress Tracking example](#), requirements section).

For a Multiple Subject teaching credential, the candidate verifies subject-matter competence by passing all portions of the appropriate Commission-approved subject matter examination(s), the

California Subject Examinations for Teachers (CSET). The candidate submits documentation of student's copy of the Official Score Report to Attallah College from CSET. Passing exam scores (220 or above) are used for certification purposes within five years of the passing test date.

For a Single Subject teaching credential program or its equivalent and obtaining verification of completion form authorized person in the education department of a California college or university with a CTC-approved program.

(7) Completion of Requirements. A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections [44259 \(b\)](#) and [44283 \(b\)](#) (8). Preliminary MS/SS 3 Preconditions

- Possession of a baccalaureate or higher degree other than professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

Prior to recommending a candidate for a multiple or single-subject credential, Attallah College's Credential Specialist verifies that candidates have met the following legal requirements:

- A BA/BS or higher degree from an accredited institution
- Completion of the Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completed the subject-matter requirement
- Demonstrated knowledge of the principles and provisions of the US Constitution
- Passed the Teaching Performance Assessment (TPA)
- *For multiple subject candidates only:* Passed the Reading Instruction Competence Assessment (RICA)

The Attallah College maintains all records for candidates during the program. Records of requirements necessary to recommend a candidate are stored in a database (see [Candidate Progress tracking](#) example, requirements section). Candidates are informed via electronic access to PeopleSoft of their standing in the program on an ongoing basis throughout their time in the program.

Preconditions for Education Specialist Programs Preliminary Education Specialist

(1) **English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Sections 44227, 44253.1, and 44283.

In the Education Specialist Programs, candidates are required to take two courses in developing knowledge of alternative methods of teaching English language, among all pupils, including those for whom English is a second language:

<u>EDUC 500/500B: Literacy and Learning: Teaching of Reading</u>	4 units
<u>EDUC 564: English Language Acquisition & Issues of Diversity in Special Education</u>	3 units
TOTAL:	7 units

(2) **Program Admission.** The sponsor of an education specialist teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

Attallah College requires candidates to have passed appropriate subject matter examinations, see program admission requirements on Chapman University, Attallah College Master of Arts in Special Education and Education Specialist Credentials, drop down menu titled [Program and Graduation Requirements](#).

- (3) **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to solo teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Section 44227.

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall:

- a. Pass the Commission-approved Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational level General Science; or
- b. **Attallah College requires Education Specialist candidates pass appropriate subject matter examinations, prior to commencement of student teaching experience. This requirement is documented at Chapman University, Attallah College Master of Arts in Special Education and Education Specialist Credentials website, drop down menu titled Program and Graduation Requirements .**
- c. Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or For integrated undergraduate programs only, the candidate must be monitored for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

Attallah College accepts student who have completed and document accredited commission approved subject matter programs.

- d. Hold a California general education teaching credential in any subject.

Attallah College accepts students who currently hold current general education teaching credential.

For employment purposes, Education Specialists will have to meet the subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.

- (a) For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)

Not applicable

- (b) For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.

Not applicable

- (c) Those Education Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.

Not applicable

- (4) **Completion of Requirements.** A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44225(a), 44227, and 44283.2(a).

Prior to recommending a candidate for an Education Specialist Mild/Moderate and Moderate/Severe credential Attallah College's Credential Specialist verifies that candidates have met all legal requirements including:

- Successful passage of an appropriate CEST, or transcript documentation of successful passage of coursework completed in an accredited program subject specific preparation
- Successful passage of CBEST
- Certificate of Clearance

- A college-level course⁵ or examination covering the provisions and principles of the United States Constitution.
- Successful completion of the following coursework
- Successful passage of the RICA exam
- TB Test Verification

Each Education Specialist Candidate with Mild/Moderate Credential area is required to take the following courses prior to recommending a candidate for a credential:

<u>EDUC 500: Literacy and Learning: Teaching of Reading</u>	<i>4 units</i>
<u>EDUC 571: Educating Diverse Learners in Inclusive Classrooms</u> *	<i>3 units</i>
<u>EDUC 562: Inclusive Pedagogy I: Mathematics and Science</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 563: Inclusive Pedagogy II: Intervention</u>	<i>3 units</i>
Master's Elective	<i>3 units</i>
<u>EDUC 588: Fieldwork</u>	<i>2 units</i>
<u>EDUC 654: Research Methods</u>	<i>3 units</i>
<u>EDUC 566: Creating Positive Systems of Supports through Assessment</u>	<i>3 units</i>
<u>EDUC 543: Integrated Pedagogies and Systems Thinking</u>	<i>3 units</i>

⁵ Candidates must document through submission of transcripts from a regionally-accredited community college or four-year college or university.

<u>EDUC 544: Legal Aspects of Special Education</u>	<i>3 units</i>
<u>EDUC 590</u> & <u>EDUC 592</u> : Student Teaching Mild/Moderate	<i>3 units</i>
TOTAL:	<i>41 units</i>

Each Education Specialist Candidate with Moderate/Severe Credential area is required to take the following courses prior to recommending a candidate for a credential:

<u>EDUC 500: Literacy and Learning: Teaching of Reading</u>	<i>4 units</i>
<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 654: Research Methods</u>	<i>3 units</i>
Master's Elective	<i>3 units</i>

<u>EDUC 591</u> & <u>EDUC 593</u>: Student Teaching Moderate/Severe	<i>3 units</i>
TOTAL:	<i>38 units</i>

The Attallah College maintains all records for candidates during the program. Records of requirements necessary to recommend a candidate are stored in a database (see [Candidate Progress tracking example](#), requirements section). Candidates are informed via electronic access to PeopleSoft of their standing in the program on an ongoing basis throughout their time in the program.

Preconditions for Internship Programs

Master of Arts in Teaching – Secondary Education and Single Subject Credential Master of Arts in Special Education and Education Specialist Credentials

(1) Bachelor's Degree Requirement. Candidates admitted to Internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education.

[Reference: Education Code Sections 44325, 44326, 44453.](#)

All **Master of Arts in Teaching Program** candidates must document attainment of baccalaureate degrees or higher from an accredited institution of higher education. Candidates are notified of this requirement via our [Program at a Glance](#) section on the Program webpage.

All **Master of Arts in Special Education and Education Specialist Program** candidates must document attainment of baccalaureate degrees or higher from an accredited institution of higher education. Candidates are notified of this requirement via our [Admission Requirements](#) on the Program webpage.

(2) Subject Matter Requirement. Each Multiple Subject Intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject Intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach.

[Reference: Education Code Section 44325\(c\) \(3\).](#)

Our Single Subject Intern students are required to pass the Commission-approved subject matter examination (CBEST and CSET) or to complete a Commission-approved subject matter program for the subject area(s) in which they are authorized to teach before they are admitted to the Program. Students are notified of this requirement on our MAT webpage under [Admission Requirements](#) drop down page as well as in the [student handbook](#) presented at orientation.

Intern Candidates are required to submit PDF copies of official CSET and CBEST scores to document examination passage. The Attallah College of Educational Studies credential analysts, Maria Lynch with the support of Robin Blauvelt verify all attached application documents, **update student program documentation, student tracking database, and save PDF documentation to Image Now a university database.**

(3) Pre-Service Requirement.

(a) Each Multiple and Single Subject Intern program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.

Each Single Subject Intern is required to take the following courses prior to Internship:

EDUC 567: Secondary Teaching and Learning in Diverse Classrooms: Investigating and Designing Transformative Learning Environments	3 units
EDUC 570: Pedagogies for Social Change	3 units
EDUC 532: Content Area Literacy	4 units
EDUC 569: Human Development and Wellness in Diverse Classrooms	1 unit
EDUC 550: Evaluating Teaching Performance Expectations	0 units
EDUC 504: Second Language Acquisition and Learning for Secondary Students	3 units

<u>EDUC 517: Secondary Subject Matter Method 1: Math and Science</u>	3 units
OR	
<u>EDUC 577: Secondary Subject Matter Method 1: Social Studies and Language Arts</u>	
<u>EDUC 571: Educating Diverse Learners in Inclusive Classrooms</u> *	3 units
<u>EDUC 513: Practicum: Single Subject</u>	3 units
TOTAL:	23 units

(b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners. **All Education Specialist Interns are notified of this option through the [Education Specialist Program Handbook](#) page 16-17.**

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

<u>EDUC 500: Literacy and Learning: Teaching of Reading</u>	4 units
<u>EDUC 571: Educating Diverse Learners in Inclusive Classrooms</u> *	3 units
<u>EDUC 562: Inclusive Pedagogy I: Mathematics and Science</u>	3 units
<u>EDUC 587: Fieldwork</u>	1 unit
<u>EDUC 667: Educational, Assistive, and Augmentative Technology for Inclusive Classrooms</u>	3 units
<u>EDUC 548: Mental Health and Wellness</u>	1 unit
<u>EDUC 564: ELD & Issues of Diversity in Special Education</u>	3 units
<u>EDUC 563: Inclusive Pedagogy II: Intervention</u>	3 units

<u>EDUC 588: Fieldwork</u>	<i>2 units</i>
<u>EDUC 566: Creating Positive Systems of Supports through Assessment</u>	<i>3 units</i>
<u>EDUC 544: Legal Aspects of Special Education</u>	<i>3 units</i>
<u>EDUC 590</u> & <u>EDUC 592</u> : 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:

<u>EDUC 500: Literacy and Learning: Teaching of Reading</u>	<i>4 units</i>
<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>

EDUC 591 & EDUC 593: Student Teaching Moderate/Severe

3 units

TOTAL:

32 units

(4) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

(a) Provisions for an annual evaluation of the Intern.

Master of Arts in Teaching - Single Subject Credential

The Chapman University [contract](#) with participating districts mandates district responsibility for annual evaluation of Intern. Currently, one MAT Single Subject student Intern is teaching in the Orange Unified School district. This district contract article [7.200 Frequency](#) mandates evaluations, “any unit member new to the school or work site due to involuntary or administrative transfer, or return from leave of absence will be evaluated their first year at that school or work site at the discretion of the administration.” Orange Unified School District, Certificated Contract, Pg. 45).

Table 1. Single Subject Credential Placement

District	Semester/Year	Credential	# of Students
Orange Unified School District	Spring 2017	Single Subject	1

Master of Arts in Special Education and Education Specialist Credentials

The Chapman University [contract](#) with participating districts mandates district responsibility for annual evaluation of intern. Currently, the Education Specialist with Mild/Moderate and Moderate/Severe credential areas Interns are placed at the following districts that each contain provisions for annual evaluations with their certificated staff.

Table 2. Education Specialist – Mild/Moderate - Moderate/Severe Credential Placements

District	Semester/Year	Credential	# of Students
Anaheim Union High School District	Fall 2017	Mild/Moderate	1
Anaheim Union High School District	Spring 2018	Mild/Moderate	1
Irvine Unified School District	Fall 2016	Mild/Moderate	1
Irvine Unified School District	Fall 2016	Moderate/Severe	2
Newport-Mesa Unified School District	Fall 2016	Moderate/Severe	1

Orange Unified School District	Fall 2016	Mild/Moderate	1
Orange Unified School District	Fall 2016	Moderate/Severe	2
Orange Unified School District	Fall 2017	Mild/Moderate	2
Santa Ana Unified School District	Fall 2016	Mild/Moderate	1
Savanna SD	Fall 2017	Moderate/Severe	1
TOTAL:			13

[Anaheim Union High School District](#). Section 12.4: All non-permanent Tier One unit members shall be evaluated every year. Section 12.5 Preliminary Evaluation Conference. The evaluator shall conduct a Preliminary Evaluation Conference with each Evaluatee prior to the commencement of the formal evaluation. The purpose of the Preliminary Evaluation Conference is to allow both the evaluator and unit member to review the evaluation process, including the Goals and Objectives, and discuss examples of expected performance. The goal of this process is to reach an understanding regarding the expectations for the observation. Evaluation Worksheet for both the Formal Observation and the Project-Reflective Essay options (Appendix E) will be given to Evaluatees at the time of the Preliminary Evaluation Conference.

[Irvine Unified School District](#). Article 12: Evaluation: Evaluation shall be a summative document of formal and informal observations and data about professional performance for the current school year. The unit member evaluation process shall be a comprehensive one based upon the California Standards for the Teaching Profession (CSTP's) (p. 28).

[Newport-Mesa Unified School District](#). Contract Section 6.1 EVALUATION PROCEDURE Probationary Evaluation and 6.3:

- 6.1.1. Probationary employees shall serve the District in a satisfactory manner for a period not to exceed six (6) months or one-hundred and thirty (130) days of paid service, whichever is longer, and shall be evaluated at least twice during this probationary period.
- 6.1.2. Required evaluations shall be performed at least thirty (30) calendar days apart and one evaluation shall be performed at least thirty (30) calendar days prior to the granting of permanent status, unless the probationary employee is released earlier.
- 6.3. Evaluations as prescribed in 6.1 and 6.2 shall be the minimum number of required evaluations and employees may be evaluated at more frequent intervals as determined by the District.

[Orange Unified School District](#). This district contract article [7.200 Frequency](#) mandates evaluations, “any unit member new to the school or work site due to involuntary or administrative transfer, or return from leave of absence will be evaluated their first year at that school or work site at the discretion of the administration.” Orange Unified School District, Certificated Contract, Pg. 45).

[Santa Ana Unified School District](#). Contract section 5.1.1.A: The evaluation of all non-permanent teachers shall follow the BTSA requirements by being evaluated on the first (5) Standards and one (1) element of Standard (6).

[Savanna School District](#). Savannah Elementary School District Contract Section 12.1 The District shall formally evaluate all probationary unit members no less than once each year.

(b) A description of the courses to be completed by the Intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.

All Single Subject Interns must complete 20 units of course work outlined in section 3(a) prior to Internship. All Education Specialist candidates must complete all course requirements prior to becoming eligible for internship (section 3(b)).

(c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.

Master of Arts in Teaching - Single Subject Credential

In the spring, Interns register for EDUC 589: Secondary Teacher Inquiry, Professionalism, and Wellbeing (2 units) and either EDUC 518: Secondary Subject Matter Methods II: Math and Science (3 units) or EDUC 578: Secondary Subject Matter Methods II: Social Studies and Language Arts (3 units). As well as EDUC 583: Student Teaching II.

Education Specialist - Mild/Moderate and Moderate/Severe Credential

All Education Specialist candidates need to finish the program (with the exception of student teaching) prior to being Intern eligible.

Interns register for EDUC 590 (3 units) and EDUC 592 (3 units) in the Mild/Moderate Education Specialist credential Program Interns register for EDUC 591 (3 units) and EDUC 593 (3 units) in the Moderate/Severe Education Specialist credential Program.

Generally, students elect to complete their first 3 units of student teaching during the semester immediately following being hired as an Intern. Most students have found this to be helpful in order to obtain additional support as they begin their new responsibilities as a full-time classroom teacher. The final 3 units of student teaching will occur during the last semester of a student's credential program. If students prefer, they may take the full six units in the first semester.

(d) During the first year of service, instruction for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

All Chapman University Interns are required to complete these components in their mandated course series (see response to question 3(a) and 3(b) above) prior to Commencement of Internship status. Education Specialist candidates are required to complete EDUC 564 to be Intern eligible.

(5) Supervision of Interns

(a) In all Internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

All Chapman University [Internship contracts](#) mandate 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners.

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base

salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. [Reference: Education Code Section 44462](#). Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

In all Chapman University [Internship contracts](#) contain provision a limitation under Appendix A Section 2: Supervision of Interns. This section mandates intern salary payments will be made out of district funds and that no more than one-eighth of the intern salary maybe diminished to cover district supervision costs.

(6) Assignment and Authorization. To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. [Reference: Education Code Section 44454](#). The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). [Reference: Education Code Section 44458](#).

All Chapman University [Internship Contracts](#) include the clause “An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions. The Internship Credential is only valid in one school district or consortium.” (Chapman University Intern Contract, 2018).

(7) Participating Districts. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. [Reference: Education Code Sections 44321 and 44452](#).

Table 3. Master of Arts in Teaching - Single Subject Credential Placement

District	Semester/Year	Credential	# of Students
Orange Unified School District	Spring 2017	Single Subject	1

Table 4. Education Specialist - Mild/Moderate and Moderate/Severe Credential Placements

District	Semester/Year	Credential	# of Students
Anaheim Union High School District	Fall 2017	Mild/Moderate	1
Anaheim Union High School District	Spring 2018	Mild/Moderate	1

Irvine Unified School District	Fall 2016	Mild/Moderate	1
Irvine Unified School District	Fall 2016	Moderate/Severe	2
Newport-Mesa Unified School District	Fall 2016	Moderate/Severe	1
Orange Unified School District	Fall 2016	Mild/Moderate	1
Orange Unified School District	Fall 2016	Moderate/Severe	2
Orange Unified School District	Fall 2017	Mild/Moderate	2
Santa Ana Unified School District	Fall 2016	Mild/Moderate	1
Savanna SD	Fall 2017	Moderate/Severe	1
TOTAL:			13

(8) Early Program Completion Option. (Does not apply to an Education Specialist intern program) Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five-year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

(a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- Techniques to address learning differences, including working with students with special needs
- Techniques to address working with English learners to provide access to the curriculum
- Reading instruction in accordance with state standards
- Assessment of student progress based on the state content and performance standards
- Classroom management techniques
- Methods of teaching the subject fields

(b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.

(c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).

(d) Meet the requirements for teacher fitness. An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. ([Reference: Education Code Section 44468](#)).

This is not applicable to Chapman University's Education Specialist or MAT Single Subject Program.

(9) Length of Validity of the Intern Certificate. Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. [Reference: Education Code Section 44325 \(b\)](#).

All Attallah College Interns are certificated for a period of two years.

(10) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

All Chapman University [Internship contracts](#) include in Appendix A Clause 5, "Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts." (Chapman University Intern Contracts, 2018).

(11) Justification of Internship Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when

applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

Chapman University Intern Programs meet employment shortages mandates and all contracts include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. In addition, the local bargaining unit (teacher union) provides a written statement of support for the internship agreement.

(12) Bilingual Language Proficiency. Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the commission-approved assessment program leading to the Bilingual Cross cultural Language and Academic Development Certificate. [Reference: Education Code Section 44325 \(c\) \(4\).](#)

Chapman University Interns that are authorized to teach in bilingual classrooms have demonstrated the passage of the language proficiency subtest of CSET.

References

Certificated Information. (n.d.). Retrieved March 02, 2018, from <https://www.orangeusd.org/departments/hr/certificated>

Preconditions for Specialist Credentials and Certificates

Bilingual Authorization

(1) Candidates for a Bilingual Authorization must hold a prerequisite teaching credential or be recommended for an acceptable teaching credential simultaneously. The following credentials are acceptable as prerequisite or simultaneous teaching authorizations: Single Subject, Multiple Subjects or Education Specialist teaching credentials or the equivalent.

Candidates enrolled in the MAT + Multiple Subject credential with bilingual emphasis program are issued their MS credential and bilingual authorization concurrently upon completing all necessary credential and authorization requirements.

(2) The prerequisite teaching authorization must authorize instruction to English learners. Examples of such authorizations include a 2042 authorization, a CLAD or equivalent English Learner Authorization, or the candidate must be eligible for the EL authorization at the time for recommendation for the bilingual authorization. The Certificate of Completion of Staff Development (CCSD) [SB 1969 (Chap. 1178, Stats. 1994), SB 395 (Chap. 685, Stats. 1999), AB 2913 (Chap. 169, Stats. 2004)] is not equivalent to a CLAD authorization.

All candidates recommended for a bilingual authorization must complete the following requirements ensuring qualification to provide instruction to EL learners, the passage of CSET subtests: Spanish Subtest III, Spanish V, and World Languages IV. Attallah College will waive the exam requirement to pass World Languages IV if candidates successfully complete EDUC 502B.

(3) Candidates in a Bilingual Intern Program Delivery model must have demonstrated language competence as defined by Bilingual Authorization Program Standard 6: Assessment of Candidate Language Competence prior to entering the Intern Program.

Chapman University does not offer this program as an Internship option.

Preconditions for Administrative Credentials Pupil Personnel Services

1. Specialization Requirements. A college or university that operates a program of professional preparation shall have a curriculum that meets the requirements of (a) and one or more of (b), (c), (d), and (e) as specified below. *Statutory basis: Title 5 California Code of Regulations, Section 80632, Article 2, Professional Preparation Programs.*

Attallah College of Educational Studies has a curriculum that meets the requirements of (a), (b) – preparation of school counselors, and (d) – preparation of school psychologists.

- (a) In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, all programs approved as preparation in pupil personnel services shall give primary emphasis to helping public school pupils to achieve academic success by emphasizing the importance of academic advising. Persons admitted to programs must have a minimum of a baccalaureate degree from an accredited college or university in a subject other than Education.

Our Programs build on the mission of the Attallah College by seeking to prepare skilled and reflective School Counselors and Psychologists, who are effective change agents for individuals, families, communities, and institutions. The emphasis on helping public school pupils achieve academic success is embedded in and reflected by the Programs’ eight “Big Ideas” posted on the [MA in School Counseling & PPSC](#) and [Ed.S. In School Psychology](#) webpages as well as in the [School Counseling](#) and [School Psychology](#) Student Handbooks (pp. 10 and 6).

All our School Counselor and School Psychologist specializations candidates must submit official transcripts including documentation of a minimum of earned baccalaureate degree from the accredited undergraduate degree granting institution of higher education to be considered for admission. This requirement is outlined in the Admission Requirements on the [MA in School Counseling & PPSC](#) and [Ed.S. In School Psychology](#) webpages under Admission Requirements.

- (b) Credit for successful completion of a program of study for the **school counselor specialization** shall be equivalent to a minimum of 48 semester units or 72-quarter units; or 720 classroom hours of post baccalaureate study.

Each School Counseling candidate is required to complete 51 semester units in the following sequence:

<u>CSP 511: Introduction to the Ethical Practice of Professional School Counseling</u>	3 units
<u>EDUC 654: Introduction to Educational Research</u>	3 units
<u>CSP 500: Introduction to Counseling and Mental Health Interventions</u>	3 units

<u>CSP 514: Cultural and Community Issues in Counseling and School Psychology</u>	3 units
<u>CSP 517: Mental Health in the Schools</u>	3 units
<u>CSP 512: Advanced Counseling and Mental Health Interventions</u>	3 units
<u>CSP 513: Group Counseling Leadership and Intervention</u>	3 units
<u>CSP 515: Practicum in Counseling and Intervention</u> (200 hours practicum)	3 units
<u>CSP 516: Human Development</u>	3 units
<u>CSP 636: Assessment for Counselors</u> (As of fall 2018, replaced with CSP 600 Multi-Tiered Systems of Supports for School Counselors)	3 units
<u>EDUC 602: Positive Behavioral Supports</u>	3 units
<u>CSP 616: Leadership and Systems Change</u>	3 units
<u>CSP 617: Career Counseling and Development</u>	3 units
<u>CSP 620: Supervision and Mentoring in School Counseling I</u>	3 units
<u>CSP 618: Best Practices in Professional School Counseling</u>	3 units
<u>CSP 621: Supervision and Mentoring in School Counseling II</u>	3 units
<u>CSP 640: Consultation and Collaboration</u>	3 units
TOTAL:	51 units

Those pursuing Licensed Professional Clinical Counseling emphasis, must complete an additional 12 units of course work:

<u>CSP 519: Psychopharmacology for Mental Health Professionals</u>	3 units
<u>CSP 605: California Law and Professional Ethics for Professional Counselors and Psychotherapists</u>	1 unit
<u>CSP 602: Responding to Spousal or Partner Abuse</u>	1 unit
<u>CSP 603: Human Sexuality</u>	1 unit

<u>CSP 626: Assessment and Treatment of Substance Abuse for the Professional Counselor</u>	3 units
<u>CSP 624A: Supervision and Mentoring in Professional Clinical Counseling I</u>	1 unit
<u>CSP 604: Aging and Long-Term Care</u>	1 unit
<u>CSP 624B Supervision and Mentoring in Professional Clinical Counseling II</u>	1 unit
TOTAL:	12 units

(c) Credit for successful completion of a program of study for the **school social work specialization** shall be equivalent to a minimum of 45 semester units or 67.5-quarter units; or 675 classroom hours of postgraduate study.

Not applicable.

(d) Credit for successful completion of a program of study for the **school psychologist specialization** shall be equivalent to a minimum of 60 semester units or 90-quarter units; or 900 classroom hours of postgraduate study.

Each School Psychology candidate must complete 69 semester units in the following sequence:

<u>EDUC 654: Introduction to Educational Research</u>	3 units
<u>CSP 500: Introduction to Counseling and Mental Health Interventions</u>	3 units
<u>CSP 510: Introduction to the Ethical Practice of Professional School Psychology</u>	3 units
<u>CSP 514: Cultural and Community Issues in Counseling and School Psychology</u>	3 units
<u>EDUC 601: Assessment and IEP Development</u>	3 units
<u>EDUC 602: Positive Behavioral Supports</u>	3 units
<u>CSP 512: Advanced Counseling and Mental Health Interventions</u>	3 units
<u>CSP 516: Human Development</u>	3 units
<u>CSP 637: Cognitive and Neuropsychological Assessment for Intervention</u>	3 units

<u>EDUC 544: Legal Aspects of Special Education</u>	3 units
<u>CSP 534: Practicum in School Psychology I</u>	3 units
<u>CSP 615: Learning and Learning Disabilities</u>	3 units
<u>CSP 619: Assessment & Intervention of Academic Skills</u>	3 units
<u>CSP 517: Mental Health in the Schools</u>	3 units
<u>CSP 513: Group Counseling Leadership and Intervention</u>	3 units
<u>CSP 535: Practicum in School Psychology II</u>	3 units
<u>CSP 638: Advanced Assessment for Intervention</u>	3 units
<u>CSP 639: Advanced Positive Behavioral Supports</u>	3 units
<u>CSP 622: Supervision and Mentoring in School Psychology I</u>	3 units
<u>CSP 640: School-Based Consultation and Collaboration</u>	3 units
<u>CSP 616: Leadership and Systems Change</u>	3 units
<u>CSP 623: Supervision and Mentoring in School Psychology II</u>	3 units
<u>CSP 641: Best Practices in School Psychology</u>	3 units
TOTAL:	69 units

Students pursuing Licensed Professional Clinical Counseling emphasis, must complete an additional 17 units of course work:

<u>CSP 519: Psychopharmacology for Mental Health Professionals</u>	3 units
<u>CSP 602: Responding to Spousal or Partner Abuse</u>	1 unit
<u>CSP 603: Human Sexuality</u>	1 unit
<u>CSP 604: Aging and Long-Term Care</u>	1 unit
<u>CSP 605: California Law and Professional Ethics for Professional Counselors and Psychotherapists</u>	1 unit
<u>CSP 624A Supervision and Mentoring in Professional Clinical Counseling I</u>	1 unit

CSP 617: Career Counseling 3 units

CSP 626: Assessment and treatment of Substance abuse for the Professional Counselor 3 units

CSP 624B: Supervision and Mentoring in Professional Clinical Counseling II 3 units

TOTAL: 17 units

(e) Credit for successful completion of a program of study for the added **child welfare and attendance services specialization** shall be equivalent to a minimum of 9 semester units or 13-quarter units; or 135 classroom hours of postgraduate study.

Not applicable.

Submission of Documentation in Support of the
Accreditation Site Visit
Verification by the President/Superintendent of the Approved Entity

Instructions:

- Complete form
- Obtain verification signature
- Send as e-mail with document/s to **assigned site visit consultant/s**
E-mail subject line: SV Documents – Institution Name
- Include Preconditions and/or Common Standards response
- You will receive a confirmation when documents are received.

Submission to include: <input checked="" type="checkbox"/> Preconditions <input type="checkbox"/> Common Standards <input type="checkbox"/> Both

Date Submitted:	March 30, 2018
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Dean/Director:	Dr. Margaret Grogan
Associate Dean:	Dr. Kelly Kennedy

I Hereby Signify My Approval to Transmit this Documentation to the Commission on Teacher Credentialing:



June 29, 2018

President/Dean/Provost, Superintendent/Deputy Superintendent Signature/Date

Margaret Grogan, Ph.D.

Name of Signatory

Dean and Professor, Donna Ford Attallah College of Educational Studies

Position