

**CHAPMAN UNIVERSITY**  
**College of Educational Studies**  
**One University Drive**  
**Orange, CA 92866**  
**(714) 997-6781**

**OFFICIAL COURSE SYLLABUS**

**EDUC 590: Student Teaching: Mild/Moderate I**

**Prerequisites or Corequisites**

Prerequisites, consent of instructor, passing score on CBEST, admission to teacher credential program, passage of CSET or the appropriate SSAT and PRAXIS subject assessments examinations, successful completion of all course work and other program requirements.

**Catalog Description**

Prerequisites, consent of instructor, passing score on CBEST, admission to teacher credential program, passage of CSET or the appropriate SSAT and PRAXIS subject assessments examinations, successful completion of all course work and other program requirements. The focus of the student teaching placement must be working with students who have mild/moderate disabilities. The university supervisor regularly evaluates candidates. (Offered every semester.) 3 credits.

Enrollment note: An exception may occur when the candidate's advisor determines that the candidate needs support at an earlier point in the sequence of the program to maximize the effectiveness of this Student Teaching experience. Consequently, three credits of student teaching would be satisfied by successful completion of EDUC 590 and the remaining three credits would be completed during the last semester of the candidate's program with the successful completion of EDUC 592.

**Program Learning Outcomes**

1. Students will demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state approved core curriculum.

**Course Learning Outcomes**

Candidates must demonstrate, at a minimum:

1. Evidence of successful experience with, and knowledge of, working with students who have varying levels and types of learning challenges (that fall within the mild/moderate credential area) and cultural backgrounds
2. Evidence of the having competence in gathering student related information to make informed decisions about program planning for students

3. Evidence of designing successful education plans for students which resulted in student learning
4. Evidence of successfully supervising paraprofessionals, instructional aides, and classroom volunteers
5. Evidence that the candidate has gained competency in becoming part of the entire community of a school campus (i.e., being part of the general education culture of the school's faculty, activities, and processes)
6. Evidence that the candidate has the ability to assess learning patterns and behaviors of students with mild/moderate disabilities and design effective instructional and behavioral interventions
7. Demonstrate the personal skills required of teaching professionals including:
  - a. Appropriate appearance
  - b. The ability to communicate in oral and written language
  - c. The ability to accept and respond to constructive criticism
  - d. Participation in school and professional activities
8. Demonstrate the competencies outlined in the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations.

### **Methods of Evaluation**

Student teachers are responsible for all the activities listed in the Student Teaching Handbook. The on-site master teacher and/or administrator and the university supervisor formally evaluate a candidate. Both summative and formative evaluations are completed on the candidate's performance. A standard form, based upon the CSTP and TPEs, is used for these formative and summative evaluations. In addition, the Student Teaching Competency Check is also completed on each candidate. These forms are found in the Student Teaching Handbook.

### **Grade Weight for Assignments**

Students must pass all activities, evaluations, and competencies at the novice level or above based upon the CES student teaching rubric.

### **Course Grading Scale**

Students must pass all activities, evaluations, and competencies at the novice level or above based upon the CES student teaching rubric.

### **Dates of Exams and Due Dates for Other Requirements**

Dates of assignments are TBD and will be delineated in the syllabus distributed the first day of class.

### **Chapman University's Academic Integrity Policy:**

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

[www.chapman.edu/academics/academicintegrity/index.aspx](http://www.chapman.edu/academics/academicintegrity/index.aspx).

### **Chapman University's Students with Disabilities Policy**

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

### **Chapman University's Equity and Diversity Policy**

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

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**OFFICIAL COURSE SYLLABUS**

**EDUC 592: Student Teaching: Mild/Moderate II**

**Prerequisites or Corequisites**

Prerequisites, EDUC 590, consent of instructor/advisor.

**Catalog Description**

Prerequisites, EDUC 590, consent of instructor/advisor. The focus of the student teaching placement must be working with students who have mild/moderate disabilities. The university supervisor regularly evaluates candidates. (Offered every semester.) 3 credits.

**Program Learning Outcomes**

1. Students will demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state approved core curriculum.

**Course Learning Outcomes**

Student teachers are responsible for all the activities listed in the Student Teaching Handbook. In addition, candidates must demonstrate, at a minimum:

1. Evidence of successful experience with, and knowledge of, working with students who have varying levels and types of learning challenges (that fall within the mild/moderate credential area) and cultural backgrounds
2. Evidence of the having competence in gathering student related information to make informed decisions about program planning for students
3. Evidence of designing successful education plans for students which resulted in student learning
4. Evidence of successfully supervising paraprofessionals, instructional aides, and classroom volunteers
5. Evidence that the candidate has gained competency in becoming part of the entire community of a school campus (i.e., being part of the general education culture of the school's faculty, activities, and processes)
6. Evidence that the candidate has the ability to assess learning patterns and behaviors of students with mild/moderate disabilities and design effective instructional and behavioral interventions
7. Demonstrate the personal skills required of teaching professionals including:

- a. Appropriate appearance
  - b. The ability to communicate in oral and written language
  - c. The ability to accept and respond to constructive criticism
  - d. Participation in school and professional activities
8. Demonstrate the competencies outlined in the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations.

### **Methods of Evaluation**

The on-site master teacher and/or administrator and the university supervisor formally evaluate a candidate. Both summative and formative evaluations are completed on the candidate's performance. A standard form, based upon the CSTP and TPEs, is used for these formative and summative evaluations. In addition, the Student Teaching Competency Check is also completed on each candidate. These forms are found in the Student Teaching Handbook. Also the candidate must create a student teaching portfolio that contains, at a minimum the following artifacts: (a) sample lesson plans and associated materials, (b) a completed behavior plan, (c) notes from meetings with students' families, (d) information on an inservice training session the Candidate conducted, and (e) additional materials the candidate wants to include.

### **Grade Weight for Assignments**

Students must pass all activities, evaluations, and competencies at the novice level or above based upon the CES student teaching rubric.

### **Course Grading Scale**

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