

Preparing to Transfer from SANTA ANA COLLEGE to Chapman University School of Education

Chapman accepts IGETC or CSU GE certification to fulfill our general education requirements, with the exception of our Common Requirements.

| Chapman Course | Santa Ana Course | Application* |
|-----------------------|-----------------------------------|----------------------------|
| Biology 207 with lab | Biology 109 with lab | Major Course |
| English 104 | English 102 | Major Prerequisite |
| Foreign Language | Two semesters – through 102 level | Chapman Common Requirement |
| History 101 or 103 | History 120 or 121 | CSET Prep |
| History 202 | History 102 | Major Course |
| Math 104 | Math 140 | Chapman Prerequisite |
| Math 206 | Math 203 | Major Course |
| POSC 110 | Political Science 101 | Credential Requirement |
| Psychology 101 | Psychology 100 | Major Prerequisite |

*These courses can be transferred in or completed at Chapman. Courses applied toward G.E. breadth may also count for these applications.

Preparing for the Credential Program

Chapman offers the following credential and masters programs:

- Elementary Education (Multiple Subject)
- School Counseling
- Secondary Education (Single Subject)
- School Psychology
- Education Specialist (Mild/Moderate-Mod/Severe)
- School Administration

Chapman students may begin taking credential courses as early as their junior year. Credential advising is available for all undergraduate students intending to teach, regardless of their major. **It is recommended that you pass the CBEST before transfer to Chapman. FINANCIAL AID: Most Chapman students enjoy the benefit of financial aid, in the form of grants, scholarships, loans and/or work study. Our Financial Aid counselors are very knowledgeable about funding for education.**

Single subject areas at Chapman:

- Art ■ Music ■ Business ■ Physical Education ■ English ■ Languages other than English
- Social Science ■ Mathematics ■ Biology ■ Chemistry ■ Physics ■ Geoscience ■ Health Science

Chapman University School of Education Mission and Philosophy

THE MISSION OF THE CHAPMAN UNIVERSITY SCHOOL OF EDUCATION IS TO PREPARE INQUIRING, REFLECTIVE, ETHICAL, AND PRODUCTIVE EDUCATORS TO WORK IN PUBLIC SCHOOLS. FURTHERMORE, THE SCHOOL OF EDUCATION'S MISSION AND PHILOSOPHY REFLECT THE SENTIMENT AND THE PASSION OF THE FOLLOWING:

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

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

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

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

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