

MASTER OF ARTS IN TEACHING (MAT) PROPOSAL FORM

GSC CURRICULAR PROPOSAL FORM

MASTER OF ARTS IN TEACHING (MAT) PROPOSAL 2008-2009

School of Education – All Regional Centers

ORGANIZATION OF THE PROPOSAL

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PROPOSAL:

The MAT Proposal committee was appointed in August 2008 with representation from the three regional centers (Arcadia, Bakersfield and Mission Valley), and representation from the programs impacted by it – Multiple Subject (Marge Morwood, Chair, Arcadia; Conni Cintas, Mission Valley), Single Subject (Jessica Miller, Arcadia), Special Education (Shirlee Gibbs, Mission Valley) and Master of Arts in Education: Concentration in Teaching and Learning (Jill Hamilton-Bunch, Bakersfield). The committee created this proposal with the assistance of all SOE faculty who teach in the areas involved. The SOE faculty meeting

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approved the proposal at their regular faculty meeting on January 21, 2009. **(GSC voted approval 2.12.09)** This proposal requests approval for a new degree - the Master of Arts in Teaching (MAT) degree. While the MAT degree is new to PLNU it has been awarded by American universities since the 1950's and is the most commonly recognized name for a graduate degree that includes a teaching credential. It should be noted that while the MAT is the name most used and recognized for this type of program, not all universities use it. (For background information on the MAT degree, see WHAT IS AN MAT DEGREE? page 15) The proposed MAT includes one of the preliminary credential programs for Multiple Subject, Single Subject (33 hours) and Special Education (9 additional hours required for authorization) and an additional 13 hours for Multiple and Single Subject candidates and 7 for Special Education.

PHASES OF THE MAT DEGREE:

The MAT will be offered to graduate candidates in two phases:

(1) Phase 1 will consist of 33 hours of courses and fieldwork/clinical practice for Multiple and Single Subject candidates and 39 hours for Special Education culminating in a preliminary teaching credential.

(2) Phase 2 will occur after a candidate has earned the preliminary credential and is advised to obtain their first teaching position before completing the MAT coursework in accordance with local employment conditions and hiring preferences. The finishing courses in phase 2 would be 13 hours for Multiple and Single Subject for a total of 46 hours, and 7 hours for Special Education candidates for a total of 47 hours. Candidates will still have the option of completing phase I only for their credential and would not be required to finish the MAT degree.

Implementation

The MAT would be implemented as early as summer semester 2009 and no later than fall semester 2009. Once the MAT is implemented at a regional center all new candidates would be admitted into the MAT program. The new MAT would replace the current courses in the stand alone preliminary credential programs that would be phased out at the end of the 2009-10 academic year. Candidates admitted to the current preliminary programs would be assisted in completing their program or be allowed to move into the MAT.

Total course additions: 19 (effective summer 2009)
(EDU600, 600F, 601F, 610, 610F, 611, 612F, 620F, 621F, 622, 623, 624, 625, 626, 627, 628, 629, 653F, 654F)

Total course deletions: 7 (effective end of summer 2010)
(EDU502, 504, 520, 522, 526, 528, 530, 536)

Total unit additions: 33 hours in courses and 8 one half hour field work (4 hours), total 37

Total unit deletions: 21 (effective end of summer 2010)

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Total courses renumbered to fit EDU 600 course series and no increase in units: 13
(EDU 506=EDU601, EDU507=EDU652, EDU508 = EDU603, EDU524=EDU612,
EDU525=EDU654, EDU626 = EDU655, EDU532=EDU620, EDU533 = EDU602,
EDU534=EDU621, GED621=EDU650, GED626 =EDU655, GED631 = EDU651,
GED632 = EDU652)

Staffing increase/decrease: 2009-10 during implementation of new MAT and phase out of old credential program we project an overlap of four courses at each of the 3 centers or a total of 12 courses total. The second year 2010-11 there will be a decrease of 4 hours in both the Multiple Subject and Special Education Programs and a decrease of 6 hours for the Single Subject Program. The increase in the Single Subject program is due to the dropping of EDU530 (3) and EDU536 (3) at each of the centers (6 hours x 3 centers = 18 hours offered twice per year = 36) and the addition of offering EDU622-629 once each year at a centrally located site (8 courses x 3 hours = 24 hours), or a decrease of 8. There is also a reduction in the number of hours required in the Special Education credential programs from 43 to 39 hours.

Library resource impact: 0

Net Financial impact: The proposal calls for the reduction of 4 hours in phase I of the MAT program for Multiple Subject and Special Education students and no change in the Single Subject preliminary credential program. The Graduate Admissions department is predicting an increase in new MAT Students over current enrollments. We are also predicting retaining more MAT students to complete the additional hours for the master's over current enrollments of credential students coming back to finish the MA in Education.

Signature Dean of the School/Department Chair

SUMMARY OF THE PROPOSAL:

The School of Education (SOE) have been working on a combined credential program and master's degree for the last two academic years. The final proposal comes from gaining feedback from graduates, employers, other professionals in the field and the California Commission on Teaching Credentialing.

It is therefore recommended that the School of Education make the following major changes:

1. Replace the current EDU 500 courses in the preliminary credential programs in Multiple, Single and Special Education during summer semester 2009 with Phase I of the MAT.
2. Utilize the existing courses in the MA in Education concentration in Teaching and Learning (MATL) courses for phase II of the MAT degree.
 - a. For Single and Multiple Subject this would be an additional 13 hours for a total of 46 hours.

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- b. For Special Education Candidates who already have an additional 9 hours for their preliminary credential and an additional 7 hours would be required for a total of 47 hours.

RATIONALE:

The preliminary credential programs have not undergone a thorough evaluation and curriculum change for a number of years. According to a representative from the California Commission on Teaching Credentialing (CTC), PLNU currently has a very high number of credits required for our preliminary credential program and do not offer an option for candidates to also obtain a master's degree.

The rationale for the proposed MAT Program derives from two major areas, academic quality and marketing or financial. Each of these major areas will be considered separately.

(I) Academic quality:

- a. Academic alignment: With the requirement of CTC that the teacher performance assessments (TPA) be implemented into coursework, it has become increasingly important for all regional centers to be in alignment regarding course offerings and instructional practices. The MAT proposal allows the SOE to build a new program that brings about that alignment and includes the TPA requirement in specific courses that are the same for all centers.
- b. Academic alignment and quality: The MAT proposal allows the field experiences required prior to student teaching to be in alignment across the regional centers. By offering course credit, we are systematizing and formalizing the early field experience.
- c. Special Education: The common courses required for the Multiple and Single Subject programs requires a specific course (EDU602) in Special Education that has been noted by graduates of our program as an area of deficiency. (See Table I Comparison of the common courses for current and proposed MAT, page 7) With the increase in Special Education students in public and private classrooms this will better prepare our candidates to work with this growing population.
- d. Single Subject Pedagogy courses: The MAT Proposal also strengthens the academic preparation of single subject Candidates being prepared to teach in high schools. While PLNU undergraduates have the opportunity to enroll in subject methods courses in their undergraduate programs there is no equivalent course in the current Single Subject preliminary program offered at the regional centers. This proposal has a subject specific methods course for the major areas that we currently credential candidates. (See *Single Subject Pedagogy courses, page 29*).
- e. The MAT also provides a coherent credential and finishing course program that should be attractive to our candidates to complete. The current option for a PLNU credential student to complete a Multiple Subject preliminary credential of 37 hours and an additional 24 hours for the Master of Arts in Education with a concentration in Teaching in Learning (MATL) requires 61 hours. This is not an attractive program to our candidates and is an excessive

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amount of credits. The MAT, with a 46 hour requirement, is more in line with other universities and should help us retain our credential candidates.

- f. Diversity: As California schools are increasingly becoming more diverse, it is important that a diversity thread be included throughout the program. This is included in specific fieldwork assignments (601F) and a finishing course (GED641).

(2) Market and Financial issues:

- a. Market competition: As evidenced in the enrollment tables below (see page 16), the competition for credential students is fierce and we are losing ground because our major competitors are offering an MAT of 45 hours. If a candidate wanted to complete both their Multiple Subject Preliminary Credential and Master's degree at PLNU then they would have to complete two separate programs, a stand alone Preliminary Credential (37 hours) and a MA-TL degree (24 hours) for a total of 61 hours. A candidate that wanted to complete both their Single Subject credential and a Master's degree at PLNU would have to complete two separate programs, a stand alone Preliminary credential (34 hours) and a MA-TL degree (24 hours) for a total of 58 hours.
- b. Because PLNU does not have a MAT Program with an embedded preliminary credential, then if a student wants to complete their credential and master's degree at PLNU they must complete approximately 16 semester hours more at PLNU than our competition, and when 16 hours is multiplied by our tuition rate of \$485, PLNU is charging \$7,275 more for the preliminary credential and master's degree at Mission Valley and Arcadia, and \$6,975 more at Bakersfield.
- c. Financial Aid Benefit: The MAT Program is a graduate program and allows candidates to obtain more federal financial aid than is available to them as a credential only student.
- d. Efficiency: The 13 hours for finishing the MAT for Multiple and Single Subject candidates (see Phase II: MAT Finishing Coursework, page 25) and 7 hours for Special Education after obtaining the preliminary credential are all existing courses offered in each of our regional centers and will not require new sections as the program is implemented.

Impact on support services:

The Office of Records, SFS, graduate admissions counselors and faculty will need to become familiar with the requirements of the new MAT program. The support services offices have all been contacted during the development of this proposal and have encouraged this process as they see it beneficial to both candidates and the university.

Department/school/institution mission fit:

The teaching credential program has been a part of the PLNU and before that, the Pasadena College curriculum since the 1913-14 when the first courses were offered in Education, and the credential was first offered in 1947-48. In 1961-62 the MA in Education was offered for the first time. As the legislature, CTC and market demands have been recognized, our

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program has thus adapted. This proposal allows our programs to be more competitive in helping candidates obtain a high quality credential and at the same time, complete a master's degree.

Impact on enrollment:

The credential programs at the three larger regional centers (Arcadia, Bakersfield and Mission Valley) have seen a decrease in credential enrollments over the last several years. Between summer 2007 and the current semester, spring 2009, they have decreased from 380 to 281 (See Table 8, page 16). The preliminary credential program at Corona was just started fall 2008 and the credential enrollment is primarily in Special Education. The graduate master's and educational special degree programs at Mission Valley have held steady while the programs at Arcadia and Bakersfield have been decreasing in the last several years. It is anticipated with offering the MAT that more candidates will be interested in the program.

COMMON COURSES

The common courses in Table I below are required for preliminary credential in Multiple/Single Subject and are numbered EDU 600 – 609.

Table I Comparison of the common courses for current and proposed MAT

Current Program		Proposed Program	
EDU502 Research-based Learning Theory	3	NOTE: 502 and 504 are combined into the new course EDU600 Foundations of Education and Learning Theory	3
EDU504 Legal, Ethical & Wesleyan Perspectives on Education	3		
EDU 506 Principles of Language Acquisition and preparation to teach English Learners	3	EDU601 Language Acquisition and diverse populations	3
EDU508 Assessment and Research Practices	3	EDU603 Classroom Assessment and Research Practices	3
		EDU600F Fieldwork for Foundations of Education & Learning Theory	.5
		EDU 601F Fieldwork for Language Acquisition and Diverse Populations	.5
		Note: EDU533 is currently only required for Special Education students. EDU602 Foundations of Special Education (Formerly EDU533)	3
EDU540 Student Teaching/Intern Teaching I	4	See footnote 1 below. Multiple Subject students take either EDU630 or 632 and Single Subject take either 640 or 642 ¹	4
EDU541 Student Teaching/Intern Teaching Inquiry and reflection I	1	Multiple Subject\ students take either EDU631 or 633 and Single Subject take	1

¹ A separate section for Multiple Subject, and Single Subject student teaching has been created to adequately reflect on the student's official transcript whether the experience was in an elementary or secondary placement. We have also differentiated between student teaching and intern placements as we have to report this information to the federal government in Title II reports and this will help to keep an historical record. Faculty are not assigned to teach the four hour student teaching or intern courses as the supervision is assigned at a different rate.

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		either 641 or 643	
EDU550 Student Teaching/Intern Teaching II	4	Multiple Subject students take either EDU634 or 636 and Single Subject take either 644 or 646	4
EDU551 Student Teaching/Intern Teaching Inquiry and Reflection II	1	Multiple Subject students take either EDU 635 or 637 and Single Subject take either 645 or 647	1
TOTAL	22		23

MULTIPLE SUBJECT COURSES

are numbered EDU 610-619 are required only for the preliminary credential. Multiple Subject candidates complete all of the courses in Table 1 above and the following unique courses in Table 2 below. The current program equals 22 common courses and 15 unique courses for a total of 37 hours. The proposed MAT requires 23 hours in common courses and 10 hours in Multiple Subject courses for a total of 33 or a net reduction of 4 hours.

Table 2 Comparison of the current and proposed Multiple Subject courses

Current Program		Proposed Program	
EDU520 Differentiated Reading and Related Language Arts Instruction for all learners	3	Note: EDU520 and 522 are combined into a new course - EDU610 Methods of Teaching Reading and Writing	3
EDU522 Differentiated Writing and Related Language Arts Instructions for all learners	3		
		EDU610F Fieldwork for Methods of Teaching Reading and Writing	.5
EDU524 Differentiated Mathematics Instructions for all Learners	3	EDU612 Differentiated Mathematics Instruction for all Learners	3
		EDU612F Fieldwork for Differentiated Mathematics Instruction for all Learners	.5
EDU526 Differentiated Elementary Science, Health and Physical Education	3	NOTE: EDU526 and 528 are combined into a new course EDU611 Interdisciplinary Approaches in Teaching in the Content Areas	3
EDU528 Differentiated Social Science and Visual and Performing Arts Instruction for all Learners	3		
TOTAL UNIQUE COURSES	15		10
TOTAL COMMON COURSES (See Table I)	22		23
TOTAL REQUIRED for preliminary credential	37		33

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SINGLE SUBJECT COURSES

Are numbered 620-629

Table 3 Comparison of the current and proposed Single Subject credential

Current preliminary credential program	Hours	Proposed MAT program	Hours
EDU530 Differentiated Instruction for all learners in the secondary classroom	3	Note: EDU530 & EDU532 are combined into a new course EDU620 Literacy Instruction for Secondary Teachers	3
EDU532 Secondary Content area Literacy	3		
		EDU620F Fieldwork for Literacy Instruction for Secondary Teachers	.5
EDU534 General Methods for Secondary Teachers	3	EDU621 General Methods for Secondary Teachers	3
		EDU621F Fieldwork for General Methods for Secondary Teachers	.5
EDU536 Curriculum Development, Innovation and Evaluation	3	Students choose one of the content specific pedagogy courses EDU622 – 629	3
TOTAL UNIQUE COURSES	12		10
COMMON COURSES (See table 1)	22		23
TOTAL REQUIRED	34		33

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COURSES REQUIRED FOR SPECIAL EDUCATION CREDENTIAL

Students preparing for teaching in special education would choose either the Mild/Moderate authorization or the Moderate/Severe authorization. Students can also choose to add the other authorization at the same time or at a later time.

Table 4 Comparison of the current and proposed common courses for Mild/Moderate

Current Program		Proposed Program	
EDU502 Research-based Learning Theory	3	NOTE: 502 and 504 are combined into the new course EDU600 Foundations of Education and Learning Theory	3
EDU504 Legal, Ethical & Wesleyan Perspectives on Education	3		
EDU 506 Principles of Language Acquisition and preparation to teach English Learners or EDU507 Principles of Language Acquisition for students with Moderate/Severe Disabilities	3	EDU601 Language Acquisition and diverse populations or EDU653 Principles of Language Acquisition for Students with Moderate/Severe Disabilities	3
		EDU 601F Fieldwork for Language Acquisition and Diverse Populations or EDU653F Fieldwork for Principles of Language Acquisition for Students with Moderate/Severe Disabilities	.5
EDU508 Assessment and Research Practices	3	EDU603 Classroom Assessment and Research Practices	3
		EDU600F Fieldwork for Foundations of Education & Learning Theory	.5
EDU533 Foundations of Special Education	3	EDU602 Foundations of Special Education (Formerly EDU533)	3
EDU540 Student Teaching/Intern Teaching I	4	EDU670 or 671	4
EDU541 Student Teaching/Intern Teaching Inquiry and reflection I	1	EDU672 or 673	1
EDU550 Student Teaching/Intern Teaching II	4	EDU674 or 676	4
EDU551 Student Teaching/Intern Teaching Inquiry and Reflection II	1	EDU675 or 676	1
TOTAL	25		23

In addition to the common courses listed above in Table 4, candidates in the Mild/Moderate authorization also take the courses in Table 5 below from either Multiple or Single Subject area.

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Table 5 Comparison of current and proposed Mild/Moderate authorization

Current Program		Proposed Program	
EDU520 Differentiated Reading and Related Language Arts Instruction for all learners	3	Note: EDU520 and 522 are combined into a new course - EDU610 Methods of Teaching Reading and Writing	3
EDU522 Differentiated Writing and Related Language Arts Instructions for all learners	3		
		EDU610F Fieldwork for Methods of Teaching Reading and Writing	.5
EDU524 Differentiated Mathematics Instructions for all Learners OR EDU534 General Methods for Secondary Teachers	3	EDU612 Differentiated Mathematics Instruction for all Learners or EDU621 General Methods for Secondary Teachers	3
		EDU 612 or EDU621F Fieldwork	.5
GED621 Assessment Procedures and Services for Students with Disabilities	3	EDU650 Assessment and Services for Students with Disabilities	3
GED631 Curricular and Instructional Adaptations for Students with Disabilities	3	EDU651 Curricular and Instructional Adaptations for Students with Mild/Moderate Disabilities	3
GED632 Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	3	EDU652 Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	3
TOTAL UNIQUE COURSES	18		16
TOTAL COMMON COURSES (See Table 5)	25		23
TOTAL REQUIRED for preliminary credential	43		39

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MODERATE/SEVERE AUTHORIZATION

Table 6 Comparison of current and proposed common courses for Moderate/Severe authorization

Current Program		Proposed Program	
EDU502 Research-based Learning Theory	3	NOTE: 502 and 504 are combined into the new course EDU600 Foundations of Education and Learning Theory	3
EDU504 Legal, Ethical & Wesleyan Perspectives on Education	3		
EDU507 Principles of Language Acquisition for students with Moderate/Severe Disabilities	3	EDU653 Principles of Language Acquisition for Students with Moderate/Severe Disabilities	3
		EDU653F Fieldwork for Principles of Language Acquisition for Students with Moderate/Severe Disabilities	.5
EDU508 Assessment and Research Practices	3	EDU603 Classroom Assessment and Research Practices	3
		EDU600F Fieldwork for Foundations of Education & Learning Theory	.5
EDU533 Foundations of Special Education	3	EDU602 Foundations of Special Education (Formerly EDU533)	3
EDU540 Student Teaching/Intern Teaching I	4	EDU670 or 671	4
EDU541 Student Teaching/Intern Teaching Inquiry and reflection I	1	EDU672 or 673	1
EDU550 Student Teaching/Intern Teaching II	4	EDU674 or 676	4
EDU551 Student Teaching/Intern Teaching Inquiry and Reflection II	1	EDU675 or 676	1
TOTAL	25		23

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Table 7 Comparison of current and proposed Moderate/Severe authorization

Current Program		Proposed Program	
EDU520 Differentiated Reading and Related Language Arts Instruction for all learners	3	Note: EDU520 and 522 are combined into a new course - EDU610 Methods of Teaching Reading and Writing	3
EDU522 Differentiated Writing and Related Language Arts Instructions for all learners	3		
		EDU610F Fieldwork for Methods of Teaching Reading and Writing	.5
EDU525 Methods of Teaching Students with Moderate/Severe Disabilities	3	EDU 654 Methods for Teaching Students with Moderate/Severe Disabilities	3
		EDU 654F Fieldwork for Methods for Teaching Students with M/S Disabilities	.5
GED621 Assessment Procedures and Services for Students with Disabilities	3	EDU650 Assessment Procedures and Services for Students with Disabilities	3
GED626 Organization and Management for Success in the Moderate/Severe Classroom	3	EDU 655 Organization and Management for Success in the Moderate/Severe Classroom	3
GED632 Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	3	EDU 652 Collaboration & Consultation for IEP Implementation, Evaluation & Program Improvement	3
TOTAL UNIQUE COURSES	18		16
TOTAL COMMON COURSES (See Table 6)	25		23
TOTAL REQUIRED for preliminary credential	43		39

WHAT IS THE IMPACT OF THE PROPOSED MAT ON THE CURRENT MASTER OF ARTS IN EDUCATION: CONCENTRATION IN TEACHING & LEARNING

One important consideration in the new MAT is the impact on an existing program, the MA in Education: Concentration in Teaching and Learning (often abbreviated as MATL). It is essential to distinguish between the populations of the two programs. While the MAT population is for those candidates that do not already hold a credential, the population of candidates in the current MA in ED: T&L are teachers that already hold a preliminary credential that did not include a master's degree. The current MA in Ed: TL program allows a student that completed the PLNU credential program to count 12 of their 37 hours of their preliminary credential program into the 36 hour degree program. This means that MATL candidates that complete the preliminary credential at PLNU need to complete an additional 24 hours of credits toward the required 36 hours.

Another important factor in considering the impact of the MAT on the MA in Ed: TL program is that the majority of the current candidates in this program did not complete their preliminary credential program at PLNU. At the three regional centers – Arcadia, Bakersfield and Mission Valley only 25% of the candidates completed their credential at PLNU while 75% completed their credential elsewhere. PLNU Graduates that complete the

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MAT will not need to return and complete the MA in Education: TL, (MA:TL) as they will already have a master's degree and this may impact MATL enrollment. So the majority of currently enrolled MATL candidates are not bringing into their program the 12 hours from their credential program. This drop in future MATL enrollments of PLNU credential completers would not happen for at least 3 years as it takes at least a year for a candidate to complete the credential, obtain their first teaching job and then return for the master's degree. The loss of 25% of MATL students in the future this is a concern and can be replenished by doing a better job of recruiting our former preliminary credential completers into the MATL program.

Impact on department/school staffing: Regional Centers would utilize current full-time faculty or adjunct faculty. Each regional center and program coordinators for the three programs (Single Subject, Multiple Subject and Special Education) will develop a phase in for the MAT and phase out for the current programs. Since the new program is four hours less than the current program there should not be an increase in faculty load to implement this program.

Impact of proposal on the size of the major: This question applies only to undergraduate proposals with a major and not to graduate programs.

Staffing increase/decrease: Because the MAT is eliminating the courses in the current program and replacing them with fewer courses there is no need for increased staffing. During the 2009-10 year of implementation there would be minimal overlap as the old is being phased out and the new is being phased in.

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HOW DOES THE MAT IMPACT THE UNDERGRADUATE LIBERAL STUDIES MAJOR?

Point Loma Nazarene University Liberal Studies majors that are preparing for teaching in elementary schools enroll in 12 hours that are used for the Multiple Subject preliminary credential. With the implementation of the MAT these same courses will be used for the preliminary credential. However since these 12 hours are undergraduate they cannot be used for the MAT graduate program just as they could not have been used in the current MA in Education program. To complete the MAT degree Liberal studies majors will take the following 12 units to satisfy the MAT degree and also complete the Reading Certificate. This certificate is highly desired for elementary teachers as the teaching of reading is extremely important in elementary classrooms. The 12 hours in the Reading Certificate are all existing courses and offered at all of the three larger regional centers (Arcadia, Bakersfield and Mission Valley).

GED 692	Standards, Assessment and Instruction: Comprehending and Composing Written Language	3
GED 693	Research-Based Intervention Models and Strategies	2
GED694	Standards, Assessment and Instruction: Word Analysis, Fluency and Systematic Vocabulary Development	3
GED 698	Special Studies in Education: Literacy Field Studies (Reading Certificate Level)	1
GED 628	Using Technology to Support Student Learning	3
Total		12

WHAT IS AN MAT DEGREE?

“In the 1950s, MATs were supported by private funds for scholarships, and during the 1960s, some institutions developed MAT programs as part of NDEA graduate fellowship programs. The original concept for the MAT was a two-year post-baccalaureate program for graduates from arts and sciences programs (Powell, 1980). Based on a 48-hour requirement, the program was about equally divided between a content field—such as English or history—and pedagogy. When the original funding expired and new funding for scholarships was not forthcoming, the enrollments in MAT programs soon dwindled, and in many institutions the program was dropped. In recent years, teacher education programs at the graduate level have reappeared, often targeted on career-changers and early retirees from the military or business and industry. Some institutions have initiated the fifth-year program for recent graduates who did not choose education as their undergraduate majors. These programs differ from the traditional master’s degree in education because they are initial licensure programs and do not build on a foundation created during the baccalaureate program. In addition, they are not programs that focus on inquiry as a way of increasing knowledge in a field, and they are not designed to help Candidates become better

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researchers or consumers of the research done by others.” Report to the American Council on Education Presidents’ Task Force on Teacher Education, Models of Teacher Education, by Dale P. Scannell Retrieved from <http://curie.umd.umich.edu/TeacherPrep/74.pdf>

Table 8 Headcount enrollments at three larger regional centers summer 2007 to spring 2009 (quad I only)

	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009
Arcadia Credential	131	121	118	99	97	99
Arcadia Grad	166	199	217	298	193	181
Bakersfield Credential	165	166	191	153	108	94
Bakersfield Graduate	134	133	144	156	186	222
Mission Valley Credential	84	95	87	72	91	88
Mission Valley Grad	169	168	153	200	193	183
Non-degree all centers	297	111	65	96	13	9
Total	1146	993	975	1074	881	876

MARKET COMPETITION FOR THE THREE MAJOR REGIONAL CENTERS

In the following three tables there is a comparison with our current preliminary credential program (37 hours) plus 24 hours to complete the MATL degree (total 61) with other institutions. In the San Diego market other private competitors such as APU have a 45 hour degree that includes the preliminary credential while PLNU requires 61 hours. Though our tuition is comparable the number of credits required is much higher.

Table 9 Market Competition in San Diego (Mission Valley)

Institution	# hours required	Tuition	Total Cost
Azusa Pacific –combined MAT and credential	45	\$510	\$22,950
Chapman University	39 (12 units prerequisite)	\$545	\$21,255
National University	38 (57 quarter hours)	\$377	\$14,326
University of Phoenix	43	\$420	\$18,060
UCSD Master of Education degree including credential	43 (64 quarter)		
University of San Diego	36 (credential only)	\$1,120	\$40,320

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Point Loma current program 37 + 24	61	\$485	\$29,585
Point Loma proposed MAT	46	\$485	\$22,310

The market competition outlined in Table 10 in Arcadia is different from San Diego in that our major competition is also APU, but also Cal State LA, and USC. While USC's tuition is much higher than the others it is interesting to note that USC has developed an MAT degree where the coursework is entirely online. In both their online and face-to-face programs they require only 32 semester hours for the credential and master's degree combined.

Table 10 Market Competition in Arcadia

Institution	# hours required	Tuition	Total Cost
Azusa Pacific	45	\$510	\$22,950
University of Southern Cal	32	\$1,249	\$39,968
USC Online	32	\$1,249	\$39,968
University of Phoenix	43	\$420	\$18,060

The PLNU Bakersfield regional center has had a higher enrollment in credential programs than our other centers and has been successful by hiring full-time faculty to run the programs as opposed to the model used by other university of having primarily adjuncts off site. The faculty and staff at Bakersfield are convinced that the MAT will put them in a strong position to compete with other private institutions in Bakersfield.

Table 11 Market Competition in Bakersfield

Institution	# hours required	Tuition	Total Cost
Fresno Pacific	34 (credential only)	\$485	\$16,490
University of La Verne	33 credential + 12 to complete MAT = 45	\$640	\$28,880
University of Phoenix	43	\$420	\$18,060

MASTER OF ARTS IN TEACHING (MAT) PROPOSAL FORM

HOW DOES THE MAT IMPACT THE UNDERGRADUATE DEPARTMENTS OFFERING SECONDARY METHODS COURSES?

One of the improvements in the MAT program over the current preliminary credential program for Single Subject candidates is that it requires a content specific pedagogy course. Several PLNU departments offer such a course to undergraduates that in the past has been substituted for EDU534 General Methods for Secondary Teachers. In the proposed MAT the equivalent course (EDU 621 General Methods for Secondary Teachers) will be required of all candidates. PLNU students that have completed a content specific pedagogy course will be substituted for one of the new EDU622-629 courses. Table 12 below illustrates the PLNU departments that have a secondary methods course and where it would be substituted in the preliminary teaching credential.

Table 12 PLNU Undergraduate secondary methods courses

PLNU Undergrad Department		Equivalent course for Preliminary credential	
<i>LIT 535, Methods of Teaching English</i>	<i>3</i>	<i>EDU622 Methods of Teaching Secondary Language Arts</i>	<i>3</i>
<i>MTH 463 Secondary School Mathematics,</i>	<i>3</i>	<i>EDU623 Methods of Teaching Secondary Mathematics</i>	<i>3</i>
<i>ART455 Visual Arts in the Classroom II</i>	<i>3</i>	<i>EDU627 Methods for Teaching Secondary Visual Arts</i>	<i>3</i>
<i>PED416 Methods of Teaching Secondary Physical Education</i>	<i>3</i>	<i>EDU628 Methods for Teaching Secondary Physical Education</i>	<i>3</i>
<i>MUE454 Secondary School Music Methods</i>	<i>3</i>	<i>EDU629 Content Specific Pedagogy for Secondary Teachers</i>	<i>3</i>

MASTER OF ARTS IN TEACHING (MAT) PROPOSAL FORM

CATALOG COPY:

(replacing current graduate catalog copy starting at page 61 and ending on page 66 just before Title II information)

MASTER OF ARTS IN TEACHING

(M.A.T. degree)

The MAT is offered to candidates with a bachelor's degree in two phases:

(1) Phase I will consist of 23 hours of courses and 10 hours fieldwork/clinical practice for Multiple and Single Subject candidates and 39 hours for Special Education culminating in a preliminary teaching credential. Candidates have the option of completing phase I and are not required to finish Phase 2 of the MAT degree. Each of the preliminary credential programs builds upon a foundation of 23 hours of common courses in educational research, learning theory, language acquisition, special education and fieldwork.

(2) Phase 2 occurs after a candidate has earned the preliminary credential and is advised to obtain their first teaching position before completing the MAT coursework in accordance with local employment conditions and hiring preferences. The finishing courses in phase 2 would be 13 hours for Multiple and Single Subject for a total of 46 hours, and 7 hours for Special Education candidates for a total of 47 hours.

Point Loma preliminary credential candidates develop the knowledge, skills, and dispositions to be highly qualified, high performing educators of noble character in an age of assessment and accountability for student learning.

Point Loma Nazarene University provides a Teacher Education Handbook. This Handbook is provided to those applying to the program and contains the actual forms required for credential program admission as well as the instructions for completion.

Once admitted to Phase I of the MAT (preliminary teaching program), candidates are assessed during each course and field experience. Decisions regarding each candidate's ability to continue in the program are made prior to both the first and second Clinical Practice assignments.

Upon successful completion of all requirement and coursework, candidates may apply for the appropriate preliminary/Level I credential.

Program eligibility for entrance to MAT Phase I:

- Basic Skills requirement – evidence of registration or passage of California Basic Educational Skills Test (CBEST) or other commission approved method.
- A writing sample that indicates graduate-level ability addressing your interest in the teaching profession.
- Teacher Education Program Interview: All candidates must complete a personal interview with faculty from the School of Education.

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Prerequisites to Field Experiences (EDU600F, 601F, 610F, 612F, 620F, 621F, 653F, 654F)

- Application for Field Experiences submitted to Regional Center Field Experience Coordinator
- Health Clearance: Evidence must be presented that the candidate is free from tuberculosis.
- Finger Print Clearance (Certificate of Clearance): Teacher candidates must possess or apply for a Certificate of Clearance or valid CTC document. The Certificate of Clearance or permit must be valid at the time of field experiences and clinical practice.

Prerequisites to Clinical Practice Experiences (EDU630-639, 640-649, 670-679)

- Application for Clinical Practice Experiences submitted to Regional Center Field Experience Coordinator;
- Teacher Performance Assessment – Tasks one and two passed.
- Teacher education interview
- Subject Matter Competence:
 - Single Subject candidates meet this requirement by completing a state-approved subject matter competency program or by passing the appropriate subject matter exam.
 - Multiple Subject candidates are required to pass the CSET:MS.
 - Special Education candidates are required to pass the CSET:MS or the appropriate subject matter exam.
- Professional Preparation: met by completing the sequence of courses and all field experiences for the appropriate credential program.

Final Credential Requirements

(due prior to application for Preliminary Credential to Regional Center Credential Analyst)

- US Constitution: Knowledge of the Constitution is demonstrated by either a California Commission on Teacher Credentialing approved college level course, by exam, or by a workshop followed by an exam offered by PLNU. (Required prior to intern credential)
- Professional Preparation: Met by completing the sequence of courses, fieldwork and clinical practice for the appropriate credential program.
- Developing English Language Skills: Met by passing EDU 601 or EDU 653, and EDU 610 for Multiple Subject and Educational Specialist or EDU620 for Single Subject.
- Teacher Performance Assessment (TPA)/E-Portfolio: All candidates are required to successfully pass California's Teacher Performance Assessment (TPA).
- Current CPR Certification: Successful completion of an approved infant-child-adult CPR course and documentation of that fact is required before applying for a preliminary credential.
- Computer Level I Competencies: Computer Level I Competencies are imbedded into Educational coursework and successful completion of coursework will meet this standard.

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- Reading Instruction Competency Assessment (RICA): Multiple Subject and Educational Specialist candidates are required to pass the Reading Instruction Competence Assessment (RICA) exam prior to applying for a teaching credential.

Intern Credential

Intern candidates must complete a minimum of 120 pre-service hours, Basic Skills competency, subject matter competence, certificate of clearance and TB, the US Constitution requirement and an offer of employment prior to issuance of an intern credential.

MULTIPLE SUBJECT CREDENTIAL

The School of Education offers a specially designed multiple subject teaching credential program for candidates seeking to teach at the elementary grade levels or in K-12 self-contained, general education classrooms. The California Commission on Teaching Credentialing 2042 credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

The preliminary multiple subject teacher credential (33 hours) prepares entry level teachers with a rich blend of research-based learning theory and structured opportunities to apply their learning in field-work and student teaching experiences in K-12 classrooms supported by expert Point Loma faculty and practicing master teachers.

Common Courses required of all Multiple, Single and Special Education candidates	
EDU600 Foundations of Education and Learning Theory	3
EDU601 Language Acquisition and diverse populations	3
EDU603 Classroom Assessment and Research Practices	3
EDU600F Fieldwork for Foundations of Education & Learning Theory	.5
EDU 601F Fieldwork for Language Acquisition and Diverse Populations	.5
EDU602 Foundations of Special Education	3
EDU630 Elementary Clinical Practice I or	4
EDU 632 Intern Elementary Clinical Practice I	
EDU631 Elementary Clinical Practice Seminar I or	1
EDU 633 Intern Elementary Clinical Practice Seminar I	
EDU 634 Elementary Clinical Practice II or	4
EDU636 Intern Elementary Clinical Practice II	
EDU635 Elementary Clinical Practice Seminar II or	1
EDU637 Intern Elementary Clinical Practice Seminar II	
TOTAL COMMON COURSES	23
EDU610 Methods of Teaching Reading and Writing	3
EDU610F Fieldwork for Methods of Teaching Reading and Writing	.5

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EDU612 Differentiated Mathematics Instruction for all Learners	3
EDU612F Fieldwork for Differentiated Mathematics Instruction for all Learners	.5
EDU611 Interdisciplinary Approaches in Teaching in the Content Areas	3
TOTAL MULTIPLE SUBJECT COURSES	10
TOTAL MULTIPLE SUBJECT PRELIMINARY CREDENTIAL/PHASE I MAT	33
Candidates who are under an intern contract with a school district also take the following 2 hours:	
EDU648 Intern Support Seminar (.5 unit for 4 semesters)	2

SINGLE SUBJECT TEACHING CREDENTIAL

Candidates who plan to teach at the secondary level need to pursue the Single Subject Credential in an approved discipline of their choice. A Single Subject credential enables a person to teach in a departmental (K-12) classroom. The California Commission on Teacher Credential 2042 credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

Common Courses required of all Multiple, Single and Special Education candidates	
EDU600 Foundations of Education and Learning Theory	3
EDU601 Language Acquisition and diverse populations	3
EDU603 Classroom Assessment and Research Practices	3
EDU600F Fieldwork for Foundations of Education & Learning Theory	.5
EDU 601F Fieldwork for Language Acquisition and Diverse Populations	.5
EDU602 Foundations of Special Education	3
EDU630 Elementary Clinical Practice I or	4
EDU 632 Intern Elementary Clinical Practice I	
EDU631 Elementary Clinical Practice Seminar I or	1
EDU 633 Intern Elementary Clinical Practice Seminar I	
EDU 634 Elementary Clinical Practice II or	4
EDU636 Intern Elementary Clinical Practice II	
EDU635 Elementary Clinical Practice Seminar II or	1
EDU637 Intern Elementary Clinical Practice Seminar II	
TOTAL COMMON COURSES	23
EDU620 Literacy Instruction for Secondary Teachers	3
EDU620F Fieldwork for Literacy Instruction for Secondary Teachers	.5
EDU621 General Methods for Secondary Teachers	3
EDU621F Fieldwork for General Methods for Secondary Teachers	.5
Students choose one of the content specific pedagogy courses EDU622 – 629	3

MASTER OF ARTS IN TEACHING (MAT) PROPOSAL FORM

TOTAL SINGLE SUBJECT COURSES	10
TOTAL SINGLE SUBJECT PRELIMINARY CREDENTIAL/PHASE I MAT	33
Candidates who are under an intern contract with a school district also take the following 2 hours:	
EDU648 Intern Support Seminar (.5 unit for 4 semesters)	2

PRELIMINARY LEVEL I EDUCATIONAL SPECIALIST (MILD/MODERATE) TEACHING CREDENTIAL AND INTERN PROGRAM

This credential prepares teachers to create, develop and implement individualized adaptations and accommodations to facilitate access to learning of the core curriculum in a variety of environments. Coursework focuses on state and federal regulations, Individual Education Plans (IEP), specialized curricula, learning, behavior and transition strategies as well as the use of current and assistive technologies. Candidates in this program develop skills in working as collaborators in educational settings.

Common Courses required of all Multiple, Single and Special Education candidates	
EDU600 Foundations of Education and Learning Theory	3
EDU600F Fieldwork for Foundations of Education & Learning Theory	.5
EDU601 Language Acquisition and diverse populations or EDU653 Principles of Language Acquisition for Students with Moderate/Severe Disabilities	3
EDU 601F Fieldwork for Language Acquisition and Diverse Populations or EDU653F Fieldwork for Principles of Language Acquisition for Students with Moderate/Severe Disabilities	.5
EDU602 Foundations of Special Education	3
EDU603 Classroom Assessment and Research Practices	3
Total Common Courses for Mild/Moderate	13
EDU610 Methods of Teaching Reading and Writing	3
EDU610F Fieldwork for Methods of Teaching Reading and Writing	.5
EDU612 Differentiated Mathematics Instruction for all Learners or EDU621 General Methods for Secondary Teachers	3
EDU 612F Fieldwork for Differentiated Mathematics Instruction for all Learners or EDU621F Fieldwork for General Methods for Secondary Teachers	.5
EDU650 Assessment and Services for Students with Disabilities	3
EDU651 Curricular and Instructional Adaptations for Students with Mild/Moderate Disabilities	3
EDU652 Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	3
Total hours for Mild/Moderate Authorization	16

Candidates who are not under contract with a School district also take the following 10 hours:

EDU670 Special Education Clinical Practice I	4
EDU671 Special Education Clinical Practice Seminar I	1
EDU674 Special Education Clinical Practice II	4
EDU675 Special Education Clinical Practice Seminar II	1

Candidates who are under an intern contract with a school district also take the following 12 hours:

EDU648 Intern Support Seminar (.5 unit for 4 semesters)	2
EDU672 Intern Special Education Clinical Practice I	4

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EDU673 Intern Special Education Clinical Practice Seminar I	1
EDU676 Intern Special Education Clinical Practice II	4
EDU677 Intern Special Education Clinical Practice Seminar II	1
TOTAL Mild/Moderate	39 - 41

PRELIMINARY LEVEL I EDUCATIONAL SPECIALIST (MODERATE/SEVERE) TEACHING CREDENTIAL

Common Courses required of all Multiple, Single and Special Education candidates

EDU600 Foundations of Education and Learning Theory	3
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EDU600F Fieldwork for Foundations of Education & Learning Theory	.5
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EDU602 Foundations of Special Education (Formerly EDU533)	3
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EDU603 Classroom Assessment and Research Practices	3
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EDU653 Principles of Language Acquisition for Students with Moderate/Severe Disabilities	3
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EDU653F Fieldwork for Principles of Language Acquisition for Students with	.5
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Moderate/Severe Disabilities

Total Common Courses	13
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EDU610 Methods of Teaching Reading and Writing	3
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EDU610F Fieldwork for Methods of Teaching Reading and Writing	.5
---	----

EDU650 Assessment and Services for Students with Disabilities	3
---	---

EDU652 Collaboration and Consultation for IEP Implementation, Evaluation and Program	3
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Improvement

EDU654 Methods of Teaching Students with Moderate/Severe Disabilities	3
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EDU654 Fieldwork for Methods of Teaching Students with Moderate/Severe Disabilities	.5
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EDU655 Organization and Management for Success in the Moderate/Severe Classroom	3
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Total hours for Moderate/Severe Authorization	16
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Candidates who are not under contract with a School district also take the following 10 hours:

EDU670 Special Education Clinical Practice I	4
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EDU671 Special Education Clinical Practice Seminar I	1
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EDU674 Special Education Clinical Practice II	4
---	---

EDU675 Special Education Clinical Practice Seminar II	1
---	---

Candidates who are under an intern contract with a School district also take the following 12 hours:

EDU648 Intern Support Seminar (.5 unit for 4 semesters)	2
---	---

EDU672 Intern Special Education Clinical Practice I	4
---	---

EDU673 Intern Special Education Clinical Practice Seminar I	1
---	---

EDU676 Intern Special Education Clinical Practice II	4
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EDU677 Intern Special Education Clinical Practice Seminar II	1
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Total Moderate/Severe	39 - 41
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Program Eligibility Requirements to the MAT Phase II

It is anticipated that most MAT students will finish Phase I of the program and apply for their preliminary teaching credential and for the next two years participate in BTSA programs in their local school district.

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PHASE II: MAT FINISHING COURSEWORK

Phase II of the MAT normally takes place after a candidate has completed the preliminary teaching credential and has completed two years of teaching experience.

The courses listed below are the final 13 coursework hours to complete the MAT degree for Multiple and Single Subject for a total of 46 hours.

Core Course:	GED 672 Philosophy of Education	3
Curriculum Courses: Students choose either	GED 616 Curriculum Development, Innovation, and Evaluation OR GED 692 Standards, Assessment and Instruction: Comprehending and Composing Written Language	3
Diversity Courses: Students choose either	GED 641 School Communities in a Pluralistic Society or GED 609 Collaborative and Responsive Leadership	3
Action Research:	GED 689 Master's Project and GED 689P Action Research Project Support	3 1
TOTAL		13

The courses listed below are the final 7 hours to complete the MAT degree for Special Education for a total of 47 hours. The preliminary credential in Special Education requires an additional 6 hours beyond the 33 required for the Multiple and Single Subject credentials. Both of these courses that are in excess of the 33 for the preliminary are counted below in the finishing courses for MAT in Special Education.

Core Course:	GED 672 Philosophy of Education	3
Curriculum Courses: Special Education Candidates meet this requirement by taking either 651 or 654 in their preliminary credential	EDU 651 Curricular and Instructional Adaptations for Candidates with Mild/Moderate Disabilities or EDU 654 Methods of Teaching Candidates with Moderate/Severe Disabilities	
Diversity Courses: Students meet this requirement by taking either 652 or 655 in their preliminary credential	EDU 652 Collaboration and Consultation for IEP Implementation, Evaluation, and Program Improvement or EDU 655 Organization and Management for Success in the Moderate/Severe Classroom	
Action Research:	GED 689 Master's Project and GED 689P Action Research Project Support	3 1
TOTAL		7

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COURSE DESCRIPTIONS

Common courses required for all preliminary credential programs

ARE NUMBERED 600 - 609

EDU 600 (3) Foundations of Education and Learning Theory
(Formerly EDU 502 and EDU504)

Course Description:

This survey course provides an overview of the major laws and principles regarding the historical and contemporary purposes, roles and functions of education in American society as well as an overview of the major concepts, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. Wesleyan perspectives in education are introduced. Effective instructional strategies that ensure active and equitable participation of all learners, as well as modifications for diverse learners with exceptionalities, are observed through fieldwork experiences (must be concurrently enrolled in EDU600F).

EDU 600F (.5) Fieldwork for Foundations of Education and Learning Theory

Course Description:

This fieldwork course requires 15 clock hours of observation and participation specific to learning theory in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in EDU 600. Graded CREDIT/NO CREDIT.

EDU 601 (3) Language Acquisition and Diverse Populations
(Formerly EDU506)

Course Description:

This theory course focuses on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Foundational knowledge and classroom instructional practices are linked through the systematic study of phonemic awareness, oral language, and literacy development. Special emphasis is placed on the Structured English Immersion model as practiced in California Schools. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socio-economically diverse are introduced and applied through fieldwork experiences (must be concurrently enrolled in EDU601F).

EDU 601F (.5) Fieldwork Language Acquisition and Diverse Populations

Course Description:

This course requires 15 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in EDU 601. Graded CREDIT/NO CREDIT.

EDU 602 (3) Foundations of Special Education (TPA I)
(Formerly numbered EDU 533)

Course Description:

This survey course provides an overview of the major educational practices, theories, and research regarding diverse learners with disabilities. Emergent issues and best practices including differentiated instruction, curricular adaptations and modifications, compliance with laws, ethical concerns, and characteristics and needs of learners with disabilities will be examined. Principles of effective collaborative and interdisciplinary teaming, positive behavior supports, and inclusive educational programming will be addressed. This course

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meets the special education mainstreaming requirement for all basic teaching credentials. It is through this course that each candidate completes the CalTPA task "Subject Specific Pedagogy" as a performance-based measure of the knowledge and skills taught in this course.

EDU 603 (3) Classroom Assessment and Research Practices (Formerly numbered EDU 508)

Course Description:

This methodology course analyzes assessment types, practices, and instruments used to evaluate student academic achievement utilizing formative, summative, formal, informal, as well as classroom-based and standardized measures. Candidates apply the knowledge and skills to design both whole class and differentiated instruction and assessments based on learner profiles. The relationship between theory and practice provides the basis for reflection to encourage application of research-based assessment strategies in the classroom. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied. Technology for teaching and learning is integrated in the course.

Multiple Subject course descriptions

These courses numbered 610-619 are required only for the Multiple Subject credential (All Special Education candidates take EDU610, and Special Education elementary candidates take EDU612 and Secondary candidates take EDU621).

EDU 610 (3) Methods of Teaching Reading and Writing (Formerly EDU520 and EDU522)

Course Description:

This methodology course provides intensive instruction grounded in sound research to enable candidates to deliver a comprehensive program of systematic, explicit and meaningfully-applied instruction in reading, writing, listening and speaking. Opportunities for candidates to learn, understand and effectively use materials, methods and strategies, to include culturally diverse literature for all learners is provided. Instruction is aligned to the state adopted English Language Arts Content Standards (K-8) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through field work experience. Technology for teaching and learning is integrated in the course (must be concurrently enrolled in EDU610F).

EDU 610F (.5) Fieldwork for Methods of Teaching Reading and Writing

Course Description:

This course requires 15 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates will work with a small group in the area of literacy under the direction of a cooperating teacher. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in EDU 610. Graded CREDIT/NO CREDIT.

EDU 611 (3) Interdisciplinary Approaches to Teaching in the Content Areas (Formerly EDU526 and EDU528)

Course Description:

This methodology course emphasizes a cross-curricular approach to content-based instruction through critical thinking skills, basic analysis skills, study skills and specific teaching strategies and methodology for active forms of learning. The process of interrelation of ideas and information within and across science, social

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studies, health and physical education utilizing the academic content standards is emphasized. Included in this course is the integration of reading, writing, listening and speaking across content areas. Instruction is aligned to the state adopted content standards (K-8) and the language needs of all learners. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied. Technology for teaching and learning is integrated in the course.

EDU 612 (3) Differentiated Mathematics Instruction for All Learners (TPA 2) (Formerly EDU524)

Course Description:

This methodology course addresses the planning of content-specific instruction and delivery of content consistent with state adopted (K-8) mathematics standards and the language needs of all learners. The interrelated components of a balanced program of mathematics and the fostering of positive attitudes toward mathematics are stressed. This course includes instruction in how to model concepts and teach learners to solve problems using multiple strategies and to anticipate, recognize and clarify mathematical misunderstandings that are common among (K-8) learners. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through field work experience. Technology for teaching and learning is integrated in the course. It is through this course that Each candidate completes the CalTPA task "Designing Instruction" as a performance-based measure of the knowledge and skills taught in this course (must be concurrently enrolled in EDU612F).

EDU 612F (.5) Fieldwork for Differentiated Mathematics Instruction for All Learners

Course Description:

This course requires 15 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in EDU 612. Graded CREDIT/NO CREDIT.

Single subject courses are numbered 620-629

EDU 620 (3) Literacy Instruction for Secondary Teachers (Formerly EDU532)

Course Description:

This methodology course teaches the knowledge and skills necessary to support the literacy development of secondary learners, including English learners, across the content areas. The core areas of reading, writing, listening, and speaking, as outlined in the English Language Arts (7-12) content standards, and the English Language Development standards, serve as the foundation and the focus. The development of reading comprehension skills, vocabulary development, and literary response and analysis and culturally diverse literature are emphasized. Instruction will also emphasize reading and writing across the curriculum to support content area knowledge. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through field work experience (must be concurrently enrolled in EDU620F).

EDU 620F (.5) Fieldwork for Literacy Instruction for Secondary Teachers

Course Description:

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This course requires 15 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates will work with a small group in the area of literacy under the direction of a cooperating teacher. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in EDU 620. Graded CREDIT/NO CREDIT.

EDU 621(3) General Methods for Secondary Teachers TPA 2 (Formerly EDU534)

Course Description:

This methodology course explores current pedagogy and its research underpinnings with the goal of implementing specific strategies, techniques, and practice of the methods presented. Candidates will demonstrate mastery of specific competencies including literacy and language development in detailed lesson plans to make content accessible to all learners through developmentally appropriate pedagogy, effective questioning techniques, and use of appropriate resources. Candidates' demonstration lessons provide opportunity for reflection on attempted practices. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through field work experience. Technology for teaching and learning is integrated in the course. It is through this course that Each candidate completes the CalTPA task "Designing Instruction" as a performance-based measure of the knowledge and skills taught in this course (must be concurrently enrolled in EDU621F).

EDU 621F (.5) Fieldwork for General Methods for Secondary Teachers

Course Description:

This fieldwork course requires 15 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in EDU 621. Graded CREDIT/NO CREDIT.

Single Subject Pedagogy Courses

The following courses in the single subject program will be offered at a central location and offered once per year for Candidates at all regional centers.

EDU 622 (3) Methods of Teaching Secondary Language Arts

Course Description:

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of language arts. Candidates will become familiar with a variety of specific methods to use in teaching literature, composition, and language. Among topics include: trends in English curriculum development, the six-trait writing process, assessment, classroom application of various forms of technology, and professional organizations. Instruction is aligned to the state adopted English Language Arts Content Standards (7-12) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to LIT 535, Methods of Teaching English (3)).

EDU 623 (3) Methods for Teaching Secondary Mathematics

Course Description:

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of mathematics content. Topics include: strategies and models for developing mathematical concepts, building skills for understanding and communicating mathematical ideas effectively, and techniques for teaching critical thinking and problem solving. Attention will also be given to: methods of

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presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, micro-teaching of a math lesson, selection of materials, inclusionary practices, classroom application of various forms of technology, and techniques for assessment. Instruction is aligned to the state adopted Mathematics Content Standards (7-12) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to MTH 463 Secondary School Mathematics, 3) PLNU students that complete MTH463 would be exempt from taking EDU623 for their preliminary single subject credential program but would need to replace it with 3 hours of a graduate level elective for the MAT Degree).

EDU 624 (3) Methods of Teaching Secondary Science

Course Description:

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of life and physical sciences. Topics include: pedagogical content knowledge, curriculum selection and design, safe laboratory management and operation, integration of language arts and mathematics in the science curriculum, methods and modalities of science teaching, assessment, classroom application of various forms of technology, and professional organizations. Micro-teaching, classroom observation and group and self-evaluation are included. Instruction is aligned to the state adopted Science Content Standards (7-12) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

EDU 625 (3) Methods of Teaching Secondary Social Science

Course Description:

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of both the social and behavioral sciences. Topics include: instructional planning, evaluation and questioning techniques, research methods, and professional organizations. Instruction is aligned to the state adopted Social Science Content Standards (7-12) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

EDU 626 (3) Methods for Teaching Secondary Foreign Language

Course Description:

This methods course is based on the organizing principles of the California State Framework, the National Standards for the Learning of Foreign Languages in the 21st Century, the American Council on the Teaching of Foreign Languages Guidelines and current research in methodology in foreign language instruction. Topics include: instructional planning, selection and classroom application of various forms of technology, evaluation and questioning techniques, research methods, and professional organizations. Each candidate will develop a unit of instruction suitable for a secondary level classroom. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

EDU627 (3) Methods for Teaching Secondary Visual Arts

Course Description:

MASTER OF ARTS IN TEACHING (MAT) PROPOSAL FORM

This methods course introduces the study to the theory and practice of teaching visual arts in secondary schools. Content is designed to address content areas of the California Visual Arts Standards in middle and high schools. Topics include: instructional planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state and national content standards and assessments, research methods, professional organizations (National Association of Art Educators), and the inclusive classroom. Each candidate will develop a unit of instruction suitable for a secondary level classroom. Each candidate is required to prepare a final portfolio of the semester's work. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

(Equivalent to ART 455 Visual Arts in the Classroom II, 3) PLNU Candidates that complete ART455 would be exempt from taking EDU627 for their preliminary single subject credential program but would need to replace it with 3 hours of a graduate level elective for the MAT Degree).

EDU628 (3) Methods for Teaching Secondary Physical Education

Course Description:

This methods course introduces the philosophical bases, instructional techniques and procedures, and the various elements involved in teaching physical education at the secondary level. Topics include: classroom teaching methods, practical application, and the California State Framework in Physical Education. Each candidate is required to prepare a final portfolio of the semester's work. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

(Equivalent to PED 416 Methods of Teaching Secondary Physical Education, 3) PLNU Candidates that complete PED416 would be exempt from taking EDU628 for their preliminary single subject credential program but would need to replace it with 3 hours of a graduate level elective for the MAT Degree).

Note: EDU629 will be offered for content areas where there are not enough enrollees in EDU622 – EDU628 and would be combined into one section with several content areas not addressed in 622 – 628. (i.e., Business, Music, Agriculture, and Home Economics).

EDU 629 (3) Content Specific Pedagogy for Secondary Teachers

Course Description:

This methodology course introduces candidates to a variety of assessments, instructional, and management strategies as related to secondary content subject matter. Candidates explore the delivery of instruction in the content areas in which they seek their credential with extensive research, practice, and reflection. Topics include: lesson planning and formative assessment. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

(Equivalent to MUE454 Secondary School Music Methods, 3 hours). PLNU Candidates that complete MUE 454 would be exempt from taking EDU628 for their preliminary single subject credential program but would need to replace it with 3 hours of a graduate level elective for the MAT Degree)

Elementary Student Teaching/Intern courses

Are numbered 630-639

EDU 630 (4) Elementary Clinical Practice I

MASTER OF ARTS IN TEACHING (MAT) PROPOSAL FORM

(Formerly EDU 540)

Course Description:

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university assigned elementary classroom with a Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in the elementary classroom. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit.

Candidates must enroll concurrently in the Clinical Practice I Seminar (EDU 631). Prerequisite: Approval to student teach and completion of all Teacher Education admission requirements.

EDU 631 (1) Elementary Clinical Practice Seminar I (TPA 3)

(Formerly EDU 541)

Course Description:

This seminar course supports the Student Teaching I experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will explore school and community demographics and consider methods for teaching diverse populations. It is through this course that Each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. This course is graded "Credit/No Credit." Candidates must enroll concurrently in EDU 630.

EDU 632 (4) Intern Elementary Clinical Practice I

Course Description:

This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Candidates learn to manage and apply instructional strategies in the elementary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit.

Candidates must enroll concurrently in the Intern Elementary Clinical Practice I Seminar (EDU 633).

Prerequisite: Approval for Intern Clinical Practice and completion of all Teacher Education admission requirements.

EDU 633 (1) Intern Elementary Clinical Practice Seminar I (TPA 3)

Course Description:

This seminar Course supports the Intern Elementary Clinical Practice I experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will explore school and community demographics and consider methods for teaching diverse populations. It is through this course that Each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. This course is graded "Credit/No Credit." Candidates must enroll concurrently in EDU 632.

MASTER OF ARTS IN TEACHING (MAT) PROPOSAL FORM

EDU 634 (4) Elementary Clinical Practice II

This course is the second Clinical Practice teaching experience. Student Teachers are assigned to a different content area and/or grade level in an elementary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new elementary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit. Candidates must enroll concurrently in the Clinical Practice II Seminar (EDU 635). Prerequisite: Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.

EDU 635 (1) Elementary Clinical Practice Seminar II (TPA 4) Course Descriptions:

This seminar course supports the Student Teaching II experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery. And parent communication. Emphasis is placed on further development of skills in the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will continue to explore school and community demographics and consider methods for teaching diverse populations. It is through this course that Each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course. This course is graded "Credit/No Credit." Candidates must enroll concurrently in EDU634.

EDU 636 (4) Intern Elementary Clinical Practice II

This Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns will complete all their Supervised Intern Teaching in the grade level where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies in the elementary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit. Candidates must enroll concurrently in the Intern Secondary Clinical Practice II Seminar (EDU 637). Prerequisite: Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements.

EDU 637 (1) Intern Elementary Clinical Practice Seminar II TPA 4 Course Description:

This seminar Course supports the Intern Secondary Clinical Practice II experience through additional classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will continue to explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course. This course is graded "Credit/No Credit." Candidates must be concurrently enrolled in EDU 636.

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Secondary Student Teaching/Intern courses

Are numbered EDU640 – 649

EDU 640 (4) Secondary Clinical Practice I (Formerly EDU540)

Course Description:

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university assigned secondary classroom with a Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in the secondary classroom. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communications. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit.

Candidates must enroll concurrently in EDU 641. Prerequisite: Approval to student teach and completion of all Teacher Education admission requirements.

EDU 641 (1) Secondary Clinical Practice Seminar I TPA 3 (Formerly 541)

Course Description:

This seminar Course supports the Clinical Practice I experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will explore school and community demographics and consider methods for teaching diverse populations. It is through this course that Each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. This course is graded "Credit/No Credit." Candidates must be concurrently enrolled in EDU 640.

EDU 642 (4) Intern Secondary Clinical Practice I

This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns will complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates learn to manage and apply instructional strategies in the secondary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit.

Candidates must enroll concurrently in EDU 643. Prerequisite: Approval for Intern Clinical Practice and completion of all Teacher Education admission requirements.

EDU 643 (1) Intern Secondary Clinical Practice Seminar I TPA 3

Course Description:

This seminar Course supports the Intern Secondary Clinical Practice I experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities.

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Candidates will explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. This course is graded "Credit/No Credit." Candidates must be concurrently enrolled in EDU 642.

EDU 644 (4) Secondary Clinical Practice II (Formerly EDU 550)

Course Description:

This course is the second Clinical Practice teaching experience. Student Teachers are assigned to a different content area and/or grade level in a secondary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new secondary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit. Candidates must enroll concurrently in the Clinical Practice II Seminar (EDU 645). Prerequisite: Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.

EDU 645 (I) Secondary Clinical Practice Seminar II (Formerly EDU 551)

TPA 4

Course Description:

This seminar course supports the Student Teaching II experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on further development of skills in the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will continue to explore school and community demographics and consider methods for teaching diverse populations. It is through this course that Each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course. This course is graded "Credit/No Credit." Candidates must be concurrently enrolled in EDU 644.

EDU 646 (4) Intern Secondary Clinical Practice II

This Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns will complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies in the secondary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit. Candidates must enroll concurrently in the Intern Secondary Clinical Practice II Seminar (EDU 647). Prerequisite: Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements.

EDU 647 (I) Intern Secondary Clinical Practice Seminar II

TPA 4

Course Description:

This seminar Course supports the Intern Secondary Clinical Practice II experience through additional classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation

MASTER OF ARTS IN TEACHING (MAT) PROPOSAL FORM

of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will continue to explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course. This course is graded "Credit/No Credit." Candidates must be concurrently enrolled in EDU 646.

Interns Only/ Multiple Subject, Single Subject and Special Education

**EDU 648 (.5 units for 4 Semesters= 2 units) Intern Support Seminar
(Formerly EDU 555)**

Course Description:

This seminar is designed for processing urgent issues that interns face in their classrooms. This seminar will create a network of intern teachers (multiple subject, single subject, special education) who will help problem solve from a variety of perspectives, be able to identify resources, and introduce intern teachers to effective practitioners and build professional collegiality between and among those serving diverse learners in different districts.

SPECIAL EDUCATION COURSES

THE COURSES NUMBERED 650-669 ARE REQUIRED ONLY FOR THE SPECIAL EDUCATION CREDENTIAL. The Special Education program offers two major areas of service or authorization: (1) Mild/Moderate and (2) Moderate/Severe. The preliminary special education endorsement courses have been renumbered from GED to EDU600's to designate that they are preliminary teaching credential courses offered at the graduate level.

Mild/Moderate authorization

**EDU 650 (3) Assessment and Services for Candidates with Disabilities
(Formerly GED 621)**

Course Description:

This methodology course explores current knowledge and best practice in the screening, referral, assessment, and placement procedures necessary to identify and qualify learners with disabilities for special education services. The significant issues of learners with disabilities will be reviewed through discussions of the developmental, academic, behavioral, social, communication, vocational, and community life skill needs of individual learners in order to develop and implement effective programs. Strategies in consultation and coordination of the assessment process will be addressed .

EDU 651 (3) Curricular and Instructional Adaptations for Candidates with Mild/Moderate Disabilities

(Formerly GED 631)

Course Description:

This methodology course provides current knowledge in the major educational practices of special education, including emergent issues, theories and research as they relate to curricular and instructional decision making for learners with mild/moderate disabilities. This course provides the necessary knowledge regarding curriculum, instruction, and technology, learning methodology and skill acquisition necessary to provide special education services.

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EDU 652 (3) Collaboration and Consultation for IEP Implementation, Evaluation, and Program Improvement (Formerly GED 632)

Course Description:

This methodology course provides expanded knowledge regarding the synthesis of all aspects of educating learners with disabilities. The candidate will be given the opportunity to synthesize information related to the assessment of standards, short-range and long-range planning for learners, transition services language and the effective use of consultation and collaboration skills. An emphasis of this course will be training for collaboration with learners, parents, family members, school personnel, and agency representatives to build teams to ensure effective transitions across the lifespan of all learners.

Moderate/Severe authorization

EDU 653 (3) Principles of Language Acquisition for students with Moderate/Severe Disabilities

(Formerly EDU 507)

Course Description:

This theory course specifically examines issues of language acquisition as related to learners with moderate/severe disabilities. Areas examined include assessment, behavior management, and communication styles that impact learning. The development of appropriate IEP goals, assistive technology, augmentative communication, and social skills instruction are emphasized. This course focuses on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Foundational knowledge and classroom instructional practices are linked through the systematic study of phonemic awareness, oral language, and literacy development. Special emphasis is placed on the Structured English Immersion model as practiced in California Schools. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socio-economically diverse are introduced and applied through 15 hours of fieldwork experiences (must be concurrently enrolled in EDU 653F).

EDU 653F (.5) Fieldwork for Principles of Language Acquisition for Candidates with Moderate/Severe Disabilities

Course Description:

This course requires 15 clock hours of observation and participation specific to learners with moderate/severe disabilities in addition to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in EDU 653. Graded CREDIT/NO CREDIT.

EDU 654 (3) Methods of Teaching Candidates with Moderate/Severe Disabilities (Formerly EDU 525)

Course Description:

This methodology course examines curriculum and instruction appropriate for individualized services including supplementary aids, services, and technology. Curricular issues addressed include modification of the curriculum within inclusive settings and natural environments, selecting appropriate curricula materials, developing and modifying appropriate curricula, and developing individual instructional plans based on formative assessment.

EDU 654F (.5) Fieldwork for Methods of Teaching Candidates with Moderate/Severe Disabilities

Course Description:

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This course requires 15 clock hours of observation and participation specific to learners with moderate/severe disabilities in addition to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in EDU 654. Graded CREDIT/NO CREDIT.

EDU 655 (3) Organization and Management for Success in the Moderate/Severe Classroom (Formerly GED 626)

Course Description:

This methodology course focuses on issues of managing the learning environment to promote success in inclusive settings for learners with moderate/severe disabilities. Techniques in training support personnel to actively use appropriate monitoring systems for support in classroom settings and natural environments will be studied. Strategies related to positive behavior supports across all learning environments will be emphasized.

Special Education Student Teaching/Intern courses

Are numbered 670-679

(Clinical Practice/Supervised Teaching I and II total 8 units and 2 units of seminar I and II)

EDU 670 (4) Special Education Clinical Practice I (Formerly all Preliminary credential students enrolled in EDU 540)

Course Description:

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university assigned classroom setting with a Cooperating Teacher and focus on the general education curriculum and California standards. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver the general education curriculum and California standards. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit. Candidates must enroll concurrently in EDU 671. Prerequisite: Approval to student teach and completion of all Teacher Education admission requirements.

EDU 671 (1) Special Education Clinical Practice Seminar I TPA 3 (Formerly all Preliminary credential students enrolled in EDU 541)

Course Description:

This seminar course supports the Student Teaching I experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will explore school and community demographics and consider methods for teaching diverse populations. It is through this course that Each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. This course is graded "Credit/No Credit." Candidates must be concurrently enrolled in EDU 670.

EDU 672 (4) Intern Special Education Clinical Practice I (Formerly EDU 570)

Course Description:

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This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor and focus on the general education curriculum and California standards. Candidates learn to manage and apply instructional strategies related to the general education curriculum and California standards with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit.

Candidates must enroll concurrently in EDU 673. Prerequisite: Approval for Intern Clinical Practice and completion of all Teacher Education admission requirements.

EDU 673 (I) Intern Special Education Clinical Practice Seminar I TPA 3 (Formerly EDU 571)

Course Description:

This seminar Course supports the Intern Clinical Practice I experience through classroom inquiry and reflection on the general education curriculum and California standards including the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. This course is graded "Credit/No Credit." Candidates must be concurrently enrolled in EDU 672.

EDU 674 (4) Special Education Clinical Practice II

Course Description:

This course is the second Clinical Practice teaching experience and it focuses on instructional strategies appropriate for learners with disabilities. Student Teachers are assigned to a different content area, grade level, or special education service area other than that in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies appropriate for learners with disabilities under the leadership of the Cooperating Teacher to learn to manage and deliver instruction. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit.

Candidates must enroll concurrently in EDU 675. Prerequisite: Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.

EDU 675 (I) Special Education Clinical Practice Seminar II TPA 4 (Formerly EDU 561)

Course Description:

This seminar course supports the Student Teaching II experience through classroom inquiry and reflection of the principles of specialized instruction for learners with disabilities, effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery and parent communication. Emphasis is placed on further development of skills in the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will continue to explore school and community demographics and consider methods for teaching diverse populations. It is through this course that Each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based

MASTER OF ARTS IN TEACHING (MAT) PROPOSAL FORM

measure of the knowledge and skills taught in this course. This course is graded "Credit/No Credit." Candidates must be concurrently enrolled in EDU 674.

EDU 676 (4) Intern Special Education Clinical Practice II (Formerly EDU 580)

Course Description:

This second Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns will complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies appropriate for learners with disabilities with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit.

Candidates must enroll concurrently in EDU 677. Prerequisite: Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements.

EDU 677 (1) Intern Special Education Clinical Practice Seminar II TPA 4 (Formerly EDU 581)

Course Description:

This seminar Course supports the Intern Clinical Practice II experience through additional classroom inquiry and reflection on appropriate instructional strategies for learners with disabilities, the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will continue to explore school and community demographics and consider methods for teaching diverse populations. It is through this course that Each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course. This course is graded "Credit/No Credit." Candidates must be concurrently enrolled in EDU 676.