

Graduate and Extended Studies Committee Short Form Proposal Template

- I. **Who** - Academic Unit Name: **School of Education**
- II. **What** – Proposal Summary: **1)** Eliminate fieldwork courses in the Master of Arts in Teaching (MAT) and add fieldwork hours to the existing co-requisite courses. Courses are (601F/653F, 610F/620F, 612F/621F/654F) **2)** Add Contemporary Issues EDU 617 to the MAT course sequence.
- III. **When** – Academic Year and Semester Changes to Take Place: **Fall semester 2017**
- IV. **Why** – Proposal Rationale (Provide the reason for this proposal being submitted.):
With the advent of California’s new teacher preparation standards for multiple and single subject credentials, several aspects of contemporary issues in education must be addressed in teacher preparation. EDU 417 in the undergraduate School of Education program addresses these very issues. Fieldwork will move into coursework, allowing this course to be added to the credential and the MAT with no net effect in the number of units for the credential or the degree.
- V. **How** – Curricular Changes:
- A. Curriculum - Short Form proposals should include current and proposed course descriptions including title, number, units, and if needed prerequisites, alternate year listing in the catalog and cross-listed courses.
 - B. Catalog Copy - All catalog changes required by the adoption of the proposal must be included at this point. Language must be exactly as the Department/ School wants it to appear in the Catalog. Please set up a meeting with the Office of Records through the GESC Chair to obtain a catalog copy. Attach the catalog copy as a separate document.

EDU 601F - Language Acquisition and Diverse Populations (Current)

(1)

This course requires 20-clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive general education school setting. Candidates are responsible for transportation to and from the school site. Graded Credit/No Credit.

Corequisite(s): EDU 601

EDU 653F - Fieldwork for Principles of Language Acquisition for Students with Moderate/Severe Disabilities (Current)

(1)

This course requires 20 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 the school site. Graded Credit/No Credit

Corequisite(s): [EDU 653](#)

EDU 610F - Fieldwork for Methods of Teaching Reading and Writing (Current)

(.5)

This course requires 20 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive general education school setting. Candidates 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 the school site. Graded Credit/No Credit.

Corequisite(s): [EDU 610](#)

EDU 612F - Fieldwork for Differentiated Mathematics Instruction for All Learners (Current)

(.5)

This course requires 20 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive general education school setting. Candidates are responsible for transportation to and from the school site. Graded Credit/No Credit.

Corequisite(s): [EDU 612](#)

EDU 620F - Fieldwork for Literacy Instruction for Secondary Teachers (Current)

(.5)

This course requires 20 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive general education school setting. Candidates 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 the school site. Graded Credit/No Credit.

Corequisite(s): [EDU 620](#)

EDU 621F - Fieldwork for General Methods for Secondary Teachers (Current)

(.5)

This fieldwork course requires 20 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive general education school setting. Candidates are responsible for transportation to and from the school site. Graded Credit/No Credit.

Corequisite(s): [EDU 621](#)

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

(.5)

This course requires 20 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 the school site. Graded Credit/No Credit

Corequisite(s): [EDU 654](#)

EDU 617 - Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education (Proposed)

(2)

This course offers candidates the opportunity to develop knowledge, skills and dispositions related to contemporary issues and challenges in California's teaching/learning systems. Special attention will be given to those issues that impede or aid positive school and classroom and community cultures and students' general academic and social success. Utilizing an interdisciplinary focus grounded in Educational Learning/Teaching Theory and pedagogy, candidates explore personal and professional planning practices of self-assessment, mission or life purpose development.

Total course/unit additions: **1 course/2 units**

Total course/unit deletions: **7 courses/4.5 units** (Note: From a student's perspective, this is only a deletion of 2 units from their particular curriculum (dependent upon their track.) The net effect is a 0-unit change in the overall curriculum.

Staffing increase/decrease: **0**

Library resourcing impact: **0**

Net Financial impact: **0**

Note: Submit proposal to the Office of Records for a Catalog Copy prior to submitting to the GESC Chair. Submit completed Short Form Proposal along with the Catalog Copy (from Office of Records) to the Graduate and Extended Studies Committee Chair not later than **two weeks** prior to Graduate and Extended Studies Committee meeting.

EDU 617 - Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education

(2)

This course offers candidates the opportunity to develop knowledge, skills and dispositions related to contemporary issues and challenges in California's public schools. Special attention will be give to those issues that impede or aid positive school and classroom cultures and students' general academic and social success.

Master of Arts in Teaching, Preliminary Teaching Credentials

[Print-Friendly Page](#)

The School of Education offers a specially designed Master of Arts in Teaching (M.A.T.) degree that includes one of the four preliminary teaching credentials approved by the California Commission on Teacher Credentialing:

- **Multiple Subject** teaching credential program is designed for candidates seeking to teach at the elementary grade levels or in P - Adult self-contained, general education classrooms.
- **Single Subject** teaching credential program is designed for candidates seeking to teach at the junior high, middle school, or high school levels or in a departmentalized setting serving grades P - Adult.
- **Mild/Moderate** is one of the two Educational Specialist Preliminary teaching credentials. This authorization is related to services for individuals with a primary disability of specific learning disabilities, emotional disturbance, mild/moderate mental retardation, other health impairment, and autism spectrum disorders within the disability area.
- **Moderate/Severe** authorization is related to services for individuals with a primary disability for autism, moderate/severe mental retardation, emotional disturbance, deaf-blind, and multiple disabilities.

The M.A.T. is offered in two phases to candidates who hold a Bachelor's degree:

1. Phase I consists of 23 -29 units of coursework and 10 units of clinical practice (student teaching) culminating in a preliminary teaching credential (33 - 39 units). The candidate is not required to finish Phase II of the M.A.T. degree in order to earn the preliminary credential.
2. Phase II usually takes place after a candidate has obtained the preliminary credential and has obtained a first teaching position. Phase II consists of 7-13 units, depending on the program, for a total of 46 units.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching, Preliminary Teaching Credentials and Professional Services Credentials will be able to:

Equip

- Promote the success of all students by being servant leaders who serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

Transform

- Demonstrate the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities; and

- Apply faith-based influences and beliefs within educational organizations.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as research-based, transformational leaders within their classrooms, schools, districts, and communities.

Program Eligibility for the Master of Arts in Teaching and Preliminary Teaching Credentials

- Proof of a score on the California Basic Educational Skills Test (CBEST) or another form of Basic Skills Testing as approved by the California Commission on Teacher Credentialing. This exam need not be passed prior to admission, but must have been attempted by the candidate;
- Education and Grade-Point Average: Teacher candidates must have completed a baccalaureate or higher degree from a regionally accredited college or university. A cumulative undergraduate grade point average of 3.000 is required in order to be admitted into the M.A.T./credential program. Candidates with a cumulative grade point average lower than 3.000 may apply for “Admission under Exception:”
- Two or more letters of recommendation from appropriate persons who have the knowledge of the applicant’s character and ability to work with children or youth. (References from friends or relatives are not appropriate);
- M.A.T. interview: All candidates must complete a personal interview with a program admissions chair.

Graduation Requirements

1. A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
2. Satisfactory completion of the prescribed course of study with a cumulative grade-point average of 3.000 or higher;
3. Completion of the approved graduate program consisting of a minimum of 46 units;
4. A recommendation from the program coordinator and director of the Branch Campus;
5. All accounts paid in full;
6. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

Common courses required of all Multiple, Single, and Special Education Preliminary Credentials:

- [EDU 600A - Orientation to Assessment \(0\)](#)

- [EDU 600 - Foundations of Education and Learning Theory \(3\)](#)
- [EDU 602 - Foundations of Special Education \(TPA 1\) \(3\)](#)
- [EDU 603 - Classroom Assessment and Research Practices \(3\)](#)
- [EDU 601 - Language Acquisition and Diverse Populations \(3\)](#)

[Print Course]

EDU 601 - Language Acquisition and Diverse Populations

(3)

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 socioeconomically diverse are introduced and applied through fieldwork experiences.

Corequisite(s): EDU 601F

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- OR
- [EDU 653 - Principles of Language Acquisition for Students with Moderate/Severe Disabilities \(3\)](#)

[Print Course]

EDU 653 - Principles of Language Acquisition for Students with Moderate/Severe Disabilities

(3)

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.

Corequisite(s): EDU 653F

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Total Common Courses Required for all Preliminary Credentials: 13 Units

Note(s):

*Course requires 20 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.

**Course requires 20 clock hours of observation and participation specific to learners with moderate/severe disabilities in addition to culturally and linguistically diverse in a culturally diverse and inclusive school setting.

Preliminary Multiple Subject Teaching Credential and Intern Program

A Multiple Subject Teaching Credential enables a candidate to teach in a self-contained (P-Adult) classroom in California. Candidates receive coursework in educational research and theory as well as methodology in reading, language arts, and mathematics. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

Candidates for the Multiple Subject credential must complete the 13 units listed above under Common Courses.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Multiple Subject) program will be able to:

Equip

- Promote the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities; and
- Apply faith-based influences and beliefs within educational organizations.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as a research-based transformational leader within their classrooms, schools, districts, and communities.

Multiple Subject Specific Courses

- [EDU 610 - Methods of Teaching Reading and Writing \(3\)](#)

[Print Course]

EDU 610 - Methods of Teaching Reading and Writing

(3)

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 are provided. Instruction is aligned to the state-adopted English Language Arts Common Core Standards (K-8) and the Next Generation 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.

Corequisite(s): EDU 610F

- [EDU 611 - Interdisciplinary Approaches to Teaching in the Content Areas \(3\)](#)
- [EDU 612 - Differentiated Mathematics Instruction for All Learners \(TPA 2\) \(3\)](#)

[Print Course]

EDU 612 - Differentiated Mathematics Instruction for All Learners (TPA 2)

(3)

This methodology course addresses the planning of content-specific instruction and delivery of content consistent with Common Core (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.

Corequisite(s): EDU 612F

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Note(s):

*Course requires 15 clock hours of participation in a classroom specific to literary instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperating teacher.

**Course requires 15 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting.

Clinical Practice

Clinical Practice is the culminating experience in which candidates work full time in classrooms under the guidance of cooperating teachers in public or private schools assigned by the field experience coordinator at the branch campus.

Traditional Candidates take:

- [EDU 630 - Elementary Clinical Practice I \(4\)](#)
- [EDU 6CP1 - Clinical Practice Seminar I \(TPA 3\) \(1\)](#)
- [EDU 634 - Elementary Clinical Practice II \(4\)](#)
- [EDU 6CP2 - Clinical Practice Seminar II \(TPA 4\) \(1\)](#)

OR Candidates who are under an intern contract with a school district take:

- [EDU 632 - Intern Elementary Clinical Practice I \(4\)](#)
- [EDU 6CP1 - Clinical Practice Seminar I \(TPA 3\) \(1\)](#)
- [EDU 636 - Intern Elementary Clinical Practice II \(4\)](#)
- [EDU 6CP2 - Clinical Practice Seminar II \(TPA 4\) \(1\)](#)

Total Multiple Subject Clinical Practice Courses: 10 Units

Total Courses Required for M.A.T. Phase I for Multiple Subject Candidates: 33 Units

Preliminary Single Subject Teaching Credential and Intern Program

Individuals who plan to teach at the secondary level pursue the Single Subject credential in an approved discipline of their choice. A Single Subject credential enables a candidate to teach in a departmentalized (P-Adult) classroom. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

Candidates for the Single Subject credential must complete the 13 units listed above under Common Courses.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Single Subject) program will be able to:

Equip

- Possess the skills and dispositions to develop instructional plans and engage students in content-specific learning experiences that lead to improved student outcomes.

Transform

- Possess the skills and dispositions to promote the learning of diverse learners at the secondary level;
- Utilize subject-specific pedagogy, content-related literacy instruction, and developmentally appropriate instruction to support learning for all students; and
- Reflect positive personal presence, age-appropriate strategies, and research-based knowledge of adolescent psychology to create safe classroom environments that promote learning for all students.

Empower

- Analyze assessment data from instruction through thoughtful reflection that informs professional practice for continual improvement.

Single Subject Specific Courses

- [EDU 620 - Literacy Instruction for Secondary Teachers \(3\)](#)
- [EDU 621 - General Methods for Secondary Teachers \(TPA 2\) \(3\)](#)

Note(s):

*Course requires 20 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperating teacher.

**Course requires 20 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive school setting.

Choose one of the content-specific pedagogy courses:

The Single Subject Content Methods courses ([EDU 622-EDU 629](#)) consist of 15 hours of online coursework and 30 hours with a subject-specific mentor. Candidates should contact their program advisor about dates for these courses.

- [EDU 622 - Methods of Teaching Secondary Language Arts \(3\)](#)
- [EDU 623 - Methods for Teaching Secondary Mathematics \(3\)](#)
- [EDU 624 - Methods of Teaching Secondary Science \(3\)](#)
- [EDU 625 - Methods of Teaching Secondary Social Science \(3\)](#)
- [EDU 626 - Methods for Teaching Secondary Foreign Language \(3\)](#)
- [EDU 627 - Methods for Teaching Secondary Visual Arts \(3\)](#)
- [EDU 628 - Methods for Teaching Secondary Physical Education \(3\)](#)
- [EDU 629 - Content-Specific Pedagogy for Secondary Teachers \(3\)](#)

Note(s):

[EDU 629](#) is offered for content areas that are not listed in EDU 622-628 (i.e., Business, Music, Agriculture, and Home Economics).

Total Clinical Practice: 10 Units

Traditional Candidates take:

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- [EDU 640 - Secondary Clinical Practice I \(4\)](#)
 - [EDU 6CP1 - Clinical Practice Seminar I \(TPA 3\) \(1\)](#)
 - [EDU 644 - Secondary Clinical Practice II \(4\)](#)
 - [EDU 6CP2 - Clinical Practice Seminar II \(TPA 4\) \(1\)](#)

Candidates who are under an intern contract with a school district take:

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- [EDU 642 - Intern Secondary Clinical Practice I \(4\)](#)
 - [EDU 6CP1 - Clinical Practice Seminar I \(TPA 3\) \(1\)](#)
 - [EDU 646 - Intern Secondary Clinical Practice II \(4\)](#)
 - [EDU 6CP2 - Clinical Practice Seminar II \(TPA 4\) \(1\)](#)

Total Single Subject Clinical Practice Courses: 10 Units

Total Courses Required for M.A.T. Phase I for Single Subject Candidates: 33 Units

Preliminary Education Specialist (Mild/Moderate) Teaching Credential and Intern Program

This credential prepares candidates 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.

Candidates for the Mild/Moderate Preliminary credential must complete the 13 units listed above under Common Courses.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Special Education, Mild-Moderate) program will be able to:

Equip

- Promote the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity;
- Possess the skills and dispositions to plan, implement, and analyze instruction that supports all students learning.

Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice;
- Utilize research-based strategies, curriculum, instructional practices and behavioral strategies to support learning for all students; and
- Reflect positive presence, age-appropriate strategies, and research-based knowledge to create safe classroom environments that promote learning.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as a research-based transformational leader within their classrooms, schools, and districts.

Mild/Moderate Authorization Courses

- [EDU 610 - Methods of Teaching Reading and Writing \(3\)](#)
- [EDU 650 - Assessment and Services for Students with Disabilities \(3\)](#)
- [EDU 651 - Curricular and Instructional Adaptations for Students with Mild/Moderate Disabilities \(3\)](#)
- [EDU 652 - Collaboration and Consultation for IEP Implementation, Evaluation, and Program Improvement \(3\)](#)

Note(s):

*Course requires 20 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperating teacher.

Choose one of the following courses:

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- [EDU 612 - Differentiated Mathematics Instruction for All Learners \(TPA 2\)](#) (3)
 - **OR**
 - [EDU 621 - General Methods for Secondary Teachers \(TPA 2\)](#) (3)

Total Mild/Moderate Authorization: 16 Units

Note(s):

*Course requires 20 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting.

**Course requires 20 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive school setting.

Traditional Candidates take:

- [EDU 670M - Special Education Mild-Moderate Clinical Practice I](#) (4)
- [EDU 6CP1 - Clinical Practice Seminar I \(TPA 3\)](#) (1)
- [EDU 674M - Special Education Clinical Practice II](#) (4)
- [EDU 6CP2 - Clinical Practice Seminar II \(TPA 4\)](#) (1)

Total: 10 Units

Candidates who are under an intern contract with a school district take:

- [EDU 648 - Intern Support Seminar](#) 3
- [EDU 672M - Intern Mild/Moderate Clinical Practice I](#) (4)
- [EDU 6CP1 - Clinical Practice Seminar I \(TPA 3\)](#) (1)
- [EDU 676M - Intern Mild/Moderate Clinical Practice II](#) (4)
- [EDU 6CP2 - Clinical Practice Seminar II \(TPA 4\)](#) (1)

Total: 12 Units

Total Mild/Moderate Authorization (41 Interns): 39 Units

Preliminary Education Specialist (Moderate/Severe) Teaching Credential

This credential prepares candidates 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.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Special Education, Moderate/Severe) program will be able to:

Equip

- Promote the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity; and
- Posses the skills and dispositions to plan, implement, and analyze instruction that supports all students learning.

Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities;
- Utilize research-based strategies, curriculum, instructional practices and behavioral strategies to support learning for all students; and
- Reflect positive personal presence, age-appropriate strategies, and research-based knowledge of students with special needs and the psychology to create safe classroom environments that promote learning for all students.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as a research-based transformational leader within their classrooms, schools, districts, and communities.

Candidates for the Moderate/Severe preliminary credential must complete the 13 units listed under Common Courses

Requirements

-
- [EDU 610 - Methods of Teaching Reading and Writing \(3\)](#)
 - [EDU 650 - Assessment and Services for Students with Disabilities \(3\)](#)
 - [EDU 652 - Collaboration and Consultation for IEP Implementation, Evaluation, and Program Improvement \(3\)](#)
 - [EDU 654 - Methods of Teaching Candidates with Moderate/Severe Disabilities \(3\)](#)

[Print Course]

EDU 654 - Methods of Teaching Candidates with Moderate/Severe Disabilities

(3)

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 655 - Organization and Management for Success in the Moderate/Severe Classroom \(3\)](#)

Total Moderate/Severe Authorization: 16 Units

Note(s):

Students in the Multiple, Single and Mild/Moderate credential programs take Graduate Education 601 while students in the Moderate/Severe credential take [SPE 653](#) and SPE 653F.

*Course requires 20 clock hours of observation and participation specific to learning theory in a culturally diverse and inclusive school setting.

**Course requires 20 clock hours of observation and participation specific to learners with moderate/severe disabilities in addition to culturally and linguistically diverse in a culturally diverse and inclusive school setting.

Traditional Candidates take:

- [EDU 670S - Special Education Moderate-Severe Clinical Practice I](#) **4**
- [EDU 6CP1 - Clinical Practice Seminar I \(TPA 3\)](#) **(1)**
- [EDU 674S - Moderate/Severe Clinical Practice II](#) **(4)**
- [EDU 6CP2 - Clinical Practice Seminar II \(TPA 4\)](#) **(1)**

Total: 10 Units

Candidates who are under an intern contract with a school district take:

- [EDU 648 - Intern Support Seminar](#) **3**
- [EDU 672S - Intern Moderate/Severe Clinical Practice I](#) **(4)**
- [EDU 6CP1 - Clinical Practice Seminar I \(TPA 3\)](#) **(1)**
- [EDU 676S - Intern Moderate/Severe Clinical Practice II](#) **(4)**
- [EDU 6CP2 - Clinical Practice Seminar II \(TPA 4\)](#) **(1)**

Total: 12 Units

Total Moderate/Severe Authorization (41 Interns): 39 Units

Fieldwork with special placement depending upon credential authorization (10-12 units)

M.A.T. Phase II Finishing Courses

Phase II of the M.A.T. normally takes place after a candidate has obtained the preliminary teaching credential and has obtained a first teaching position.

Multiple and Single Subject Candidates

The courses listed below are the final thirteen (13) units to complete the M.A.T. degree, for a total of 46 semester units.

Core Course:

- [GED 672 - Philosophy in Education](#) (3)

Curriculum Course:

- [GED 616 - Curriculum Development, Innovation, and Evaluation](#) (3)

Diversity Course:

- **Select one (1) course from the following:**
- [GED 641 - Cultural Competence in a Pluralistic Society](#) (3)
- [GED 643 - Urban Education in American Society](#) (3)
- [GED 668 - Advanced Practice for English Learners](#) (3)

Action Research:

- [GED 689 - Master's Research and Design](#) (3)
- [GED 689P1 - Culminating Research Project Support](#) (.5)
- [GED 689P2 - Culminating Research Project Support](#)