



WARNER PACIFIC COLLEGE

ADP | ADULT DEGREE PROGRAM

Master of Arts in Teaching

The Master of Arts in Teaching (MAT) is designed to meet the needs of students with a bachelor's degree who wish to become classroom teachers. The program will provide education on current instructional practices as well as an understanding of the complexities of the teaching profession. Candidates who complete the MAT will be eligible for an Initial I Teaching License in one or more of the following authorizations: early childhood, elementary, mid-level, and/or high school.

Admissions Requirements

- A baccalaureate degree from a regionally accredited college or university
- Official transcripts from all higher education institutions attended
- A cumulative GPA of 3.0 or better on prior college-level completed coursework
- Three letters of recommendation
- Completed application with \$45 application fee
- Completed and signed Payment Plan Worksheet
- A brief 100-word written explanation describing work experience during the most recent five years working with the target age group in a paid or volunteer role
- Written statement of teaching goals
- Successful interview with a faculty committee member prior to enrolling in core or prerequisite coursework
- Prerequisite courses: Human Lifespan Development, Learning Theory and computer competency as demonstrated in WPC assessment or through prior coursework (Prerequisite courses are available at ADP)
- Passing scores on entry exams based upon the area of licensure sought:
 - Elementary: CBEST and multiple subject ORELA
 - Middle: CBEST, multiple subject ORELA, and specific endorsement ORELA
 - Secondary: CBEST and specific endorsement ORELA

Applicants may enroll in prerequisite coursework without passing scores on the relevant exam, but shall do so with the full understanding that continued enrollment into the program core cannot occur until the exam is successfully passed.

Course Descriptions

Education Core Courses

ED 551A: Foundations of Education (1 credit)
This course will explore the historical development of the public school in relationship to the philosophical, historical, social, cultural, and economic transformation as witnessed in U. S. society.

Tuition

- 35 semester credits in cohort study \$19,845* (\$567 per credit hour)
- Books and Materials for 11 courses \$1,616* (estimated costs)

*Tuition and book fees are subject to change and reviewed annually (last update: June 2011).

Additional Fees

- \$45 Application fee
- \$100 Registration fee
- \$150 Graduation fee*

*Graduation fee subject to change to current rate at time of graduation. Fees are subject to change and are nonrefundable. Financial aid is available to those who qualify.

Graduation Requirements

- Completion of all courses as listed in the program of study
- A cumulative GPA of 3.0 or better
- Completion of a minimum of 15 weeks of student teaching
- Payment of all tuition and fees is required prior to receiving diploma

ED 581A: Curriculum Planning and Classroom Management (3 credits)

This course engages students in the design, development and presentation of effective learning experiences in the classroom. The school curriculum will be presented with Oregon State Benchmarks. Lesson planning and the development of a work sample will be presented. The focus will be on building a positive environment for learning and its connection to mutual respect and dignity. Management techniques will be presented, including: effective time organization, resources, and the effective use of the paraprofessional.

ED 596A: Assessment and Evaluation (3 credits)

This course presents the current methods of assessment and evaluating. During this course the learner will develop attitudes and skills necessary to provide sound classroom assessment experiences that yield accurate, usable information for students, parents, and school personnel. Topics will include: summative and formative evaluation, validity, reliability, legal issues, and techniques of data gathering, as well as National Content Standards and Oregon State Standards and Benchmarks.

ED 554A: Urban Education and Diverse Learners (3 credits)

This course is designed to celebrate different cultures and to develop models that integrate knowledge about differences with teaching methods to boost student achievement. Examples of current effective practices will be presented. Studies will include pedagogical interactions in school and the forms that knowledge assumes in the curriculum, such as, within discourse, activities, texts, materials, and technology.

ED 561A: Educating Exceptional Learners (3 credits)

This course will examine the learning needs of the exceptional population. Special emphasis will be given to strategies for the inclusion of these learners in the general education classroom. Specific accommodations, modifications, as well as the need for specially designed instruction will be presented. Individuals with Disabilities Education Act (IDEA) and other legislation will be studied.

ECE/Elementary Courses

ED 571A: Art/Physical Education/ Music in the PK-8 Classroom (3 credits)

This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Covered topics include lesson planning; scope and sequence; grade level content appropriate for art, music, and physical education; time management; and technology; as well as National Content Standards and Oregon State Standards and Benchmarks.

ED 572A: Teaching Math and Science in the PK-8 Classroom (3 credits)

This course will investigate the curriculum and instruction of math and science in the PK-8 classroom. Particular emphasis will be given to current literature and research. Covered topics include lesson planning, scope and sequence, grade level math and science content, time management, and technology, as well as National Content Standards and Oregon State Standards and Benchmarks. Peer teaching will be included. A mini Work Sample will be developed for math and science to be taught during Pre-Student Teaching.

ED 574A: Teaching Literacy and Social Studies in the PK-8 Classroom (3 credits)

This course will investigate the curriculum and instruction of literacy and social studies in the PK-8 classroom. Particular emphasis will be given to current literature and research. Covered topics include lesson planning, scope and sequence, grade level literacy and social studies content, time management, and technology, as well as National Content Standards and Oregon State Standards and Benchmarks. Students will develop a literacy Work Sample during Pre-Student Teaching.

ED 661A: Education Research (3 credits)

This course is designed to introduce students to the basic techniques of conducting and analyzing educational research. Emphasis will be given to concepts, procedures, the vocabulary of quantitative research and the involvement of the PK-12 learner. Students will complete a short research project.

ED 691A: Student Teaching 1A with Seminar (3 credits)

ED 692A: Student Teaching 1B with Seminar (4 credits)

Student teaching is practical experience in a supervised setting for 15 weeks. The candidate will be the lead teacher for five to eight weeks minimum. The assignment will be in the candidate's primary level of authorization. One work sample, demonstrating the candidate's ability to foster student learning will be developed with guidance from the cooperating teacher and the college supervisor.

ED 690A: Student Teaching 2 with Seminar (3 credits)

This practicum course meets the requirements for adding a second level of authorization to the license. The learner must be in the classroom for 100 clock hours. This course requires the development and teaching of one Work Sample. This is a supervised practicum experience. Seminars will meet weekly to debrief and help with the development of the Work Sample.

Middle/High Education Courses

ED 575A: Literacy in the Content Area (3 credits)

This course will investigate the curriculum and instruction of reading and writing for specific content in middle and high school. Particular emphasis will be given to current literature and research. Discussion will include the importance of having the ability to teach core curriculum (such as reading and writing) within any discipline. National Content Standards and Oregon State Standards and Benchmarks will also be studied.

ED 576A: Instructional Methods for the Middle and High School (3 credits)

This course will examine research-based practices and methods related to curricular content in specific middle/secondary subjects and K-12 music and physical education. The student will apply instructional strategies and models of teaching while developing a Work Sample. The appropriate learning environments will be compared and contrasted. National Content Standards and Oregon State Standards and Benchmarks will be a major part of this course. A content specific Work Sample with a literacy component will be developed.

ED 577A: Educational Trends in Middle and High School (3 credits)

This course will look at the history, theory, and philosophy of the middle and high school learning environment, as well as the changes that are taking place in both middle and high school. Current status in the field, literature sources, and works of leading scholars will be examined. Some trends to be explored are block schedules, schools within a school, small versus large secondary schools, integrated curriculum, ESOL and NCLB.