will provide support and sharing of best practices among student teachers where strategies and value added experiences can be collaborated.

Students will be guided through the process of writing their thesis following the guidelines/practices of their field. Depending on student abilities, course topics generally include idea organization and development, word choice, advanced grammar, and revising their own writing. Plagiarism and citation of sources are also covered. Individualized attention is an integral part of the course.

**Thesis 1 (4 units)** - Part 1 of a two-part thesis course, candidates will complete chapters 1-3 of the proposal, collaborate with a participating school, and coordinate with their mentor. The reading and writing assignments and in-class activities will be determined by the specific needs of the students in this class, i.e., their level of language proficiency and current knowledge of proposal and dissertation writing. Considerable attention in class is given to the rhetorical and grammatical analyses of sample thesis proposals or chapters, while in writing conferences students discuss their thesis (specific chapters) writing. This course also discusses the writing conventions of various kinds of academic correspondence.

**Integration of Faith (3 units)** - In this course candidates will discuss theory and practice associated with integrating their life into faith. Many of the struggles associated with teaching and learner in a secular environment will be discussed. Appropriate best practices and methods of Christians in the workplace will be evaluated.

**Thesis 2 (4 units)** - Part 2 of a two-part thesis course, candidates will complete chapters 4 & 5 of the Thesis, collaborate with a participating school, and coordinate with their mentor. The reading and writing assignments and in-class activities will be determined by the specific needs of the students in this class, i.e., their level of language proficiency and current knowledge of proposal and thesis writing. Considerable attention in class is given to the rhetorical and grammatical analyses of sample thesis chapters, while in writing conferences students discuss their thesis (specific chapters) writing. This course also discusses the writing conventions of various kinds of academic correspondence.

* Connected to these courses are a seven week full-day student teaching field experience. Candidates will teach under the guidance of the university supervisor with cooperation of a credentialed master teacher in a traditional classroom. In the field candidates should experience preparation, instruction, assessment, cumulative files, STAR results, IEPs, SSTs, RTI, PLC, faculty meetings, and a variety of educational experience relevant to the individual school or district. At least one of the student teaching placements must be in a title 1 diverse school/district. Multiple Subject Candidates are required to have one placement in a lower elementary (K-3) grade and another in an upper elementary (4-8) grade that is self-contained. Single Subject candidates must have two separate placements within their desired subject area that require a separate grade level or prep.

The courses are open to multiple subject and single subject credential candidates who have met all requirements according to the student teaching application and the student teaching handbook. The student will prepare the Culminating Teaching Experience of the California Teaching Performance Assessments. Candidates must pass this TPA by a score of 3 or 4.
The Masters in Teaching (MAT) program is offered over a two phase program over a 16 month period in which candidates earn both a multiple or single subject teaching credential and MAT degree. Candidates will be exposed to a curriculum and structured experience taught by lifelong classroom teachers who possess both the requisite academic pedigree and practical experience in a scholar-practitioner model. The program is replete with a heavy emphasis on character development, critical thinking skills, continual research, field experience and culminates with a five chapter thesis. Every MAT graduate will have the knowledge, skills, and character representative of a scholar-practitioner and be ready to assume a classroom or administrative role in the field of education.

**Teaching and Learning in the Classroom (3 units)** - This course is designed to introduce and explore the educational paradigm historically and philosophically. Students survey curriculum practices, teacher effectiveness and the concepts and issues related to K-12 education. Development of personal knowledge base and understanding of the following areas will be enhanced: 1) the competing purposes and values of schools in our society, 2) the nature of the teaching profession, 3) the related impact of local, state, and federal government policies on schools, 4) current educational issues related to health, safety, laws, and protection and 5) effective instructional design. Field experience will be required in the area of observation. The candidates will be introduced to the vital character traits associated with effective teachers.

**Applied Technology for Teachers (3 units)** - Comprehensive overview of the use of computer-based technology in the educational environment and integration of computer based applications into instruction in the classroom. Emphasis is on making significant changes in teaching and learning through technology by connecting subject specific instructional strategies with relevant technologies. Topics for study include: interactive technologies, computer applications, educational utilities, computer ethics, computer access and equity, critical thinking/problem solving, computer-assisted instruction, and the impact of these technologies on our schools and nation. The focus of the class time will be on curriculum theory and design, classroom management and discipline, and professional development that spans all subject areas and grade levels.

**Social Cultural Foundations (3 units)** - This course enables future teachers to examine a broad overview of concepts and issues of multicultural education and the pedagogical implications for teachers in a pluralistic society. Students will learn concepts and strategies for infusing cultural understanding across all subject areas and grade levels into the classroom. Students will reflect upon the new knowledge acquired to develop a multicultural perspective. This course prepares teachers to provide subject specific and developmentally appropriate teaching practices, to provide equal access for all students, to educate English language learners, and to create a professional English language development plan.

**Initial Student Teaching (1 unit)** - Serving as a classroom assistant, the student will learn about the dynamics of classroom preparation and instruction. The student will demonstrate specific pedagogical skills for subject matter instruction, the interpretation and use of assessments, making content accessible to students, developmentally appropriate teaching practices, and effective teaching for English learners. The Subject Specific Pedagogy Teaching Performance Assessment Task will be prepared and submitted. A passing score of 3 or 4 is required.

**Psychological Foundations for Education (3 units)** - Focuses on explanations of how people learn, including people of ethnic and cultural diversity. Theories and research are included with emphasis on practical applications, such as methods used to improve learning and teaching, and how learning relates to motivation, personality, development, creativity, and perception. The appropriate developmental needs associated with child, adolescent, and young adult years within grades PreK-12 will be evaluated. Current brain-based research and its application are reviewed.

**Teaching Reading and Writing Across the Curriculum (3 units)** - This foundational course prepares the student to assess students’ language level, make appropriate lesson plans, develop methods to help the student learn to read and write, and evaluate the student’s progress toward being able to read and write the English language. The historical significance of vocabulary will be discussed; including Greek, Latin, and Anglo-Saxon roots. The student will learn to make these applications for students with different grade and age levels. This course helps all subject area and grade level teachers to implement reading and writing across the curriculum.

**Curriculum & Methods Content 1 (3 units)** - This course is designed for Teaching Candidates to learn methods and curriculum planning for teaching and learning in public/private elementary, middle, and high schools. The primary focus will be placed on learning best practices with designing instruction, universal access, and evaluation. Each candidate will be required to demonstrate how language arts will be taught across the curriculum. Multiple subject candidates will focus their curriculum and content design in Math and Science (including statistics and probability). Single Subject candidates will focus their curriculum and content design in their selected credential area.

**Student Teaching 1* (6 units)** - This course will allow candidates to practice and demonstrate how to appropriately design instruction and design, implement, and analyze assessments within a variety of grade levels and subject areas. The latest research on effective research will also be evaluated. The course will provide support and sharing of best practices among student teachers where strategies and value added experiences can be collaborated.

**Curriculum & Methods Content 2 (3 units)** - Learn methods and curriculum planning for teaching and learning in public/private elementary, middle, and high schools. The primary focus will be placed on learning best practices with maintaining effective learning environments and classroom management within the subject area(s). Each candidate will be required to demonstrate how language arts will be taught across the curriculum. Multiple subject candidates will focus their curriculum and content design in visual and performing arts, social science, history, physical education, and health. Single Subject candidates will focus their curriculum and content design in their selected credential area.

**Student Teaching 2* (6 units)** - Candidates will practice and demonstrate how to appropriately design instruction and design, implement, and analyze assessments within a variety of grade levels and subject areas. The latest research on effective research will also be evaluated. The course