

Notification of Request for Authorization under the Degree-Granting Institutions Act

Date posted: November 13, 2017
Institution: Warner Pacific College
Accreditation: Northwest Commission on Colleges and Universities (NWCCU)
Current status: Authorized to offer degree programs in Washington State
Nature of request: Authorization to offer an additional degree program at its Washington locations

Proposed programs: Master of Arts in Teaching

Locations:	King's Way Christian School	Lower Columbia College
	3300 N.E. 78 th Street	1600 Maple Street
	Vancouver, WA 98665	Longview, WA 98632

Background:

Warner Pacific College is a private, non-profit institution based in Portland, Oregon. They are currently offering degree programs at a facility in Vancouver, WA since 2007 and Lower Columbia College since 2014. Warner Pacific College has been accredited by NWCCU since 1961.

Nature of the review:

Prior to granting authorization to offer new degree programs in Washington State, the Washington Student Achievement Council/Degree Authorization reviews elements such as program outcomes, course requirements, method of course delivery, faculty credentials, and student services.

The program to be offered by Warner Pacific College appears to meet the requirements of the Degree-Granting Institutions Act.

Information on the additional program can be found at the end of this notice.

Timeline:

The WSAC will accept comments on this application until November 27, 2017.

Any individuals with knowledge that may indicate the institution and/or the program does not meet the authorization requirements of WAC 250-61 are requested to submit comments to:

[Degree Authorization](#).

If you would like to know more about the current law and regulations that govern the program, they can be found at the following links: the statute is [Chapter RCW 28B.85](#) and the regulation is [WAC 250-61](#).

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching (MAT) is designed to meet the needs of students with a bachelor 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 a Preliminary Teaching License in one or more of the following endorsements: Early Childhood (EC), Elementary (EL), Middle-Level (ML), and/or High School (HS). Candidates must also declare a content endorsement area. Warner Pacific supports the following content/endorsements: Advanced Math, Biology, English Language Arts, Music, Multiple Subjects (EC/EL), Health, Physical Education, and Social Studies

MAT students must have successfully completed pre-requisite courses in human development and learning theory prior to beginning the methods (ED 571A-ED 577A) and student teaching (ED 690A-ED 692A) courses.

Cohort Study Curriculum

13 COURSES/ 35 SEMESTER CREDITS

(Students take seven core courses and then split into one of two tracks: Early Childhood/Elementary or Middle Level/High School, in order to assist them in focusing on their intended level of teaching).

Education Core Courses:

ED 551A	Foundations of Education	1 credit / 2 weeks
ED 535A	Curriculum Planning and Instruction	3 credits / 7 weeks
ED 596A	Assessment and Evaluation	3 credits / 7 weeks
ED 573A	ESOL Instruction for Classroom Teachers	2 credits / 5 weeks
ED 661A	Educational Research	3 credits / 7 weeks
ED 555A	Urban Education and Diverse/Exceptional Learners	3 credits / 7 weeks
ED 515A	Classroom Management	2 credits / 5 weeks
ED 690A	Student Teaching I with Seminar	3 credits / 5 weeks
ED 691A	Student Teaching IIa with Seminar	4 credits / 5 weeks
ED 692A	Student Teaching Uh with Seminar	3 credits / 5 weeks

ECE/Elementary Courses:

ED 571A	Art/Physical Education/ Music in PK-8 Classroom	2 credits / 5 weeks
ED 572A	Teaching Math and Science in the PK-8 Classroom	3 credits / 7 weeks
ED 574A	Teaching Literacy & Social Studies in the PK-8 Clsrm	3 credits / 7 weeks

Middle/High Education Courses:

ED 575A	Literacy in the Content Area	3 credits / 7 weeks
ED 576A	Instructional Methods for the Middle and High School	3 credits / 7 weeks
ED 577A	Educational Trends in Middle and High School	2 credits / 5 weeks

A student seeking to earn the Master of Arts in Teaching must complete the required cohort study as prescribed in the program. In cases where identical courses were completed in the past five years, the substitution of up to two courses may be requested. The request to substitute/transfer coursework must be made in writing prior to beginning the program. The individual student's schedule and financial aid packaging must be factored into the approval process for substituted coursework. Students must complete ED 551A, ED 515A, ED 690A, ED 691A, and ED 692A in residence at Warner Pacific.

Student Teaching

Students must have completed all other MAT coursework with a cumulative GPA of at least 3.0 before student teaching. Assignments and supervision will be coordinated by the Warner Pacific Education Department. The Placement Coordinator will attempt to accommodate student needs and preferences, but the availability of placements in any given school or semester cannot be guaranteed.

Teacher Licensure

At the time of licensure, MAT students must meet all requirements and regulations of the Teacher Standards and Practices Commission (TSPC) in order to be licensed to teach in Oregon.

Statute of Limitation for Degree Completion

All academic work for the MAT degree must be completed within 30 months from the student's program start date. If the student is unable to finish the degree program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance. The student will also be subject to any degree requirement changes that apply to the Bulletin in effect at the time of re-admittance. Additional coursework may be required when the student is re-admitted to assure that the student's program meets current TSPC requirements.

Upon successful completion of the Master of Arts in Teaching, graduates will demonstrate:

1. Candidates are effective practitioners, exhibiting the knowledge, skills, ability, and professional dispositions required for the Oregon Preliminary Teaching License, as provided in Oregon Administrative Rule 584-200-0005, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.
2. Candidates model the values, ethics and character of a Christian educator in a diverse and changing world.
3. Candidates meet the high standards of the Warner Pacific College teacher preparation program in coursework, clinical experiences, and work products, leading to the cognitive, linguistic, social, emotional, and physical achievement of the students they will teach.

MASTER OF ARTS IN TEACHING COURSE DESCRIPTIONS**ED 515A****Classroom Management****(2 credits)**

This course will address the skills needed to manage various classroom settings, handle student behaviors, and communicate with families. It will promote the development of a theoretical framework for educational practices that encourage all classroom students' intellectual, personal and moral development, develop processes for research-based effective classroom procedures and routines, and organize and manage all aspects of a classroom.

ED 535A**Curriculum Planning and Instruction****(3 credits)**

This course engages students in the design, development and presentation of effective learning experiences in the classroom. Students will learn and practice research-based, differentiated curriculum design, strategies for instruction, and assessment of learning. Attention is given to state standards and curriculum.

ED 551A**Foundations of Education****(1 credit)**

This course explores teaching as a career choice and includes an overview of the historical, philosophical, and sociological foundations of education. It includes current issues, practices, roles of school personnel and federal and state laws related to education.

ED 555A**Urban Education and Diverse/Exceptional Learners****(3 credits)**

This course is designed to celebrate a variety of learner characteristics, backgrounds, values, and contributions to the educational environment and to develop models and teaching methods to increase achievement of all students. This course will also address the challenges of and teacher responsibilities toward students with special needs, English language difficulty, and other barriers to school success.

ED 571A**Art/PE/Music Methods in the PK-8 Classroom****(2 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. Topics to be covered include: lesson planning, scope and sequence, grade level content appropriate for art, music and physical education, time management, technology, state and national standards.

ED 572A**Teaching Math and Science Methods 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. Topics to be covered include lesson planning, scope and sequence, grade level math and science content, time management, technology, and state/national content standards.

ED 573A**ESOL and Literacy Instruction Methods for Classroom Teachers****(2 credits)**

This course examines current curriculum models, materials, teaching approaches and techniques that maximize the academic achievement of English language learners. It strategies related to planning, implementing, and managing instruction that enable student proficiency levels to access the core curriculum and develop language skills.

ED 574A

Teaching Literacy and Social Studies Methods in the PK-8 Classroom (3 credits)

This course will investigate the curriculum and instruction of literacy in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level literacy content, time management, technology, state and national content standards. The course will also investigate the curriculum and instruction of social studies PK – 8 classrooms.

ED 575A

Literacy Methods in the Content Area (3 credits)

This course will review current theory and teaching practices on reading and written communication for students in middle and high school classrooms. This course will integrate pedagogical knowledge with literacy development theory for secondary, K-12 physical education (PE), and K-12 music education majors. It will include presentations of effective literacy descriptions, research, and application strategies for integrating literacy throughout the curriculum and for diverse learners.

ED 576A

Instructional Methods for the Middle and High School (3 credits)

This class concentrates on curriculum design, strategies for instruction, methods and materials and assessment of learning in middle and high school content area classes and K-12 PE and K-12 music classes. Attention is given to curriculum as it relates to the Common Core State Standards. Writing of a unit work sample, teaching one lesson from the unit, and evaluating the teaching are included. Working with students in content classes will be discussed. Evaluation and classroom management strategies will be explored.

ED 577A

Educational Trends in Middle and High School (2 credits)

This class 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 of, in the field, literature sources, and work of leading scholars will be examined.

ED 596A

Assessment & 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, techniques of data gathering and the Common Core Standards. Students will learn how to evaluate data results. There will be ten hours of observation relating to the content of this class.

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, vocabulary of quantitative research and the involvement of the PK-12 learner. Students will develop and plan an action research project.

ED 690A

Student Teaching I with Seminar

(3 credits)

Student teaching is a clinical experience in a supervised setting. The learner must be in the classroom. Assignments and supervision will be coordinated by the Education Department. This course requires the development of and edTPA and integrated unit. This is a supervised practicum (observation). The seminar will meet weekly to debrief and help with the development of the edTPA. Students must have completed all other M.A.T. coursework with a cumulative GPA of at least 3.0 before student teaching. Offered on a Pass/No Pass basis.

ED 691A

Student Teaching IIa with Seminar

(4 credits)

Student teaching is a clinical experience in a supervised setting. The assignment will be in the candidate's primary level of endorsement. The edTPA will be developed with the guidance of the mentor teacher and the college supervisor. The seminar will meet weekly to debrief and help with the development of the edTPA. Assignments and supervision will be coordinated by the Education Department. Students must have completed all other M.A.T. coursework with a cumulative GPA of at least 3.0 before student teaching. Offered on a Pass/No Pass basis. Prerequisite: ED 690A.

ED 692A

Student Teaching IIb with Seminar

(3 credits)

The assignment for this clinical experience will be a continuation of the previous five week placement. Candidates will be in the same classroom and complete all requirements for their primary level of authorization. The candidate will complete the edTPA, following the directions in the edTPA Manual. The edTPA will be developed with the guidance of the mentor teacher and the college supervisor. The seminar will meet weekly to debrief and help with the development of the edTPA. Student teacher placements and supervision will be coordinated by the main campus Education Department. Offered on a Pass- No Pass basis. Prerequisite: ED 691A.