Mission and Goals of the Graduate School of Education ....................................................... 11
  Mission ................................................................................................................................ 11
  Goals.................................................................................................................................... 11
GRADUATE STUDIES ...................................................................................................................... 14
  Overview of Master’s Degree Programs in Education............................................................ 14
    Criteria for Admissions ........................................................................................................... 14
    Admissions Process.................................................................................................................. 15
    Transfer, Waiver and Substitution of Coursework................................................................. 15
  Dual Program Enrollment of Graduate School of Education Credential Candidates and
  Credential Completion Options ............................................................................................... 17
  Term for Completion of the Degree.......................................................................................... 18
  Master of Arts Degree in Educational Leadership ................................................................. 19
  Master of Arts Degree in Educational Technology ................................................................. 23
  Master of Arts Degree in Special Education............................................................................. 25
  Master of Arts Degree in Teaching & Learning ................................................................. 30
  Master of Arts Degree in Teaching Math.............................................................................. 32
  Master of Arts Degree in Urban Education.......................................................................... 34
  Master of Education Degree in Innovative Learning ......................................................... 36
CREDENTIAL PROGRAMS ............................................................................................................. 38
  Overview ...................................................................................................................................... 38
  Elementary and Secondary Education ...................................................................................... 40
  Special Education ...................................................................................................................... 43
  Dual Credential Program ......................................................................................................... 46
GRADUATE SCHOOL OF EDUCATION COURSE DESCRIPTIONS.............................................. 49
GRADING ......................................................................................................................................... 67
  Definition of Grades .................................................................................................................. 67
    Satisfactory (A or B) ................................................................................................................ 67
    Unsatisfactory (U) .................................................................................................................... 67
    Pass/Fail (P/F) ......................................................................................................................... 67
    Incomplete (I) .......................................................................................................................... 67
  Units and Credits ....................................................................................................................... 68
SPECIAL NOTICE .......................................................................................................................... 69
General University Information

Introduction

This catalog is a reference guide intended to provide accurate information to students and others regarding Touro University California and the Graduate School of Education. It contains information about the organization of the University and College, the academic program, policies and regulations, student services, student activities, and other related information.

Mission of Touro University California

The mission of Touro University California is to provide quality educational programs in the fields of health care and education in concert with the Judaic commitment to social justice, intellectual pursuit, and service to humanity.

Vision Statement

Educating caring professionals to serve, to lead, to teach.

Historical Perspective

Touro University is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, PhD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission. Inspired by the democratic ethos enunciated by George Washington when in 1790 he visited the Touro Synagogue at Newport, Rhode Island, the Touro brothers provided major endowments for universities, the first free library on this continent, and community infirmaries in the new United States of America.

Touro was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts students. Since those early days, the institution has experienced substantial growth and a number of schools in a variety of locations are found around the world, including the Graduate School of Education and Psychology in New York, Touro International in Southern California, and Touro University California located on Mare Island, Vallejo.

See Touro University catalog for additional historical information: http://studentservices.tu.edu/catalog/index.html.

Admissions, Registration, Tuition, and Fees

Admissions
All admissions materials are to be submitted electronically online to the Graduate School of Education (GSOE) office. GSOE will forward completed admissions packages for processing through the Office of Admissions. GSOE admissions requirements are posted on the tu.edu/gsoe website. Procedures and program specific requirements are referenced on the website and in this catalog in the appropriate program areas.

Policy of Non-discrimination

Touro University California does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy or childbirth), gender identity or expression, marital status, disability, medical condition, genetic information, age, sexual orientation, ethnicity, veteran status, or any other status characteristic protected by applicable laws in employment, or in admission, treatment or access to educational programs or activities. To the extent provided by law, the university will reasonably accommodate qualified individuals with disabilities which meet the legal standards for documentation, whenever the individual is otherwise qualified to safely perform all essential functions of the position and meet the academic program technical standards. This notice is given pursuant to the requirements of Title IX of the Educational Amendments of 1972, Title VI of the Civil Rights Act of 1964, Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973 and the Clery Act of 1998. The following persons have been designated to handle inquiries regarding the non-discrimination policies: Kathy Lowe, Director of Human Resources and Title IX Coordinator Touro University California 1310 Club Drive Vallejo, CA 94592 (707) 638-5806 Dr. Lisa Waits, Dean of Student Affairs Touro University California 1310 Club Drive Vallejo, CA 94592 (707) 638-5226 Dr. James Binkerd, Associate Dean of Student Affairs Touro University California 1310 Club Drive Vallejo, CA 94592 (707) 638-5883.

Tuition and Fees

Current tuition fees can be found on the Graduate School of Education web site http://tu.edu/gsoe under the Current Students link.

Bursar’s Office and Tuition and Payment Information

Please see TUC general catalog for information found on page 77. http://studentservices.tu.edu/catalog/index.html

Registration

All students are required to register in compliance with the dates and procedures designated by the Registrar. Failure to do so may be grounds for dismissal. No student is allowed to matriculate, or attend classes, unless registered. Also, matriculation is subject to satisfactory completion of all academic requirements and payment of all outstanding debts to the University. Prior to registration, official transcripts, including a final transcript indicating conferral of a BA/BS degree, from all colleges and universities previously attended must be on file in the Registrar’s Office.
Graduate School of Education Visiting Student Status

This is a non-degree seeking enrollment status which allows a student to take up to 12 units without enrolling in a specific degree program. An application for admission, application fee, and official transcript showing completion of a Bachelor’s Degree from a regionally accredited institution are required. At the end of twelve (12) units, the student must either apply to enter a specific degree program (at which time they would be required to satisfy all application requirements for that program) or they will be required to withdraw from the University. A student in non-degree/visiting student status is not eligible for federal financial aid.

Financial Aid

See financial aid information on TUC general catalog, page 79.  
http://studentservices.tu.edu/catalog/index.html

Rights, Responsibilities, and Conduct

Standards of Academic and Social Conduct

See TUC general catalog, page 70.  
http://studentservices.tu.edu/catalog/index.html

Academic Probation

See TUC general catalog, page 73.  
http://studentservices.tu.edu/catalog/index.html

Academic Honesty and Integrity Policy

See TUC general catalog, page 187.  
http://studentservices.tu.edu/catalog/index.html

Touro University California Intern Credential Requirements

As of April 1, 2014, the California Commission on Teacher Credentialing (CCTC) substantially changed the standards and rules which allow a university to recommend a candidate for an intern teaching credential and detailed how a candidate is to be supported.

Per PSA 13-06 from the CCTC, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. This support must include a minimum of 144 hours of support/mentoring and supervision shall be provided to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem solving regarding students, curriculum, and development of effective teaching methodologies. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the
The beginning of the school year shall be equal to four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days.

If a student decides to pursue an intern credential route, these new CCTC requirements may add additional units and responsibilities to an intern student's program.

These changes will require intern teaching credential candidates in the multiple subjects, single subject, educational specialist, and dual credential programs to follow the guidelines below.

Eligibility requirements:

- Candidates must verify subject matter knowledge by providing Touro University with official results for passing the CSET or provide a Subject Matter Equivalency Letter from a university verifying completion of a CCTC-approved subject matter program.
- Candidates must provide Touro University with official results for passing the CBEST.
- Candidates must successfully pass EDU 770, EDU 771, EDU 772 or 773 (these classes provide 120 hours of classroom instruction for teacher education).
- Candidates must verify competency in the principles of the U.S. Constitution by completing a course given by a regionally accredited college/university (grade C or higher) or pass U.S. Constitution Test offered at www.USConstitutionExam.com.
- Candidates must provide Touro University with proof of current negative TB results, LiveScan, and an up-to-date Certificate of Clearance issued by California Commission on Teacher Credentialing.

The process for a student to be recommended by Touro for an intern teaching credential is as follows:

1) Inform program chair and field experience coordinator of intention to apply for an intern teaching position. Indicate which district you are applying to. NOTE: Touro must have an MOU Agreement with the school district you are applying to in order for Touro to recommend an intern teaching credential.

2) Sign the Touro University California Intern Contract. This contract details all of the responsibilities and requirements of the intern credential program.

A summary of these requirements includes:

- When Touro University California authorizes an intern teaching credential and the candidate is actively teaching, the candidate must be enrolled in an intern support class for each fall, spring (EDU 728), and summer semester (EDU 729) in which they are not enrolled in EDU 781 (Multiple Subjects, Single Subject, or Education Specialist candidates) or 761 (Dual Credential candidates).
• For the fall and spring semester, the intern support class is EDU 728: Internship in Multiple/Single Subject and Special Education Teaching (3 Units)

• If a candidate is teaching in an intern position during the summer semester, they will be required to enroll in either:
  a) EDU 728: Internship in Multiple/Single Subject and Special Education Teaching (3 Units), if the candidate is teaching full-day summer school, or
  b) EDU 729: Internship in Multiple/Single Subject and Special Education Teaching Half-Day Teaching (1 Unit), if the candidate is teaching half-day summer school.

• The intern support classes are in addition to the teacher credential program requirements.

• Intern’s support schedule/record is to be submitted on a weekly basis.

• Intern is expected to actively communicate and interface with the Intern Support Specialist and Field Experience Coordinator.

• Register for appropriate classes and attend advising session each semester.

• If an intern credential holder fails EDU 781, 761 or EDU 728 or EDU 729: Internship in Multiple/Single Subject and Special Education Teaching, TUC will recommend to the CCTC that their credential be revoked.

• Complete all requirements of the intern support classes (EDU 728 or EDU 729).

• Follow all Graduate School of Education Handbook policies, including the student dispositions.

3) As soon as a candidate is offered a teaching contract, they must bring a copy of the contract to Touro’s credential analyst. The credential analyst will verify all CTC requirements for the intern credential and advise the student on missing requirements or recommend the intern teaching credential.

4) The intern teaching credential is valid for two years. However, if course or program guidelines are not followed, Touro University California may revoke an intern credential.

**Responsibilities and Rights of Students**

See TUC general catalog, page 133-211.
http://studentservices.tu.edu/catalog/index.html
Dismissal from the University

The University may require dismissal at any time it deems necessary to safeguard its standards of scholarship, conduct and orderly operation.

Decisions regarding dismissal are made by the Dean of the College or Program Director, based on the recommendation by the Student Promotion Committee, and are made on an individual basis after considering all pertinent circumstances relating to the case. The Student Promotion Committee will base its recommendation not only on the student's academic record, but may also consult with the student's faculty advisor, course and system coordinators, and the student involved, when appropriate.

A student dismissed for academic or professional/ethical reasons may not be allowed to re-enter the program(s).

Sexual Harassment Policy

See TUC general catalog, page 170.  
http://studentservices.tu.edu/catalog/index.html

Food in Lecture Halls and Classrooms

See TUC general catalog, page 109.  
http://studentservices.tu.edu/catalog/index.html

Smoking

See TUC general catalog, page 112.  
http://studentservices.tu.edu/catalog/index.html

Dress Code

See TUC general catalog, page 112.  
http://studentservices.tu.edu/catalog/index.html

Protocol for Input on Matters of Student Concern

When a student has a personal concern involving an instructor or course that is not of general interest to the class, he/she should speak to the instructor directly. If the matter cannot be solved between the student and the instructor, the matter would go to the Program Chair. If that is unsatisfactory, the matter should be taken to the Dean or Associate Dean.

Transcripts

See TUC general catalog, page 56.
Family Educational Rights & Privacy Act (FERPA)

See TUC general catalog, page 50.
http://studentservices.tu.edu/catalog/index.html

Student Records Policies and Procedures

See TUC general catalog, page 70.
http://studentservices.tu.edu/catalog/index.html

STUDENT ACTIVITIES AND ORGANIZATIONS

See TUC general catalog, page 106.
http://studentservices.tu.edu/catalog/index.html

MISCELLANEOUS INFORMATION

Visitors
Students wishing to bring a visitor to any campus building must arrange in advance for a special visitor's pass, which may be obtained from the Office of Student Affairs.

Recording of Lectures
Taping of lectures, or verbatim or near verbatim transcribing of lectures is not mandated by the administration, and is solely at the discretion of the instructor. In all instances, prior approval of the instructor must be obtained, and it is to be understood that the instructor's approval is on a voluntary basis, and that such a privilege may be withdrawn at any time.

Graduate School of Education Administration & Staff

Full listing of University Administration, found on page 21.
http://studentservices.tu.edu/catalog/index.html

Marilyn Hopkins, Ph.D., Provost and COO of Touro University – California
Jim O’Connor, Ph.D., Dean of the College of Education and Health Science
Justin Heard, Ed.D., Assistant Dean, Associate Professor, Chair, Educational Leadership and Administration.
Keith Storey, Ph.D., BCBA-D, Professor, Chair, Special Education
Pamela Redmond, Ed.D., Professor, Chair, Graduate Studies
Karen Yoder, Ed.D., Associate Professor, Chair, Teaching Credentials
Linda Haymes, Ph.D., BCBA-D, Assistant Professor, Special Education
Sharon Kutasy, Executive Administrative Assistant & Credential Analyst, Graduate School of Education
Lorissa Feliciano, Administrative Assistant, Graduate School of Education
Denise Fisher, Administrative Assistant, Graduate School of Education,
Dania Massey, Coordinator of Field Supervision

Graduate School of Education Information

Approvals and Accreditation

In 2010, the Western Association of Schools and Colleges re-authorized full institutional approval for graduate programs leading to a Master’s Degree in Education. The California Commission on Teacher Credentialing (CCTC) Committee on Accreditation also reauthorized full accreditation to Touro University California’s teaching and administrative credential programs in 2011. Touro University California is recognized as an independently accredited campus of Touro College (New York).

Mission and Goals of the Graduate School of Education

Mission

The mission of the Graduate School of Education is to promote social justice by serving the community and larger society through the preparation and continuous support of professional educators to meet the needs of a constantly changing and diverse student population.

Goals

- The success and advancement of the American dream for all citizens rests, in great part, on a well educated population. It is a testament to the vision of our founders, the sacrifices of past generations, and the blessings of freedom that the American dream continues to draw people from all over the world and at the same time offers hope for those in our society who do not yet fully enjoy the country’s magnificent benefits. Education is an integral part of the American dream and has helped make the promise a reality for generations of Americans.
• Touro University - California is a vital, evolving, and significant educational organization. The Graduate School of Education is designed to meet the needs of California’s constantly changing student population in an ever-demanding social, economic, political, and cultural environment. The goal of the Graduate School of Education is to educate and train teachers and administrators to address the requirements of the world’s most diverse student population and to enable that population to succeed in a state, country, and world of rapid and dynamic change.

• California’s neediest and most challenging student population must be served by its most talented, best trained and educated, and highest qualified teachers. Touro University’s program is designed to produce such teachers. While many public and private schools are successful, such results must be carefully analyzed to determine what circumstances outside of the school contribute to that success. A careful analysis must be made to determine in which school settings the school is the primary or sole determinate in student success. While the more affluent communities have the greatest percentage of highly qualified and experienced teachers, it is precisely the schools serving the students in the less affluent communities who are at the greatest risk and who need the most gifted and experienced teachers. A teacher who has successfully completed Touro University’s program will be prepared to teach in any school in California.

• Though a number of public and independent institutions in California provide teacher training, it is the goal of Touro’s Graduate School of Education to provide teacher preparation uniquely designed for our most challenging students and schools of greatest need. If we are to open the doors of opportunity, meet the needs of the future, and make the dream of America viable for all of its citizens, this must be our focus and our success. Teachers who are highly qualified, motivated to serve their students, and committed to the issue of making the American dream work for all students will be the focus of Touro’s Graduate School of Education.

• Through active and on-going interaction with schools, school districts, administrators and teachers, the faculty and staff of Touro’s Graduate School of Education will be vitally linked to the real world of schools, students, and teachers. This dynamic relationship will ensure that the teachers emanating from Touro’s program will be well equipped to recognize, assess, and meet the varied and demanding needs of their students.

• Because of the Graduate School of Education’s close alignment with Touro University - California’s health, science and medical schools, a unique opportunity exists in the training of teachers of math and science. The professional staff of the University works collaboratively to make the preparation and professional development of science and math teachers both a priority and a uniquely intensive experience.
• Touro University’s Graduate School of Education enjoys an exceptional relationship to the larger university and its colleges and programs. As a teacher education institution, it takes seriously its responsibility to provide faculty development activities specifically related to the art and science of teaching. It is part of the mission of the Graduate School of Education to provide for faculty development in cooperation and conjunction with the other academic schools that are a part of the university. In addition, being a teacher training institution focusing on children in kindergarten through 12th grade, a relationship of support exists with those in the medical school concentrating on the practice of pediatric medicine.

• While most learn to teach by emulating those who taught them, such training may well be inadequate at best and substandard at worst. The Graduate School of Education models excellence in teaching in its classrooms, field experiences, and student-faculty interactions. While we learn by doing, we also learn by experiencing and observing. As a result of “practicing what we preach,” students will be exposed to the very best of teaching practices in their educational opportunities at Touro.

• As Touro University’s Graduate School of Education has matured, it has strengthened its commitment to providing the very finest in educational opportunities to its students so that they, in turn, can provide excellence in education to their students.
Overview of Master of Arts in Education Degree Programs

Criteria for Admissions to the Master of Arts and Master of Education Degree Programs

Students admitted to the Master of Arts or Master of Education programs must possess a grade point average of 3.0 in the last 60 semester credits attempted. Students with a 2.5 to 2.99 grade point average may be conditionally accepted into Master of Arts program for one semester after which the student’s progress is reviewed and full acceptance is determined.

The Master of Arts in Education degree programs with emphasis in Educational Technology, Teaching Math, Teaching Science, and Urban Education along with the Master of Education degree in Innovative Learning consists of 30 units of coursework. The credential completion option in these programs allows a maximum of 12 semester units from prior graduate level studies (typically California Credential coursework) to be applied toward these degrees. The remaining Master’s degree programs (Special Education, Educational Leadership and Teaching & Learning) require varying numbers of units. Please consult the requirements for the program of interest for complete description of requirements.

All Master’s level programs require the completion of a written thesis, critique, or capstone project that is practical and directly involved with the candidate’s teaching or related work assignment(s) as the culminating assignment. An electronic portfolio containing evidence of the candidate’s progress toward meeting the standards that guide their area of study as well as the university student learning outcomes is required. Submission of that portfolio to the Graduate School of Education’s electronic scoring platform is mandatory.

Students interested in applying for a Master’s Degree will be required to meet and submit the items below as part of the process of admissions. All admissions material meeting the below listed criteria will be considered the application packet and should be submitted via the online admissions system linked to the Graduate School of Education home page: http://tu.edu/gsoe.

- Proof of a Bachelor’s Degree or its equivalent from a regionally accredited institution of higher learning. Applicants whose degrees were earned outside of the U.S. are required to have their transcripts evaluated and translate by an official transcription service.
- Proof of possession of a valid teaching or administrative services credential or concurrent enrollment in a Touro University credential program for degree completion programs.
- Official transcripts documenting all college and university coursework, including Community College credits.
- If currently unemployed by a school district, two letters of recommendation from individuals knowledgeable about the candidate’s character, personal and academic abilities, and potential for success as a masterful teacher may be required.
- Written response to the program interview questions.
Graduate Studies

- To request participation in the credential completion option, proof of possession of a valid teaching or administrative services credential or concurrent enrollment in a Touro University credential program for degree completion programs.

*Note: All materials submitted by applicants become the property of Touro University California. Material submitted by applicants who are not accepted for admissions is disposed within three months following the admissions decision. Information gathered is used solely for assessing applicant qualifications and is neither shared nor transmitted outside of Touro University California.*

Admissions Process

The completed application packet, containing the items listed above, will be evaluated and the student will be interviewed by the Touro University – California and Graduate School of Education’s Admissions Committee or the Advisor for the that program.

The candidate will be evaluated on the basis of, but not limited, to the following:

- Academic achievement.
- Success as a teacher or school employee.
- Ability to communicate.
- Ability and potential to contribute to the field of education and their district as a Master Educator.
- Professional Attributes
- Professional Dispositions

Candidates will be informed in writing of the decision of the Admissions Committee by the TUC Admissions Office

*Applicants who were previously denied admission to the GSOE may reapply after two years provided they are able to demonstrate substantial academic, professional, and/or experiential improvement in their application. They must wait two years to reapply.

Transfer of Coursework

Waiver of Coursework

Coursework may be transferred into the Touro University Graduate School of Education in the credential or full 30 unit master’s program using the following guidelines:

- A minimum of 2/3 of the units for each program must be completed at Touro University California in order to be recommended for a credential or degree.
- A “Course Waiver Form” must be completed for each requested course transfer and be signed by the student’s advisor, the student and the director.
• Coursework is not automatically transferable from another institution of higher learning to Touro University. Units to be transferred must have been completed within seven years of admission to the Touro University GSOE. A grade of B or higher must have been earned (or a “P” for institutions not giving letter grades). The transferred course must be equivalent in content and semester units to the Touro course being waived. The course work must be from an appropriately accredited institution of higher learning.
• Official transcripts and course catalog descriptions must be provided to evaluate transferred courses. A course syllabus may be requested if the course description does not provide enough information to determine course equivalency.
• During the admission process, if a student requests courses to be waived, all documentation and signatures must be completed within the first semester of matriculation.
• Each program may have waiver requirements unique to that program.

Substitution of Coursework

Substitution: Students may request to substitute coursework taken at another university. Course substitutions do not result in a reduction of the number of units required to complete a program. The process for requesting a course substitution is outlined below:

1. A “Course Substitution Form” must be completed for each requested course transfer and be signed by the student’s advisor, the student, and the director of the Graduate School of Education.
2. Coursework is not automatically substitutable from another institution of higher learning to Touro University California. Units to be substituted must have been completed within seven years of admission to the Touro University GSOE degree program except in the case of the credential completion option available in the Master’s degree programs wherein all approved California Commission on Teacher Credentialing coursework is eligible for substitution. A grade of B or higher must have been earned (or a “P” for institutions not giving letter grades). The course for substitution must be equivalent in content and semester units to the Touro course being substituted. The course work must be from an appropriately accredited institution of higher learning.
3. Official transcripts and the course catalog descriptions must be provided to evaluate substituted courses. A course syllabus may be requested if the course description does not provide enough information to determine course equivalency.
4. When being admitted, if a student requests courses to be substituted, all documentation and signatures must be completed within the first semester of matriculation.
5. Each program may have waiver requirements unique to that program.

Master’s Thesis/Project Continuation Requirement

*This policy applies to all master’s degree GSOE students who are admitted after the spring 2015 semester-starting summer 2015.
Students who receive an Incomplete grade in their Master's Thesis/Project or Capstone course must register for a continuation course (EDU 796-1, 2, 3) in each subsequent academic semester until the Thesis/Project/Capstone is completed. EDU 796 is a one-unit course. Registration for the course will require the consent of the student’s adviser.

- A maximum of three (3) academic semesters following initial registration in EDU 796 is allowed.
- Students who do not complete their Master’s Thesis/Project/Capstone within 3 additional semesters will receive a grade of U in the Master’s Thesis/Project/Capstone course (EDU 795 and ED 792) and will be required to repeat the coursework to finish their Master’s degree.
- By enrolling in this credit course, students will maintain “active GSOE student status” while completing their thesis/project/capstone. Students will receive an “SP” for each academic semester until successful completion of the Master’s thesis/project/capstone.

**Dual Program Enrollment of Graduate School of Education Credential Candidates and Credential Completion Options**

Students enrolled in a Graduate School of Education credential program may be dually enrolled in a Master’s degree program as follows:

<table>
<thead>
<tr>
<th>Credential Program</th>
<th>Credential Completion Master’s Degree Program Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Subject</td>
<td>Master of Arts in:</td>
</tr>
<tr>
<td>Single Subject</td>
<td>• Teaching &amp; Learning</td>
</tr>
<tr>
<td></td>
<td>• Urban Education</td>
</tr>
<tr>
<td></td>
<td>• Teaching Mathematics</td>
</tr>
<tr>
<td></td>
<td>• Teaching Science</td>
</tr>
<tr>
<td></td>
<td>• Educational Technology</td>
</tr>
<tr>
<td></td>
<td>Master of Education in Innovative Learning</td>
</tr>
</tbody>
</table>
Graduate Studies

<table>
<thead>
<tr>
<th>Education Specialist Preliminary</th>
<th>Must complete the Preliminary credential program before matriculating into a master’s program. Programs include: Master of Arts in:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Special Education</td>
</tr>
<tr>
<td></td>
<td>- Special Education with an Emphasis in Applied Behavior Analysis</td>
</tr>
<tr>
<td></td>
<td>- Urban Education</td>
</tr>
<tr>
<td></td>
<td>- Teaching Mathematics</td>
</tr>
<tr>
<td></td>
<td>- Teaching Science</td>
</tr>
<tr>
<td></td>
<td>- Educational Technology</td>
</tr>
<tr>
<td></td>
<td>Master of Education in Innovative Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Specialist Clear</th>
<th>Master of Arts in:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Special Education</td>
</tr>
<tr>
<td></td>
<td>- Special Education with an Emphasis in Applied Behavior Analysis</td>
</tr>
<tr>
<td></td>
<td>- Urban Education</td>
</tr>
<tr>
<td></td>
<td>- Teaching Mathematics</td>
</tr>
<tr>
<td></td>
<td>- Teaching Science</td>
</tr>
<tr>
<td></td>
<td>- Educational Technology</td>
</tr>
<tr>
<td></td>
<td>Master of Education in Innovative Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prelim. Administrative Services Clear Administrative Services</th>
<th>Master of Arts in:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Educational Leadership</td>
</tr>
<tr>
<td></td>
<td>- Teaching &amp; Learning</td>
</tr>
<tr>
<td></td>
<td>- Urban Education</td>
</tr>
<tr>
<td></td>
<td>- Teaching Mathematics</td>
</tr>
<tr>
<td></td>
<td>- Teaching Science</td>
</tr>
<tr>
<td></td>
<td>- Educational Technology</td>
</tr>
<tr>
<td></td>
<td>Master of Education in Innovative Learning</td>
</tr>
</tbody>
</table>

With program chair permission, Multiple, Single Subject, Education Specialist Clear and Administrative Services credential candidates may complete Master’s degree program courses during their credential studies or they may wait until the completion of their fieldwork experiences to complete the Master’s degree coursework.

Education Specialist Preliminary and Administrative Services candidates must complete all credential coursework prior to taking Master’s coursework.
Term for Completion of the Degree

All candidates will have a maximum of seven (7) years from the time they were first admitted to the University to complete their graduate study.

MASTER OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP WITH ADMINISTRATIVE SERVICES CREDENTIAL

Program Overview

The Master of Arts degree in Educational Leadership program is organized around and aligned within the six standards of the California Commission on Teacher Credential’s California Professional Standards for Educational Leadership (CPSEL) established for the Preliminary Administrative Credential. The core courses of the PASC Program are interrelated and are integrated around the CCTC’s CPSEL. The major assessments are formative and summative, but for the purposes of organizing the program content and student experiences, they are presented around the six core themes. It should also be noted that, although discrete courses are listed, in fact, the program implements an integrated scope and sequence. The major assessments are not Content Area specific; rather we expect students to integrate knowledge, skills and dispositions from all content areas in major assessments. The program has established an induction and exit assessment, with on-going monitoring and assessment in the core courses of the PASC Program.

Administrative Services Credential Concentrations

The Preliminary Administrative Services Credential (PASC) Program in the Graduate School of Education at Touro University prepares reform-oriented school leaders who are able to engage a school community in achieving equitable educational outcomes for all students. The PASC program can lead to a Masters of Arts in Education. All students who complete the PASC are recommended for the Preliminary Administrative Services Credential. All candidates must complete all coursework, summative assessments, and a master’s action research project/thesis, to qualify for the M.A. and recommendation for the credential.
The PASC program recognizes the large and unconscionable disparities in educational outcomes for K-12 urban students, predominately students of color from low socio-economic backgrounds. For equitable outcomes to become a reality, leaders must understand the challenging situations that many students bring to the school setting and contend with complexities of urban districts that have been unable, in the aggregate, to break the patterns of school underachievement. These disparities are most profound in urban school settings where racial, ethnic, and social-economic diversity is most apparent. Urban schools have demonstrated the need for effective leadership; therefore, the PASC program is dedicated to preparing leaders who are committed and capable of ensuring that all students, regardless of their background, are provided equitable access to educational opportunities. The PASC program is dedicated to the need for high expectations and standards for teaching and learning and for administrative competence. We are also preparing candidates who will be able to analyze national and state policy regarding program improvement and know how to lead teachers, parents, and communities through the examination of what curricula and pedagogy best meet the needs of students and their community. Therefore, another goal of the PASC program is to prepare leaders who develop a sense of themselves as learners, inquirers, thinkers and academically astute leaders. Leaders must be able to guide teachers through the complicated territory of accountability while retaining a commitment to the fundamentals of cognition and pedagogy that support complex thinking (Perkins, 1992).

The program faculty and staff believe that every aspect of the program must provide effective modeling for school leadership. The faculty and program staff -- through content, pedagogy, and interactions -- model the practices that are encouraged in students: collaborative decision-making, distributed leadership, change and reform of program courses and activities based on student input, problem-based learning, addressing equity issues in race, culture, ethnicity, sexual orientation, religious perspectives, and social class, and use of pedagogical models that support the rigorous preparation of leaders.

Typical Sequence for the Preliminary Administrative Services Credential Concentration

Semester I - 9 units
ED 601: Pre-Assessment (Induction) & Visionary Leadership (3 units)
ED 602: Cultural Diversity, Equity & Leadership (3 units)
ED 608A: Fieldwork in School Administration (3 units)

Semester II - 9 units
ED 611: Innovative and Digital Age Leadership (3 units)
ED 605: Instruction, Curriculum & Supervision (3 units)
ED 606: Budget, Planning & Human Resources (3 units)

Semester III-9 units
ED 607: Law, Ethics & Special Education (3 units)
ED 608B: Fieldwork in School Administration (3 units)
ED 609: Interpersonal Communication & Post-Assessment (3 units)

Credential Program Total 27 units
To obtain the Master of Arts in Educational Leadership degree, candidates take the following Capstone course (3 units total):

**Research Course**
This course is related to completion of a required thesis/project that is practical and directly involved with the area of emphasis and/or concentration. Research courses may be taken concurrently with the credential courses.

ED 792EL Capstone Seminar for MA Project/Thesis 3 units

Subtotal 3 units
Program Total 30 units

**Typical Sequence for the Clear Induction for the Administrative Services Credential**

These courses are required for the new Clear Induction required for holders of the Preliminary Administrative Services Credential. According to the 2013 CCTC CPSEL, administrators with a Preliminary Administrative Services Credential must enroll in a two-year Clear Induction program “upon hire” in order to clear the administrative services credential. Clear induction is a two-year program with the candidate working 1:1 with a coach who is an experienced administrator, trained by the University, and has relevant administrative experience to the candidate’s current assignment. The course sequence supports the University provision of the trained coach.

**Semester I**
ED 709A: Administrative Leadership Clear Induction 3 units

**Semester II**
ED 709B: Administrative Leadership Clear Induction 3 units

**Semester III**
ED 709C: Administrative Leadership Clear Induction 3 units

**Semester IV**
ED 709D: Administrative Leadership Clear Induction 3 units

Subtotal 12 units

To obtain the Master of Arts in Educational Leadership degree, clear candidates take the following advanced courses (6 units total):

ED 792 EL Capstone Seminar 3 Units
ED 753 Independent Study in Education 3 Units
University Internship Programs in Educational Administration

University Internship Credentials are issued to individuals who have enrolled in the Touro University internship programs. These one- to two-year programs are administered in partnership with local school districts and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary or professional clear credential.

University Internship Credentials authorize the holder to serve, under the supervision of Touro University California and the holder’s employer, in the area or subject listed on the credential. University Internship Credentials are offered in Administrative Services.

Requirements for internship credentials vary depending upon the type of internship credential sought and the specific program requirements established by the college or university through which the internship will be completed. Contact the program chair of your choice for more information regarding these programs.

Completion of Credential Requirements

Candidates will meet all requirements of the nine core courses in the Preliminary Administrative Services Credential program and engage in fieldwork activities under the direct supervision of the Site Fieldwork Supervisor and University Fieldwork Supervisor. Together with the University Fieldwork Supervisor and the Site Fieldwork Supervisor, candidates will develop a fieldwork plan.

The fieldwork plan will be aligned with the coursework, the CCTC and CPSEL Standards and will:

- focus on the development of skills needed to become a highly effective leader.
- be designed to ensure candidates gain experiences in the instructional, operational, and community components of the program.
- include ongoing monitoring, feedback, and assessment by the Site Fieldwork Supervisor, the University Fieldwork Supervisor, and Cohort Coordinator.

Candidates maintain an ongoing log of work and develop a Culminating Professional Performance Portfolio which includes evidence of meaningful and practical experiences designed to meet the CCTC CPSEL. The portfolio is stored electronically and should include artifacts, which illustrate the student's level of understanding, application and growth. Reflection on why each artifact was included and how it contributed to their growth and development as a leader and how it aligns with CPSEL Standards are to be included. This Professional Performance Portfolio is presented to a panel consisting of the Cohort Coordinator, University Fieldwork Supervisor, and the Site Fieldwork Supervisor.

Candidates will be supported by 3-4 visits with the University Fieldwork Supervisor for coaching, feedback, and formative and summative assessments.
The Master’s degree in Educational Leadership is based on the Graduate School of Education’s degree program accreditation and the Administrative Services Credential preparation program as a precursor to more advanced study. The program builds on the strengths of the administrative credential preparation program and serves as an effective forum for exploring the ideas, experiences, and issues encountered by new principals in their schools and districts. The ability to share experiences and issues with other new administrators who are part of their cohort extends the power and purpose of the administrative preparation program design. The opportunity to engage with experienced leaders provides an added dimension to the learning experience in the initial years of administrative service.

Students in the Master of Arts in Educational Leadership degree program meet all of the requirements for the Graduate School of Education’s preliminary administrative services preparation program. Students take additional units to expand upon their action research project begun in the credential program.

Candidates are encouraged to visit the CCTC website (http://www.ctc.ca.gov/) and review the flyers and requirements to obtain an administrative services credential. The years of teaching experience and prerequisite credential requirements are detailed therein.

**Master of Arts Degree in Educational Technology**

The Master of Arts degree in Educational Technology is a state of the art course of study that involves local schools and districts, field experiences, distance learning, and laboratory learning. The program is designed for those who have a desire to become more effective in the design of learning experiences to utilize technology as a tool to prepare students for their future and the future of education. The program prepares candidates to become advocates and leaders in the effective utilization of technology in a classroom which emphasizes creativity and innovation, communication and collaboration, information fluency, critical thinking, problem solving and decision making along with digital citizenship and technology operation and concepts (ISTE National Educational Technology Standards for Students, 2007). Equitable access to opportunities to learn 21st century skills and uses of technology in diverse schools and economies is a major focus of this degree program.

Goals of the program are to support teacher to prepare 21st century learners for lifelong learning and work opportunities:

- Program Design meets the needs of working educators who desire to explore how educational technologies can support 21st century learners.
- Focus on effective pedagogy and real world contexts of teaching subject matter curriculum.
- Inquire into current issues, trends, and research to reveal the power and potential for educational technology to meet the needs of all students.
- Explore effective practices for addressing the digital divide through strategies that promote social justice and equity.
- Develop projects to engage and meet the learning needs of at-risk urban youth.
- Become an innovative technology-using professional and confident leader in your field.
• Graduates meet *International Society for Technology in Education* and California Commission on Teacher Credentialing Technology Standards for Teachers.

• Integrated curriculum moves candidates from Scholar to Action Researcher to Mentor/Leader.

• Graduates’ culminating service projects benefit local district teachers & students.

The Educational Technology program consists of 30 units of coursework. Students produce an electronic portfolio to document their progress toward meeting the program standards and university student learning outcomes, and complete a major research project. The core research courses lead to the development of a written thesis, critique, or project that is practical, action-research based, and directly involved with their teaching or related work assignment(s).

**Credential Completion Option:**
Candidates who possess a valid teaching credential obtained through graduate level coursework may transfer a maximum of 12 graduate units of prior coursework towards the completion of the Educational Technology Master’s degree program in 18 units. Course of study consists of the Research courses and 3 Core emphasis courses approved by the program chair.

**Typical Course Sequence**

Students in the Master of Arts in Educational Technology degree program take the following advanced courses:

**Research Courses (9 units)**

EDU 710: Introduction to Research for Educators (pre or co-requisite to EDU 716) 3 units
EDU 716: Reading and Writing Educational Research (pre or co-requisite to EDU 795) 3 units
EDU 795: Seminar for MA Project/Thesis* 3 units

*These courses are related to a required thesis/project that is practical and directly involved with students’ teaching assignments as newly credentialed teachers. Students who elect to take an Incomplete grade in their Master’s Thesis/Project course must register for the zero-credit Master’s Thesis/Project Continuation course (EDU 795-X, Y, Z) in each subsequent academic session until the Thesis/Project is completed (up to a maximum of three (3) academic sessions following initial registration in EDU 795). By enrolling in this non-credit course, students will maintain "active COE student status" while completing their thesis/project. Students will receive an “IP” for each academic session until successful completion EDU 795. Registration for the course will require the consent of the student’s adviser and completion of a registration form. A registration fee will be charged for each academic session of enrollment.

**Required Core Courses (9 units) from the following:**

EDU 727A: Professional Development Design 3 units
EDU 727B: Special Topics: Digital Storytelling 3 units
EDU 727C: The Art of TPACK: Technology, Pedagogy and Content Knowledge 3 units
EDU 741: Managing and Coordinating Educational Technology 3 units
EDU 742: Integrating Technology into Classroom Teaching 3 units
EDU 743: Information Literacy 3 units
EDU 744: Distance Learning in Education 3 units
EDU 745: Creating and Publishing Education Websites 3 units
EDU 749: Emerging Trends in Technology 3 units
EDU 718: Inclusive School Environments for all Learners 3 units

With permission of the program advisor, students in the Educational Technology master’s degree program may substitute coursework from the Innovative Learning master’s degree program for the required courses above.

Electives: A minimum of 9 units from any ED 600-800 level course or EDU 700 level course (3 units) approved by the Graduate Studies program Chair.

It is recommended that students consult with their faculty advisor before registering for class each semester

Master of Arts Degree in Special Education

The Master of Arts degree in Special Education program is based on the Graduate School of Education’s special education teacher preparation programs as a precursor to more advanced study. The program builds on the strengths of the State approved credential preparation program and serves as an effective forum for exploring the ideas, experiences, and issues encountered by new teachers in their classrooms and schools on a more intensive level. The ability to share experiences and issues with other new teachers who are part of their cohort extends the power and purpose of the teacher preparation program design. The opportunity to engage with experienced educators provides an added dimension to the learning experience in the initial years of teaching or administration.

Master of Arts Degree in Special Education with an Emphasis in Applied Behavior Analyst-Started Summer 2015

This program provides coursework leading to a Master’s Degree in Special Education with an emphasis in Applied Behavior Analysis. The program prepares candidates for meeting the requirements for BCBA certification (up to the candidate’s passing the BCBA Certification exam and hours for supervised practicum). Candidates can take the 21 unit Master’s program or they can take one to four courses for meeting BCBA Certification requirements as a visiting scholar.

Education Specialist Preliminary Program
Preliminary Education Specialist candidates who wish to pursue the Master of Arts in Special Education without the Clear Credential may pursue their graduate studies only after completion of all Preliminary Education Specialist credential coursework and requirements.
Typical Course Sequence for the Preliminary Mild/Moderate Disabilities Education Specialist Credential

EDU 770: Educational Psychology & Classroom Management 3 units
EDU 771: Teaching Diverse Learners 3 units
EDU 772: Elementary Literacy & Planning Instruction 3 units
EDU 718: Inclusive School Environments for all Learners 3 units
SEPS 711: Transition from School to Adult Life 3 units
SEPS 791: Positive Behavior Supports 3 units
SEPS 792: Assessment and the IEP Process 3 units
SEPS 793: Instruction Students with Mild/Moderate Disabilities 3 units
EDU 781-C: Student Teaching & Seminar: Special Education Mild/Moderate 9 units

Course Elective (3 Units)
Students select one course from the following courses:
EDU 773: Secondary Literacy & Planning Instruction 3 units
EDU 774: Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts 3 units
EDU 775: Curriculum & Instruction Methods 1: Secondary 3 units
EDU 776: Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE) 3 units
EDU 777: C&I Methods 2: Secondary 3 units
EDU 778: Advanced Elementary Literacy Instruction 3 units
EDU 779: Advanced Secondary Literacy in the Content Areas 3 units

Subtotal: 36 units

Typical Course Sequence for the Preliminary Moderate/Severe Disabilities Credential Concentration

EDU 770: Educational Psychology & Classroom Management 3 units
EDU 771: Teaching Diverse Learners 3 units
EDU 772: Elementary Literacy & Planning Instruction 3 units
EDU 718: Inclusive School Environments for all Learners 3 units
SEPS 711: Transition from School to Adults Life 3 units
SEPS 791: Positive Behavior Supports 3 units
SEPS 792: Assessment and the IEP Process 3 units
SEPS 794: Instruction Students with Moderate/Severe Disabilities 3 units
EDU 781-D: Student Teaching & Seminar: Special Education Moderate/Severe 9 units

Course Elective (3 Units)
Students select one course from the following courses:
EDU 773: Secondary Literacy & Planning Instruction 3 units
EDU 774: Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts 3 units
EDU 775: Curriculum & Instruction Methods 1: Secondary 3 units
EDU 776: Curriculum & Instruction Methods 2: Elementary
Graduate Studies

Math, Science (Health/PE) 3 units
EDU 777: C&I Methods 2: Secondary 3 units
EDU 778: Advanced Elementary Literacy Instruction 3 units
EDU 779: Advanced Secondary Literacy in the Content Areas 3 units
Subtotal: 36 units

Education Specialist Clear Program
Candidates in this Special Education program must meet all of the requirements for the Graduate School of Education’s California Commission on Teacher Credentialing approved Education Specialist preparation program. Candidates for the degree must meet all of the requirements for the Education Specialist Clear credential. Total: 9 Units

Typical Sequence for the Clear Mild/Moderate Disabilities Credential Concentration
SEPS 717: Education Specialist Induction Plan Development and Implementation
SEPS 708 - Advanced Studies in Mild/Moderate Disabilities 3 units
Students Take One Elective From These Courses:
SEPS 710: Advanced Intervention in Classroom and School Support
SEPS 711: Transition from School to Adult Life
ED 607: Law, Ethics & Special Education
EDU 700: Educational Equity for All Students
EDU 717: Cultural Issues and Competence in Educational Pedagogy
EDU 773: Secondary Literacy & Planning Instruction
EDU 774: Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts
EDU 775: Curriculum & Instruction Methods 1: Secondary
EDU 776: Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE)
EDU 777: Curriculum & Instruction Methods 2: Secondary
EDU 778: Advanced Elementary Literacy Instruction
EDU 779: Advanced Secondary Literacy in the Content Areas
EDU 782: Cultivating Community: Advocacy in Urban Leadership
Subtotal: 9 units

Typical Sequence for the Clear Moderate/Severe Disabilities Credential Concentration
SEPS 717: Education Specialist Induction Plan Development and Implementation
SEPS 709: Advanced Studies in Moderate/Severe Disabilities
Students Take One Elective From These Courses:
SEPS 710: Advanced Intervention in Classroom and School Support
SEPS 711: Transition from School to Adult Life
ED 607: Law, Ethics & Special Education
EDU 700: Educational Equity for All Students
EDU 717: Cultural Issues and Competence in Educational Pedagogy
EDU 773: Secondary Literacy & Planning Instruction
EDU 774: Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts
EDU 775: Curriculum & Instruction Methods 1: Secondary
EDU 776: Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE)
EDU 777: Curriculum & Instruction Methods 2: Secondary
EDU 778: Advanced Elementary Literacy Instruction
EDU 779: Advanced Secondary Literacy in the Content Areas
EDU 782: Cultivating Community: Advocacy in Urban Leadership

Subtotal: 9 units

**Dual Enrollment: Coursework for Clear Credential Concentration Students**

To obtain the Master of Arts degree, candidates take the following courses:

SEPS 708: Advanced Studies in Mild/Moderate Disabilities OR
SEPS 709: Advanced Studies in Moderate/Severe Disabilities
SEPS 710: Advanced Intervention in Classroom and School Support

**Students Take One Elective From These Courses:**
SEPS 711: Transition from School to Adult Life
ED 607: Law, Ethics & Special Education
EDU 700: Educational Equity for All Students
EDU 717: Cultural Issues and Competence in Educational Pedagogy
EDU 773: Secondary Literacy & Planning Instruction
EDU 774: Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts
EDU 775: Curriculum & Instruction Methods 1: Secondary
EDU 776: Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE)
EDU 777: Curriculum & Instruction Methods 2: Secondary
EDU 778: Advanced Elementary Literacy Instruction
EDU 779: Advanced Secondary Literacy in the Content Areas
EDU 782: Cultivating Community: Advocacy in Urban Leadership

**Research Courses (9 units)**

These courses are related to completion of a required thesis/project that is practical and directly involved with students’ teaching assignments as newly credentialed teachers. Research courses may be taken concurrently with Clear program credential coursework.

EDU 710: Introduction to Research for Educators (pre or co-requisite to EDU 716) 3 units
EDU 716: Reading and Writing Educational Research (pre or co-requisite to EDU 795) 3 units
EDU 795: Seminar for MA Project/Thesis* 3 units

Subtotal: 9 units

Total: 22-25 Units
*Students who elect to take an Incomplete grade in their Master's Thesis/Project course must register for the zero-credit Master's Thesis/Project Continuation course (EDU 795-X, Y, Z) in each subsequent academic session until the Thesis/Project is completed (up to a maximum of three (3) academic sessions following initial registration in EDU 795). By enrolling in this non-credit course, students will maintain "active COE student status" while completing their thesis/project. Students will receive an "IP" for each academic session until successful completion EDU 795. Registration for the course will require the consent of the student's adviser and completion of a registration form. A registration fee will be charged for each academic session of enrollment.

Candidates without an Education Specialist Credential
Students who do not possess a Preliminary Education Specialist credential and do not wish to pursue this credential may receive the Master of Arts in Special Education degree through the completion of additional coursework. These candidates take the following courses:

Typical Course Sequence without Concentration
Research Courses (9 units)
These courses are related to completion of a required thesis/project that is practical and directly involved with students' teaching assignments as newly credentialled teachers.
EDU 710: Introduction to Research for Educators (pre or co-requisite to EDU 716) 3 units
EDU 716: Reading and Writing Educational Research (pre or co-requisite to EDU 795) 3 units
EDU 795: Seminar for MA Project/Thesis* 3 units
Subtotal 9 units

*Students who elect to take an Incomplete grade in their Master's Thesis/Project course must register for the zero-credit Master's Thesis/Project Continuation course (EDU 795-X, Y, Z) in each subsequent academic session until the Thesis/Project is completed (up to a maximum of three (3) academic sessions following initial registration in EDU 795). By enrolling in this non-credit course, students will maintain "active COE student status" while completing their thesis/project. Students will receive an "IP" for each academic session until successful completion EDU 795. Registration for the course will require the consent of the student's adviser and completion of a registration form. A registration fee will be charged for each academic session of enrollment.

Required Core Courses (18 units)
SEPS 710: Advanced Intervention in Classroom and School Supports 3 units
SEPS 711: Transition from School to Adult Life 3 units
SEPS 792: Assessment and the IEP Process 3 units

Elective Courses (12 units)
Select one of the following:
SEPS 708: Advanced Studies in Mild/Moderate Disabilities 3 units
SEPS 709: Advanced Studies in Moderate/Severe Disabilities 3 units

Plus, select one of the following:
SEPS 793: Instruction of Students with Mild/Moderate Disabilities 3 units
SEPS 794: Instruction of Students with Moderate/Severe Disabilities 3 units

Nine additional units of electives may be selected from SEPS, ED 600-800 or EDU 700 Level courses. Choice must be approved by the Special Education Chair or Advisor.

Total Program 30 units

Master of Arts Degree in Teaching & Learning

The Master of Arts degree in Teaching & Learning program is based on the Graduate School of Education’s teacher preparation programs as a precursor to more advanced study. The program builds on the strengths of the State approved credential preparation program and serves as an effective forum for exploring the ideas, experiences, and issues encountered by new teachers in their classrooms and schools on a more intensive level. The ability to share experiences and issues with other new teachers who are part of their cohort extends the power and purpose of the teacher preparation program design. The opportunity to engage with experienced educators provides an added dimension to the learning experience in the initial years of teaching or administration.

Students in the Master of Arts in Teaching & Learning program meet all of the requirements of the Graduate School of Education’s California Commission on Teacher Credentialing approved Multiple or Single Subjects teacher preparation program concurrently with the required research and elective courses.

Typical Course Sequence for the Multiple Subject Credential Concentration

EDU 770: Educational Psychology & Classroom Management 3 units
EDU 771: Teaching Diverse Learners 3 units
EDU 772: Elementary Literacy & Planning Instruction 3 units
EDU 780: Orientation to Student Teaching Practicum & Seminar 6 units
EDU 774: Curriculum & Instruction Methods 1: 3 units
EDU 718: Inclusive School Environments for all Learners 3 units
EDU 776: Curriculum & Instruction Methods 2: 3 units
EDU 778: Advanced Elementary Literacy Instruction 3 units
EDU 781: Student Teaching & Seminar 9 units
Subtotal : 36 units

Typical Course Sequence for the Single Subject Credential Concentration
EDU 770: Educational Psychology & Classroom Management 3 units
EDU 771: Teaching Diverse Learners 3 units
EDU 773: Secondary Literacy & Planning Instruction 3 units
EDU 780: Orientation to Student Teaching Practicum & Seminar 6 units
EDU 775: Curriculum & Instruction Methods 1: Secondary 3 units
EDU 718: Inclusive School Environments for all Learners 3 units
EDU 777: Curriculum & Instruction Methods 2: Secondary 3 units
EDU 779: Advanced Secondary Literacy in the Content Areas 3 units
EDU 781: Student Teaching & Seminar 9 units
Subtotal : 36 units

Advanced Coursework
To obtain the Master of Arts degree, candidates take twelve units of advanced coursework.

Research Courses (9 units)
These courses are related to completion of a required thesis/project that is practical and directly involved with students’ teaching assignments as newly credentialed teachers. Courses may be taken concurrently with credential courses.

EDU 710: Introduction to Research for Educators 3 units
EDU 716: Reading and Writing Educational Research 3 units
EDU 795: MA Thesis/Project Seminar* 3 units

Elective Course (3 units): Any ED 600 or EDU 700 level course (3 units) approved by the Graduate Studies program Chair or Advisor.

Subtotal 12 units
Total Program 48 units

*Students who elect to take an Incomplete grade in their Master’s Thesis/Project course must register for the zero-credit Master's Thesis/Project Continuation course (EDU 795-X, Y, Z) in each subsequent academic session until the Thesis/Project is completed (up to a maximum of three (3) academic sessions following initial registration in EDU 795). By enrolling in this non-credit course, students will maintain "active COE student status" while completing their thesis/project. Students will receive an “IP” for each academic session until successful completion EDU 795. Registration for the course will require the consent of the student’s adviser and completion of a registration form. A registration fee will be charged for each academic session of enrollment.
Graduate Studies
Master of Arts Degree in Teaching Mathematics

The Master of Arts degree in Teaching Mathematics is a unique program designed to enhance the mathematical knowledge of math teachers while advancing the candidate’s ability to address the learning needs of a diverse population of students. The program is designed for K-12 teachers who possess a California teaching credential and have a desire to:

- Focus upon effective pedagogies from the real world context of teaching subject matter curriculum.
- Inquire into current issues, trends, and research in math education in the context of meeting the learning needs of diverse student populations.
- Explore practices that promote social justice and equity.
- Focus on engaging and meeting the learning needs of at-risk urban youth.
- Become an innovative math educator who is a confident leader
- Demonstrate the ability to meet the National Council of Teachers of Mathematics standards through the development of an electronic portfolio.

The Master's in Teaching Mathematics program is an integrated program of academic learning and field experiences. Providing equity of mathematics and science instruction to all children and adolescents in diverse schools is a major focus of this program.

Candidates in the Master of Arts in Teaching Mathematics program take 30 units of advanced coursework, produce an electronic portfolio to document their progress toward meeting the program standards and university student learning outcomes, and complete a major research project. The core research courses lead to the development of a written thesis, critique, or project that is practical, action-research based, and directly involved with their teaching or related work assignment(s).

Credential Completion Option:
Candidates who possess a valid teaching credential obtained through graduate level coursework may transfer a maximum of 12 graduate units of prior coursework towards the completion of the Teaching Mathematics Master's degree program in 18 units. Course of study consists of the Research courses and 3 Core emphasis courses approved by the program chair.

Coursework:

Research Courses (9 units)
These courses are related to a required thesis/project that is practical and directly involved with students’ teaching assignments.

- EDU 710: Introduction to Research for Educators (pre or co-requisite to EDU 716) 3 units
- EDU 716: Reading and Writing Educational Research (pre or co-requisite to EDU 795) 3 units
- EDU 795: Seminar for MA Project/Thesis* 3 units
Students who elect to take an Incomplete grade in their Master's Thesis/Project course must register for the zero-credit Master's Thesis/Project Continuation course (EDU 795-X, Y, Z) in each subsequent academic session until the Thesis/Project is completed (up to a maximum of three (3) academic sessions following initial registration in EDU 795). By enrolling in this non-credit course, students will maintain "active COE student status" while completing their thesis/project. Students will receive an “IP” for each academic session until successful completion EDU 795. Registration for the course will require the consent of the student’s adviser and completion of a registration form. A registration fee will be charged for each academic session of enrollment.

**Subject Matter Methods (9 units)**
- EDU 734: Mathematics Seminar: The Differentiated Classroom 3 units
- EDU 762: Math Lab: Assessment and Intervention 3 units
- EDU 735: Advanced Mathematics Seminar 3 units
- EDU 737: Developing Critical Thinking Through Mathematics 3 units
- EDU 783: Assessing Mathematical Thinking 3 units

**Electives:** A minimum of 12 units from any ED 600 level course or EDU 700 level course (3 units) approved by the Graduate Studies program Chair.

- EDU 718: Inclusive School Environments for all Learners 3 units
- EDU 720: Content Instruction Methodologies for English Learners 3 units
- EDU 722: Culture and Cultural Diversity 3 units
- EDU 723: Language Structure: First and Second Language Acquisition 3 units
- EDU 770: Educational Psychology & Classroom Management 3 units
- EDU 771: Teaching Diverse Learners 3 units
- EDU 772: Elementary Literacy & Planning Instruction 3 units
- EDU 773: Secondary Literacy & Planning Instruction 3 units
- EDU 774: Curriculum & Instruction Methods 1: Elementary 3 units
- EDU 775: Curriculum & Instruction Methods 1: Secondary 3 units
- EDU 776: Curriculum & Instruction Methods 2: Elementary 3 units
- EDU 777: Curriculum & Instruction Methods 2: Secondary 3 units
Master of Arts Degree in Urban Education

The Master of Arts Degree in Urban Education program is based on the Graduate School of Education’s teacher preparation program as a precursor to more advanced study. The program builds on the strengths of the teacher preparation program with an emphasis on teaching students in a diverse society. The program serves as an effective forum for both exploring the ideas, experiences, and issues encountered by new teachers in their classrooms and schools in working with English Learners. The ability to share experiences and issues with other new teachers who are a part of their cohort around the issues of teaching at-risk youth extends the power and purpose of the teacher preparation program design. The opportunity to engage with experienced educators provides an added dimension to the learning experience in the initial years of teaching service.

The goal of the Master of Arts in Urban Education degree is to prepare teachers to serve, to lead, to teach at-risk youth in diverse cultural settings and urban schools. Students:

- Examine the needs of school districts that face the challenges of achievement gaps, inadequate resources, poverty, language, and diverse cultures.
- Focus upon effective pedagogies from the real world context of teaching in multicultural school systems.
- Develop a community of practice that includes preparation for development from Scholar to Action Researcher to Leader.
- Become leaders who employ transformative pedagogy to build sustainable methods for equitable education.
- Participate in a plan of study which engenders practices that promote social justice and equity.
- Complete project work to demonstrate proficiency with engaging and meeting the learning needs of at-risk urban youth.

Candidates in the Urban Education Master’s degree program take 30 units of advanced coursework, produce an electronic portfolio to document their progress toward meeting the program standards and university student learning outcomes, and complete a major research project. The core research courses lead to the development of a written thesis, critique, or project that is practical, action-research based, and directly involved with their teaching or related work assignment(s).

Credential Completion Option:
Candidates who possess a valid teaching credential obtained through graduate level coursework may complete the Urban Education Master’s degree in 18 units including the 3 Research courses and 3 Core emphasis courses approved by the program chair.

Typical Course Sequence for the Master of Arts in Urban Education:

Research Courses (9 units)
These courses are related to completion of a required thesis/project that is practical and directly involved with the area of emphasis and/or concentration. Research courses may be taken concurrently with the credential courses.
EDU 710  Introduction to Research for Educators (pre or co-requisite to EDU 716) 3 units
EDU 716  Reading and Writing Educational Research (pre or co-requisite to EDU 795) 3 units
EDU 795  Seminar for MA Project/Thesis* 3 units

* Students who elect to take an Incomplete grade in their Master's Thesis/Project course must register for a zero-credit Master's Thesis/Project Continuation course (EDU 795-X, Y and Z) in each subsequent academic session until the Thesis/Project is completed (up to a maximum of three (3) academic sessions following initial registration in EDU 795). By enrolling in this non-credit course, students will maintain "active COE student status" while completing their thesis/project. Students will receive an “IP” for each academic session until successful completion EDU 795. Registration for the course will require the consent of the student’s adviser and completion of a registration form. A registration fee will be charged for each academic session of enrollment.

Required Core Courses: (9 units)
EDU 700: Educational Equity for All Students
EDU 717: Cultural Issues and Competence in Educational Pedagogy
EDU 782: Cultivating Community: Advocacy in Urban Leadership

Elective Course Options (select 12 units)
EDU 718: Inclusive School Environments for all Learners 3 units
EDU 720: Content Instruction Methodologies for English Learners 3 units
EDU 721: English Reading/Language Arts Skills for Culturally/Linguistically Diverse Students 3 units
EDU 722: Culture and Cultural Diversity 3 units
EDU 723: Language Structure: First and Second Language Acquisition 3 units
EDU 770: Educational Psychology & Classroom Management 3 units
EDU 771: Teaching Diverse Learners 3 units
EDU 772: Elementary Literacy & Planning Instruction 3 units
EDU 773: Secondary Literacy & Planning Instruction 3 units
EDU 774: Curriculum & Instruction Methods 1 3 units
EDU 775: Curriculum & Instruction Methods 1: Secondary 3 units
EDU 776: Curriculum & Instruction Methods 2 3 units
EDU 777: Curriculum & Instruction Methods 2: Secondary 3 units
EDU 778: Advanced Elementary Literacy Instruction 3 units
Master of Education Degree in Innovative Learning

The Master of Education degree in Innovative Learning is a state of the art course of study that involves local schools and districts, field experiences, distance learning, and laboratory learning modeled in a blended online environment. By embracing innovation in the context of open and collaborative approaches to education, cohort members explore and prototype new models for learning and performance. Through problem-based action research, we cultivate provocative methods to support equity, literacy, and the re-imagining of school and learning to close achievement gaps, promote social justice and equity. The curriculum encourages students to:

- Examine the needs of schools and districts that face the challenges of achievement gaps, inadequate resources, poverty, language, and diverse cultures and innovate to create change and equitable practices.
- Focus upon effective pedagogies from the real world context of teaching in multicultural school systems and the future work place in a global market.
- Develop competencies in the use of these skills for learning:
  - Core subjects & 21st century themes of Communication, Collaboration Creativity and Critical Thinking
  - Innovation in lesson design to seamlessly integrate digital learning resources, pedagogy and subject matter
  - Professional development, evaluation and growth
  - Leadership & advocacy

Goals of the program are to support teacher to prepare 21st century learners for lifelong learning and work opportunities:

- Program Design meets the needs of working educators who desire to explore how educational technologies can support 21st century learners.
- Focus on effective pedagogy and real world contexts of teaching subject matter curriculum.
- Inquire into current issues, trends, and research to reveal the power and potential for educational technology to meet the needs of all students and to close achievement gaps.
- Explore effective practices for addressing the digital divide through strategies that promote social justice and equity.
- Develop projects to engage and meet the learning needs of at-risk urban youth.
- Become an innovative technology-using professional and confident leader in your field.
- Graduates meet International Society for Technology in Education and California Commission on Teacher Credentialing Technology Standards for Teachers.
- Integrated curriculum moves candidates from Scholar to Action Researcher to Mentor/Leader.
- Graduates’ capstone projects benefit local district teachers & students.

The Innovative Learning program consists of 30 units of coursework. Students produce an online portfolio to document their progress toward meeting the program standards and university student learning outcomes. The core research courses lead to the development of a written action research project and a capstone project that is practical, action-research based, and directly involved with their teaching or related work assignment(s).
Credential Completion Option:
Candidates who possess a valid teaching credential obtained through graduate level coursework may transfer a maximum of 12 graduate units of prior coursework towards the completion of the Master of Education in Innovative Learning degree in 18 units. Course of study consists of the Research courses and 3 Core emphasis courses approved by the program chair.

Typical Course Sequence
Students in the Master of Education in Innovative Learning program take the following advanced courses:

Research Courses (9 units)
ED 790: New Literacies and Digital Epistemologies 3 units
ED 791: Sensemaking and Research Design 3 units
ED 792: Capstone Seminar* 3 units

*These courses are related to a required thesis/project that is practical and directly involved with the candidate’s teaching assignment

Required Core Courses (9 units) from the following:
ED 701: The Dynamics of the Equitable Classroom* 3 units
ED 702: Digital Tools for Edu-Vators * 3 units
ED 703: Extending Human Capacity via Transliteracy * 3 units
ED 704: Creativity & Innovation 3 units
ED 705: Emerging Trends in Technology 3 units
ED 706: Digital Storytelling 3 units
ED 707 Professional Development Design 3 units
ED 708 Current Issues in Innovative Teaching and Learning 3 units

* Core Innovative Learning Course

With permission of the program advisor, students in the Innovative Learning Master’s degree program may substitute coursework from the Educational Technology Master’s degree program for the required courses above.

Electives: A minimum of 12 units from any ED 600-800 level course or EDU 700 level course (3 units) approved by the Graduate Studies program Chair may also apply.

It is recommended that students consult with their faculty advisor before registering for courses each semester.
Credential Programs

Overview

Touro University – California Graduate School of Education’s Teacher Preparation Program is designed to provide extensive opportunities for candidates to:

- Learn to teach the content of the K-12 academic content standards to all students.
- Learn to use state-adopted instructional materials.
- Learn how to assess student progress in meeting standards.
- Know and understand the foundations of education and the functions of schools in society.
- Develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs).

All credential programs in the Graduate School of Education may be obtained through concurrent enrollment in a Master of Arts in Education program. Students are advised to contact the appropriate program chair and the office of financial aid when considering this option.

To provide these opportunities, the Graduate School of Education has developed the design of its teacher preparation program within its broad vision statement (see Vision Statement) and around two fundamental ideas. The first fundamental idea is that California’s most challenging student populations must be taught by teachers prepared to understand and respond to the diverse academic, social, cultural, and linguistic needs of students. While all teacher preparation programs incorporate elements of serving a diverse student population into the experience of candidates, Touro University - California seeks to identify and attract candidates who are committed to serving the students who are historically underserved: children from low income families, English language learners, children whose racial and ethnic backgrounds differ from the dominant school culture. While these students are too often identified solely as high-risk or needy children, effective, well-trained teachers recognize the strengths of all students and develop appropriate programs to meet their educational needs. Touro University - California Graduate School of Education’s program is designed to provide candidates with intensive, sustained coursework and fieldwork experiences which specifically target the educational needs of historically underserved students.

The second fundamental idea influencing the design of Touro University - California Graduate School of Education’s teacher preparation programs is the recognition that credential candidates must experience excellent teaching and a supportive learning environment if they are, in turn, expected to display and provide those same teaching qualities in their own professional practice. Thus, the Graduate School of Education defines excellent teaching as that which focuses on the skills of the discipline taught, encourages students to engage with complex and profound ideas, demands that students apply what they learn in meaningful contexts, connects students to the world outside the classroom, and has high expectations for all students. The sequence of coursework and fieldwork in the teacher preparation program supports understanding through experiencing what constitutes distinguished teaching and meaningful learning.
Teacher Preparation Credential Programs

Overview

Elementary and Secondary Education
The Graduate School of Education offers two basic teaching credential programs: the multiple subject credential and the single subject credential. The multiple subject credential authorizes service in any K-12 self-contained classroom, such as those commonly found in California’s elementary schools. The single subject credential authorizes service in a departmentalized classroom, such as those commonly found in California’s secondary schools.

Special Education
The Graduate School of Education offers two basic special education credential programs: the Education Specialist Preliminary Credential and the Education Specialist Clear Credential. In Special Education, California has a two-tier credential structure. A five-year Preliminary Education Specialist Credential is the first document issued after an individual has met basic credential requirements. The Clear credential is issued once all clear credential requirements have been completed.

The Education Specialist Instruction Credential authorizes the holder to teach in the area of specialization in K-12 settings listed on the credential in the following settings: special day classes, special schools, resource rooms, and home/hospital settings.

Criteria for Admissions
Candidates interested in applying for the credential programs at Touro University California Graduate School of Education will be required to submit the following as part of the admissions process:

1. A completed application with application fee. All applications are completed and submitted online. The link can be found here: http://cehs.tu.edu/gsoe/admissions/.

2. Proof of a Bachelor’s Degree or its equivalent from a regionally accredited institution of higher learning. Applicants whose degrees were earned outside of the U.S. are required to have their transcripts evaluated and translated by an official transcript analysis.

3. Transcripts from all colleges and universities attended. Unofficial are acceptable to submit with your application, however official transcripts from all institutions attended will need to be submitted to the Admissions office within 30 days of acceptance.

4. Written response to the following prompt on the application form: Describe your work, interactions or experiences in culturally diverse settings or situations. Please include a description of how you applied teaching or administrative related knowledge to make evidence-informed decisions or to evaluate conclusions.
Credential Programs

5. Two letters of recommendation from individuals knowledgeable about the candidate’s character, personal and academic abilities, and potential for success as a teacher.

Note: All materials submitted by applicants become the property of Touro University - California. Material submitted by applicants who are not accepted for admissions is disposed within three months following the admissions decision. Information gathered is used solely for assessing applicant qualifications and is neither shared nor transmitted outside of Touro University - California.

Admissions Process
The completed application packet, containing the items listed above, will be evaluated and the candidate will be interviewed by the Touro University - California and Graduate School of Education’s Admissions Committee. The candidate will be evaluated on the basis of:

- Desire to teach.
- Academic achievement.
- Commitment to teaching.
- Ability to communicate.
- Review of the information contained in the application packet.

Candidates will be informed in writing of the decision of the Admission Committee by the Assistant Dean of the College.

ELEMENTARY AND SECONDARY EDUCATION

Teacher Preparation Program Design
The teacher preparation program at Touro University’s Graduate School of Education integrates coursework and clinical field experiences that incorporate supervised teaching with coursework. During the completion of the instructional sequence, candidates have opportunities to build and demonstrate their knowledge, skills, and abilities in the domains essential to effective teaching and to develop their professional identity.

All teacher credential candidates demonstrate their abilities and competencies by completing a portfolio which includes assignments, position papers, reflection papers, supervised teaching evaluations, and classroom materials developed throughout the preparation program. The portfolio is evaluated by the candidate's advisor prior to recommendation for the Multiple or Single Subject(s) Teaching Credential.
Alternative Intern Method for Obtaining a Multiple or Single Subject Credentials

The Multiple Subject Teacher Intern Program and the Single Subject Teacher Intern Program provide an alternative method for obtaining a teaching credential through the University Internship Credentials. The program is a post baccalaureate teacher credential program and is designed to be completed in two years. The program combines teaching employment with part-time study. University Internship Credentials are only issued to individuals who are enrolled in the Touro University Multiple or Single Subject credential programs. These one- to two-year programs are administered in partnership with local school districts and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary or professional clear credential. University Internship Credentials authorize the holder to serve, under the supervision of University and the holder’s employer.

Requirements for internship credentials vary depending upon the type of internship credential sought and the specific program requirements established by the college or university through which the internship will be completed. Contact the program chair of your choice for more information regarding these programs.

Typical Course Sequence of Study for Multiple Subject Credential Program

Semester 1
EDU 770: Educational Psychology & Classroom Management 3 units
EDU 771: Teaching Diverse Learners 3 units
EDU 772: Elementary Literacy & Planning Instruction 3 units
NOTE: Teacher Candidates are Intern Eligible after completing these 3 introductory courses

Semester 2
EDU 780: Orientation to Student Teaching Practicum & Seminar 6 units
EDU 774: Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts 3 units
Prerequisites: EDU 770, EDU 771, EDU 772
EDU 718: Inclusive School Environments for all Learners 3 units

Semester 3
EDU 776: Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE) 3 units
EDU 778: Advanced Elementary Literacy Instruction 3 units
EDU 781: Student Teaching & Seminar 9 units
Prerequisite: EDU 780

Total 36 units

Typical Course Sequence of Study for Single Subject Credential Program

Semester 1
EDU 770: Educational Psychology & Classroom Management 3 units
EDU 771: Teaching Diverse Learners 3 units
EDU 773: Secondary Literacy & Planning Instruction 3 units
NOTE: Candidates are Intern Eligible after completing these 3 introductory courses

Semester 2
EDU 780: Orientation to Student Teaching Practicum & Seminar 6 units
EDU 775: Curriculum & Instruction Methods 1: Secondary 3 units
EDU 718: Inclusive School Environments for all Learners 3 units

Semester 3
EDU 777: Curriculum & Instruction Methods 2: Secondary 3 units
EDU 779: Advanced Secondary Literacy in the Content Areas 3 units
EDU 781: Student Teaching & Seminar 9 units
Prerequisite: EDU 780

TOTAL 36 units

Multiple/Single Subject Credential – Completion of Requirements
The Teaching Performance Assessment (TPA), a four task summative assessment, documents Single Subject and Multiple Subject candidates’ attainment of the professional competencies necessary for a credential. These competencies are delineated as a set of Teaching Performance Expectations developed by the California Commission on Teacher Credentialing (CCTC). In each course and field experience, candidates should be able to clearly see how the assignments assist them to meet the TPEs.

Teacher candidates complete additional requirements prior to program admission or prior to supervised teaching (student teaching or intern teaching). The teacher candidate provides all documents necessary to verify completion of requirements. The Touro University Graduate School of Education recommends the candidate for a credential. The California Commission on Teacher Credentialing (CCTC) issues the preliminary credential, valid for five years.

Prior to admission to Touro’s Multiple or Single Subject Credential Program:
• Complete a baccalaureate or higher degree from a regionally accredited college or university.

Prior to supervised teaching (student teaching or intern teaching):
• Pass California Basic Educational Skills Test (CBEST).
• Show competency in the principles of the U.S. Constitution. Options include completing a course or passing an exam given by a regionally accredited college or university in the provisions and principles of the U.S. Constitution, with a grade of “C” or higher.
• Verify subject matter knowledge. Options include passing the California Standards Examination for Teachers (CSET) or securing a letter from a university verifying completion of a CCTC-approved subject matter program.
• Verify negative results of tuberculosis (TB) examination

Prior to filing for credential:
• Pass Reading Instruction Competence Assessment (RICA)
• Verify CPR Certification (Child & Adult CPR)
SPECIAL EDUCATION

The Graduate School of Education offers two basic special education credential programs: the Education Specialist Preliminary Credential Mild/Moderate and/or Moderate/Severe and Education Specialist Clear Credential Mild/Moderate and/or Moderate/Severe. In Special Education, California has a two-tier credential structure. A Five-year Preliminary Education Specialist Credential is the first credential issued after an individual has met basic credential requirements. The clear credential is issued once all credential requirements have been completed.

The Education Specialist Instruction Credential authorizes the holder to teach in the area of specialization listed on the credential in the following K-12 settings: special day classes, special schools, resource rooms, and home/hospital settings.

All teacher credential candidates demonstrate their abilities and competencies by completing a portfolio which includes assignments, position papers, reflection papers, supervised teaching evaluations, and classroom materials developed throughout the preparation program. The portfolio is evaluated by the candidate's advisor prior to recommendation for the Education Specialist Teaching Credential.

Requirements for an Education Specialist Preliminary Teaching Credential
The teacher candidate provides all documents necessary to verify completion of requirements. The Touro University Graduate School of Education recommends the candidate for a credential. The California Commission on Teacher Credentialing (CCTC) issues the preliminary credential, valid for five years. Students must complete a Clear Credential program during that time period.

Prior to admission to Touro’s Education Specialist Preliminary Credential Program:
• Complete a baccalaureate or higher degree from a regionally accredited college or university.

Prior to supervised teaching (student teaching or intern teaching):
1. Pass California Basic Educational Skills Test (CBEST).
2. Show competency in the principles of the U.S. Constitution. Options include completing a course or passing an exam given by a regionally accredited college or university in the provisions and principles of the U.S. Constitution, with a grade of “C” or higher.
3. Verify subject matter knowledge. Options include passing the California Standards Examination for Teachers (CSET) or securing a letter from a university verifying completion of a CCTC-approved subject matter program.
4. Verify negative results of tuberculosis (TB) examination.

Prior to filing for credential:
1. Pass Reading Instruction Competence Assessment (RICA)
2. Complete exit interview with advisor after completing Preliminary Credential requirements.
Credential Programs

Requirements for an Education Specialist Clear Teaching Credential
All candidates for the Education Specialist Clear teaching credential must possess a valid Education Specialist Preliminary teaching credential and satisfy all of the following requirements:

Complete an individualized induction plan designed in collaboration with your employer and Touro University California in the disability area listed on your Preliminary credential and obtain the formal recommendation for the credential by Touro University by completing the nine unit Clear Credential Education Specialist program at Touro University. These nine units must be part of the Clear Credential Education Specialist program and be nine units after acquisition of the Preliminary Education Specialist credential.

1. Complete the requirement for training in cardiopulmonary resuscitation (CPR) that covers infant, child, and adult CPR skills.

University Internship Programs in Special Education
University Internship Credentials are issued to individuals who have enrolled in the Touro University internship programs. These one- to two-year programs are administered in partnership with local school districts and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary credential. University Internship Credentials authorize the holder to serve, under the supervision of Touro University California and the holder’s employer, in the area or subject listed on the credential. University Internship Credentials are offered in the following areas:

Education Specialist (Mild/Moderate, Moderate/Severe)
Requirements for internship credentials vary depending upon the type of internship credential sought and the specific program requirements established by the college or university through which the internship will be completed. Contact the program chair for more information regarding these programs.

Preliminary Education Specialist Mild/Moderate Disabilities and/or Moderate/Severe Disabilities

EDU 770: Educational Psychology & Classroom Management 3 units
EDU 771: Teaching Diverse Learners 3 units
EDU 772: Elementary Literacy & Planning Instruction 3 units
Teacher Candidates are Intern Eligible after completing these 3 introductory courses (along with passing CBEST, taking US Constitution class, and showing Subject Matter Competence)
EDU 718: Inclusive School Environments for all Learners 3 units
SEPS 711: Transition from School to Adult Life 3 units
SEPS 791: Positive Behavior Supports 3 units
SEPS 792: Assessment and the IEP Process 3 units
SEPS 793: Instruction of Students with Mild/Moderate Disabilities 3 units
OR
SEPS 794: Instruction of Students with Moderate/Severe Disabilities 3 units
COURSE ELECTIVE (3 units) Students select one course from the following courses:
Credential Programs

EDU 773: Secondary Literacy & Planning Instruction 3 units
EDU 774: Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts 3 units
EDU 775: Curriculum & Instruction Methods 1: Secondary 3 units
EDU 776: Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE) 3 units
EDU 777: C&I Methods 2: Secondary 3 units
EDU 778: Advanced Elementary Literacy Instruction 3 units
EDU 778: Advanced Elementary Literacy Instruction 3 units
EDU 779: Advanced Secondary Literacy in the Content Areas 3 units
STUDENT TEACHING SEMINAR 9 units
EDU 781-C: Student Teaching Seminar: Special Education Mild/Moderate 3 units
EDU 781-D: Student Teaching Seminar: Special Education Moderate/Severe 3 units

Total 36 units

Typical Course Sequence for Education Specialist – Clear

Course of Study
SEPS 717: Educational Specialist Induction Plan Development and Implementation 3 units

SEPS 708: Advanced Studies in Mild/Moderate Disabilities 3 units
AND/OR
SEPS 709: Advanced Studies in Moderate/Severe Disabilities 3 units

Students Take One Elective From These Courses:
SEPS 710: Advanced Intervention in Classroom and School Supports 3 units
SEPS 711: Transition from School to Adult Life 3 units
ED 607: Law, Ethics & Special Education 3 units
EDU 700: Educational Equity for All Students 3 units
EDU 773: Secondary Literacy & Planning Instruction 3 units
EDU 774: Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts 3 units
EDU 775: Curriculum & Instruction Methods 1: Secondary 3 units
EDU 776: Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE) 3 units
EDU 777: Curriculum & Instruction Methods 2: Secondary 3 units
EDU 778: Advanced Elementary Literacy Instruction 3 units

2015-2016 Student Catalog Credential Programs 46
EDU 779: Advanced Secondary Literacy in the Content Areas 3 units
EDU 782: Cultivating Community: Advocacy in Urban Leadership 3 units

Total 9 Units

DUAL PROGRAM

The dual-teacher credential program allows students to obtain a Special Education and Multiple Subject or Single Subject Credential at the same time. These four unique credential options allow students to pursue a Special Education teaching credential and a Single Subject or Multiple Subject teaching credential simultaneously. The program’s course scope and sequence are designed to support student success and the development of dynamic teachers. Additionally, Touro University is one of the few local universities which offers the Moderate/Severe credential. A student who completes the dual-credential program will be able to pursue many employment opportunities and be very strong candidate for a variety of teaching positions. Each dual credential program is a total of 46 semester units and provides students with two teaching credentials. Students can complete the program as either a student teacher or as an intern.

All students in the dual program need to pass EDU 770, 771, and 772 or 773, Successfully complete 24 units of coursework (excluding EDU 760), successfully complete EDU 760, have subject matter proficiency (waiver or CSET), have CBEST, and meet constitution requirement before student teaching or becoming an intern or before registering for EDU 761-A, 761-B, 761-C, or EDU 761-D. If EDU 761 is being completed as a student teacher (not as an intern) then the Field Experience Coordinator at Touro University will assign the placement (students cannot work as an aide or other position at that school during 761). All Credential students must pass RICA before filing for their credential. EDU 770, 771, and 772, or 773 are prerequisites for all other courses and these three courses must be successfully completed first. EDU 761 cannot be used to substitute units in EDU 781 if students switch out of the Dual Credential program into either the Multiple Subject only, Single Subject only, or Education Specialist only credential programs. Students must complete all requirements for the program and the two credentials will be filed for at the same time. Students cannot complete part of the requirements and receive a credential. The Dual Credential Program is designed specifically for students who are obtaining both credentials simultaneously. It may not be used for adding a credential to an already existing credential.

DUAL CREDENTIAL PROGRAMS:
Dual Credential Program: Multiple Subjects and Education Specialist Mild/Moderate Dual Credential Program: Single Subjects and Education Specialist Mild/Moderate Dual Credential Program: Single Subjects and Education Specialist Moderate/Severe Dual Credential Program: Multiple Subjects and Education Specialist Moderate/Severe.

EDU 770: Educational Psychology & Classroom Management 3 units
Credential Programs

EDU 771: Teaching Diverse Learners 3 units
EDU 772: Elementary Literacy & Planning Instruction 3 units
Teacher Candidates are Intern Eligible after completing these 3 introductory courses
(with CBEST, US Constitution, and Subject Matter Competence)
EDU 718: Inclusive School Environments for all Learners 3 units
SEPS 711: Transition from School to Adult Life 3 units
SEPS 791: Positive Behavior Supports 3 units
SEPS 792: Assessment and the IEP Process 3 units
SEPS 793: Instruction of Students with Mild/Moderate Disabilities 3 units
EDU 774: C&I Methods 1: Language Arts, Social Studies, Visual and Performing Arts 3 units
EDU 776: C&I Methods 2: Math, Science (Health/PE) 3 units
EDU 778: Advanced Elementary Literacy Instruction 3 units
STUDENT TEACHING SEMINARS
EDU 760: Dual Program Orientation to Student Teaching & Seminar 3 units
EDU 761-A: Dual Program Multiple Subjects Student Teaching Seminar 5 units
EDU 761-C: Dual Program Education Specialist Mild/Moderate Student Teaching Seminar 5 units

Dual Credential Program is 46 semester units

Dual Credential Program: Multiple Subject and Education Specialist Moderate/Severe

EDU 770: Educational Psychology & Classroom Management 3 units
EDU 771: Teaching Diverse Learners 3 units
EDU 772: Elementary Literacy & Planning Instruction 3 units
Teacher Candidates are Intern Eligible after completing these 3 introductory courses
(with CBEST, US Constitution, and Subject Matter Competence)
EDU 718: Inclusive School Environments for all Learners 3 units
SEPS 711: Transition from School to Adult Life 3 units
SEPS 791: Positive Behavior Supports 3 units
SEPS 792: Assessment and the IEP Process 3 units
SEPS 794: Instruction of Students with Moderate/Severe Disabilities 3 units
EDU 774: C&I Methods 1: Language Arts, Social Studies, Visual and Performing Arts 3 units
EDU 776: C&I Methods 2: Math, Science (Health/PE) 3 units
EDU 778: Advanced Elementary Literacy Instruction 3 units
STUDENT TEACHING SEMINARS
EDU 760: Dual Program Orientation to Student Teaching & Seminar 3 units
EDU 761-A: Dual Program Multiple Subjects Student Teaching Seminar 5 units
EDU 761-D: Dual Program Education Specialist Moderate/Severe Student Teaching Seminar 5 units

Dual Credential Program is 46 semester units
Dual Credential Program: Single Subject and Education Specialist Mild/Moderate

EDU 770: Educational Psychology & Classroom Management 3 units
EDU 771: Teaching Diverse Learners 3 units
EDU 773: Secondary Literacy & Planning Instruction 3 units

Teacher Candidates are Intern Eligible after completing these 3 introductory courses (with CBEST, US Constitution, and Subject Matter Competence)

EDU 718: Inclusive School Environments for all Learners 3 units
SEPS 711: Transition from School to Adult Life 3 units
SEPS 791: Positive Behavior Supports 3 units
SEPS 792: Assessment and the IEP Process 3 units
SEPS 793: Instruction of Students with Mild/Moderate Disabilities 3 units
EDU 775: C&I Methods 1: Secondary 3 units
EDU 777: C&I Methods 2: Secondary 3 units
EDU 779: Advanced Secondary Literacy in the Content Areas 3 units

STUDENT TEACHING SEMINARS
EDU 760: Dual Program Orientation to Student Teaching & Seminar 3 units
EDU 761-B: Dual Program Single Subjects Student Teaching Seminar 5 units
EDU 761-C: Dual Program Education Specialist Mild/Moderate Student Teaching Seminar 5 units

Dual Credential Program is 46 semester units

Dual Credential Program: Single Subject and Education Specialist Moderate/Severe

EDU 770: Educational Psychology & Classroom Management 3 units
EDU 771: Teaching Diverse Learners 3 units
EDU 773: Secondary Literacy & Planning Instruction 3 units

Teacher Candidates are Intern Eligible after completing these 3 introductory courses (with CBEST, US Constitution, and Subject Matter Competence)

EDU 718: Inclusive School Environments for all Learners 3 units
SEPS 711: Transition from School to Adult Life 3 units
SEPS 791: Positive Behavior Supports 3 units
SEPS 792: Assessment and the IEP Process 3 units
SEPS 794: Instruction of Students with Moderate/Severe Disabilities 3 units
EDU 775: C&I Methods 1: Secondary 3 units
EDU 777: C&I Methods 2: Secondary 3 units
EDU 779: Advanced Secondary Literacy in the Content Areas 3 units

STUDENT TEACHING SEMINARS
EDU 760: Dual Program Orientation to Student Teaching & Seminar 3 units
EDU 761-B: Dual Program Single Subjects Student Teaching Seminar 5 units
EDU 761-D: Dual Program Education Specialist Moderate/Severe Student Teaching Seminar 5 units

Dual Credential Program is 46 semester units
ED 601 Pre-Assessment (Induction) & Visionary Leadership  3 units
This course will present formative and summative assessment data on administrative leadership, knowledge, skills, and dispositions to be an effective educational leader at a school site or system. The course also will present the underlying foundational theories and philosophies of leadership with a particular focus on values, beliefs, and attitudes necessary for effective leadership, along with the unique role and function of educational leaders in a changing and diverse society. In addition, the course will demonstrate specific development elements that characterize effective leadership, including team building, school climate change, decision-making, and professional ethics. Lastly, the course will provide an understanding of the “art of leadership” linked with the concept of “change agent”, appreciation of change, and how it evolves.

ED 602 Cultural Diversity, Equity & Leadership  3 units
This course will provide a critical analysis of the educational system and how socially constructed paradigms create and maintain economic stratification and perpetuate ongoing educational disproportionality. The course will present how inequality is constructed in society in general and how it functions in educational institutions in particular. The course also will explore student diversity issues, equitable achievement outcomes in education, second language/English learner instruction, and prevailing attitudes and understandings around race, class, gender, socioeconomic status, etc. in a culturally diverse society. The course will illustrate the strengths and perspectives in teaching and learning as a culturally based process.

ED 603 Educational Research & Data Driven Decision Making  3 units
This course provides an overview of both quantitative and qualitative methods in the development of reliable and valid research in the field of education. The course presents the basic framework for educational research and methods used to evaluate educational programs, practices and policies for data driven decision making leading to organizational improvement. The course will demonstrate how to gather comparative information and results through program research and evaluation and detail how to create systematic evaluation of a program via development of pragmatic steps to improve school achievement.

ED 604 Leadership & Action Research  3 units
This course integrates prior coursework from the Educational Leadership and Administration Program into a research based field project that will contribute to improvement of teaching and learning at a school site. The field project includes expanding prior data collections, narratives, research, and analysis into a project that is initiated in the following semester. The course includes a focus on systems theory, environmental scans, strategic planning, team leadership, and integrated technology. Activities will emphasize research planning, theorizing, learning and development in the resolution of a problem or problems. In addition, the course will present an overview of qualitative research principles, the dynamics associated with diversity and change, and the need to study problems that are relevant in real world settings while systematically inquiring, making generalizations, and testing said generalizations. The class is a C/NC course and is the prerequisite to the supervised field experience.
ED 605 Instruction, Curriculum & Supervision  3 units
This course will examine visionary instructional and curriculum planning, implementation and evaluation; meeting the need of a diverse learning community through content, social climate, instructional curriculum strategies and the role of the learner. The course will present current movements in curriculum and instruction and the use of technology in the curriculum as an educational tool; assessment and issues related to supervision, program evaluation, program development, implementation, staff development and support services. The hands-on as well as theoretical/analytical side of redefining curriculum; the role of staff, parents, students and community at large in curriculum development and planning will be reviewed. In addition, particular focus will be given on the instructional leader’s responsibility as a mentor and supervisor of classroom teachers and personnel decisions that have a direct impact on quality of instruction in the schools.

ED 606 Budget, Planning & Human Resources  3 units
This course will present various organizational, educational, and personnel decisions that have a direct impact on quality of instruction in schools. The course will highlight issues related to employment, teacher evaluation, due process, and implications for the quality of instruction. In addition, issues involving human resources (salaries, hiring, demographic characteristics, negotiations, and collective bargaining) also will be explored. The course also will provide an overview of the essential features related to financing and budgeting at every level, including significant codes and regulations. And lastly, the course will present an analysis of the many factors involved in decisions that affect overall school finance, legislation, and the monetary implications personnel contracts play in school budgeting.

ED 607 Law, Ethics & Special Education  3 units
This course will present an examination of the issues in special education law and ethical behavior and the ways in which the law cannot be separated from professional ethics and morality. The course will highlight the theories of law and the relationship of special education and other laws to social and ethical values. The course will illustrate how to better understand the law and the politics associated with governance and the ability to assist people to work through moral dilemmas associated with the law, specifically scenarios involving cross cultural mis-communications, desegregation, and discrimination. The role of the school leader/administrator also will be explored in relation to serving disabled, non-conventional, at-risk, delinquent, truant, addicted, and troubled students.

ED 608A/B Fieldwork Practicum In School Administration  3 units
This course focuses on real world application of course work and CCTC CPSELs. Students design fieldwork experiences around the six major themes and document their experiences in an electronic portfolio (TaskStream). Their activities are accomplished in conjunction with a school district or school and Touro University. Each student will gain experience and increase competence in the many areas of educational leadership. Personal growth and reflection are integral parts of each experience.
ED 609 Interpersonal Communication & Post-Assessment 3 units
This course will present theories processes on interpersonal communication and collaboration, effective listening, sending and confrontation, problem solving and conflict resolution. The course will specifically highlight theories related to communication such as cybernetics, information theory, and conflict resolution. In addition, this course will serve as the location for the collection of formal and summative assessment data on administrative candidacy’s leadership and administrative knowledge, skills, and dispositions to be an effective educational leader at a school site or system.

ED 611 Assessment and Digital Age Leadership ED 611 3 units
The purpose of this course is to provide leaders with skills which will enable them to use, evaluate, plan, and implement instructional program development in diverse educational settings. The use of technology as a tool for teaching and learning and to support work as an administrator will be explored. To help contextualize the concepts and skills needed for demonstrating leadership supported by technology, students will be asked to examine the ways in which technology can support school-wide efforts to improve the teaching and learning process. The International Society for Technology in Education standards for administrators will be explored and applied to current educational initiatives. ISTE’s NETS for Administrators (NETS•A) are the standards for evaluating the skills and knowledge school administrators and leaders need to support digital age learning, implement technology, and transform the education landscape.

ED 610A,B,C,D Internship in School Administration 3 units
This course provides the framework for the intern process. In this course the intern, university supervisor, and school or district mentor meet to set goals and objectives for the intern process. The goals and objectives are related to fostering, showing and proving mastery of the California Teacher Commission’s California Professional Standards for Educational Leadership (CPSELS). The fieldwork expectations are job related with goals and objectives tied to both successful completion of job requirements and growth in understanding the role of school leadership through out the school, district and community.

ED 709 A,B,C,D Clear Induction: Coaching and Practicum Internship in School Administration 3 units
This course supports and mentors the candidate by providing one to one coaching and support for the Individual Induction Plan. The design of the plan is based on each candidates needs in mastering the California Professional Standards for Educational Leaders. The induction plan provides for specialization and individual development based on an assessment of each candidate’s needs, interests, and career goals. The plan is developed jointly by the candidate and the coach. Each semester the plan is revised and benchmark assessment data is gathered and coaching modified.

Master of Education in Innovative Learning Courses

ED 701 The Dynamics of the Equitable Classroom 3 units
Explore new paradigms for teaching and learning to prepare students for the future of the global economy. This foundational course investigates 21st century learning skills in the context of cultural competency, equity, closing the achievement gap and the digital divide.
ED 702 Digital Tools for Edu-Vators 3 units
Focus on experimenting with new learning tools, practices, and the development of learning activities and the seamless integration of technology, pedagogy and content knowledge within the local context. Emphasis on developing units of practice and peer-to-peer professional development, advocacy and leadership skills.

ED 703 Extending Human Capacity via Transliteracy 3 units
Explore virtual community building, reading, writing and interacting across multiple media and social platforms. Grounded in theory and rooted in practice, this course explores how to leverage social cyberspace relative to the master’s research project/thesis and future leadership and advocacy.

ED 704 Creativity & Innovation 3 units
Examine the research of invention, expertise and creativity and how they lead to innovation. The impact of innovation on the teaching and learning landscape will be explored: from changing pedagogy, resources, policies and assessment of student learning. Participants will investigate factors that contribute to the genesis of creativity/innovations on a personal and professional level and build important connections between their expertise and the creative/innovative process of students.

ED 705 Emerging Trends in Technology 3 units
Emerging Trends in Technology provides a view into the worlds of business, medicine, education, and engineering to examine new technological innovations in those fields and how these emerging technologies converge and intersect. Students will engage in futures scenario planning, creating images of alternative futures in order to develop the capacity to evaluate technology policy and practices in education. This course requires students to become familiar with current research on emerging technologies and the critical issues that develop with disruptive innovation. Open to all graduate students.

ED 706 Digital Storytelling 3 units
Explore curricular, pedagogical, and technological aspects related to the use of digital storytelling in the classroom. Appropriate software, audio, video, and editing tools will be explored. Participants will create a story applicable to the content areas/grade levels in which they teach. Open to all graduate students.

ED 707 Professional Development Design 3 units
Focus on the unique challenges that arise when combining technology with traditional principles of curriculum design and learning theory. Students construct a learning project that is conductive to the skills appropriate to the age of the intended learners through technology and explore how the TPACK framework guides professional development for teachers. Open to all graduate students.

ED 708 Current Issues in Innovative Teaching and Learning 3 units
In-depth graduate level study, facilitated by an instructor or team of instructors with expertise in a selected area of education. Open to all graduate students.

Master of Education in Innovative Learning Courses

ED 790 New Literacies and Digital Epistemologies 3 units
Review the literature on new literacies in the context of the digital evolution. Participants will reflect on their practice and that of their school or district. Conduct an action research evaluation of a local problem and to produce a needs analysis culminating in the development of a research-based plan for their master’s study.

**ED 791 Sensemaking and Research Design**  
3 units  
Investigate human computer interaction combined with situational learning in the context of education. Critical analysis of the research literature related to the master’s project and development of an action research design.

**ED 792 Capstone Seminar**  
3 units  
This course provides support and direction during the development and completion of the master's thesis or project requirement for the Master's degree. This culminating research requirement may be fulfilled either individually or in collaborative teams through an action research study or an applied project with the approval of the faculty advisor. Students who do not complete the culminating research requirement during this course are required to enroll in the zero-credit EDU 795-X each semester until the research requirement for the degree is met. Pre-requisite: EDU 710-IL New Literacies and Digital Epistemologies. Co-requisite: EDU 716-IL Sensemaking and Research Design.

### All Program Courses

**EDU 700 Educational Equity for All Students**  
3 units  
This class will cover and explore in depth, working effectively with all students through an examination by the candidate of his/her approaches, beliefs, values and professional actions in relation to the dilemmas, challenges, and issues that confront teachers in working with a variety of learners and learner levels, within their classroom. This examination of personal approaches, values and actions is developed against the statistics and research of using equitable teaching methods to differentiate instruction – processes, content, and products, according to students’ cultural background, interests, level, and learning profile.

**EDU 710 Introduction to Research for Educators**  
3 units  
Introduction to Research for Educators provides an overview of qualitative and quantitative research methods commonly used on the area of education and related social science fields. Master’s degree candidates will learn how to read and evaluate research studies, analyze data, and design a research proposal.

**EDU 713 Learning Theory**  
3 units  
The purpose of this course is to present the major theories, issues, and research in learning and cognitive development with an emphasis on the application of these theories to mathematics and science education. A primary goal is to understand different perspectives on cognitive development and how cognitive change can be facilitated by educational settings with attention to the uniqueness of the learner.

**EDU 714 Current Issues in Education**  
3 units
A course with contemporary topics and taught by an expert instructor in the chosen field of study. Example course: Identifying and Working with At-Risk Students

The emphasis in this class will concern working effectively with At Risk students through an examination by the candidate of his/her approaches, beliefs, values and professional actions in relation to the dilemmas, challenges, and issues that confront the At Risk student. This examination of personal approaches, values and actions is developed against the statistics and research of the growing number of At Risk students in the state and nation, as well as the influencing factors for those statistics.

EDU 715 Teacher Leadership 3 units
This course examines the way leadership in schools is changing to meet the demands of current educational initiatives and the leadership roles teachers can take in instruction, curriculum, governance, and education policy. Teacher Leadership looks at traditional and alternative models of leadership, focusing on those models that engage teachers within their teaching role, rather than acceding leadership only to those holding administrative positions in schools and districts. Course participants will assess their own leadership strengths and take a leadership role in a project of their choosing.

EDU 716 Reading /Writing Educational Literature 3 units
Reading and Writing Educational Research: Special Topics is part of the research core completed by candidates pursuing the Master’s degree in Education. EDU 716 immerses the MA candidate in reading and analyzing the current theoretical and empirical literature on an educational topic connected to his/her MA project or thesis. Students are expected to define their topic and write a literature review in anticipation of their Master’s project or thesis. This course incorporates writing instruction, practice, and support for students undertaking graduate study in order to acquire the conventions of academic writing expected of Masters level students. EDU 710, Introduction to Research for Educators, is a pre-requisite or co-requisite course unless prior permission is granted by the instructor.

EDU 717 Cultural Issues and Competence in Educational Pedagogy 3 units
The purpose of this course is to explore and analyze issues and concepts in cultural competence and educational pedagogy. There are three specific objectives that coincide with the readings and weekly discussion topics. First, the course is designed to develop a critical perspective with which to analyze and examine cultural diversity as it is related to pedagogy. The second objective is to engage in an analysis of culturally relevant or appropriate practices and strategies utilized by educators in schools that enhance all students’ opportunities to learn. The third objective is to examine the influence of cultural diversity as part of larger social policies that are currently changing schools across California and the nation. Stress is placed on the examination of cultural issues from the perspective of education, politics, economics, history, and social (macro) contexts as well as personal experience (micro) and events that impact individual lives.
EDU 718 Inclusive School Environments for all Learners  3 units
Provides candidates an introduction of creating positive and effective instructional environments for all learners, including those with disabilities and English Language Learners. This global overview includes a study of types of disabilities and criteria for identification for special education services, as well as an examination of the types of services provided in response to student needs. Candidates examine the population of students included for special education services, the continuum of services available, and different models of service delivery. Opportunities to acquire the knowledge, skills, and abilities related to instruction of English learners is provided, including state and federal legal requirements for the placement and instruction of English learners. Candidates will learn about pedagogical theories, principles and practices for English Language Development. Candidates will identify the skills and abilities necessary to fulfill their professional responsibilities as a teacher in a variety of institutional structures and learning climates. Fieldwork and coursework occur concurrently in this course for both Interns and non-Intern candidates.

EDU 719 Professional Educators and the Law  3 units
Covers educational law established by state and federal statutes, constitutions, and court decisions. Presents strategies for resolving educational conflicts and enabling professionals to become legally literate. Provides understanding in how public educational agencies respond procedurally to legal issues and legal requirements, rights and responsibilities, and equal educational opportunity. Course develops skills in verbal discourse and group collaboration in ethical reasoning and value formation for educational practice.

EDU 720 Content Instruction Methodologies for English Language Learners  3 units
Focus upon the curricular demands and classroom practices that strengthen the reading, writing, listening, speaking, and critical thinking of English Learners must acquire to gain access to essential subject matter content. Explore the development of literacy across all content areas.

EDU 721 English/Reading Language Arts Skills for Culturally/Linguistically Diverse Students  3 units
Reviews principles and successful design for standards-based assessment and instruction of English language learners and the relationship of lesson design to identification of students’ strengths and the support of English language/literacy development and academic achievement. Assessment to monitor and inform teaching practices for English learners’ progress with mastering subject matter content and differentiation techniques are evaluated and applied through action research in the classroom.

EDU 722 Culture and Diversity  3 units
Examines of culture and cultural diversity and their relationship to student achievement and development along with the implementation and evaluation of culturally inclusive instruction. Students are immersed in discussion of the role of culture in the classroom and the school; culturally inclusive learning environments; family and community involvement; and culturally inclusive curriculum and instruction.
EDU 723 Language Structure: First and Second Language Acquisition 2 units
Covers current theories of second language acquisition, first & second language and literacy development. Explores cognitive, linguistic, socio-cultural & affective factors that affect language learning in children of diverse backgrounds.

EDU 724 Teaching with the Brain in Mind 3 units
This class will be discussion based and target working effectively with students through an examination by the candidate of the human brain, its development, and the effects of this development on how we teach as well as what and how students learn. There is an emphasis on designing and matching instruction to challenge students. The candidate’s examination of personal approaches, values and actions is developed against the statistics and growing research into the development of the human brain, and the effects of the digital world on such development, as well as the influencing factors for those statistics.

EDU 725 Teaching in a Middle School 3 units
Instructional Elective, Teaching and the Middle School, connects multiple subject and single subject candidates to the socio-political, cultural, and ethical context in which their professional practice, schools, and classrooms exist. An emphasis in this instructional block is an examination by the candidate of his/her approaches to teaching successful in a Middle school setting. This class will examine Current issues in education as they relate to Middle school. Candidates will have an opportunity to explore current trends in Middle School theory, philosophy and practice. In addition, candidates examine their professional role in relationship to colleagues, administrators, parents, and other members of the community. Teaching and the Middle School combines classroom instruction for multiple and single subject candidates with extensive field experience and/or supervised teaching experience in the Middle School, and opportunities for analysis and reflection on their experiences.

EDU 726 Reading Lab: Assessment & Intervention 3 units
Participants work individually with below-grade-level readers each week throughout the semester to assess student interests, oral language, phonics, word and passage reading, spelling, vocabulary, and writing abilities; conduct detailed work on miscue analysis. Participants construct a comprehensive case study of the student to analyze strengths and challenges, devise a learning plan, conduct lessons with the student, and assess progress over time. Course is held at a local reading center.

EDU 727 Special Topic 3 units
In-depth graduate level study, facilitated by an instructor or team of instructors with expertise in a selected area of Education. Open to all graduate students.

EDU 734 Mathematics Seminar 3 units
Designed to familiarize students with recent research and major developments, state requirements and recommendations, and provide a review on the content of elementary and secondary mathematics. The course emphasizes the development and practice of strategies for delivering mathematical content to diverse populations of students. Students learn about the California State Mathematics framework and other important documents related to mathematics education and develop plans for improving the delivery of its content. The seminar setting allows students to interact with their instructor(s), classroom peers, and experts in subject matter and pedagogy.
EDU 735 Advanced Mathematics Seminar 3 units
Course Description: Acquaints experienced teachers of mathematics with newer developments in mathematics curriculum, materials and the use of technology to support student learning. Emphasizes mathematical basis for courses in mathematics curriculum; organization and design of mathematics programs; and design and construction of curriculum and/or materials to meet specific needs of the teacher or school district. Topics may vary from semester to semester. Emphasizes current trends and concerns of school mathematics education.

EDU 736 Integrating Mathematics in the Curriculum 4 units
Integrating Math in the Curriculum develops the capacity of educators to analyze state-adopted K-12 academic content standards and recognize concepts, principles, and skills that exist between and among mathematics and the other content areas. Masters students will design interdisciplinary curriculum that reinforces learning across the content areas for various grade level spans, K-12, with an emphasis on building understanding of essential mathematical concepts and reasoning methods for K-12 students.

EDU 737 Developing Critical Thinking Through Science and Mathematics 4 units
Developing Critical Thinking Through Science and Mathematics uses problem-based inquiry as a basis for defining critical thinking and investigating strategies for developing critical thinking and scientific reasoning as habits of mind for both Masters students and their K-12 classroom students. Encouraging curiosity, creativity, and reflectivity in self and others is an expected outcome of the course. This course requires a high level of engagement and active learning.

EDU 739 Managing and Coordinating Educational Technology 3 units
The course purpose is to provide the substance and skill necessary to make sound coordination and management decisions relating to information systems and to work with school and district administrators in the resolution of issues and problems in this area. Participants will develop a district technology plan to meet California and Federal funding guidelines.

EDU 740 Technology in the Classroom 3 units
Technology in the Classroom provides advanced study in designing, using, adapting and evaluating technological tools to serve learning needs in K-12 classrooms. The essential understanding for educators who complete this course is that technology is used in the service of learning, to develop the power of the individual to learn. Required projects in this course oblige participants to examine how to integrate technology into their own K-12 classroom settings and to examine the practical and ethical dilemmas that often accompany the use of new technology in a classroom setting.

EDU 741 Survey of Educational Technology 3 units
The Survey of Educational Technology course is designed to provide an overview of the many technologies that can make a positive impact on the educational process. These technologies can be utilized to increase the effectiveness of the teacher, or of the student, and many of them overlap to the benefit of both. It is the goal of this class to give every student exposure and experience in utilizing multiple technologies, and to apply these into their classrooms.
EDU 742 Integrating Technology into Classroom Teaching 3 units
Learners in this course will examine and explore technology integration strategies within K-12 networked computing environments. Content will include an examination of technology integration techniques using various application tools, instructional software, productivity software, and the Internet. Participants will also identify relative advantages for choosing technology integration strategies and resources for teachers to draw upon in developing their own technology integration activities.

EDU 743 Information Literacy 3 units
This course will introduce the principles and concepts of information literacy and emphasize the importance of teaching these skills to our students through a systematic program. Discussions, readings, guest speakers, and in-class activities will cover the following topics: the relationship between information literacy and critical thinking, the importance of assessing information literacy skills, combating plagiarism, and creating effective library research assignments. Faculty will also have an opportunity to update their research skills using online catalogs, online article databases, and the Internet. (3 semester hours)

EDU 744 Distance Learning 3 units
Distance Learning in Education explores what it means to teach effectively when students and instructors are separated by distance and often, by time zones. The roles of both teacher and learner may change in an educational environment mediated by various instructional delivery methods, including internet-based instruction. This course is taught using a hybrid model, including both face-to-face instruction and distance learning methods.

EDU 745 Creating and Publishing Education Research Websites 3 units
This course provides support and direction during the development and completion of the thesis requirement for a Master’s degree in Education. The thesis requirement may be fulfilled either through a research study or an applied project with the approval of the thesis advisor. Students who do not complete the thesis requirement during this course are required to enroll in an Independent Research course each semester until their thesis requirement for the degree is met. Pre-requisite: EDU 710 Introduction to Research for Educators.

EDU 746 History of Educational Technology 4 units
History of Educational Technology begins by defining the meaning of educational technology, thus determining its emergence in educational systems. Technologies from the Socratic method to the most recent advances in digital information systems have profound implications for educational systems and the choices educators make about technology. Historical and current issues in technology use include considerations of equal access and privilege based on gender, race, and social class.

EDU 747 Instructional Design and Development 3 units
Instructional Design and Development focuses on purposes and processes used in designing instructional experiences for K-12 and adult students. Incorporating understanding about learning and cognition, Masters students consider the decision making process they use to design instruction for their students and the challenges and consequences of including students in the process. An historical overview of instructional design theory provides context for current planning practices.

**EDU 748 Computer Applications in Education**  
3 units  
The Multimedia Applications in Education course is designed to provide an overview of the many multimedia programs that can enhance both learning and teaching in all fields of study. These programs can be utilized to increase the effectiveness of the teacher, or of the student, and many of them overlap to the benefit of both. It is the goal of this class to give every student a fundamental knowledge of various multimedia programs and to apply these into their classrooms.

**EDU 749 Emerging Trends in Technology**  
3 units  
Emerging Trends in Technology provides a view into the worlds of business, medicine, education, and engineering to examine new technological innovations in those fields and how these emerging technologies converge and intersect. Students will engage in futures scenario planning, creating images of alternative futures in order to develop the capacity to evaluate technology policy and practices in education. This course requires students to become familiar with current research on emerging technologies and the critical issues that develop with disruptive innovation.

**EDU 750 Independent Research**  
1 units  
This Independent Study course is designed as an elective for students in the Master’s of Arts in Education program.

**EDU 751 Leadership and Supervision**  
3 units  
This course discusses supervision and leadership techniques to improve productivity in the instructional workplace.

**EDU 752 Independent Research**  
2 units  
This Independent Study course is designed as an elective for students in the Master’s of Arts in Education program.

**EDU 753 Independent Research**  
3 units  
This Independent Study course is designed as an elective for students in the Master’s of Arts in Education program.

**EDU 754 Independent Research**  
4 units  
This Independent Study course is designed as an elective for students in the Master’s of Arts in Education program.

**EDU 755 Independent Research**  
5 units  
This Independent Study course is designed as an elective for students in the Master’s of Arts in Education program.
EDU 756 Independent Research  6 units
This Independent Study course is designed as an elective for students in the Master’s of Arts in Education program.

EDU 762 Math Lab: Assessment and Intervention  3 units
Candidates observe and participate in a local K-12 or college classroom to examine how students learn, explore methods for assessing student understanding, then explore and apply their knowledge in the lab setting. Participants teach lessons then interview students to explore their mathematical thinking. A culminating action research project will cap the course and will include a comprehensive case study of at least one student, analysis of strengths and challenges, a learning plan, lessons conducted, and assessments of progress over time.

EDU Educational Psychology & Classroom Management  3 units
This course examines core principles and underlying assumptions in educational psychology including learning theory, cognitive development, memory, motivation, educational assessment, higher level cognitive processes, personal and social development, and strategies for creating an effective classroom environment. The practical, social, and ethical dimensions of the classroom environment, and the teacher’s role in creating that environment, are examined. Candidates will be required to articulate their plan for an organized environment conducive to learning while building students’ capacity for self-control, responsibility, and cooperation. Emphasis on practices that support educational equity and high academic achievement for all students, assist youth in building a healthy lifestyle, and encourage supportive relations between school, family, and community structures.

EDU 771 Teaching Diverse Learners  3 units
This course examines schooling in contemporary U.S. society through a comparative analysis across diverse populations and cultures. Includes cross-cultural contact and interactions within the classroom, school site, and school community. Explores issues related to inclusion for special needs students, English learners, and at-risk urban youth. Opportunities to acquire the knowledge and skills related to instruction of English learners are provided, including state and federal legal requirements for the placement and instruction of English learners. Candidates will learn about pedagogical theories, principles and practices for English Language Development.

EDU 772 Elementary Literacy & Planning Instruction  3 units
Course participants will explore theoretical frameworks and instructional approaches to teaching reading and writing in the primary grades. The course will focus on a balanced approach to primary reading instruction with an emphasis on reading, writing, spelling, phonemic awareness, phonics instruction, comprehension, vocabulary, fluency, assessment, and planning and delivery of appropriate reading instruction. Instructional strategies appropriate for diverse learners are infused throughout the course. Students will read extensively of children’s literature. Participants will learn to plan lessons for effective student learning. Course participants are required to complete a field practicum tutoring a student in reading in a culturally and linguistically diverse classroom.
EDU 773 Secondary Literacy & Planning Instruction  
3 units  
Students will explore theories, major trend, and principles in the fields of reading and writing that render effective instruction for particular purposes. Attention will be given to what, why, when, and how specific components of reading and writing are taught to promote communicative, reading, and writing competence in linguistically diverse classrooms and for individuals within a broad range of experiential and ability levels. Participants will learn to plan lessons for effective student learning. Included within the course is a reading tutorial which provides prospective teachers experience working one-on-one with a secondary pupil.

EDU 774 Curriculum & Instruction Methods 1:  
3 units  
Elementary Language Arts, Social Studies, Visual and Performing  
This course provides single subject candidates with knowledge and practice in subject-specific methodology for teaching social studies, the language arts, and the visual and performing arts. Candidates will review the California State Frameworks as a basis for standards-based instructional planning. Candidates will learn to align learning objectives, instructional materials, and assessment protocols. Candidates will differentiate teaching to provide appropriate instruction to a range of students including those with identified special needs and English learners. Emphasis is on effective strategies for teaching social studies. Students will plan an effective year-long scope and sequence, daily lesson plans, and unit plans.

EDU 775 Curriculum & Instruction Methods 1: Secondary  
3 units  
This course provides single subject candidates with knowledge and practice in subject-specific methodology for teaching the following content areas: Mathematics, Science, Health, History-Social Science, English/Language Arts, Technology, Foreign Language and/or Physical Education. Candidates will review the California State Frameworks and student academic content standards for the area authorized by their credential. Candidates will learn to align learning objectives, instructional materials, and assessment protocols. Candidates will differentiate teaching to provide appropriate instruction to a range of students including those with identified special needs and English learners. Emphasis is on effective strategies particular to the curricular area. Students will plan an effective year-long plan and multiple daily lesson plans.

EDU 776 Curriculum & Instruction Methods 2:  
3 units  
Elementary Math, Science (Health/PE)  
This course focuses on three elements: content knowledge, inquiry, and teaching strategies effective in teaching math and science, health and physical education at the elementary level. Learners explore the materials and tools of math, science, health and PE, observing, recording findings, collaborating with peers, and communicating their learning. Candidates will review the California State Frameworks as a basis for standards-based instructional planning. Emphasis is on effective strategies for teaching math, science, health and PE. Students will plan an effective year-long scope and sequence, daily lesson plans, and unit plans.
EDU 777 Curriculum & Instruction Methods 2: Secondary 3 units
This course provides single subject candidates with additional knowledge and practice in subject-specific methodology for teaching the following content areas for a single subject credential: Mathematics, Science, Health, History-Social Science, English/Language Arts, Technology, Foreign Language and/or Physical Education. Emphasis is on additional effective strategies particular to the curricular area and advancing literacy in the content area. Students will plan effective week-long units and month-long units. Candidates will review the California State Frameworks and student academic content standards for the area authorized by their credential as a basis for standards-based instructional planning and implementation. Candidates will continue to differentiate teaching to provide appropriate instruction to a range of students including those with identified special needs and English learners.

EDU 778 Advanced Elementary Literacy Instruction 3 units
Course participants will explore theoretical frameworks and instructional approaches to teaching reading, language arts, and writing in grades 4-8. The course will focus on methods and materials for literacy instruction in the intermediate grades with an emphasis on comprehension instruction, vocabulary development, reading and writing connections, literature discussions, and writing development. Participants will read extensively from recent young adult literature and will explore how to assess and teach struggling intermediate readers. Reading and writing in the content areas is also a focus.

EDU 779 Advanced Secondary Literacy in the Content Areas 3 units
Effective content literacy instruction and intervention is key to helping adolescents achieve success in their academic and personal lives. This course provides the credential candidate with theoretical and practical knowledge necessary to deliver effective content area instruction including the integration of literacy strategies to adolescent learners with a range of reading ability levels. Credential candidates will explore increasing students’ comprehension, vocabulary development, and writing abilities while engaging in reading text critically and deeply. Informal and formal literacy assessments will guide secondary content area literacy instruction.

EDU 780 Orientation to Student Teaching: Practicum & Seminar 6 units
The course introduces the teacher candidate to the classroom environment and provides support through seminar classes. The course has three components: classroom observations, seminar and Teaching Performance Assessment (TPA) instruction. Candidates are assigned a classroom with a diverse student population. Students observe and assist in the classroom doing individual, small group and whole group instruction under the direct supervision of the classroom teacher. Seminar topics include classroom and time management, curriculum development, assessment, and working with at-risk, special needs and English language learners. Students will complete TPA tasks 1 (Subject Specific Pedagogy) and 2 (Designing Instruction) in this semester.
EDU 781 Student Teaching & Seminar  
9 units
This course supports the teacher candidate in a full-time school classroom with a diverse student population. The course has three components: supervised teaching, seminar, and Teaching Performance Assessment (TPA) instruction. Candidates complete 2 student teaching assignments during the semester: one for 6 weeks, the second for 9 weeks. Students begin by teaching one subject per week, then take full responsibility of teaching all subjects, under the direct supervision of the classroom teacher. Seminar topics include classroom and time management, curriculum development, assessment, and working with at-risk, special needs and English language learners. Students will complete TPA tasks 3 (Assessing Learning) and 4 (Culminating Teaching Experience) in this semester. 

Note: The following sections are used to indicate the program concentration:

- EDU 781-A Multiple Subjects
- EDU 781-B Single Subject
- EDU 781-C Special Education Mild/Moderate
- EDU 781-D Special Education Moderate/Severe

EDU 782 Cultivating Community: Advocacy in Urban Leadership  
3 Units
Students investigate practices and policies of successful coalitions then assess need and identify key constituents and resources to support and promote advocacy. Participants design a plan to use positive communication methods to improve relations among schools, families and communities through activities that engage, equip, and empower a constituency in the school or community to become active partners in school improvement efforts.

EDU 783 Assessing Mathematical Understanding  
3 units
Examines methods for assessing k-12 students’ understanding of mathematics. Course will analyze and interpret standardized test data and focus on alternative forms of assessment that reveal student conceptualizations and problem-solving processes about mathematical concepts such as individual interviews, writing tasks, performance tasks, portfolios and technology-based simulations and multimedia. Mathematics assessment will be explored as an ongoing part of instruction and teacher planning.

EDU 795 Master’s Thesis/Project Seminar  
3 units
The Master’s Thesis/Project Seminar provides support and direction during the development and completion of the thesis requirement for a Master’s degree in Education. The thesis requirement may be fulfilled either through a research study or an applied project with the approval of the thesis advisor. Students who do not complete the thesis requirement during this course are required to enroll in the zero-credit EDU 795-X each semester until their thesis requirement for the degree is met. 

Pre-requisite: EDU 710 Introduction to Research for Educators. Co-requisite: EDU 716 Reading/Writing Educational Literature.

EDU 795-X Master’s Thesis/Project Continuation  
0 units
Students who have not completed their Master’s Thesis/Project must register for this non-credit Master’s Thesis/Project Continuation course each subsequent academic session until the Thesis/Project is completed (up to a maximum of three (3) academic sessions following initial registration in EDU 795). By enrolling in this non-credit course, students will maintain "active COE student status" while completing their thesis/project. Students will receive an “IP” for each academic session until successful completion EDU 795. Registration for the course will require the consent of the student’s adviser and completion of a registration form. A $75 registration fee will be charged for each academic session of enrollment.
EDU 796 Master’s Thesis/Project Continuation 1 unit
*Implemented Summer 2015

Students who have not completed their Master’s Thesis/Project/Capstone must register for this continuation course each subsequent academic session until the Thesis/Project/Capstone is completed (up to a maximum of three (3) academic sessions following initial registration in EDU 795 or ED 792). By enrolling in this course students will maintain "active COE student status" while completing their thesis/project. Students will receive an “SP” for each academic session until successful completion EDU 795 or ED 792. Registration for the course will require the consent of the student’s adviser for each academic session of enrollment.

Special Education Courses

SEPS 701 Special Education: Students, Classroom and Programs 3 units
Provides candidates an introduction to major aspects of special education. Candidates identify the skills and abilities necessary to fulfill their professional responsibilities as a special education teacher in a variety of institutional structures and learning climates. Focus is on understanding disability categories and learning support needs and how they impact educational instruction. Candidates also examine how issues of health and behavior play a part in determining special education services, and the scope of assistive technology available to special education teachers. The special education teacher’s responsibility to respond to students from diverse social, economic, cultural, racial, and linguistic backgrounds is emphasized, as is his/her responsibility to establish and maintain environments that are positive, proactive, and respectful of students. Fieldwork and coursework occur concurrently in this course for both Interns and non-Intern candidates.

SEPS 708 Advanced Studies in Mid/Moderate Disabilities 3 units
Application of advanced strategies related to assessment, curriculum development, and strategies for instruction of individuals with mild/moderate disabilities. Includes increased emphasis on specific areas of learning disabilities, language disorders, and attention deficit hyperactivity disorders. Information will focus on collaborative strategies and research validated models of instruction.

SEPS 709 Advanced Studies in Moderate/ Severe Disabilities 3 units
Application of contemporary theories and literature related to curriculum development and strategies for instruction of individuals with moderate/severe disabilities. Includes increased emphasis upon specific areas of moderate/severe disabilities such as severe/profound intellectual disability, multiple disabilities, deaf/blind, physical disabilities, emotional disability, and autism.
Graduate School of Education
Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 710</td>
<td>Advanced Intervention in Classroom and School Supports</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>The purpose of this course is to provide students with the knowledge and skills to (a) identify and assess problem behavior in school settings, (b) design and implement behavioral interventions, including psychological and pharmacological variables, (c) design and implement comprehensive behavior support plans, (d) monitor and evaluate implementation of behavior support plans, and (e) apply behavioral procedures on a school-wide basis. Students will learn to develop both systems level and individual behavioral intervention plans for persons with serious behavioral problems.</td>
<td></td>
</tr>
<tr>
<td>SEPS 711</td>
<td>Transition from School to Adult Life</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>This course focuses on the transition of persons with disabilities from school to employment and adult life. Specific curriculum and teaching methodologies will be presented. Emphasis will be placed on understanding quality of life outcomes - friendships and social networks, self-determination, choice, and family issues. Factors such as job development, adult service agencies, related legislation, and assessment will also be covered.</td>
<td></td>
</tr>
<tr>
<td>SEPS 712</td>
<td>Induction Plan Assessment</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>This course is the capstone experience for the Professional Level II Education Specialist credential program. Candidates will critically assess their knowledge and skills as they relate to their Professional Induction Plan, their chosen Expertise Area of Specialization and the professional standards set forth by the State of California. During the course candidates will complete their professional Portfolio, demonstrate their Expertise in an area of specialization, and develop a comprehensive Professional Development Plan. This course will allow the candidate to integrate her/his knowledge into a unified understanding of the professional field of special education.</td>
<td></td>
</tr>
<tr>
<td>SEPS 715</td>
<td>Overview of Autism Spectrum Disorders</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>This course is an overview of autism spectrum disorders. The course examines the psychological, physiological, social, communicative and educational characteristics of individuals who have been identified as having autism, pervasive developmental disorder-not otherwise specified, Childhood Disintegrative Disorder, Rett's disorder, Asperger's syndrome and other related disabilities. Focuses on causes, prevalence, diagnosis and interventions.</td>
<td></td>
</tr>
<tr>
<td>SEPS 716</td>
<td>Curriculum Studies in Autism Spectrum Disorders</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>This course focuses on the effectiveness of the major therapies/educational interventions that have been developed to treat autism and related pervasive developmental disorders. This course provides a thorough understanding of the educational needs, behavioral characteristics, and challenging behavior associated with the education and support of the student with autism spectrum disorder, including the building of social competency, support, and inclusion in general education settings. A specific emphasis is placed on utilizing the current research literature to identify meaningful interventions (e.g., visual strategies, social skill training, sensory needs) that address the educational support needs of individuals with ASD.</td>
<td></td>
</tr>
<tr>
<td>SEPS 717</td>
<td>Education Specialist Induction Plan Development and Implementation</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>This is the required first course for all Education Specialist Clear Credential candidates. SEPS 717 serves as an individualized process where the formal induction plan is developed and refined. Central to this course, is the beginning of the execution of personalized goals for each candidate. A</td>
<td></td>
</tr>
</tbody>
</table>
complete candidate program development and assessment plan will be developed. This development and assessment plan (candidate goals, plan and time line for execution, and the exit assessment plan) will be agreed upon by the candidate, the support provider, the employer, and the faculty advisor. Candidates will complete an Education Specialist Clear Program Professional Development form detailing evidence-based instructional plans. No other Education Specialist Clear Credential Touro University courses may be taken until SEPS 717 is successfully completed.

**SEPS 791 Positive Behavior Supports**  
3 units  
This course covers theories, practices and ethical issues in creating positive, productive classroom and school learning environments. Emphasis is on implementing effective, positive, and respectful interventions. Focus of the course is on classroom management, functional analysis, developing individual support plans, and applied behavior analysis.

**SEPS 792 Assessment and the IEP Process**  
3 units  
This course provides candidates for the education specialist credential with the knowledge and skills to develop and implement individual educational programs. Candidates examine special education law and the professional responsibilities of school personnel in fulfilling the legal mandates for services to special education students. Candidates learn to administer assessment protocols and to interpret the findings of the assessments for developing effective IEPs and instructional plans.

**SEPS 793 Instruction of Students with Mild/Moderate Disabilities**  
3 units  
This course provides education specialist mild/moderate credential candidates with the knowledge and skills to identify and partner with community-based organizations, families, service delivery organizations, and professional service providers internal and external to the school system to effectively implement instructional programs and supports. The candidate learns to implement a comprehensive educational program. The benefits of collaborative planning with general education teachers, school counselors, para-educators, site administrators, family members, community-based service providers, and students are explored.

**SEPS 794 Instruction of Students with Moderate/Severe Disabilities**  
3 units  
This course provides candidates for the Education Specialist Moderate/Severe Credential with the knowledge and skills to develop and implement educational programs that insure that learners with moderate/severe disabilities are able to participate in classrooms, schools and the community. Candidates demonstrate their competency to integrate age and ability appropriate instruction and accommodations at levels equal to the intensity of the needs of the student. Provides a knowledge base and introduces the skills necessary for the teacher in contemporary educational environments to assess, plan for, instruct, and evaluate students with moderate/severe disabilities.
Grading

GRADES

Touro University’s Graduate School of Education uses the following consistent grading system:

97-100% 3.85-4.00 A+
93-96% 3.65-3.80 A
90-92% 3.50-3.60 A-
87-89% 3.35-3.45 B+
83-86% 3.15-3.30 B
80-82% 3.00-3.10 B-
77-79% 2.70-2.90 C+
73-76% 2.30-2.60 C
70-72% 2.00-2.20 C-
69% or below 0.00 U

Credit Awarded Grade Marks—Counted as units earned; Calculated into GPA

Effective August 2015, EDU 795 and ED 792 will be graded as Pass/Fail.

DEFINITION OF GRADES

Satisfactory (A or B)
80% or above in an instructional block is considered a satisfactory grade. Candidates must earn a 3.0 overall GPA in the program to remain a student in good academic standing and be recommended for a credential.

Unsatisfactory (U)
An unsatisfactory grade, below 70%.

Pass/Fail (P/F)
Candidates do not receive letter grades in field work assignment(s). Units for fieldwork are assigned marks of Pass/Fail only.

Incomplete (I)
An incomplete grade (I) indicates that a student has not been able to finish all required work for issuance of a letter grade. An incomplete grade is not counted in the grade point calculations until a letter grade replaces it. An incomplete must be replaced before the student registers for the next academic year. Replacement of an incomplete will be under the direction of the instructor. If the required work is not completed within the specified time, the (I) will be automatically converted to an unsatisfactory grade (U). It is to the student's advantage to arrange to make up any incomplete work as soon as possible.
Grading

Withdrawal (W)
A withdrawal indicates that a student has registered for a course and then withdrawn from the course before the end of the semester. A W will remain on the student’s transcript.

Withdrawal Unsatisfactory (WU)
If a student withdraws from a course during finals week, the student will receive a WU.

Units and Credits
One academic unit consists of 15 hours of instruction. One fieldwork unit consists of 30 hours.
Special Notice

The provisions of the catalog are subject to changes as a result of official actions of the administration. Such changes may be without notice. This catalog should not be considered to represent a contract between Touro University - California and the student. The University disclaims any misrepresentations that may have occurred as a result of error in preparation or typing.

Each student must recognize that he/she is responsible for knowledge of current academic regulations, general and specific requirements, student operational policies contained in this Catalog, departmental Policies and Procedures, and other official announcements and published documents of the programs and university. Students are expected to observe the Code of Ethics relevant to their chosen discipline.