Graduate School of Education Catalog
## GENERAL UNIVERSITY INFORMATION

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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.

Admissions, Registration, Tuition, and Fees

Admissions

All admissions materials are to be submitted to the Graduate School of Education offices which will forward completed admissions packages for processing through the Office of Admissions. Graduate School of Education admissions requirements are posted on the tu.edu/gsoe web site. Procedures and program specific requirements are referenced on the web site 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, gender, disability, age, sexual orientation or any other characteristic protected by law in employment, or in its admission, treatment or access to its educational programs or activities.

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

The Bursar’s Office collects tuition and fees from students on behalf of Touro University - California. The Bursar’s Office is responsible for charging tuition to student accounts according to the University fee schedule and to collect payments from students. The Bursar will send each student tuition and fee statements until his/her bill is paid.

As a result of the large variety of funds available to students, some students may receive funds in excess of their tuition and fee charges. Such funds are returned to students to be used for other college related expenses.

The Bursar’s Office is responsible for disbursing funds to students resulting from tuition overpayments of any type (refunds). Refund checks are issued following Federal and State guidelines once satisfactory attendance and academic progress are verified.

Tuition Refund

Students wishing to withdraw from classes must notify the Office of the Registrar by filling out the Add/Drop Form. Once approved, the following refund schedule will apply:

Before the opening of class: 100% of tuition
During the first week of classes: 90% of tuition
During the second week of classes: 75% of tuition
During the third week of classes: 50% of tuition
During the fourth week of classes: 25% of tuition
After fourth week of classes: No refund

In 2000, new federal regulations went into effect concerning students who are Title IV fund recipients who withdraw from school. A copy of these regulations is available in the Financial Aid Office.
General University Information

If a student has not paid full tuition and fees for the term in which the withdrawal takes place, a proportionate amount noted above must be paid before leaving the University. The withdrawal date is the date that the Dean of Student Affairs receives written notice of withdrawal, i.e., a completed Official Withdrawal Form. In cases of academic dismissal, tuition paid in advance for the term immediately following the dismissal date will be 100% refundable.

State of California Tuition Recovery Fund (STRF)

California law requires that, upon enrollment, a fee be assessed in relation to the cost of tuition. These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California legislature to reimburse students who might otherwise experience a financial loss as a result of untimely school closure. Students may be reimbursed by the STRF only for prepaid, but unused, tuition monies. Institution participation is mandatory (Education Code Section 94342.).

It is mandatory that enrollees keep a copy of any enrollment agreement, contract, or application to document enrollment; tuition receipts or cancelled checks to document the total amount of tuition paid; and records which show the percentage of the course which has been completed. Such records would substantiate a claim for reimbursement from the STRF, which, to be considered, must be filed within one year following school closure.

If a student has obtained a judgment against the institution for any violation of the law, and the student certifies that the judgment cannot be collected after diligent effort, a claim can be made to the STRF within two years upon which the judgment became final.

For further information, contact:

Department of Consumer Affairs
Bureau for Private Postsecondary
and Vocational Education
400 R Street, Suite 5000
Sacramento, CA 95814-6200
Telephone: (916) 445-3427
http://www.bppve.ca.gov

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 in which the student has previously attended must be on file in the Registrar’s Office. In addition, proof of health insurance is required. Attendance during an Orientation Meeting is also mandatory.
Financial Aid

General Information
Financing a college education at a private university may seem to be out of reach to many potential students. But many students receive financial aid to meet their college charges. Since the process of applying for and receiving aid is complex, University personnel are available to assist students in understanding the requirements of the system. The following information is provided to clarify the process and detail the various types of financial aid available to students.

Many students pay for tuition and fees by applying for and receiving a variety of grants, scholarships, and loans. Other students pay by check or money order or develop a payment plan with the Bursar. Regardless of the method of payment chosen, all tuition must be paid in full each semester. Students who experience problems in paying their tuition should confer immediately with the Bursar.

Touro University - California participates in Federal and state grant and loan programs. These sources are designed to assist qualified students who have limited resources.

The financial aid program is designed to ensure that students who demonstrate need will be able to complete their course of study with financial assistance.

Financial aid policies are designed to help bridge the gap between the cost of attending school and the student’s available resources. Most awards are determined by need, but financial need has no bearing on admission decisions. It is to this end that Touro University - California participates in and receives funds from federal, state, and local sources, some of which may include:

• Federal Family Educational Loans Program (Stafford Loans)
• Federal College Work Study Program (CWS)

Application Procedure
Applications for financial aid must be completed once every year. The Financial Aid Office is available to assist students in completing their applications. Applicants are required to provide documentation of family income, such as Federal and State income tax returns, public assistance budget letters, etc.

Touro University - California accepts the Free Application for Federal Student Aid (FAFSA), which is required for all loans and other Federal programs. The school code is 041426. New students can obtain the FAFSA form through the Financial Aid Office or the Office of Admissions when they submit their application for admission or at fafsa.ed.gov. Continuing students may complete the FAFSA over the Internet or by using the actual form.
Applications become available in December for the upcoming school year. Students are strongly advised to file the FAFSA immediately, even before they receive an admission decision. New students applying for any type of federally funded financial aid must arrange to have a Financial Aid Transcript from all previously attended colleges, universities, or professional schools forwarded to the Financial Aid Office.

Eligibility for financial assistance is determined by means of a federally recognized Needs Analysis System. This system reviews and evaluates the student’s income and assets, and determines what amount of personal resources should be available to meet the cost of education as determined by the University. If resources are less than expenses, then students are considered to have an established financial need, and are eligible to receive financial aid funds. The above is based on the premise that students will submit all required documentation on time to the Office of Student Financial Aid, and that there are financial aid funds available at the time the application is reviewed.

**Student Budgets**

A student budget is an estimate of the amount of money that it will cost a student to attend the University. It includes tuition, fees, books and supplies, transportation, housing and food, and personal expenses. Additional allowances may be made for unusual expenses. Student budgets are set each year by the University based on the average expenses of all students who are either dependent or independent. The budget may only be adjusted if an individual can document an unusual expense not incurred by the average student. Students’ budgets include tuition, mandatory fees, books and supplies, room and board, transportation, and personal expenses. The following expenses are not included in the cost of attendance: consumer indebtedness, relocation expenses, home furnishings or repairs, home mortgage or rental payments which exceed standard budget, additional travel, legal fees, life insurance, automobile purchase or monthly payments, study abroad or rotations out of the area, as well as internship interview expenses.

The Touro University California financial aid policy assumes that all students should be prepared and willing to provide some or all of the financial resources needed during their enrollment. The University will attempt to allocate its limited financial aid resources among as many students as possible, thus offering education opportunities to a large number of individual students. Students should not expect to be fully covered by financial aid. Financial assistance is offered to cover only the students’ educational expense.

Most of the financial aid funds that a graduate/professional student will receive while in attendance at Touro University California are student loans. In order to maintain as limited an indebtedness as possible, Touro University California encourages students to investigate other avenues for possible grants, scholarships, low interest rate loans, and free funds. Other financial resources include religious organizations and private organizations with which students or family members are currently affiliated.

Financial Assistance Programs Administered by Federal and State Agencies
The federal government funds several financial aid programs including the Federal Direct Unsubsidized Loan Program, and the Federal Direct Graduate Plus Loan Program and Federal Work Study Program.

**Eligibility**
In order to be eligible for Federal aid a student must:
1. Have a financial need (Federal work Study Program)
2. Be enrolled as a matriculated student.
3. Be in good academic standing and making satisfactory progress.
4. Be a U.S. citizen or an eligible non-citizen.
5. Have a valid social security number.
6. Sign a statement of educational purpose/certification statement on overpayment and defaults (both appear on the Free Application for Federal Student Aid [FAFSA]).
7. Agree to use any Federal student aid received solely for educational purposes.

Students who have defaulted on a loan, or owe a repayment for a grant at any post-secondary school, must present evidence that they have repaid their obligation in full or have entered into an acceptable repayment arrangement before they will be eligible for aid at Touro University California.

**Subsidized Federal Stafford Loan**
Effective July 1, 2012, the Federal Subsidized Loan program for graduate/professional students will no longer be available. The loan amount of 8,500 along with the unsubsidized loan of 12,000 for a total of 20,500 will be available annually under the unsubsidized loan program.

**Unsubsidized Federal Stafford Loan**
Students may qualify for Unsubsidized Federal Stafford loans. The federal government does not pay interest on students’ behalf on these loans. Students must pay all the interest that accrues on the loan during their period of enrollment, during the grace period, and during periods of repayment authorized for deferment. There are two ways to pay interest during these periods:
- The student may make monthly or quarterly payments to his/her lender.
- The student and direct lending may agree to add the interest to the principal of the loan, but no more often than quarterly (this is called capitalization.) If the student does not make interest payments on schedule while in school or authorized periods of deferment, the interest will be capitalized.

Loan amounts will be disbursed in multiple payments and sent via EFT to the school. An origination fee of 1% of the loan will be deducted proportionately from each disbursement. Borrowers must sign a promissory note agreeing to repay the loan, and must attend an entrance interview when applying for the loan and an exit interview before leaving the school.
A Stafford loan first disbursed on or after July 1, 1998 has a variable interest rate not to exceed 8.25% regardless of the period of enrollment or the interest rate on borrower’s previous loans. The interest rate is adjusted annually on July 1, and that rate remains in effect through June 30 of the following year. The rate is calculated by adding 1% to the bond equivalent rate of securities with a comparable maturity as established by the Department of Education.

Borrowers are given a six-month grace period after they graduate, leave school or drop below half time. Unsubsidized loan borrowers will be responsible for the interest during the six months grace period. Borrowers will be notified of the date repayment begins but are responsible for beginning repayment on time regardless of notification.

Unsubsidized Stafford Loans may further be deferred for certain categories of borrowers such as those unable to find full time employment or those enrolled in a rehabilitation training program for the disabled. Under certain other conditions repayment of a Stafford Loan may be canceled either partially or in full. For more details on repayment, deferments, cancellations etc., please contact your Financial Aid Administrator, or Direct Lending for more information.

Federal Consolidation Loans
Loan consolidation enables a borrower with several loans to obtain one loan with one interest rate and repayment schedule. Federal Direct Lending will pay off the student’s existing loans and create a new loan to replace them. A defaulted loan may be included in a consolidation loan if the borrower has made satisfactory repayment arrangements with the holder of his/her loan. A borrower can also consolidate a defaulted loan if he or she agrees to repay the Consolidation Loan under an income-sensitive repayment plan.

To be eligible for a Consolidation Loan, a borrower must be in the grace period or in repayment status on all loans being consolidated.

The repayment period varies from 10 to 30 years, depending on the amount consolidated. The interest rate for a Consolidation Loan is the weighted average of the interest rates of the loans consolidated. There are no insurance premium or other fees for loan consolidation.

Veterans Administration (VA) Benefits
Many programs of educational assistance benefits are available to those who have served in the active military, naval or air service and to their dependents. Detailed information on all veterans’ benefits and assistance in applying for benefits can be obtained from offices of the Veterans Administration.

The standards of academic progress for students receiving educational benefits through the Veterans Administration are as follows:

- Probation is defined as a period of time during which the student’s progress will be closely monitored by the Student Promotions Committee and the Vice President of Student Affairs & Institutional Development.
A student who is placed on probation for more than two (2) consecutive semesters will be ineligible for certification of educational benefits through the Veterans Administration.

Federal Work-Study Program

The purpose of the Federal Work-Study Program is to stimulate and promote part time employment, particularly for those with great financial need.

Part time positions available through this program may involve work at the University, or in a public or private non-profit organization. Students may work no more than an average of 25 hours per week when classes are in session, and up to 30 hours per week when classes are not in session. In addition, during the summer vacation months, if a student has applied for and been found eligible for the Summer Federal Work-Study Program, the student may work up to 30 hours per week. However, in accordance with federal regulations, the student’s net earnings, that is gross earnings minus taxes and incidental expenses, must be applied against the student’s cost of education for his/her next period of regular enrollment at the College.

The rate of pay for Federal Work-Study positions at Touro University - California is $15 per hour, and students are paid according to established University payroll procedures. Rates are subject to change.

Satisfactory Academic Progress

Federal regulations which govern the various federal financial aid programs stipulate that in order to continue receiving financial aid funding, a student must maintain "satisfactory academic progress" as defined by the institution. In the definition, the institution must establish a maximum time frame in which the student must earn the degree, and divide the maximum time frame into increments not to exceed one academic year. Additional information on this matter can be found in the COE Student Handbook on p. 10.

Important Financial Aid Terms

Default: Failure to repay a student loan according to the terms agreed to at the time the promissory note was signed. The school, lender, State and the Federal Government may all take action against a defaulted student in order to recover the money.

Entrance Interview: A counseling session required of all first time borrowers at the time they apply for a Stafford loan, advising them of their obligations, rights and responsibilities as borrowers.

Exit Interview: A counseling session borrowers must attend before leaving school. At this session, the school will give the borrower information on the amount owed, the amount of monthly repayment, and information regarding deferment, refinancing and loan consolidation options.

Financial Need: The difference between the cost of education (tuition, fees, room, board, books and other related expenses) and the amount the student and his/her family can afford to pay as determined by prescribed formulas used to calculate need from information reported on the aid application.
Promissory Note: A legal document signed by a borrower at the time he/she obtains a student loan. It lists the conditions under which the borrowing takes place and the terms under which the borrower agrees to pay back the loan.

Statement of Educational Purpose / Certification Statement on Refunds and Default: Students are required to sign this statement in order to receive Federal Student Aid. By signing it, the student indicates that he/she does not owe a refund on a Pell Grant or SEOG and is not in default on a Perkins Loan, Stafford Loan, PLUS or SLS Loan. The student is also agreeing to use any student aid received only for education-related purposes.

Statement of Registration Status: A student who is required to register with the Selective Service must sign a statement indicating he has done so before receiving any Federal Student Aid. This requirement applies to males who were born on or after January 1, 1960, are at least 18, are citizens or eligible non-citizens, and are not currently on active duty in the Armed Forces. (Citizens of the Federated States of Micronesia, the Marshall Islands, or the Trust Territory of the Pacific (Pilau) are exempt from registering.)

Alternative Loans
There are private educational loan programs that provide an affordable, effective solution to the financing needs of healthcare students. These loans are non-need-based, and the loan amounts, repayment periods, as well as rates and fees vary. For additional information about the various loan sources, please contact the Office of Financial Aid.

State Programs
A variety of programs sponsored by the state of California may also provide financial assistance to graduate students and to students in teacher preparation programs. The Office of Financial Aid has specific information relative to state assistance.

California Graduate State Fellowship
The California Student Aid Commission awards approximately 500 Graduate State Fellowships annually to California residents. Candidates must plan to pursue recognized degrees at eligible California graduate/professional schools and must demonstrate their intent to become a college or university faculty member.

This program assists with tuition and fees. Details and application forms are available from the Financial Aid Office.

Other California Financial Aid Programs for Educators
Other programs specifically for California educators such as the Assumption Program of Loans for Education (APLE) and the Cal Grant Teaching Credential Program (TCP) may be available for eligible students. The availability and requirements for these financial incentives for teachers change regularly; check the website for the California Student Aid Commission for the most current information, www.csac.ca.gov or contact the Financial Aid Office.
Rights, Responsibilities, and Conduct

Standards of Academic and Social Conduct
Complete confidence in the honor and integrity of each Touro University - California student is essential for the well being of the institution, its programs, staff, and students. Such confidence depends entirely on the exemplary behavior of the individual in his or her relations with fellow candidates, staff, faculty, public school professionals, and public school students and their parents. Strict honesty as a personal way of life should be nurtured during the period of education for professional service.

The candidate shall conduct all aspects of his or her life with honor and integrity. This includes accountability to oneself, to relationships with fellow candidates, future colleagues, faculty, and students who come under the candidate’s care and contribute to his or her training and growth. There are two areas of specific concern: academic and social.

Academic Concerns
Upon accepting admission to the University, each student agrees to abide by basic standards of honesty and academic integrity. No person should matriculate if he/she disagrees with these basic standards of honesty and academic integrity. They include, but are not limited to the following:

- A student never represents the works of another as his/her own.
- When work is jointly carried out, the other members of the group should be acknowledged.
- A student never gives or receives assistance during an exam.

Reporting Alleged Violations
Upon witnessing a possible academic violation, any member of the academic community should report the incident to the classroom instructor and the program director/department chair. An individual witnessing a possible violation may choose to talk to the transgressor on an individual basis in the attempt to resolve the problem before reporting the incident. The director/program chair receiving the report will dispose of the violation in an appropriate manner. If there appears to be an adequate cause, the director/program chair will communicate the violation to the Vice President of Student Affairs & Institutional Planning.

The Vice President of Student Affairs & Institutional Planning may resolve the matter or may refer the violation to the Student Promotion Committee. In the latter case, the Vice President Student Affairs & Institutional Planning will notify the student in writing of the specific charges and the time and date of the meeting of the Student Promotion Committee. The procedure for the conduct of the hearing is outlined below. Refer to "Conduct of Hearings."

Social Concerns
The student is expected to, at all times, exhibit honesty and ethical behavior in his/her dealings with fellow students, faculty, and staff. Invasion of privacy, theft, acts of violence, sexual harassment, and disrespect for personal and University property are examples of unacceptable behavior.
The University’s position is that no one is immune from federal, state, and local laws regarding the manufacture, use, and distribution of drugs and alcoholic beverages. Anyone violating these laws runs the risk of legal action and court conviction. The University cannot condone the unlawful manufacture, use, or distribution of drugs and alcoholic beverages for others. Such action will make a student, faculty member, or employee subject to serious disciplinary action, up to and including expulsion or termination of employment.

The illegal use of controlled substances can seriously injure the health of fellow students or employees; adversely impair the performance of their responsibilities; and endanger the safety and well-being of fellow students, employees, and members of the general public. Therefore, the University urges students or employees engaged in illegal use of controlled substances to seek professional advice and treatment. Any student who has a drug problem is invited to anonymously contact the Office of the Vice President for Student Affairs & Institutional Planning to obtain information about available assistance.

The University will continue its efforts to maintain a drug-free environment by adhering to the above policy and providing drug awareness programs in the future.

Each student is expected to govern his/her conduct with concern for other individuals, and for the entire University community. Actions which threaten or endanger, in any way, the personal safety and/or well-being of others, or which disrupt or interfere with the orderly operation of the University are cause for immediate disciplinary action. Either the Vice President of Student Affairs & Institutional Planning or Dean has the authority to summarily suspend a student when, in the opinion of either such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. When a student is summarily suspended, the student shall be informed in writing of the specific charges on which suspension is based. Such notice shall be delivered personally to the student, or mailed by certified mail, within 48 hours of the imposition of the suspension. Any student who has been summarily suspended may request in writing, to the Dean, a hearing by the Student Promotion Committee, and a hearing shall be convened within ten (10) days of the date such a request is made.

Responsibilities and Rights of Students
The primary purpose of the educational activities of Touro University California is the education of professionals. The University is a community of faculty, administration and students. Each group exercises its own rights and responsibilities in furthering the total educational process of the University.

The following code enumerates the rights and responsibilities of the student segment of Touro University California. It is written in the belief that student knowledge of the student role in the educational process will promote more effective student achievement.
General University Information

This code and the accompanying bylaws are thus set forth to describe the general policies relating to student life and organizations at Touro University - California. These general policies are subject to the bylaws and faculty policies of Touro University - California and Touro College.

Code of Responsibilities and Rights of the Students

The Code of Responsibilities and Rights of the Students at Touro University - California is a part of each student’s educational commitment. The following definitions of terms are made for clarification.

1. The “university” refers to Touro University - California. The term includes the physical plant, the total educational program, students, faculty, employees, officers and trustees.
2. A “student” is anyone who has matriculated at the University and has commenced classes. The term does not include an individual who has applied for admission to but has not been in attendance at the University, nor does it include alumni status.
3. The “faculty” constitutes those individuals appointed to the faculty by the President of the College.
4. A “student organization” is any group of students given recognition by the individual college student council and administration.
5. The “Student Government Association” is the University student governance structure. Individual college “student councils” are the student administrative governance organization elected by the individual college student bodies of Touro University - California.
6. “Student affairs” includes areas of student interest and involvement through which their academic, social and professional goals can be achieved.
7. “University affairs” are the academic, business, administrative, professional and public relations activities of the University. Included in this definition are activities carried out under the University’s auspices such as a clerkship at another institution.
8. “University programs” are those programs established by Touro University - California for student professional education.
9. “Academic freedom” is the right of faculty and students freely to study, discuss, investigate and function within the educational process.
10. “Requirements of the University” are those prerequisites for receipt of the degree of study. Such requirements may change from time to time as need arises to ensure acceptability and respectability of the various degrees offered by the University.
General University Information

Student Responsibilities
1. To achieve and maintain a high standard of academic, professional and social conduct considering individual aptitude and abilities.
2. To recognize the value and necessity for self-education as a vital adjunct to the University’s formal educational program and to work diligently to educate one to be a competent professional who can live up to the standards set by the chosen professional field.
3. To be familiar with this code.
4. To meet the requirements of the University’s degree and credential programs.
5. To work toward better public relations with the general public on behalf of the programs of the University.
6. To help promote excellence in education, public school oriented educational service, and community service as provided by the University.
7. To exhibit personally the highest ethical and professional performance and to work with others to promote similar performance among fellow students and alumni.
8. To serve on any University committees to which appointed with the understanding that such appointment requires accurate representation of the opinions of the entire student body of the committee.

Student Rights
Every student shall have the following rights:

To pursue to completion the student’s chosen degree/credential program, contingent upon satisfactory completion of requirements of the college. Commensurate with the student’s pursuit of his/her degree/credential program shall be the following rights:
1. To be informed of academic progress.
2. To be notified of individual departmental course requirements as well as requirements for the chosen degree program.

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).

Academic Appeal Process
Following notification (traceable letter delivery) of a decision for dismissal, a student may wish to appeal the decision. He or she has (7) working days within which to submit a formal written appeal of the decision to the Dean. The appeal request must be submitted in writing and delivered to the Office of the Dean within this seven day period. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain his/her situation and substantiate the reason(s) for advocating a reversal. The Dean will notify the student in writing of the appeal decision. The decision of the Dean shall be final.

The Dean may grant an appeal only on showing one of the following:

1. Bias of one or more of the members of the Student Promotion Committee.
2. Documented new material or information not available to the committee at the time of its initial decision.
3. Procedural error.

While the appeal is pending, the status of the student will not be altered.

**Conduct of Hearings**

1. The hearing will be closed to all individuals not directly involved.
2. The Committee may hear other people of its choosing who may be knowledgeable about the issue(s) under consideration, and may investigate relevant written reports, examinations, papers, or other related documents.
3. All members appointed to this Committee must be present for a quorum in order to conduct official business and render a decision. All decisions shall be made by majority vote, the mechanism to be determined by Committee membership.
4. The student has the right to appear in person before the Committee in order to present his/her case. Representation by an attorney will not be permitted.
5. Following review, the Student Appeals Committee will recommend to the Dean to:
   a. Uphold the Decision; or
   b. Modify the original decision, giving the text of the modified recommendation; or
   c. Reconsider the earlier decision based on material information either unknown, or not considered by the previous Committee review.
6. The Dean will notify the student in writing of the appeal decision. In consideration of the recommendation of the Student Appeals Committee, the Dean may include examination of the related documents, discussions with involved parties and/or the student, or others at the Dean’s discretion. The decision of the Dean shall be final.

**Status of Student Pending Action**

Pending action on charges, the status of the student will not be altered except for reasons of his/her physical and emotional well being, or for reasons relating to the safety of other students and University personnel.
However, if a student is suspended, for any reason, all financial aid will be withheld until the appeal process is resolved by reinstatement. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

**Sexual Harassment Policy**

Sexual harassment is a form of unlawful discrimination under state and federal law. It may consist of actual or threatened sexual contact which is not mutually agreeable to both parties; continued or repeated verbal abuse of a sexual nature; a threat or insinuation that a lack of sexual submission will adversely affect the victim’s employment, academic standing, or other vital circumstances. The behavior must be unwanted, persistent, and continual.

Examples of sexual harassment include, but are not limited to: pressure, subtle or overt, for sexual favors, accompanied by implied or overt threats concerning one’s job, grades, or letters of recommendation; inappropriate display of sexually suggestive objects or pictures; unnecessary touching, pinching, patting, or the constant brushing against another person’s body; use of sexually abusive language (including remarks about a person’s clothing, body, or bodily movement or sexual activities.)

Any member of the University community may resist such harassment, and/or report such harassment to the appropriate Dean or other member of the Touro University - California Administration.

**Dress Code**

1. Students must maintain a neat and clean appearance befitting students attending a professional school. Therefore, attire should convey a professional appearance whenever the student is on University grounds or on a fieldwork assignment.
2. On campus the mode of dress is determined by each student’s professional judgment. Clothing having caricatures, messages, symbols, etc., that can be construed based on societal norms to be vulgar, offensive, or contribute to creating a hostile learning/academic environment is considered to be unacceptable attire, and demonstrates inappropriate professional judgment that is subject to review and action by the Vice President of Student Affairs & Institutional Planning. For a more detailed description of both appropriate and inappropriate attire, consult the student handbook.
3. Students inappropriately dressed or groomed may be requested to leave the campus. Questionable or disputed cases of dress or grooming shall be presented to the Vice President of Student Affairs & Institutional Planning, whose decision shall be final.

**Food in Lecture Halls and Classrooms**

To ensure a safe, clean, and healthy environment for all students on campus, no eating, drinking, or smoking will be permitted in any classroom, library, or auditorium unless otherwise stated. Designated areas, such as the Student Lounge, or areas outdoors, may be used for eating. Occasionally noon-hour lectures or seminars are scheduled. At these times, students are permitted to bring their own lunches; however, care must be taken to remove all refuse to a trash container after the event.
**Smoking**
As a University committed to training and educating professional educators, we have a responsibility to be role models for proper health maintenance and prevention. We are all concerned about the health and well being of the individuals who learn and work at the University, as well as those who visit here. Out of respect and loyalty to the University and its mission, smoking is not permitted inside any campus building, or any of Touro University’s fieldwork sites.

Starting April 1, 2010 Touro CA is a smoke-free campus.

Touro University understands the serious nature of nicotine addiction and offers assistance to those who wish to quit smoking.

**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**
Enrolled students will receive an unofficial copy of their transcripts after grades have been posted at the conclusion of each semester, and thereafter whenever a grade change occurs. In order to request an official transcript, written authorization must be submitted to the Registrar. A form for such a request is available from the Registrar’s Office. There is a $5 fee for each transcript requested. The transcript is official only when it bears the signature of the Registrar and the seal of the University.

Transcripts may be withheld from students who are delinquent in their financial obligations to the University. If the University has knowledge that a student or graduate is in default on any federal, state, outside agency institutional loan or service obligation, all official transcripts, and letters of recommendation for employment, and certification will be withheld.

**Family Educational Rights & Privacy Act (FERPA)**
The Family Educational Rights and Privacy Act of 1974 places certain limitations on the disclosure of personally identifiable information maintained by the University with respect to students, and limits access to educational records, including the right to access, the right to obtain copies, the right to seek correction of such records through informal and formal internal procedures, and the right to place a statement in such educational records explaining any information which he/she believes to be inaccurate or misleading.

The University has adopted a policy with respect to its student educational records consistent with the requirements of the Family Educational Rights and Privacy Act, and regulations promulgated by the Act.
General University Information

The University considers certain information to be "directory information" under the Family Educational Rights and Privacy Act, and therefore, subject to disclosure without prior consent from the student. Unless written objection is received no later than 30 days from the commencement of the academic year, the University will treat name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the name of undergraduate and/or graduate schools attended, as directory information. Objections shall be in writing, shall be signed and dated by the objecting student, and shall be directed to the Registrar.

Complaints regarding alleged violations of rights accorded students by the Family Educational Rights and Privacy Act, or the regulations promulgated by the Act, may be directed to:

The Family Educational Rights and Privacy Office
Dept. of Health, Education, and Welfare
330 Independence Ave., S.W.
Washington, DC 20201

Student Records Policies and Procedures

Definitions
For the purpose of this policy, Touro University - California will use the following definitions of terms.

Student: Any person who attends, or has attended the University.

Educational Records: Any record (in handwriting, print, tapes, film, or other medium) maintained by the University, or an agent of the University, which is directly related to the student, except:

1. A personal, internal, record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has not been revealed or made available to any other person except the maker’s temporary substitute.
2. Records of a law enforcement unit of the University which are maintained apart from educational records solely for law enforcement purposes, and are not disclosed to individuals other than law enforcement officials of the same jurisdiction.
3. An employment record of an individual, whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual’s employment.
4. Records maintained by the Health Clinic if the records are used only for treatment of a student and made available only to those persons providing the treatment.
5. Alumni records compiled after graduation.

Annual Notification
Students will be notified of their rights under the Federal Education Rights and Privacy Act annually by publication in the Student Handbook.

Procedure to Inspect Educational Records
Students may inspect and review their educational records upon request to the custodian of records, the Registrar.

A student should submit to the Registrar a written request which identifies as precisely as possible the record or records he/she would like to inspect. The Registrar will make the needed arrangements for access as promptly as possible and notify the student of the date, time, and place where records may be inspected. Access must be given with 45 days from the receipt of the request.

When the record contains information about more than one student, the student may inspect only the record(s) which relate directly to him/her.

**Right of the University to Refuse Access**
The University reserves the right to refuse to permit a student to inspect the following records:

1. The financial statement of the student’s parents.
2. Letters and statements of recommendation for which the student has waived his or her right to access.
3. Records connected with an application to attend the University if the application was denied.
4. Those records which are excluded from the FERPA definition of educational records.

**Disclosure of Educational Records**
The University will disclose information from educational records only with the written consent of the student, except:

1. To school officials who have a legitimate educational interest in the record.
2. To officials at another school, upon request, in which a student seeks or intends to enroll.
3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities in connection with certain federal and state supported educational programs.
4. In connection with a student’s request for, or receipt of, financial aid, as necessary to determine eligibility, amount, or conditions of financial aid, or to enforce the terms of the aid.
5. To organizations conducting certain studies for or on behalf of the University.
6. To accrediting organizations in order to carry out their functions.
7. To the parents of an eligible student who claim the student as a dependent for income tax purposes.
8. To comply with a judicial order, or a lawfully issued subpoena.
9. To appropriate parties in a health or safety emergency.

**Record of Requests for Disclosure**
The University will maintain a record of all requests for disclosure of information from a student’s educational records. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the student.

**Correction of Educational Records**
Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. The following are procedures for the correction of records:

1. Students must ask appropriate officials of the University in writing to amend a record. In so doing, the student should identify the part of the record he/she wants changed, and specify why he/she believes it is inaccurate, misleading, or in violation of his/her privacy rights.
2. The University may comply with the request, or it may decide not to comply. If it decides not to comply, the University will notify the student of the decision and will advise him/her of the right to a hearing to challenge the information in question.
3. Upon request, the University will arrange for a hearing, and notify the student, reasonably in advance, of the date, time, and place of the hearing.
4. The hearing will be conducted before a two or three member review board composed of one member of the Executive Faculty Committee who has no direct interest in the outcome of the hearing, one administrator of the University (appointed by the President of the University) who has no direct interest in the outcome of the hearing, and, at the option of the student requesting the hearing, one student representative to the Executive Faculty Committee. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student’s educational records. The student may be represented by one or more individuals, including an attorney.
5. The University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reason for the decision.
6. Results of the Hearing:
   a. If, as a result of the hearing, the University decides that the information in question is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall amend the educational records accordingly, and so inform the student in writing.
   b. If, as a result of the hearing, the University decides that the information in question is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place in his/her educational records a statement commenting upon the information in the educational records, and/or setting forth any reasons for disagreeing with the decision of the University. Such an explanation shall be maintained by the University as a part of the student’s educational record, and shall be disclosed to any party subsequently receiving the educational records of the student, or contested portion thereof.

**STUDENT ACTIVITIES AND ORGANIZATIONS**

**Student Government Association**

The Student Government Association (SGA) is the official voice for students. The organization is open to all students in the University and welcomes proposals and participation from the entire body.
The responsibilities of the SGA include: collecting and expressing student opinion, dispersing funds for student activities, acting as liaison for the student body, promoting the programs of the University, supporting club and classroom activities, and working to improve the quality of life for all Touro University California students.

University Committees
An elected student of each University class is a member of the Curriculum Committee of the University.

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.
Touro University California Administration & Support Staff

TOURO UNIVERSITY CALIFORNIA ADMINISTRATION & SUPPORT STAFF

Touro University California Administration & Support Staff

Marilyn Hopkins, Ph.D., Provost and COO of Touro University – California

Renee Morris, Executive Assistant to Provost and COO

Jim O’Connor, Ph. D., Dean of the College of Education and Health Science

Justin Heard, Ed.D., Director of the Graduate School of Education, Associate Professor, Chair, Educational Leadership and Administration.

Keith Storey, Ph. 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., Assistant Professor, Special Education

Sharon Kutasy, Executive Administrative Assistant & Credential Analyst, Graduate School of Education

Denise Fisher, Administrative Assistant, Graduate School of Education, Dania Massey Coordinator of Field Supervision

Lisa Waits, Ed.D., Dean of Students and Director of Admissions

Steven Davis, Assistant Director of Admissions

Harold Borrero, Ph.D., Registrar

, Tena Casey, Bursar

, Tamara Trujillo, Library Director

Julia, Welch, Director of Institutional Technology
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 of Arts 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

Mission of the Graduate School of Education
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, challenging, and diverse student population.

Goals

- It is the goal of the Graduate School of Education to help address the critical teacher shortage in public education.
- It is the goal of the Graduate School of Education to develop teacher candidates who are committed to and capable of meeting the educational needs of our most underserved students.
- It is the goal of the Graduate School of Education to understand and be responsive to the needs of school districts relative to the training of teachers and other professional educators.
- It is the goal of the Graduate School of Education to provide a sound theoretical and experiential foundation in the training and preparation of teachers.

Vision Statement

- 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.
Graduate Studies

Overview of Master of Arts in Education Degree Programs

Criteria for Admissions – Master of Arts Degree Program
Students admitted to the Master of Arts in 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 Teaching Math, Educational Technology, and Urban Education consist of 30 units of coursework. The credential completion option in these programs allows a maximum of 12 semester units from a graduate level credential program to be applied toward these degrees. Other Master’s level programs require varying numbers of units. Please consult the requirements for the program of interest for complete description of requirements.

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

Students interested in applying for the Master of Arts Degree will be required to meet the following requirements 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 to the Touro University – California, Graduate School of Education Master of Arts Degree Program, 1310 Club Drive, Mare Island, Vallejo, CA 94592.

- 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.
- 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.

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:
- Academic achievement.
- Commitment to intellectual growth.
- Ability to communicate.
- Service to the field.
- Potential for contribution to the field of education.
- Review of the information in the application packet.

Candidates will be informed in writing of the decision of the Admissions Committee by the Director of the Graduate School of Education.

Transfer of Coursework

Waiver of Coursework

Coursework may be transferred into Touro University Graduate School of Education credential or masters 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.
- When being admitted, 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.
Graduate Studies

**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. 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.

**Dual Enrollment of Graduate School of Education Credential Candidates**

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

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<th>Credential Program</th>
<th>Credential Completion Master’s Degree Program Options</th>
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<tr>
<td>Multiple Subject</td>
<td>Master of Arts with Emphasis in</td>
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<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

| Education Specialist Preliminary | Must complete the Preliminary credential program before matriculating in a masters program. Programs include: Master of Arts with Emphasis in  
| | • Special Education  
| | • Autism Spectrum Disorder  
| | • Urban Education  
| | • Teaching Mathematics  
| | • Teaching Science  
| | • Educational Technology  
| | Master of Education in Innovative Learning |

| Education Specialist Clear | Master of Arts with Emphasis in  
| | • Special Education  
| | • Autism Spectrum Disorder  
| | • Urban Education  
| | • Teaching Mathematics  
| | • Teaching Science  
| | • Educational Technology  
| | Master of Education in Innovative Learning |

| Prelim. Administrative Services Clear Administrative Services | Master of Arts with Emphasis in  
| | • Educational Leadership  
| | • Urban Education  
| | • Teaching Mathematics  
| | • Teaching Science  
| | • Educational Technology  
| | Master of Education in Innovative Learning |

With the permission of the program chair, Multiple, Single Subject, and Education Specialist Clear 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, unless given approval in writing from the program chair of Special Education.

**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 in Education – Emphasis Teaching & Learning

This Master of Arts in Education 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 Education with emphasis Teaching & Learning 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 710</td>
<td>Introduction to Research for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU 716</td>
<td>Reading and Writing Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU 795</td>
<td>MA Thesis/Project Seminar*</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.

**Master of Arts in Education – Emphasis Special Education**
The Master of Arts in Education with emphasis in Special Education 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.

**Education Specialist Preliminary Program**
Preliminary Education Specialist candidates who wish to pursue the Master of Arts in Education with emphasis 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 770: Educational Psychology &amp; Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDU 771: Teaching Diverse Learners</td>
<td>3</td>
</tr>
</tbody>
</table>
## Graduate Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 772</td>
<td>Elementary Literacy &amp; Planning Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU 718</td>
<td>Inclusive School Environments for all Learners</td>
<td>3</td>
</tr>
<tr>
<td>DRPD 711</td>
<td>Transition from School to Adult Life</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 791</td>
<td>Positive Behavior Supports</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 792</td>
<td>Assessment and the IEP Process</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 793</td>
<td>Instruction Students with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 781-C</td>
<td>Student Teaching &amp; Seminar: Special Education Mild?Moderate</td>
<td>9</td>
</tr>
</tbody>
</table>

**Course Elective (3 Units)**

Students select one course from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 770</td>
<td>Educational Psychology &amp; Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDU 771</td>
<td>Teaching Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 772</td>
<td>Elementary Literacy &amp; Planning Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU 718</td>
<td>Inclusive School Environments for all Learners</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 711</td>
<td>Transition from School to Adults Life</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 791</td>
<td>Positive Behavior Supports</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 792</td>
<td>Assessment and the IEP Process</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 794</td>
<td>Instruction Students with Moderate/Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 781-D</td>
<td>Student Teaching &amp; Seminar: Special Education Moderate/Severe</td>
<td>9</td>
</tr>
</tbody>
</table>

**Subtotal:** 36 units

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 770</td>
<td>Educational Psychology &amp; Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDU 771</td>
<td>Teaching Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 772</td>
<td>Elementary Literacy &amp; Planning Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU 718</td>
<td>Inclusive School Environments for all Learners</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 711</td>
<td>Transition from School to Adults Life</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 791</td>
<td>Positive Behavior Supports</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 792</td>
<td>Assessment and the IEP Process</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 794</td>
<td>Instruction Students with Moderate/Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 781-D</td>
<td>Student Teaching &amp; Seminar: Special Education Moderate/Severe</td>
<td>9</td>
</tr>
</tbody>
</table>

**Course Elective (3 Units)**

Students select one course from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 770</td>
<td>Educational Psychology &amp; Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDU 771</td>
<td>Teaching Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 772</td>
<td>Elementary Literacy &amp; Planning Instruction</td>
<td>3</td>
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<td>Transition from School to Adults Life</td>
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<tr>
<td>SEPS 791</td>
<td>Positive Behavior Supports</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 792</td>
<td>Assessment and the IEP Process</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 794</td>
<td>Instruction Students with Moderate/Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 781-D</td>
<td>Student Teaching &amp; Seminar: Special Education Moderate/Severe</td>
<td>9</td>
</tr>
</tbody>
</table>

**Subtotal:** 36 units
**Education Specialist Clear Program**
Candidates in this Special Education 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 Education Specialist Clear credential (9its) **Total: 9 Units**

**Typical Sequence for the Clear Mild/Moderate Disabilities Credential Concentration**

SEPS 717: Education Specialist Induction Plan Development and Implementation  
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  
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 : 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  3 units  
*Students Take One Elective From These Courses*
SEPS 710: Advanced Intervention in Classroom and School Supports  
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 Supports

**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 Education with emphasis 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 credentialed 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
Additional Concentration in Autism Spectrum Disorder
Students enrolled in the Master of Arts in Education with emphasis in Special Education may add a second concentration in Autism Spectrum Disorder (ASD) by completing six (6) additional units of study with permission from their Special Education program Advisor. The goals of ASD program of study are to:

- Prepare special education teachers who will provide high quality state of the art, evidence-based researched practices to support students with Autism Spectrum Disorder.
- Emphasize current researched based practices for developing quality curriculum and support services for a wide range of students with Autism Spectrum Disorders
- Enhance understanding of Autism Spectrum Disorders and improves teaching skills for increased educational achievement and community living outcomes for students with Autism Spectrum Disorders
- Develop caring professionals who possess the disposition to be lifelong learners and teacher leaders.
- Program design to meets the needs of working professionals.

To obtain the Autism Spectrum Disorder emphasis to the Master of Arts degree, candidates take the following advanced courses (6 units total):

**Required Courses (6 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 715 Overview of Autism Spectrum Disorder</td>
<td>3 units</td>
</tr>
<tr>
<td>SEPS 716 Curriculum Studies in Autism Spectrum Disorder</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**Total Program** 24 units

MASTER OF ARTS IN EDUCATION - EMPHASIS EDUCATIONAL LEADERSHIP WITH ADMINISTRATIVE SERVICES CREDENTIAL

Program Overview
The Master of Arts in Education with emphasis in Educational Leadership program is organized around and aligned within the six standards of the California Teacher Commission’s California Professional Standards for Educational Leadership (CPSELS) established for the Preliminary Administrative Credential. The core courses of the PASC Program are interrelated and are integrated around CCTC’s CPSELS. 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 ongoing 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 the racial, ethnic, and social-economic diversity is most apparent. Urban schools have a demonstrated need for effective leadership; therefore, the PASC program is dedicated to preparing leaders who are committed to and capable of ensuring that all students, regardless of background or ability, are provided equitable access to rich 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 research courses (9 units total):

Research Courses
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 710</td>
<td>Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU 716</td>
<td>Reading and Writing Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU 795</td>
<td>Seminar for MA Project/Thesis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>9 units</strong></td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td></td>
<td><strong>36 units</strong></td>
</tr>
</tbody>
</table>

Typical Sequence for the Professional Clear Administrative Services Credential Concentration

Semester I
ED 620: Professional Leadership Assessment 3 units

Semester II
ED 621: Transformational Leadership 3 units

Semester III
ED 622: Professional Leadership Post-Assessment 3 units

Subtotal 9 units

To obtain the Master of Arts in Educational Leadership degree, candidates take the following advanced courses (9 units total):

Research Courses
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 710</td>
<td>Introduction to Research for Educators (pre or co-requisite to EDU 716)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 716</td>
<td>Reading and Writing Educational Research (pre or co-requisite to EDU 795)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 795</td>
<td>Seminar for MA Project/Thesis*</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 9 units
Program Total: 18 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.

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 CPSEL Standards. 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 emphasis 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 Education with emphasis in Educational Leadership 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 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 in Education – Emphasis Educational Technology

The Master of Arts in Education with emphasis 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 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 emphasis 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 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 747 Emerging Trends in Technology 3 units
- EDU 718: Inclusive School Environments for all Learners 3 units

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 student’s consult with their faculty advisor before

Master of Arts in Education – Emphasis Teaching Math
The Master of Arts in Education with emphasis in Teaching Math 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 emphasis in Teaching Math 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 Education Teaching Mathematics emphasis 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 710</td>
<td>Introduction to Research for Educators (pre or co-requisite to EDU 716)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 716</td>
<td>Reading and Writing Educational Research (pre or co-requisite to EDU 795)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 795</td>
<td>Seminar for MA Project/Thesis*</td>
<td>3</td>
</tr>
</tbody>
</table>
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 729 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 in Education – Emphasis Urban Education

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

- 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 emphasis degree 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 Educational Technology emphasis 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 Education – Emphasis 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

Overview of Master of Arts in Education Degree Programs

Criteria for Admissions - Master of Education Degree Program
Students admitted to the Master of Arts in 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. This program is delivered through online technologies and candidates must therefore have regular access to a computer or laptop with quality access to the Internet. Guidelines for minimum configurations of the computer or laptop will be provided.

The Master of Education degree programs with emphasis Innovative Learning consists of 30 units of coursework and is taught in a blended fully online platform of instruction. Virtual face-to-face time is conducted through our collaborative conferencing technologies. The credential completion option in these programs allows a maximum of 12 semester units from a graduate level credential program to be applied toward these degrees. Other Master’s level programs require varying numbers of units. Please consult the requirements for the program of interest for complete description of requirements. 
All Master’s programs require the completion of a written action research project plus an online project that is practical and directly involved with their teaching or related work assignment(s) as the capstone assignment. The program also requires the student to produce an electronic portfolio containing evidence of their progress toward meeting the standards that guide their area of study as well as the university student learning outcomes and submission of that portfolio to the Graduate School of Education’s electronic scoring platform.

Students interested in applying for the Master of Education degree will be required to meet the following requirements 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 to the Touro University – California, Graduate School of Education Master of Arts Degree Program, 1310 Club Drive, Mare Island, Vallejo, CA 94592.

- 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.
- For candidates who are not currently employed in 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 requested.
- Written response to the program interview questions.

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:
  - Academic achievement.
  - Commitment to intellectual growth.
  - Ability to communicate.
  - Service to the field.
  - Potential for contribution to the field of education.
  - Review of the information in the application packet.
Candidates will be informed in writing of the decision of the Admissions Committee by the Director of the Graduate School of Education.

**Dual Enrollment of Graduate School of Education Credential Candidates**

Students enrolled in a Graduate School of Education credential program may be dually enrolled in a credential completion 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 with Emphasis in</td>
</tr>
<tr>
<td>Single Subject</td>
<td>• Teaching &amp; Learning</td>
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<td></td>
<td>• Urban Education</td>
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<tr>
<td></td>
<td>• Teaching Mathematics</td>
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<td></td>
<td>• Teaching Science</td>
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<tr>
<td></td>
<td>• Educational Technology</td>
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<tr>
<td>Education Specialist Preliminary</td>
<td>Must complete the Preliminary credential program before matriculating in a masters program. Programs include:</td>
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<tr>
<td></td>
<td>Master of Arts with Emphasis in</td>
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<tr>
<td></td>
<td>• Special Education</td>
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<td>• Autism Spectrum Disorder</td>
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<td></td>
<td>• Urban Education</td>
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<td></td>
<td>• Teaching Mathematics</td>
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<td></td>
<td>• Teaching Science</td>
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<tr>
<td></td>
<td>• Educational Technology</td>
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<tr>
<td>Education Specialist Clear</td>
<td>Master of Arts with Emphasis in</td>
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<tr>
<td></td>
<td>• Special Education</td>
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<td></td>
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<td></td>
<td>• Educational Technology</td>
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<tr>
<td></td>
<td>Master of Education in Innovative Learning</td>
</tr>
</tbody>
</table>
Preliminary Administrative Services

Clear Administrative Services

Master of Arts with Emphasis in

- Educational Leadership
- Urban Education
- Teaching Mathematics
- Teaching Science
- Educational Technology

Master of Education in Innovative Learning

Multiple, Single Subject, and Education Specialist Clear 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 Education – Emphasis Innovative Learning

The Master of Education with emphasis 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. 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-imaging 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 emphasis 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 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 Education in Innovative Learning program take the following advanced courses:

**Research Courses (9 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 790 New Literacies and Digital Epistemologies</td>
<td>3</td>
</tr>
<tr>
<td>ED 791 Sensemaking and Research Design</td>
<td>3</td>
</tr>
<tr>
<td>EDU 792 Capstone Seminar*</td>
<td>3</td>
</tr>
</tbody>
</table>

*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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 701 The Dynamics of the Equitable Classroom*</td>
<td>3</td>
</tr>
<tr>
<td>ED 702 Digital Tools for Edu-Vators *</td>
<td>3</td>
</tr>
<tr>
<td>ED 703 Extending Human Capacity via Transliteracy *</td>
<td>3</td>
</tr>
</tbody>
</table>
Graduate Studies

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 Emphasis Course

**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 student’s 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.
Credential Programs

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 Level I and Education Specialist Level II. In Special Education, California has a two-tier credential structure. A Five-year Preliminary Level I Education Specialist Credential is the first document issued after an individual has met basic credential requirements. The Level II is the clear credential which 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 settings: special day classes, special schools, resource rooms, and home/hospital settings.

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 which 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.

Criteria for Admissions
Candidates interested in applying for the credential programs at Touro University California Graduate School of Education will be required to meet the following requirements as part of the process of admissions. All admissions material meeting the criteria listed below will be considered the application packet and should be submitted to:

Touro University California, Graduate School of Education
Teacher Credential Program
1310 Club Drive
Vallejo, CA 94592
Credential Programs

1. A completed application and fee.

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. Official transcripts of all college and university coursework.

4. Written responses 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.

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 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*
Credential Programs

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

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.
Credential Programs

- 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 which 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.

**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 Disabilites 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
Credential Programs

(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

OR

SEPS 794: Instruction of Students with Moderate/Severe Disabilities 3 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

STUDENT TEACHING SEMINAR
EDU 781-C: Student Teaching Seminar: Special Education Mild/Moderate 9 units
EDU 781-D: Student Teaching Seminar: Special Education Moderate/Severe

Credential is 36 semester units

Total 36 Units

ADDED AUTHORIZATION IN AUTISM SPECTRUM DISORDERS

The Added Authorization in Autism Spectrum Disorders prepares teachers to provide high quality state of the art, evidence-based researched practices for better serving students with Autism Spectrum Disorders.

This program meets the needs of Educators and other support providers who are currently teaching with a Mild/Moderate or Learning Handicapped Education Specialist credential and need to add authorization for teaching students with Autism Spectrum Disorders.

Admissions Information - Applicants must have a Mild/Moderate or Learning Handicapped Education Specialist Credential and be accepted for admission to the Graduate School of Education graduate program at Touro University - California. There are no prerequisite courses for this added authorization though SEPS 715 is a prerequisite for SEPS 716.

Course Requirements:
Two three unit courses (6 units total) for the Added Authorization in Autism Spectrum Disorders:

SEPS 715  Overview of Autism Spectrum Disorders
SEPS 716  Curriculum Studies in Autism Spectrum Disorders

**Typical Course Sequence for Education Specialist – Clear**

**Course of Study**

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 717: Educational Specialist Induction Plan Development and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 708: Advanced Studies in Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>AND/OR</td>
<td></td>
</tr>
<tr>
<td>SEPS 709: Advanced Studies in Moderate/Severe Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Students Take One Elective From These Courses**

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPS 710: Advanced Intervention in Classroom and School Supports</td>
<td>3</td>
</tr>
<tr>
<td>SEPS 711: Transition from School to Adult Life</td>
<td>3</td>
</tr>
<tr>
<td>ED 607: Law, Ethics &amp; Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 700: Educational Equity for All Students</td>
<td>3</td>
</tr>
<tr>
<td>EDU 773: Secondary Literacy &amp; Planning Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU 774: Curriculum &amp; Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 775: Curriculum &amp; Instruction Methods 1: Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDU 776: Curriculum &amp; Instruction Methods 2: Elementary Math, Science (Health/PE)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 777: Curriculum &amp; Instruction Methods 2: Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDU 778: Advanced Elementary Literacy Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU 779: Advanced Secondary Literacy in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 782: Cultivating Community: Advocacy in Urban Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>
Credential Programs

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 Subjects 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
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.
Credential Programs

(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 Subjects 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
Credential Programs

Dual Credential Program: Single Subjects 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 Subjects 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
Credential Programs

EDU 761-D: Dual Program Education Specialist Moderate/Severe Student Teaching Seminar  
Dual Credential Program is 46 semester units

5 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  
This course will present theories 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: Innovative and Digital Age Leadership  
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 610ABCD: Internship in School Administration  
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 throughout the school, district and community.

ED 700: Professional Leadership Pre-Assessment, Induction (3 Units)  
This course prepares the candidate to develop a professional credential induction plan for the support and professional development for the candidate. The design of the plan is coherent, is based on a stated rationale, and includes a mentoring component, advanced academic coursework, and non-university based professional development activities. The curriculum incorporated in 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, the university faculty member, and the site mentor.

ED 701: Transformational Leadership (3 Units)  
This course prepares candidates to study complex problems associated with each CCTC professional standard in order to help develop their skills to design, implement, and evaluate similar situations in real life settings. Specialization and individualization occur by providing a variety of coursework,
specialized strands, or by individualized learning opportunities within a specific course or professional development experience. The content of this course has a strong conceptual base and is organized to address principles of administrative practice in the following six thematic areas: vision of learning; instruction and learning; management of the organization; collaboration with families and communities; ethics; and the connection among political, social, economic, and cultural contexts. These curriculum themes are incorporated into the candidate’s individual curriculum plan in ways that include systematic study, application of key concepts in job settings and opportunities for personal reflection and integration of thematic study into a personal vision of administrative responsibility. The curriculum at the professional level should extend the Preliminary Administrative Services Credential, and allow for in-depth study of defined areas of interest and need for the professional administrator.

ED 702: Professional Leadership Post-Assessment (3 Units)

This course prepares the candidate to show evidence of professional competency in the expectations for excellence developed in each candidate’s induction plan aligned with the principles of administrative practice outlined in CCTC six themes. Candidate expectations will fall within the broadly defined thematic areas, but will be different for each candidate, depending on past experiences, current job assignments, and future career development goals and plans. Progress in each thematic area will be developed and assessed in the clearly stated expectations in the candidate's professional credential induction plan.
Master of Education in Innovative Learning Courses

ED 701 The Dynamics of the Equitable Classroom*
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 *
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. Development of units of practice and peer-to-peer professional development and advocacy.

ED 703 Extending Human Capacity via Transliteracy *
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 Title: Creativity & Innovation
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
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
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
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
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.
Action Research Emphasis

ED 790 New Literacies and Digital Epistemologies
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
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
This course provides support and direction during the development and completion of the master’s thesis or project requirement for the Master of Arts 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
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
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 of Arts students will learn how to read and evaluate research studies, analyze data, and design a research proposal.

EDU 713 Learning Theory
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
eexamination 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
students pursuing the Master of Arts in Education degree. 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 the Master of Arts degree. 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
Graduate School of Education
Course Descriptions

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
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
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
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
This course discusses supervision and leadership techniques to improve productivity in the instructional workplace.

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

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

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

EDU 755 Independent Research
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 770 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, comprehesion, 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:  
Elementary Language Arts, Social Studies, Visual and Performing  
3 units
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:  
Elementary Math, Science (Health/PE)  
3 units
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 Masters Thesis/Project Seminar 3 units
The Masters Thesis/Project Seminar provides support and direction during the development and completion of the thesis requirement for the Master of Arts degree. 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.
# 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.

**SEPS 710 Advanced Intervention in Classroom and School Supports** 3 units
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 physiological 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.

**SEPS 711 Transition from School to Adult Life** 3 units
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.

**SEPS 712 Induction Plan Assessment** 1 unit
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.

SEPS 715  Overview of Autism Spectrum Disorders  
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—otherwise specified, Childhood Disintegrative Disorder, Rett's disorder, Asperger's syndrome and other related disabilities. Focuses on causes, prevalence, diagnosis and interventions.

SEPS 716  Curriculum Studies in Autism Spectrum Disorders  
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.

SEPS 717  Education Specialist Induction Plan Development and Implementation  
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 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  
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  
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.
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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>U</td>
<td>0 - 69</td>
</tr>
<tr>
<td>P/F</td>
<td>Fieldwork Only</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrawal Unsatisfactory</td>
</tr>
</tbody>
</table>

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.

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.

Tuition and Fees

For the 2013-2014 academic year, costs for the Teacher Preparation Program will be as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per unit</td>
<td>$475</td>
</tr>
<tr>
<td>Teaching Performance Assessment (per test)</td>
<td>$100</td>
</tr>
</tbody>
</table>

General Fees

- Application: $50
- Late Registration: $50
- Transcript (per copy): $10

The Board of Trustees reserves the right to change the fee schedule without prior written notice.

Tuition and fees are payable to the Bursar upon registration at the beginning of each instructional block or semester. Students may pay by personal check, bank check, certified check, money order, or Visa/Master Card. Students financing a portion of their education through grants, loans, or scholarships must provide proof of such awards at registration. Students without such documentation will be expected to pay a deposit towards their tuition, and will be refunded any excess once the University receives the award.
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.