Preparing Caring Professionals to Serve, to Lead, to Teach.

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, participants cultivate provocative methods to support equity, literacy, and the re-imagining of school and learning to close achievement gaps, promote social justice and equity. The curriculum encourages students to:

- Examine the needs of schools and districts that face the challenges of achievement gaps, inadequate resources, poverty, language, and diverse cultures and innovate to create change and equitable practices.
- Focus upon effective pedagogies from the real world context of teaching in multicultural school systems and the future work place in a global market.
- Develop competencies in*:
  o core subjects & 21" century themes
  o learning & innovation skills
  o information, media & technology
  o professional development, evaluation and growth
  o leadership & advocacy

*Based on the P21.org and the draft ISTE NETS standards for Technology Facilitators

Credential Completion Option
May be completed in One Year*

9 Units in the Innovative Learning Emphasis
ED 701: The Dynamics of the Equitable Classroom
ED 702: Digital Tools for Edu-Vators
ED 703: Extending Human Capacity via Transliteracy

9 Units of Action Research
ED 790: New Literacies and Digital Epistemologies
ED 791: Sensemaking and Research Design
ED 792: Capstone Seminar

Fully Online Cohort Program
- Strong support network and collaborative community
- Guaranteed course offerings
- Flexible scheduling to meet cohort need
- Continuum of instruction between courses
- Cohort Facilitator provides peer mentoring & support (graduate of the MAEd program)
- Highly qualified faculty with classroom teaching experience
- Opportunity to meet face-to-face at conferences

* Valid CA Credential Required. 12 credential program units are accepted toward the 30 unit Master’s degree.

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Promoting social justice and serving the community and larger society through the preparation and continuous support of educators who are able to meet the needs of a constantly changing, challenging, and diverse student population.
Course Descriptions

Innovative Learning Emphasis

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.

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.

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