Handbook For
Master’s Degree and Credential Programs in Learning and Teaching

2013 – 2014

http://sandiego.edu/teach
Dear Student,

The faculty, staff, and administration welcome you to the Department of Learning and Teaching.

The information provided in this Handbook is supplementary information to the important requirements in the Graduate Catalog and the SOLES Graduate Student Policies. These publications will provide you with information that is essential as you progress through your program. All policies and procedures described in this Handbook are applicable to all students who enter the program in the 2013-2014 academic year.

Should you have any question, please do not hesitate to contact your academic advisor or department administration by phone or email. You may reach the Learning and Teaching Office at (619) 260-5938 or teach@sandiego.edu.

On behalf of department, we wish you great success in your academic studies. Have a great year!

- Department of Learning and Teaching
Table of Contents

WELCOME ........................................................................................................................................... 2

IMPORTANT NOTICE ......................................................................................................................... 5

FREQUENTLY ASKED QUESTIONS ........................................................................................................ 6

IMPORTANT CONTACT INFORMATION ............................................................................................. 7
  L&T FACULTY AND ADMINISTRATION ............................................................................................ 7
  USD & SOLES CONTACTS .................................................................................................................. 8

DEPARTMENT OF LEARNING AND TEACHING OUTCOMES ......................................................... 9
  THREE MAJOR UNIT CANDIDATE OUTCOMES ............................................................................ 9
  CANDIDATE DISPOSITIONS ........................................................................................................... 9
  Certificate of Clearance ..................................................................................................................... 10
    Tuberculosis Screening .................................................................................................................... 10
  CBEST and CSET Examinations ......................................................................................................... 10

CREDENTIAL PROGRAM DESCRIPTIONS ..................................................................................... 11
  MULTIPLE SUBJECT CREDENTIAL (ELEMENTARY EDUCATION) ............................................. 11
    Program Overview .......................................................................................................................... 11
  SINGLE SUBJECT CREDENTIAL (SECONDARY EDUCATION) ..................................................... 12
    Program Overview .......................................................................................................................... 12
  PRELIMINARY EDUCATION SPECIALIST CREDENTIAL WITH MILD/MODERATE AUTHORIZATION
    PROGRAM ........................................................................................................................................ 13
    Program Overview .......................................................................................................................... 13

MED DEGREE PROGRAM DESCRIPTIONS ..................................................................................... 14
  MASTER OF EDUCATION (MED) IN CURRICULUM & INSTRUCTION ...................................... 14
    Program Overview .......................................................................................................................... 14
  MASTER OF EDUCATION (MED) IN CURRICULUM AND INSTRUCTION AND MULTIPLE SUBJECT
    CREDENTIAL – 1 YEAR PROGRAM ............................................................................................... 15
    Program Overview .......................................................................................................................... 15
  MASTER OF EDUCATION (MED) IN CURRICULUM AND INSTRUCTION AND MULTIPLE SUBJECT
    CREDENTIAL – 2 YEAR PROGRAM ............................................................................................... 16
    Program Overview .......................................................................................................................... 16
  MASTER OF EDUCATION (MED) IN CURRICULUM AND INSTRUCTION AND SINGLE SUBJECT
    CREDENTIAL – 1 YEAR PROGRAM ............................................................................................... 17
    Program Overview .......................................................................................................................... 17
  MASTER OF EDUCATION (MED) IN CURRICULUM AND INSTRUCTION AND SINGLE SUBJECT
    CREDENTIAL – 2 YEAR PROGRAM ............................................................................................... 18
    Program Overview .......................................................................................................................... 18
  MASTER OF EDUCATION (MED) IN CURRICULUM AND INSTRUCTION, SPECIALIZATION IN
    MONTESSORI EDUCATION ............................................................................................................ 19
    Program Overview .......................................................................................................................... 19
  MASTER'S CREDENTIAL COHORT: MED IN SPECIAL EDUCATION AND PRELIMINARY EDUCATION
    SPECIALIST TEACHING CREDENTIAL WITH MILD TO MODERATE AUTHORIZATION .................... 20
    Program Overview .......................................................................................................................... 20
  MASTER OF EDUCATION (MED) IN TESOL, LITERACY AND CULTURE .................................... 21
    Program Overview .......................................................................................................................... 21
  MASTER OF EDUCATION ONLINE ................................................................................................... 22
    Program Overview .......................................................................................................................... 22
  MASTER OF ARTS IN TEACHING (MAT) IN HISTORY/SOCIAL SCIENCE ..................................... 23
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Overview</td>
<td>23</td>
</tr>
<tr>
<td>CERTIFICATE PROGRAM DESCRIPTION</td>
<td>24</td>
</tr>
<tr>
<td>MOBILE TECHNOLOGY LEARNING CERTIFICATE</td>
<td>24</td>
</tr>
<tr>
<td>PEACE AND GLOBAL EDUCATION CERTIFICATE PROGRAM</td>
<td>24</td>
</tr>
<tr>
<td>SPECIALIST CERTIFICATE IN CHARACTER DEVELOPMENT</td>
<td>25</td>
</tr>
<tr>
<td>TEACHER OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)</td>
<td>25</td>
</tr>
<tr>
<td>INTERNATIONAL EXPERIENCE REQUIREMENT</td>
<td>26</td>
</tr>
<tr>
<td>EXIT REQUIREMENT OPTIONS</td>
<td>27</td>
</tr>
<tr>
<td>CREDENTIAL CANDIDATES</td>
<td>27</td>
</tr>
<tr>
<td>Performance Assessment for California’s Teachers (PACT)</td>
<td>27</td>
</tr>
<tr>
<td>MASTER OF ART AND MASTER OF EDUCATION CANDIDATES</td>
<td>27</td>
</tr>
<tr>
<td>Action Research Study</td>
<td>27</td>
</tr>
<tr>
<td>Thesis</td>
<td>27</td>
</tr>
<tr>
<td>MASTER OF EDUCATION IN SPECIAL EDUCATION CANDIDATES</td>
<td>27</td>
</tr>
<tr>
<td>POLICIES AND PROCEDURES</td>
<td>28</td>
</tr>
<tr>
<td>ACADEMIC ADVISORS</td>
<td>28</td>
</tr>
<tr>
<td>LISTSERV</td>
<td>28</td>
</tr>
<tr>
<td>STUDENT FORMS</td>
<td>28</td>
</tr>
<tr>
<td>REGISTRATION PROCEDURES</td>
<td>28</td>
</tr>
<tr>
<td>Independent Study Registration</td>
<td>28</td>
</tr>
<tr>
<td>CHANGE OF ADDRESS</td>
<td>29</td>
</tr>
<tr>
<td>CHANGE OF NAME</td>
<td>29</td>
</tr>
<tr>
<td>CREDIT AND GRADING SYSTEM</td>
<td>29</td>
</tr>
<tr>
<td>SUBSTITUTION/WAIVER OF GRADUATION REQUIREMENTS</td>
<td>29</td>
</tr>
<tr>
<td>GRADUATE ACADEMIC CALENDAR</td>
<td>29</td>
</tr>
<tr>
<td>SOLES GRADUATE STUDENT POLICIES</td>
<td>30</td>
</tr>
</tbody>
</table>
IMPORTANT NOTICE

This handbook serves as a supplement to the University of San Diego 2013-2015 Graduate Catalog and the SOLES Graduate Student Policies. Policies and procedures outlined in the Graduate Catalog, the SOLES Graduate Student Policies and in this handbook are applicable to all students entering the Department of Learning and Teaching during the 2013-2014 academic year. The policies in this handbook are subject to change. Students will be informed of revisions via their USD email address. Questions about procedures, forms, or other administrative matters should be addressed with the Department of Learning and Teaching Office by phone at (619) 260-5938 or email at teach@sandiego.edu.
FREQUENTLY ASKED QUESTIONS

1. **What is the main campus telephone number for USD?**
   (619) 260-4600. All USD phone numbers begin with 260, although some fax numbers begin with 849.

2. **How do I contact the Department Assistant?**
   Email Maria Menezes at mmenezes@sandiego.edu or by calling (619) 260-5938.

3. **How do I find out what classes are being offered each semester?**
   Visit the MySanDiego portal and, (1) Select the One Stop Services tab, (2) Click on the “Course Schedule” link, (3) Select the Term and hit “Submit”, (4) Search for classes (hint: to find all the courses our department offers in that term, use EDUC, EDSP and EDTE as the “Subject Code”). Use this tool to find days/times, locations, instructors and other course related information.

4. **How do I get in touch with the faculty?**
   Each faculty member’s e-mail address is located on the both the USD website (Find People) and the SOLES website (Faculty Directory).

5. **What is the policy on dropping or adding a class?**
   Please refer to the Graduate Catalog and Graduate Student Policies, for information on this policy and other important procedures.

6. **How do I find where my classroom is located?**
   This information is listed on the Online Schedule of Classes and MySanDiego. See Question #3 above.

7. **Do I need a USD email account?**
   Yes, all students must obtain a USD email account upon initial registration. This user account will also allow you access to view your grades, class schedules and pay your student bill online via MySanDiego. It is very important to check your USD email account frequently because it is often the only way you will receive important program and university information and updates.

8. **How do I get questions answered about Financial Aid?**
   If you are receiving Financial Aid directly from SOLES (i.e.: SOLES Loan or SOLES scholarship) contact the Dean’s office at (619) 260-7475.

   Questions about federal or other Financial Aid should be directed to the One Stop Student Center at (619) 260-2700 or via their website: http://www.sandiego.edu/financial_aid/

9. **How do I get billing questions answered?**
   All Graduate students can obtain student account information by logging into their MySanDiego account. Questions about your student account should be directed to the One Stop Student Center. The One Stop is located on the bottom level of the Hahn University Center, Room 126.
# IMPORTANT CONTACT INFORMATION

## L&T FACULTY AND ADMINISTRATION

<table>
<thead>
<tr>
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<th>Position</th>
<th>Phone Extension</th>
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</tr>
</tbody>
</table>
USD & SOLES CONTACTS

SOLES Reception Desk 260-4538
Dean’s Office 260-4540
Credentials – Andrea Estrada 260-4821 andreaestrada@sandiego.edu

USD Frequently Visited Departments
USD Main Line 260-4600 http://sandiego.edu
USD Torero Store 260-4551 http://usdtorerostores.com/
USD Copley Library (Reference Desk) 260-4675 http://marian.sandiego.edu
USD One Stop Student Center (Financial Aid, Registrar, Student Accounts) 260-2700 onestop@sandiego.edu or http://sandiego.edu/onestop
USD Writing Center 260-4581 http://sandiego.edu/writingcenter
DEPARTMENT OF LEARNING AND TEACHING OUTCOMES

Our mission, vision and theme serve as the foundation for our professional education unit outcomes. Our unit outcomes, which are carefully aligned with candidate proficiencies and program standards, are grounded in relevant theory and research. Faculty in the School of Leadership and Education Sciences are committed to the preparation of educational leaders as is exemplified by the acronym “ACE”, which describes an expert in the field of education. The outcomes derived from “ACE” are: Academic excellence, critical inquiry, and reflection, Community and service, Ethics, values, and diversity. All outcomes are shared and integrated throughout every program in the School of Leadership and Education Sciences Professional Education Unit.

THREE MAJOR UNIT CANDIDATE OUTCOMES
Common to All Programs in USD’s Professional Education Unit

Given the mission, vision, and organizational theme of USD’s Professional Education Unit, faculty in the unit are committed to three major candidate outcomes that are represented by the acronym “ACE” and by the graphic identity that follows:

Academic Excellence, Critical Inquiry, and Reflection: Candidates in the unit will demonstrate the knowledge and the ability to represent content accurately by applying effective strategies and techniques in their field of study, by actively engaging in reflective activities, by critically analyzing their practice and by applying higher order thinking skills to a wide array of investigative pursuits.

Community and Service: Candidates in the unit will strive to create and support collaborative learning communities in their classrooms and their professional fields of practice by bridging theory and practice and engaging in community service.

Ethics, Values, and Diversity: Candidates in the unit will understand and adhere to the values and ethical codes of the university, of the schools they work in, and of the professional organizations to which they belong. They will support the creation of inclusive, unified, caring and democratic learning communities that value each individual regardless of background or ability, and they will equitably support student learning and optimal development.

CANDIDATE DISPOSITIONS
Common to All Programs in USD’s Professional Education Unit

The final section of this document presents a list of expected candidate dispositions that are derived from the three unit candidate outcomes, and are common to all programs in the unit.

Academic Excellence, Critical Inquiry and Reflection: candidates should demonstrate 1) a belief that all individuals can learn and succeed, and 2) a commitment to reflection and critical inquiry.

Community and Service: candidates should demonstrate 1) a willingness to collaborate with peers and members of the educational community, and 2) an appreciation for and willingness to form partnerships with parents/guardians and community agencies that serve children and youth.

Ethics, Values and Diversity: candidates should demonstrate 1) respect for the value of diversity in a democratic society, and 2) a commitment to high professional and ethical standards.
**Certificate of Clearance**
A Live Scan fingerprint clearance and background check through the California Commission on Teacher Credentialing (CTC) are required upon admission to the credential program. Follow the instructions and complete the process at the [San Diego County Office of Education](https://www.sandiego.edu). Once you have completed this step, bring a copy of your Live Scan application to the credentials office in the Dean's Office. If you hold a California emergency or substitute teacher permit, submit a copy to the credentials office. Note additional fingerprinting and fees may be required by the employing district when hired. A fee is required by the Live Scan service and by the CTC to perform the background check. The certificate of clearance must be posted on the CTC website [www.ctc.ca.gov](http://www.ctc.ca.gov) prior to practicum and student teaching assignments.

**Tuberculosis Screening**
You must also provide proof of your tuberculosis screening to the placement site administrator prior to any school site visits or placements. This screening may be done by your own physician or at the Health Center on campus by appointment.

**CBEST and CSET Examinations**
Successful completion of the CBEST CSET Exams (Multiple Subject Credential) or an approved program or subject specific CSET Exams (Single Subject Credential) are required prior to receiving a student teaching assignment. Students still needing to pass these exams, please use the links below to determine the test date timing that will work best for you:

- CBEST Test Dates
- CSET Test Dates
- RICA Test Dates
MULTIPLE SUBJECT CREDENTIAL (ELEMENTARY EDUCATION)

Program Overview
The Multiple Subject program is designed for those interested in teaching in elementary grades. Completion of an approved California state Liberal Studies undergraduate program is helpful preparation for the Multiple Subject credential, but is not required. To demonstrate subject matter competence, all candidates for the Multiple Subject credential are required to pass the California Subject Examination for Teachers (CSET: Multiple Subjects) prior to student teaching. Some applicants may be required to submit a passing score on this test prior to being admitted to the credential program. All candidates for the credential must submit either a passing score on the California Basic Educational Skills Test (CBEST) or CSET: Writing Skills Assessment prior to admittance to the program, or evidence of having registered for taking the basic skills exam at its next offering.

Co-requisite Course for Multiple Subject, Single Subject, and Education Specialist Candidates

**Linguistics**
ENGL 318E Development of the English Language (3)
or
EDU 558XB* First and Second Language Development and Structure for the Classroom Teacher (3)
*This course is available through the Division of Professional and Continuing Education.

**Multiple Subject Coursework** and Field Experience
EDUC 381C/581C Multicultural and Philosophical Foundations of Education in a Global Society (3) **
Field requirement: 5 hours of service learning, 5 hours of classroom observation
EDUC 382/582 Psychological Foundations of Education in a Diverse Society (3) **
Field experience: 8 hours of classroom observation
EDUC 383P/583P Methods of Teaching Reading and Language Arts (3)
Field requirement: 50-hour practicum
EDUC 384C/584C Methods of Teaching English Language and Academic Development in Cross-Cultural Contexts (3) **
Field requirement: 20 hours of service learning
EDUC 385P/585P Elementary Curriculum and Methods for Global Classrooms (6)
Field requirement: 50-hour practicum
EDSP 389/589 Healthy Environments and Inclusive Education in a Global Society (3) **
Field requirement: 10 hours of observation
EDUC 490/590P*** Student Teaching for the Multiple Subject Credential (9)
Field requirement: 18 weeks/1 semester, full-time.
EDUC 490/590S*** Student Teaching Seminar for the Multiple Subject Credential (3)

* Course common to Multiple Subjects and Single Subject Credentials, in which Multiple and Single subject candidates are taught in combined sections.

*** EDUC 590P and 590S must be taken concurrently.

Additional Requirement(s): PACT Teaching Event
**SINGLE SUBJECT CREDENTIAL (SECONDARY EDUCATION)**

*Program Overview*

The Single Subject credential is designed to prepare candidates to teach subjects in a departmentalized situation typically found in middle and high schools. To demonstrate subject matter competency, candidates must meet the academic requirements of a USD-approved subject matter program, or pass the appropriate CSET examination in the subject field in which they wish to teach. The CSET exam must be passed prior to student teaching. Some applicants may be required to submit scores on the CSET exam prior to being admitted into the credential program. USD currently has one CCTC approved subject matter program in the area of Mathematics.

*Prerequisite Course for Multiple Subject, Single Subject, and Education Specialist Candidates*

**Linguistics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 318E</td>
<td>Development of the English Language (3)</td>
</tr>
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<td>or</td>
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<tr>
<td>EDU 558XB*</td>
<td>First and Second Language Development and Structure for the Classroom Teacher (3CEUs)</td>
</tr>
</tbody>
</table>

*This course is available through the [Division of Professional and Continuing Education](#).*

**Single Subject Coursework** and Field Experiences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EDUC 381C/581C</td>
<td>Multicultural and Philosophical Foundations of Education in a Global Society (3)</td>
</tr>
<tr>
<td><strong>Field requirement:</strong></td>
<td>5 hours service learning, 5 hours of classroom observation</td>
</tr>
<tr>
<td>EDUC 382/582</td>
<td>Psychological Foundations of Education in a Diverse Society (3)</td>
</tr>
<tr>
<td><strong>Field requirement:</strong></td>
<td>8 hours of classroom observation</td>
</tr>
<tr>
<td>EDUC 384C/584C</td>
<td>Methods of Teaching English Language and Academic Development in Cross-Cultural Contexts (3)</td>
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<tr>
<td><strong>Field requirement:</strong></td>
<td>20 hours of service learning</td>
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<tr>
<td>EDUC 332P/532P</td>
<td>Curriculum and Methods of Teaching in Secondary Schools in a Global Society (3)</td>
</tr>
<tr>
<td><strong>Field requirement:</strong></td>
<td>50-hour practicum</td>
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<tr>
<td>EDUC 334P/534P</td>
<td>Methods of Teaching Literacy in Secondary Schools (3)</td>
</tr>
<tr>
<td><strong>Field requirement:</strong></td>
<td>50-hour practicum</td>
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<tr>
<td>EDSP 389/589</td>
<td>Healthy Environments and Inclusive Education in a Global Society (3)</td>
</tr>
<tr>
<td><strong>Field requirement:</strong></td>
<td>10 hours of observation</td>
</tr>
<tr>
<td>EDUC 491/591P***</td>
<td>Student Teaching for the Single Subject Credential (9)</td>
</tr>
<tr>
<td><strong>Field requirement:</strong></td>
<td>18 weeks/1 semester, full-time</td>
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<tr>
<td>EDUC 491/591S***</td>
<td>Student Teaching Seminar for the Single Subject Credential (3)</td>
</tr>
</tbody>
</table>

* Course common to Multiple Subjects and Single Subject Credentials, in which Multiple and Single subject candidates are taught in combined sections.

*** EDUC 591P and 591S must be taken concurrently.

**Additional Requirement(s): PACT Teaching Event**
PRELIMINARY EDUCATION SPECIALIST CREDENTIAL WITH MILD/MODERATE AUTHORIZATION PROGRAM

Program Overview
The Special Education faculty offers a master’s degree credential program to prepare special education teacher candidates to teach in K-12 schools and other agencies serving individuals with special needs from kindergarten through 22 years of age. The combined credential and MEd degree programs are nationally recognized and use the Council for Exceptional Children’s performance-based electronic portfolio competency model for evaluation and credential recommendation criteria. All special education candidates will gain shared competencies through a common core of coursework. Candidates also complete specialized coursework related to Mild to Moderate Disabilities across the K-12 spectrum of service delivery.

Prerequisite Course for Multiple Subject, Single Subject, and Education Specialist Candidates

Linguistics
ENGL 318E Development of the English Language (3)
or
EDU 558XB* First and Second Language Development and Structure for the Classroom Teacher (3 CEUs)
*This course is available through the Division of Professional and Continuing Education.

Special Education Coursework** and Field Experiences
EDSP 389/589 Healthy Environment & Inclusive Education (3) 5 hour field observations
EDSP 370/570 Assessment in Special Education (3)
EDSP 371/571 Management of Behavior and Instruction (3)
EDSP 372/572 Typical and Atypical Language Development (3)
EDSP 373/573 Family Systems & Community Cultural Resources (3)
EDSP 374/574 Characteristics and Needs Exceptionality (3)
EDSP 375P/575P Curriculum and Instruction Mild/Moderate (3) 20 hour field experience
EDUC 383P/583P Methods of Teaching Reading & Language Arts (3) Field Requirement 50-hours
EDUC 384C/584C Methods of Teaching English Language & Academic Development (3)
EDUC 375P/575P Inclusive Curricula for Learners 5-22 (for special education majors) (3) Field Requirement-20 hours
EDSP 490P/590P Practicum in Special Education Mild/Moderate (3) full semester student teaching
MASTER OF EDUCATION (MED) IN CURRICULUM & INSTRUCTION

Program Overview
The Master of Education in Curriculum and Instruction is a course of study aimed at improving candidates’ instructional practices. It focuses on the design, delivery and assessment of programs, units and lessons and is appropriate for K-12 teachers and educators and trainers in public and private sectors. Courses utilize current research on instructional best practices to frame discussions on teaching and learning. Taking a backward design approach, coursework examining instructional planning emphasizes identification of learning objectives worthy of enduring understanding, the use of essential questions and the use of assessments designed to evaluate students’ knowledge and misconceptions. The program teaches candidates to systematically examine both their own practices and cutting edge national and international exemplars. Included is critical examination of a variety of different technology applications in educational and training settings. A 9-unit certificate in Character Education and a 13-unit certificate in Peace Education in a Global Context are available as elective options.

Program of Study (30 units)

I. Foundations of Education (12)
EDUC 500 Research Design and Methodology (3)
EDUC 510 Cognition and Learning (3) OR
EDUC 513 Human Development (3)
EDUC 597 The Struggle for Educational Equity (3)
EDUC 580 Master’s Capstone Seminar (3)

II. Core Courses in Curriculum and Instruction Specialization (12 units)
Candidates are required to take the following four courses for a total of 12 units.
EDUC 535 Curriculum Design and Evaluation (3)
EDUC 536 Curricular Innovations (3)
Take one of the following three courses:
EDUC 517 Multiple Literacies (3)
EDUC 518 Teaching Writing Across the Curriculum (3)
EDUC 519 Literature for Children and Adolescents (3)
Take one of the following two courses:
EDUC 559 Teaching with Technology in Diverse Communities (3)
EDUC 578 Learning and Technology (3)

III. Electives (6 units)
Consult with your advisor for course selection
EDUC 553 Curriculum and Programs in Character Education (3)
EDUC 554 Character-based Classroom Management (3)
EDUC 555 Leadership in Character Education (1-3)
EDUC 556 Instructional Strategies in Character Education (3)
Other courses by permission of advisor.

Additional Requirement(s): International Requirement & Culminating Exit Requirements
MASTER OF EDUCATION (MED) IN CURRICULUM AND INSTRUCTION AND MULTIPLE SUBJECT CREDENTIAL – 1 YEAR PROGRAM

Program Overview
The Master’s Credential Cohort Multiple Subject Program is designed to prepare effective elementary teachers. The program emphasizes the connection between theory and practice, weaving together university-based coursework and thoughtfully designed field experiences. Candidates in the program develop the knowledge, skills, and strategies needed to flourish in their own classrooms, as well as the critical habits of mind and reflective practice that will allow them to grow as educators throughout their careers. Faculty and students in the program are committed to teaching for social justice and promoting educational excellence and equity in all school settings.

Program of Study (45 Units + 3 Continuing Education units (CEUs))

Summer I (6 units + 3 CEUs)
EDU 558XB  First and Second Language Development and Structure for the Classroom Teacher (3 CEUs)
EDUC 581C  Multicultural and Philosophical Foundations in a Global Society (3)
EDUC 582  Psychological Foundations of Education in a Diverse Society (3)

Fall (17 units)
EDUC 585P  Elementary Curriculum and Methods for Global Classrooms (6)
EDUC 583P  Methods of Teaching Reading & Language Arts in Elementary (3)
EDUC 584C  Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)
EDUC 551  MCC Student Teaching I (2)
EDUC 567  MCC Student Teaching Seminar (3)

Intersession (3 units)
EDSP 589  Healthy Environments and Inclusive Education in a Global Society (3)

Spring (12 units)
EDUC 535  Curriculum Design and Evaluation (3) OR
EDUC 578  Learning and Technology (3)
EDUC 552  MCC Student Teaching II (6)
EDUC 557  Action Research for MCC Candidates I (3)

Summer II (7 units)
EDUC 510  Cognition and Learning (3)
EDUC 558  Action Research for MCC Candidates II (1)
Elective: Choose three units of Electives with Advisor Approval (3)

Additional Requirement(s): International Requirement & Culminating Exit Requirements
MASTER OF EDUCATION (MED) IN CURRICULUM AND INSTRUCTION AND MULTIPLE SUBJECT CREDENTIAL – 2 YEAR PROGRAM

Program Overview
The Master’s Credential Cohort Multiple Subject Program is designed to prepare effective elementary teachers. The program emphasizes the connection between theory and practice, weaving together university-based coursework and thoughtfully designed field experiences. Candidates in the program develop the knowledge, skills and strategies needed to flourish in their own classrooms, as well as the critical habits of mind and reflective practice that will allow them to grow as educators throughout their careers. Faculty and students in the program are committed to teaching for social justice and promoting educational excellence and equity in all school settings.

Program of Study (45 Units + 3 Continuing Education units (CEUs))

Fall I (12 units + 3 CEUs)
EDU 558XB  First and Second Language Development and Structure for the Classroom Teacher (3 CEUs)
EDUC 585P  Elementary Curriculum and Methods for Global Classrooms (6)
EDUC 581C  Multicultural and Philosophical Foundations in a Global Society (3)
EDUC 582P  Psychological Foundations of Education in a Diverse Society (3)

Spring I (14 units)
EDUC 583P  Methods of Teaching Reading & Language Arts in Elementary (3)
EDUC 584C  Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)
EDSP 589  Healthy Environments and Inclusive Education in a Global Society (3)
EDUC 567  MCC Student Teaching Seminar (3)
EDUC 551  MCC Student Teaching I (2)

Fall II (9 units)
EDUC 552  MCC Student Teaching II (6)
EDUC 557  Action Research for MCC Candidates I (3)

Spring II (10 units)
EDUC 510  Cognition and Learning (3) OR
EDUC 511  Educational Reform (3) OR
EDUC 597  The Struggles of Educational Equality (3)
EDUC 535  Curriculum Design and Evaluation (3)
EDUC 558  Action Research for MCC Candidates II (1)
EDUC 5XX  Elective: Choose three units of Electives with Advisor Approval (3)

Additional Requirement(s): International Requirement & Culminating Exit Requirements
MASTER OF EDUCATION (MED) IN CURRICULUM AND INSTRUCTION AND SINGLE SUBJECT CREDENTIAL – 1 YEAR PROGRAM

Program Overview
The Master’s Credential Cohort Single Subject Program is designed to prepare effective middle and high school educators. The program emphasizes the connection between theory and practice, weaving together university-based coursework and thoughtfully designed field experiences. Candidates in the program develop the knowledge, skills and strategies needed to flourish in their own classrooms, as well as the critical habits of mind and reflective practice that will allow them to grow as educators throughout their careers. Faculty and students in the program are committed to teaching for social justice and promoting educational excellence and equity in all school settings.

Program of Study (42 Units + 3 Continuing Education units (CEUs))

Summer I (6 units + 3 CEUs)
EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3 CEUs)
EDUC 581C Multicultural and Philosophical Foundations in a Global Society (3)
EDUC 582 Psychological Foundations of Education in a Diverse Society (3)

Fall (14 units)
EDUC 532P Curriculum and Methods of Teaching in Today’s Global Secondary Classrooms (3)
EDUC 534P Methods of Teaching Literacy in Secondary Schools in a Global Society (3)
EDUC 584C Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)
EDUC 551 MCC Student Teaching I (2)
EDUC 567 MCC Student Teaching Seminar (3)

Intersession (3 units)
EDSP 589 Healthy Environments and Inclusive Education in a Global Society (3)

Spring (12 units)
EDUC 535 Curriculum Design and Evaluation (3) OR
EDUC 578 Learning and Technology (3)
EDUC 552 MCC Student Teaching II (6)
EDUC 557 Action Research for MCC Candidates I (3)

Summer II (7 units)
EDUC 510 Cognition and Learning (3)
EDUC 558 Action Research for MCC Candidates II (1)
Elective: Choose three units of Electives with Advisor Approval (3)

Additional Requirement(s): International Requirement & Culminating Exit Requirements
MASTER OF EDUCATION (MED) IN CURRICULUM AND INSTRUCTION AND SINGLE SUBJECT CREDENTIAL – 2 YEAR PROGRAM

Program Overview
The Master’s Credential Cohort Single Subject Program is designed to prepare effective middle and high school educators. The program emphasizes the connection between theory and practice, weaving together university-based coursework and thoughtfully designed field experiences. Candidates in the program develop the knowledge, skills and strategies needed to flourish in their own classrooms, as well as the critical habits of mind and reflective practice that will allow them to grow as educators throughout their careers. Faculty and students in the program are committed to teaching for social justice and promoting educational excellence and equity in all school settings.

Program of Study (42 Units + 3 Continuing Education units (CEUs))

**Fall I (12 units + 3 CEUs)**
- EDU 558XB  First and Second Language Development and Structure for the Classroom Teacher (3 CEUs)
- EDUC 532P  Curriculum and Methods of Teaching in Today’s Global Secondary Classrooms (3)
- EDUC 581C  Multicultural and Philosophical Foundations in a Global Society (3)
- EDUC 582  Psychological Foundations of Education in a Diverse Society (3)

**Spring I (14 units)**
- EDUC 534P  Methods of Teaching Literacy in Secondary Schools in a Global Society (3) OR
- EDUC 584C  Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)
- EDSP 589  Healthy Environments and Inclusive Education in a Global Society (3)
- EDUC 567  MCC Student Teaching Seminar (3)
- EDUC 551  MCC Student Teaching I (2)

**Fall II (9 units)**
- EDUC 552  MCC Student Teaching II (6)
- EDUC 557  Action Research for MCC Candidates I (3)

**Spring II (10 units)**
- EDUC 510  Cognition and Learning (3) OR
- EDUC 511  Educational Reform (3) OR
- EDUC 597  The Struggles of Educational Equality (3)
- EDUC 535  Curriculum Design and Evaluation (3)
- EDUC 558  Action Research for MCC Candidates II (1)
- EDUC 5XX  Elective: Choose three units of Electives with Advisor Approval (3)

Additional Requirement(s): International Requirement & Culminating Exit Requirements
MASTER OF EDUCATION (MED) IN CURRICULUM AND INSTRUCTION, SPECIALIZATION IN MONTESSORI EDUCATION

Program Overview
In partnership with the Montessori Institute of San Diego, is designed for educators interested in becoming Montessori trained and earning an Association Montessori Internationale (AMI) diploma, or for those interested in increasing their pedagogical understanding of the principles behind Montessori education. The program includes observation and fieldwork in homes and AMI infant, toddler and primary classroom settings. Coursework includes a focus on parent and community education, as well as the design, implementation, analysis and publication of original research on the effectiveness of different pedagogical practices in Montessori classrooms.

Program of Study (30 Units)

Montessori Foundations (3 units)
EDTE 500 Foundations of the Montessori System of Education (3)

Montessori Specialization and Methods (9 units)
EDTE 505 Human Relations and Self Awareness among Young Children (2)
EDTE 507 Perceptual-Motor Development (2)
EDTE 510 Language Arts/Reading Curriculum and Instruction (2)
EDTE 511 Mathematics and Science Curriculum and Instruction (3)

Curriculum & Instruction Psychological Foundations (3 units)
EDUC 510 Cognition and Learning (3) OR
EDUC 513 Human Development (3)

Curriculum & Instruction Social Foundations (3 units)
EDUC 529 Literacy, Language and Culture (3) OR
EDUC 597 The Struggle for Educational Equity (3)

Curriculum & Instruction Research (6)
EDUC 500 Research Design and Methodology (3)
EDUC 580 Master’s Capstone Seminar (3)

Montessori Field Experience (3)
EDTE 506 Field Experience (Observation and Teaching Practice) (3)

Elective (3)
In consultation with their academic advisor, students select three units of electives in Learning and Teaching, Special Education and/or Leadership Studies.

Additional Requirement(s): International Requirement & Culminating Exit Requirements

For more information on the Montessori Institute of San Diego, please visit their website at www.misdami.org
MASTER'S CREDENTIAL COHORT: MED IN SPECIAL EDUCATION AND PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL WITH MILD TO MODERATE AUTHORIZATION

Program Overview
The Master’s Credential Cohort Program is designed to prepare effective special education teachers through coursework and field experiences leading to an M.Ed. in Special Education and Preliminary Education Specialist Teaching Credential with an authorization in Mild to Moderate Disabilities. The program emphasizes the connection between theory and practice, weaving together university-based coursework and thoughtfully designed field experiences. Candidates in the program develop the knowledge, skills and strategies needed to flourish in their own classrooms, as well as the critical habits of mind and reflective practice that will allow them to grow as educators throughout their careers.

Program of Study (42 Units + 3 Continuing Education units (CEUs))

Fall I (9 units + 3 CEUs)
EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3 CEUs)
EDSP 571 Positive Behavior and Instruction Management in Special Education (3)
EDSP 589 Healthy Environments and Inclusive Education in a Global Society (3)
EDUC 575P Evidence Based Inclusive Practices Mild/Moderate 5-22 (3)

Spring I (12 Units)
EDUC 534P Methods of Teaching Literacy in Secondary Schools in a Global Society (3)
EDUC 584C Methods of Teaching English Language and Academic Development in CrossculturalContexts (3)
EDSP 574 Global Perspectives and Foundations in Special Education (3)
EDSP 575P Evidence Based Inclusion Practices Mild/Moderate 5-22 (3)

Fall II (12 units)
EDUC 557 MCC Action Research Seminar I (3)
EDUC 583P Methods of Teaching Reading & Language Arts in Elementary (3)
EDSP 570 Assessment Identification to Transition in Special Education (3)
EDSP 590P Student Teaching Mild to Moderate Disabilities (3)

Spring II (9 Units)
EDUC 5XX Elective Course in MEd (3)
EDUC 558 MCC Action Research Seminar II (1)
EDSP 573 Diverse Family Systems & Transitions (3)
EDUC 579 Legal, Ethical and Professional Practices in a Diverse Society (2)

It is possible to obtain the preliminary Multiple Subject Credential in conjunction with the MEd Special Education Specialist Teaching Credential program described above with three additional courses.

Curriculum Additions for Multiple Subject Credential
Summer I (6 units)
EDUC 581C Multicultural and Philosophical Foundations of Education in a Global Society (3)
EDUC 582 Psychological Foundations of Education in a Diverse Society (3)

Summer II (6 units)
EDUC 590P Student Teaching for the Multiple Subject Credential (6)

Additional Requirement(s): International Requirement & Culminating Exit Requirements
MASTER OF EDUCATION (MED) IN TESOL, LITERACY AND CULTURE

Program Overview
The MEd in TESOL, Literacy and Culture program offers candidates the theoretical basis and practical knowledge/field experiences in teaching English as a Second and Foreign Language. It prepares candidates to work effectively in grades PK-16 and adult education settings, such as community colleges, universities, adult education centers, and language academies. The program focuses on culture, linguistics, second language acquisition, and methodology of teaching ESL, including alignment with required standards and a sound understanding of the complexities of working with linguistically and culturally diverse populations.

Program of Study (30 units)

I. USD Foundations Courses (12 units)
EDUC 500  Research Design and Methodology (3)
EDUC 510  Cognition and Learning (3) OR
EDUC 513  Human Development (3)
EDUC 529*  Literacy, Language and Culture (3) OR
EDUC 597  The Struggle for Educational Equity (3)
EDUC 580  Master’s Capstone Seminar (3) OR
EDUC 595  Thesis (3)

II. Core TESOL Courses (15 units)
EDUC 540*  Introduction to Language and Linguistic Analysis (3)
EDUC 541*  Second Language Acquisition & Development (3)
EDUC 543C*  Methods for Teaching English to Speakers of Other Languages (6)
EDUC 549F  Practicum in TESOL (3)

III. Elective Courses (3 units)
Choose one of the following courses or others with approval of advisor, three units.
EDUC 516  Innovations in Reading and Writing (3)
EDUC 517  Multiple Literacies (3)
EDUC 518  Teaching Writing Across the Curriculum (3)
EDUC 519  Literature for Children and Adolescents (3)
EDUC 545  Language Politics, Policies and Education (3)
EDUC 546  Teaching English as a Foreign Language (3)
EDUC 547  Development and Evaluation of TESOL Programs (3)
EDUC 548  Special Topics in ESL (3)
EDUC 564  Cross-Cultural Communication (3)

* Courses required to earn a TESOL certificate.

Additional Requirement(s): International Requirement & Culminating Exit Requirements
MASTER OF EDUCATION ONLINE

Program Overview
USD’s Master’s of Education Online degree program delivered in an online modality is designed for experienced educators interested in advancing their knowledge and practice through the integration of innovative pedagogies and inclusive and equitable instructional design. The program offers specializations in Science, Technology, Engineering, Arts and Mathematics (STEAM), Universal Design for Learning (UDL) and Inclusive Education, 21st Century Literacy and Curriculum and Instruction. In addition to their specialization coursework, all students in the program will take a series of rigorous core courses in educational research methods, social justice and educational equity and cognition and learning. The program culminates in a capstone seminar in which all candidates complete a classroom-focused action research project.

Program of Study (30 Units)

Core Courses Required
EDUC 520  Social Justice and Educational Equity (3)
EDUC 521  Cognition and Learning (3)
EDUC 522  Educational Research Methodology (3)
EDUC 523  Qualitative Methods in Educational Research (3)
EDUC 550  Capstone Seminar (3)

Specialization Courses
Candidates in the MEd online program may choose between four specialization areas – Science, Technology, Engineering, Arts and Mathematics (STEAM), Universal Design for Learning (UDL) and Inclusive Education, 21st Century Literacy and Curriculum and Instruction. Each of these specialization areas requires five specialization courses as listed below. Alternatively, candidates who want to pursue a more individualized program may self-select five courses from across the specialization areas and earn a MEd degree with a specialization in Curriculum and Instruction.

Science, Technology, Engineering, Arts and Mathematics (STEAM)
EDUC 507  Creativity and Innovation in STEAM (3)
EDUC 508  Artistic Modeling and Representation in Science & Math Education (3)
EDUC 509  Engineering Design Process in Math and Science Education (3)
EDUC 527  Communication, Technology & Curriculum Design (3)
EDUC 528  STEAM and Special Student Populations (3)

21st Century Literacies
EDUC 561  Critical Media Literacy in the Classroom (3)
EDUC 562  Teaching Digital Readers (3)
EDUC 563  Youth and Digital Media (3)
EDUC 565  Teaching Digital Writers (3)
EDUC 566  Participatory Learning in 21st Century Classrooms (3)

Universal Design for Learning and Inclusive Education
EDUC 533  Designing Learning Environments for All (3)
EDUC 538  Identifying and Responding to the Needs of Diverse Learners (3)
EDUC 586  Teaching Students on the Autism Spectrum (3)
EDUC 587  Co-Teaching: Collaborating in an Inclusive Environment (3)
EDUC 588  Disability in Education Policy and Law (3)

NOTE: Courses required for the MEd Online program may only be completed by students enrolled in the online program. Additional Requirement(s): International Requirement & Culminating Exit Requirements
MASTER OF ARTS IN TEACHING (MAT) IN HISTORY/SOCIAL SCIENCE

Program Overview
This degree program offers candidates the opportunity to develop both pedagogical and content knowledge. Candidates take half their coursework within SOLES and the other half through history and social science departments within the College of Arts and Sciences. The ideal applicant for this program has a strong background in history/ social science and experience teaching in the secondary history/ social science classroom.

Program of Study (30 units)

I. Foundations of Education (9)
EDUC 500  Research Design and Methodology (3)
EDUC 510  Cognition and Learning (3) OR
EDUC 513  Human Development (3)
EDUC 580  Master’s Capstone Seminar (3) OR
EDUC 595  Thesis (3)

II. Education Electives (6)
Six units in School of Leadership and Education Sciences or approved by advisor if not from the following list:
EDUC 504  International and Comparative Education (3)
EDUC 511  Educational Reform (3)
EDUC 535  Curriculum Design and Evaluation (3)
EDUC 536  Curricular Innovations (3)
EDUC 597  The Struggle for Educational Equity (3)

III. Required Courses in History (6)
Candidates must take two of the three courses below for a total of 6 units.
HIST 500  Core Seminar (3)
EDUC 502  History Teaching Seminar (3) OR
HIST 502  Public History Seminar (3)

IV. Electives in History/Social Science (9)
Nine units of graduate history or social sciences courses approved by advisor from the College of Arts and Sciences. Candidates take 9 units chosen from the following departments: history, political science and international relations, anthropology, sociology and psychology. Courses from other social science departments may be taken with permission.

Additional Requirement(s): International Requirement & Culminating Exit Requirements
CERTIFICATE PROGRAM DESCRIPTIONS

MOBILE TECHNOLOGY LEARNING CERTIFICATE

The Mobile Technology Learning Certificate program demonstrates how mobile technologies can facilitate teaching and learning in your school or district from the comfort of your home. The Division of Professional and Continuing Education, in collaboration with USD’s School of Leadership and Education Sciences-Mobile Technology Learning Center (MTLC), offers a unique online program that equips teachers and school leaders with the skills needed to be effective educators in a mobile technology-learning environment. Explore ways, existing and emerging technologies, such as, iPads, iPods, cell phones, Netbooks, and e-readers are becoming learning tools and how they can be integrated into the classroom.

Course #        Course Title
EDU C776I        Certificate Enrollment Fee
EDU 777I         Digital Literacy for Teachers and Leaders (2 CEU units)
EDU 778I         Social Media for Teaching and Learning (2 CEU units)
EDU 779I         Student-Centered Learning with Mobile Technology (2 CEU units)
EDU 780I         Leadership of Digital Environments (2 CEU units)

PEACE AND GLOBAL EDUCATION CERTIFICATE PROGRAM

The Peace and Global Education Certificate is aimed at teaching the attitudes and skills necessary for peacemaking, replacing conflict with agreements based on mutually beneficial outcomes, and peace building, developing institutions and relationships that support peace through a foundation of justice within a global context. This program is a collaboration between the School of Leadership and Education Sciences and Studies and School of Peace Studies.

Program of Study (13 units)
Required Courses (7 units)
EDUC 506        Global Peace Education Capstone (1)
PJS 550          Analysis and Resolution of Violent Conflict (3)
EDUC 589        Peace Education in a Global Context (3)

Elective Courses (6 units)
3 units from EDUC or LEAD, and 3 units from PJS
EDUC 503        Educational Leadership for Peace and Sustainability
EDUC 504        International and Comparative Education (3)
EDUC Global     SOLES Global International Course (3) See SOLES Global for current offerings
EDUC 599        Independent Study (1-3)
LEAD 585        Leadership for Change (3)
PJS 563          Nonviolence and Peace Education (3)
PJS 574          Civil Society, Peacebuilding and Development (3)
PJS 582          Transitional Justice and Responding to Mass Atrocities (3)
PJS 588          Human Rights Advocacy (3)
PJS 594          Interpersonal and Small Group Conflict Resolution (1)
PJS 594          Spirituality and Peacebuilding (1)
PJS 594          Deliberative Dialogue (1)
PJS 599          Independent Study (1-3)
Other elective courses related to peace and global education may be substituted with permission of advisor.

All required classes will be accessible globally through the use of technology. The capstone is an applied project of modest scope for example, conducting a facilitation, mediation, or lesson. Faculty in both schools will collaborate on developing a rubric for evaluation of the capstone. Non-matriculated students may enroll in the program through Continuing Education.

SPECIALIST CERTIFICATE IN CHARACTER DEVELOPMENT

The Certificate Program in Character Development is designed to meet the needs of educators who are interested in the character development of children and youth. This unique program offers SOLES graduate students the opportunity to take any one of three courses as electives in their current programs. It also enables SOLES graduate students who complete all three courses (9 units) to earn a framed Specialist Certificate in Character Development.

Program of Study (9 units) – Choose 3 course

EDUC 553     Curriculum and Programs in Character Education (3)
EDUC 554     Character-based Discipline (3)
EDUC 555     Special Topics in Character Education (3)
EDUC 556     Instructional Strategies in Character Education (3)

TEACHER OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

The Certificate in Teaching English to Speakers of Other Languages (TESOL) is comprised of 12 units of graduate level coursework designed to provide candidates with the knowledge, skills, and dispositions needed to effectively teach English to English Language Learners.

Certificate candidates will acquire a working knowledge of linguistics, first and second language acquisition and the cultural and social contexts of learning listening, speaking, and writing skills in English with speakers of other languages. TESOL certificate candidates will examine the latest theories, research and applications in TESOL, and acquire the knowledge and cultural competencies to assume leadership roles in their areas of expertise.

Program of Study (12 units)

Required Courses from Existing M.Ed. in Literacy, Culture and TESOL Master’s Degree Program
EDUC 529     Literacy, Language and Culture (3)
EDUC 540     Introduction to Language and Linguistic Analysis (3)
EDUC 541     Second Language Acquisition and Development (3)
EDUC 543     Methods of Teaching Literacy in ESL (3)
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INTERNATIONAL EXPERIENCE REQUIREMENT

Beginning with students enrolling in the fall of 2008, all degree candidates in SOLES are required to complete an international experience. This requirement may be met through participation in a SOLES Global course or by participating in an international experience across the border, within the San Diego region, or on USD’s campus. Additional information on the international experience may be found online:

- SOLES Global L&T Resource Page
- International Experience Form

An international experience within the Department of Learning and Teaching (L&T) is defined as an opportunity for students to interact with individuals and/or institutions from a nation outside the U.S. in a manner that supports their personal and professional growth, nurtures cultural understanding, and prepares students to interact with and effectively serve diverse communities in a professional capacity. All Master’s degrees students must complete an International experience Requirement and Evidence of Completion Form with their graduate advisor. It is recommended that discussions about this requirement begin early in the student’s graduate program.

Through this experience, it is hoped that students will:

- Develop a deeper understanding of another culture
- Appreciate its differences and similarities
- Consider its gifts and challenges
- Understand the educational and practical implications of cultural diversity and globalization issues.
EXIT REQUIREMENT OPTIONS

CREDENTIAL CANDIDATES

*Performance Assessment for California’s Teachers (PACT)*

All multiple and single subject credential candidates must successfully complete a series of Embedded Signature Assessments (ESAs) and the PACT teaching event in order to complete their credential requirements. More information on PACT can be found at [www.pacttpa.org](http://www.pacttpa.org).

MASTER OF ART AND MASTER OF EDUCATION CANDIDATES

As a Masters student in Learning and Teaching, you have the option of two culminating final projects: a thesis or an action research study. Both of the options are rigorous undertakings; however, they have different goals. Below, we provide guidelines for helping you decide whether or not you will be conducting an action research study or a thesis. For more information, please review the Research Handbook.

**Action Research Study**

The action research study is designed to help you study and improve your practice as a future educator and to help you find effective ways to meet the needs of your students. In Action Research, the practitioner and the researcher are one and the same. In order to conduct Action Research, you need to have direct access to a classroom or other educational setting where you are in direct contact with students. You should choose the Action Research option if:

- You are studying to become a teacher, or other type of school educator.
- You will work directly with students.
- You are interested in having a tool for improving your students’ learning and your instructional practice.

**Thesis**

A thesis is a piece of original research. While they take on many forms, theses are intended to test theory and to understand phenomena. Those who choose to prepare a thesis are not required to have direct access to students or educational settings; however, the thesis does need to address authentic questions about teaching, learning, and education. You should choose the thesis option if:

- You are planning on going into educational research or pursuing a PhD. in the near future.
- You are pursuing a career in an area other than PK-12 teaching.
- You will not have access to a classroom or other educational setting where you will be in direct contact with students.

MASTER OF EDUCATION IN SPECIAL EDUCATION CANDIDATES

The M.Ed. candidates in Special Education complete a professional portfolio or master’s thesis research project. For more information, please review the [SPED Candidate Handbook](#).
POLICIES AND PROCEDURES

ACADEMIC ADVISORS

Assistant Director for Programming, Sergio E. Rodriguez serves as a point of contact for students regarding, program planning, programmatic policies, registration guidelines and other general student issues. Student will also be assigned a faculty advisor who can discuss other topics including, program requirements, course and program planning, action research and thesis topics and development. If you are unsure who to contact about a question of your, please contact Sergio. Sergio may be reached at (619)-260-7452 or srodriguez@sandiego.edu.

LISTSERV

Upon initial registration, students should obtain a USD email address. Your USD email address will be added to the department listserv. This listserv is used to communicate with students about a variety of programmatic issues. Students are responsible for any information that is sent to them via the listserv.

STUDENT FORMS

Forms discussed in this handbook are available online via the Current Students Gateway, Graduate Records or Registrar’s websites.

Please note that it is the student’s responsibility to obtain all of the required signatures on any form to be processed. However, our Executive Assistant (in MRH 257) is available to help in this matter. Students may submit their form to the Executive Assistant after obtaining their advisor’s signature. The Executive Assistant will then route for department chair and/or dean’s approvals. The form will then be processed or forwarded to appropriate office, except in the case of registration forms, which the student will need to pick up and take to the One Stop Center to complete registration. If you choose to rely on the Executive Assistant’s help in this matter, please allow for a minimum turnaround of five to ten working days and plan the processing of your form accordingly. The Learning and Teaching office does not assume responsibility for forms submitted late, incomplete, or any other way incongruent with the existing policies.

REGISTRATION PROCEDURES

Students will register online via the Banner system (or walk-in register according to the guidelines specified for Independent Study, and other restricted courses). The Banner system is accessible through the MySanDiego portal. FAQs about this process can be found on the One Stop Services tab. Prior to registering, students should first consult with their academic advisor.

**Independent Study Registration**

1. Obtain an Application for Independent Study or Research form. Fill out this form in consultation with the faculty member with whom they are doing the Independent Study, and secure his/her signature.
2. Then, turn the form into the Learning and Teaching office (MRH 257), where the form will be routed for the approval of the Program Director/Department Chair and the Associate Dean.
3. After all signatures have been obtained, the student will be notified when they can register online for the Independent Study.
Note: If an Independent Study form is submitted after the deadline for adding courses online the student will need to walk-in register at the One Stop Services office with the Application for Independent Study or Research form and the ADD/DROP form AFTER securing all of the required signatures.

CHANGE OF ADDRESS

A student has the option to update their address via the MySanDiego portal One Stop Services tab or in person by completing a Change of Address form. Failure to submit the updated information to the Registrar's office will result in the student missing important deadlines and other extremely significant academic and administrative correspondence or announcements.

If you wish to be included on the mailing lists after your graduation from the program, please do not forget to contact both the Learning and Teaching office and the Alumni Relations office at (619) 260-4819 or enroll on their website: http://www.sandiego.edu/alumni/. Please make sure to always keep these offices updated about your current mailing address, phone number and e-mail address.

CHANGE OF NAME

A student may download the Change of Name form from the registrar’s website. To change your name, you must inform the Registrar's Office in writing. You must include a copy of a marriage license, divorce decree, or other official document. Whenever you file a change of name with the registrar, please also inform the department office by emailing teach@sandiego.edu

CREDIT AND GRADING SYSTEM

A grade of less than “C-” is not acceptable for credit in a USD graduate program and the course in which the grade was earned will not count toward the degree. For more details about this and about Repetition of Courses, please refer to the Graduate Catalog.

SUBSTITUTION/WAIVER OF GRADUATION REQUIREMENTS

Foundations and Specialization courses must be taken while enrolled in one of our programs. On the occasion that a student requests to substitute or wave a requirement, the student must contact their advisor to discuss the request and complete a Request for Substitution/Waiver of Graduation Requirements. Students must provide a detailed rationale why the substitution/waiver is being made, indicating how the course objectives (of the course being substituted/waived) have been or will be met. Submit completed form to the Learning and Teaching Office (MRH 257). Please Note: All substitutions and exemptions are subject to review and approval by the Department Chair and Associate Dean.

NOTE: Please refer to the Graduate Student Policies distributed by SOLES for further details regarding waivers.

GRADUATE ACADEMIC CALENDAR

The academic calendar is available to view at: http://www.sandiego.edu/academiccalendar/

The academic calendar contains registration periods, fee payment and petition deadlines, start/end dates to the semesters, holidays and other pertinent calendar information. All graduate students are responsible to abide by the dates and deadlines set forth in the Graduate Academic Calendar.
SOLES GRADUATE STUDENT POLICIES

In addition to General Policies and Procedures in this handbook, students are required to adhere to the School of Leadership and Education Sciences Graduate Student Policies, which can be found on our website at http://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/