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

2015 – 2016

http://sandiego.edu/teach
WELCOME

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 2015-2016 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 the department, we wish you great success in your academic studies.

Have a great year!

Lea Hubbard, PhD
Department Chair and Professor
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IMPORTANT NOTICE

This handbook serves as a supplement to the University of San Diego 2015-2017 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 2015-2016 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 to 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 and EDSP 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

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USD & SOLES CONTACTS

SOLES Reception Desk 260-4538
Dean's Office 260-4540
Credentials – Andrea Cash 260-4821 andreacash@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://www.sandiego.edu/library/
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
MISSION STATEMENT

The mission of the Department of Learning and Teaching is to prepare its students to address the needs of the multi-ethnic, multi-lingual, and multi-racial birth through adult student population and to advance scholarship that helps to promote this process.

Our goal is to create an academically rich environment, to engage our students in contemporary and innovative research-based practices and to develop teacher leaders who embrace a global perspective guided by our mission of addressing the needs of all learners in a culture of care.

Members of our department learning-community are committed to:

Access & Equity
We emphasize that all students deserve access to high quality educational opportunities and experiences and the supports necessary to participate and achieve in society.

Urban Education
We provide our teacher candidates with the tools to address the realities of teaching in urban schools that typically consist of highly diverse student populations, students living in poverty, first generation immigrants, English learners, students with special needs, and students at risk.

Culture of Caring
We fully embrace an ethic of care and prepare our students to cultivate such a culture with their future students within all of the communities in which they will engage.

Research-guided practice
Our students are empowered by engaging with the most contemporary research-based practices including action research, inquiry-based learning, lesson study, project-based learning, and other empirically based instructional methodologies that they will be able to utilize throughout their professional teaching careers.

Internationalization
Our coursework and program requirements are designed to help cultivate a global perspective relative to education. Through rich and varied opportunities, master’s degree candidates explore educational issues, trends and practices around the world and engage in an international learning experience.
ACE FRAMEWORK

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:

**A**cademic Excellence, **C**ritical Inquiry, and **R**eflection: 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.

**C**ommunity 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.

**E**thics, **V**alues, and **D**iversity: 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.

**A**cademic Excellence, **C**ritical Inquiry and **R**eflection: candidates should demonstrate 1) a belief that all individuals can learn and succeed, and 2) a commitment to reflection and critical inquiry.

**C**ommunity and **S**ervice: 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.

**E**thics, **V**alues and **D**iversity: 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**. 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](https://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](#)
CREDENTIAL PROGRAM DESCRIPTIONS

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.

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

Linguistics
ENGL 318E Development of the English Language (3)
or EDU X787H* 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.

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 389P/589P 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): edTPA Performance Assessment
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
ENGL 318E  Development of the English Language (3)
or
EDU X787H*  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.

Single Subject Coursework** and Field Experiences

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

Additional Requirement(s): edTPA Performance Assessment
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 X787H* 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

EDUC 375P/575P Inclusive Curricula for Learners 5-22 (3) Field Requirement: 20 hours
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)
EDSP 370P/570P Assessment Identification to Transition in Special Education (3)
EDSP 371P/571P Positive Behavior and Instruction Management in SPED (3)
EDSP 373P/573P Collaboration with Families and Professionals (3)
EDSP 375P/575P Evidence Based Inclusive Practices Mild/Moderate 5-22 (3) Field Requirement: 20 hours
EDSP 389P/589P Healthy Environments and Inclusive Education in a Global Society (3) Field Requirement: 5-hours
EDSP 393S/593S Practicum Seminar for Individual Induction Plan IIP (2)
EDSP 490P/590P Student Teaching Mild to Moderate Disabilities (6) Field Requirement: Full Time Student Teaching
EDSP 490S/590S Student Teaching Mild to Moderate Disabilities Seminar (1)
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, research 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 X787H  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 551P  MCC Student Teaching I (2)
EDUC 567S  MCC Student Teaching Seminar (3)
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 585P  Elementary Curriculum and Methods for Global Classrooms (6)

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

Spring (12 units)
EDUC 552P  MCC Student Teaching II (6)
EDUC 557  Action Research for MCC Candidates I (3)
EDUC 535  Curriculum Design and Evaluation (3)
OR
EDUC 578  Learning and Technology (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 & Action Research Project
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, research 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 X787H 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)
- EDUC 585P Elementary Curriculum and Methods for Global Classrooms (6)

Spring I (14 units)
- EDUC 551P MCC Student Teaching I (2)
- EDUC 567S MCC Student Teaching Seminar (3)
- 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 589P Healthy Environments and Inclusive Education in a Global Society (3)

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

Spring II (10 units)
- EDUC SXX Elective: Choose three units of Electives with Advisor Approval (3)

Choose 1
- EDUC 510 Cognition and Learning (3)
- EDUC 511 Educational Reform (3)
- EDUC 512 The Struggles of Educational Equality (3)

Choose 1
- EDUC 535 Curriculum Design and Evaluation (3)
- EDUC 578 Learning and Technology (3)
- EDUC 558 Action Research for MCC Candidates II (1)

Additional Requirement(s): International Requirement, Action Research Project and edTPA
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, research 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 X787H 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 551P MCC Student Teaching I (2)
EDUC 567S MCC Student Teaching Seminar (3)
EDUC 584C Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)

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

Spring (12 units)
EDUC 552P MCC Student Teaching II (6)
EDUC 557 Action Research for MCC Candidates I (3)
EDUC 535 Curriculum Design and Evaluation (3)
OR
EDUC 578 Learning and Technology (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, Action Research Project and edTPA
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, research 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 (9 units + 3 CEUs)
EDU X787H  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 551P  MCC Student Teaching I (2)
EDUC 567S  MCC Student Teaching Seminar (3)
EDUC 584C  Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)
EDSP 589P  Healthy Environments and Inclusive Education in a Global Society (3)

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

Spring II (10 units)
EDUC SXX  Elective: Choose three units of Electives with Advisor Approval (3)

Choose 1
EDUC 510  Cognition and Learning (3)
EDUC 511  Educational Reform (3)
EDUC 512  The Struggles of Educational Equality (3)

Choose 1
EDUC 535  Curriculum Design and Evaluation (3)
EDUC 578  Learning and Technology (3)
EDUC 558  Action Research for MCC Candidates II (1)

Additional Requirement(s): International Requirement, Action Research Project and edTPA
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, research 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)
- EDUC 575P  Inclusive Curricula for Learners 5-22 (3)
- 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)
- EDU X787H  First and Second Language Development and Structure for the Classroom Teacher (3CEUs)

Spring I (10 Units)
- EDSP 570P  Assessment Identification to Transition in Special Education (3)
- EDSP 575P  Evidence Based Inclusive Practices Mild/Moderate 5-22 (3)
- EDSP 589P  Health Environments/Inclusive Education in a Global Society (3)
- EDSP 591P  Student Teaching Mild to Moderate Disabilities/Secondary (1)

Fall II (14 units)
- EDUC 557  MCC Action Research Seminar I (3)
- EDSP 571P  Positive Behavior and Instruction Management in Special Education (3)
- EDSP 590P  Student Teaching Mild to Moderate Disabilities (7)
- EDSP 590S  Student Teaching Mild to Moderate Disabilities Seminar (1)

Spring II (9 Units)
- EDUC 558  MCC Action Research Seminar II (1)
- EDSP 573P  Collaboration with Families & Professionals (3)
- EDSP 593S  Practicum Seminar for Individual Induction Plan (2)
- EDUC 5XX  Elective Course in MEd (3)

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) – Requires edTPA

Additional Requirement(s): International Requirement, Action Research Project and IIP
MASTER OF EDUCATION (MED) IN TESOL, LITERACY AND CULTURE

Program Overview
Our master’s students in Teaching English to Speakers of Other Languages (TESOL), Literacy and Culture develop a scholarly and practical approach to teaching English to speakers of other languages. The program focuses on culture, linguistics, second language acquisition, and methodology of teaching English as a second, foreign and international language, and a sound understanding of the complexities of working with linguistically and culturally diverse populations within the United States and in international contexts.

Program of Study (30 units)

Fall I (9 Units)
EDUC 529* Language, Literacy and Culture (3)
EDUC 540* Introduction To The Nature of Language and Linguistics (3)
EDUC 541* Second Language Acquisition (3)

Spring I (9 Units)
EDUC 510 Cognition and Learning (3)
EDUC 543C* Methods of Teaching English to Speakers of Other Languages (6)

Fall II (6 Units)
EDUC 500 Research Design Methodology (3)
EDUC 548 Special Topics in ESL (3) (Elective)

Spring II (6 Units)
EDUC 549P Practicum in TESOL (3)
EDUC 580 Master’s Capstone Seminar (3)
OR
EDUC 595 Thesis (3)

* Courses required to earn a TESOL certificate.

Additional Requirement(s): International Requirement and Action Research Project
MASTER OF EDUCATION ONLINE

Program Overview
USD’s Masters 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), Inclusive Education: Special Education and Universal Design, Literacy and Digital Learning 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, Literacy and Digital Learning 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 and Action Research Project
CERTIFICATE PROGRAM DESCRIPTIONS

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 program enables SOLES graduate students who complete the required 12 units to earn a Specialist Certificate in Character Development.

Program of Study (12 units)

Required (9 Units)
- EDUC 353/553 Curriculum and Programs in Character Education (3)
- EDUC 354/554 Character Based Classroom Management (3)
- EDUC 356/556 Instructional Strategies in Character Education (3)

Elective (3 Units)
- EDUC 368/568 Character and Athletics
- EDUC 394/594 Special Topics in Character Education
- EDUC 381C/581C Multicultural & Philosophical Foundations of Teaching in a Global Society

Note: An equivalent course may be substituted for one of the Character Education Elective Course provided the course has approval from the student’s adviser and the director of the Character Development Center.
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 (15 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 543C Methods of Teaching English to Speakers of Other Languages (6)
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
  - Global Study Courses
  - Hosted Regional Experiences

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: MULTIPLE & SINGLE SUBJECTS

edTPA Performance Assessment
The edTPA performance assessment will be used to meet the California Commission on Teacher Credentialing’s performance assessment requirement. In order to be issued a teaching credential, all teacher candidates must pass a state approved assessment. The edTPA performance assessment will be used to meet the California Commission on Teacher Credentialing’s performance assessment requirement. In order to be issued a teaching credential, all teacher candidates must pass a state approved assessment.

CREDENTIAL CANDIDATES: EDUCATION SPECIALIST

Individual Induction Plan (IIP)
The IIP document requires you to use reflective self-inquiry to assess your present competency as a Preliminary Education Specialist. You align your self-assessment with the thirteen California Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

MASTER’S CANDIDATES

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.
- For more information, please review the Research 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, 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 “B-“ is not acceptable for credit in a 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/