



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

2012 – 2013

<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 2012-2013 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

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IMPORTANT NOTICE

This handbook serves as a supplement to the University of San Diego 2011-2013 [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 2012-2013 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@san Diego.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

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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:

A*cademic 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.

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, 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.

A*cademic 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.

C*ommunity 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.

E*thics, 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.

CREENTIAL PROGRAM OPTIONS

CREENTIAL PROGRAM OPTIONS

Traditional Pathway

This option is designed for Multiple Subject (elementary), or Single Subject (secondary) candidates who are interested in pursuing a teaching credential through an individualized program. Credentials may be earned in as little as ten months or at a pace appropriate to the candidate's scheduling demands. This pathway includes one semester of student teaching that is undertaken upon successful completion of foundations and method classes, CBEST and CSET exams, and mid-point interview. The exit assessment for a teaching credential is the Performance Assessment for California Teachers (PACT), demonstrating competency in lesson planning, teaching, and assessment. Graduate credential candidates may also apply to one of our separate master's programs (see below). Credential coursework and student teaching are generally completed before master's coursework begins.

Education Specialist

This program prepares candidates for the Preliminary Education Specialist Credential with Mild/Moderate Authorization, and Deaf and Hard of Hearing Authorization. Courses are designed to ensure alignment with field experience, evidence-based practices and the complex cultural diversity found in education settings. The integration of the master's degree option with the credential ensures scholarly investigation of research grounded practices that prepare teachers for the complexity of the global, technology-enriched environment of the 21st century schools. A candidate is required to pass both the CBEST and CSET exams prior to the granting of a Level I credential. The Intern option is also available in conjunction with several K-12 schools districts pending availability of intern positions.

Master's Credential Cohort (MCC)

This is an intensive program designed for students who are interested in pursuing the M. Ed. in Curriculum and Teaching and a Single or Multiple Subject credential concurrently in either a one or two year program format. This program includes two semesters of student teaching concurrent with coursework.

APPLICANT REQUIREMENTS FOR STUDENT TEACHING

- Certificate of Clearance
 - Tuberculosis Screening
 - CBEST and CSET Examinations

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 www.sdcoe.net/livescan/week.asp. 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 web site 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](#)

MASTER OF EDUCATION DEGREE PROGRAM OPTIONS

M. ED. IN CURRICULUM AND INSTRUCTION

This degree program aims to enhance candidates' instructional practices. It focuses on the design, delivery, and assessment of specific content programs, units and lessons, and is appropriate for K-12 teachers, educators, and trainers in both public and private sectors. Courses utilize current research on instructional best practices to frame discussions on teaching and learning. The program teaches candidates to systematically examine both their own practice and cutting edge national and international exemplars. The exit assessment is either a Thesis or Action Research Project. A 9-unit certificate in Character Education is available as an elective option.

- ❖ Units: 30
- ❖ Approximate Time to Completion:
 - Estimated time to completion includes summer and intersession coursework, which is not required. Typically, full-time coursework is nine (9) units per semester and part-time coursework is six (6) units per semester.
 - Full Time: 1.5 – 2 years
 - Part Time: 2 – 2.5 years
 - Class Schedule: Classes typically meet once per week during the late afternoon or evening hours.

SPECIALIZATION OPTIONS

Master's Credential Cohort (MCC)

This is an intensive program designed for students who are interested in pursuing the M. Ed. in Curriculum and Teaching and a Single (Secondary) or Multiple (Elementary) Subject credential concurrently in either a one or two year program format. This program includes two semesters of student teaching concurrent with coursework. Applicants must pass both the CBEST and the CSET prior to beginning student teaching. Exit assessment is an action research project.

- ❖ Units:
 - Secondary: 42 Graduate Units and 3 Continuing Education Units (CEUs)
 - Elementary: 45 Graduate Units and 3 Continuing Education Units (CEUs)
- ❖ Time to Completion: This program offers an accelerated 1-year format or a 2-year format.
- ❖ Class Schedule: Classes meet during the late afternoon or evening hours and student teaching is completed during the day.

Montessori Education

In partnership with the Montessori Institute of San Diego, graduate students at the School of Leadership and Education Sciences (SOLES) at USD can earn a Master's of Education in Curriculum and Instruction with specialization in Montessori Education. The program is designed for educators interested in becoming Montessori trained and earning an Association Montessori International (A.M.I.) diploma, or for those interested in increasing their pedagogical understanding of the principles behind Montessori education. Upon completion, students will earn an A.M.I. diploma certifying them to teach children from 3 to 6 years of age of age. Students may choose to add to their course of study a certification in teaching children from birth to three years of age (Assistants to Infancy). Exit assessment is an action research project.

- ❖ Units: 30
- ❖ Time to Completion: 2 year

M.ED. IN SPECIAL EDUCATION

The two options are Emphasis in Mild/Moderate disabilities, and Emphasis in Deaf and Hard of Hearing. Most of the course work overlaps with the Preliminary Education Specialist credential program. *A detailed description is provided in the guide: [Candidate Handbook: Special Education Program](#).*

Master of Education in Special Education and Preliminary Education Specialist Credential with Mild to Moderate Authorization

- ❖ Units: 44
- ❖ Approximate Time to Completion:
 - Estimated time to completion includes summer and intersession coursework, which is not required. Typically, full-time coursework is nine (9) units per semester and part-time coursework is six (6) units per semester.
 - Full Time: 1.5 – 2 years
 - Part Time: 2 – 2.5 years
- ❖ Class Schedule: Classes typically meet once per week during the late afternoon or evening hours.

Master of Education (MEd) in Special Education and Education Specialist Credential with Deaf and Hard of Hearing Authorization Program

- ❖ Units: 44
- ❖ Approximate Time to Completion:
 - 1 Year – Onsite Option – John Tracy Campus, Los Angeles

M. ED. IN TESOL LITERACY, AND CULTURE

This degree program is designed to assist professionals in the field of education to develop a scholarly and practical approach to literacy and second language instruction. Students will learn to successfully engage and ensure the academic success of students from diverse cultural, linguistic and socioeconomic backgrounds. The exit assessment is either a Thesis or Action Research Project. . Students will earn a USD TESOL Certificate at the completion of designated courses.

- ❖ Units: 30
- ❖ Approximate Time to Completion:
 - Estimated time to completion includes summer and intersession coursework, which is not required. Typically, full-time coursework is nine (9) units per semester and part-time coursework is six (6) units per semester.
 - Full Time: 1.5 – 2 years
 - Part Time: 2 – 2.5 years
- ❖ Class Schedule: Classes typically meet once per week during the late afternoon or evening hours.

MASTER OF ARTS DEGREE PROGRAM OPTIONS

MASTERS OF ARTS IN TEACHING – HISTORY / SOCIAL SCIENCE

This degree program offers candidates the opportunity to develop both pedagogical and content knowledge. Candidates take half of their coursework within SOLES and the other half through the history and social science departments within the College of Arts and Sciences. All degree candidates must successfully complete an action research project or thesis. The ideal applicant for this program has a strong background in history / social science and experience teaching in the secondary history / social science classroom. Exit assessment is an action research project.

- ❖ Units: 30
- ❖ Approximate Time to Completion:
 - Estimated time to completion includes summer and intersession coursework, which is not required. Typically, full-time coursework is nine (9) units per semester and part-time coursework is six (6) units per semester.
 - Full Time: 1.5 – 2 years
 - Part Time: 2 – 2.5 years
- ❖ Class Schedule: Classes typically meet once per week during the late afternoon or evening hours.

CERTIFICATE PROGRAM OPTIONS

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.

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.

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](#).

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.

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.

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 Office of Continuing Education. Use this link to register on the website: <http://www.usd-online.org>.

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](#) Student Teaching for the Multiple Subject Credential (9)

[490/590P***](#) Field requirement: 18 weeks/1 semester, full-time.

[EDUC](#) Student Teaching Seminar for the Multiple Subject Credential (3)

[490/590S***](#)

* 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

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 Office of Continuing Education. Use this link to register on the website: <http://www.usd-online.org>.

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 389/589](#) Healthy Environments and Inclusive Education in a Global Society (3)

Field requirement: 10 hours of observation

[EDUC](#) Student Teaching for the Single Subject Credential (9)

[491/591P***](#) **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): 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)
*This course is available through the Office of Continuing Education. Use this link to register on the website: <http://www.usd-online.org>.

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 Degree Course Requirement

[EDUC 500](#) Research Design and Methodology (3)

MED DEGREE PROGRAM DESCRIPTIONS

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, 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](#) is available as an elective option.

Program of Study (30 units)

I. FOUNDATIONAL COURSES (9 units)

Research

- [EDUC 500](#) Research Design and Methodology (3)
- [EDUC 580](#) Master Capstone Seminar (3)

Psychological Foundations

- [EDUC 510](#) Cognition and Learning (3)

OR

- [EDUC 513](#) Human Development (3)

Social Foundations

- [EDUC 597](#) The Struggles for Educational Equity

II. Curriculum and Teaching Specialization Courses (12 units)

Required courses:

- [EDUC 535](#) Assessment and Curriculum Design (3)
- [EDUC 536](#) Curriculum Innovations (3)

Choose one (1) course:

- [EDUC 517](#) Multiple Literacies (3)
- [EDUC 518](#) Writing Across the Curriculum (3)
- [EDUC 519](#) Literature for Children and Adolescents (3)

Technology - Choose one (1) course:

- [EDUC 550](#) Distance Education (3)
- [EDUC 578](#) Learning & Technology (3)
- [EDUC 559](#) Teaching with Technology in Diverse Communities (3)

III. Elective Courses (6 units)

Up to six (6) units of Graduate Coursework may be transferred from any SOLES Program

Specialist CERTIFICATE in Character Development Option (9 units total-all online)

(6 of these units may count as C&I electives):

- [EDUC 553](#) Curriculum and Programs in Character Education (3)
- [EDUC 554](#) Character-based Discipline (3)
- [EDUC 555](#) Special Topics in Character Education (2)
- [EDUC 556](#) Instructional Strategies in Character Education (3)

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 Graduate Units and 3 Continuing Education units)

Summer I (9 units)

- [EDUC 581C](#) Multicultural and Philosophical Foundations in a Global Society (3)
- [EDUC 582](#) Psychological Foundations of Education in a Diverse Society (3)
- [EDU 558XB](#) First and Second Language Development and Structure for the Classroom Teacher (3 CEU units)

Fall (16 units)

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

Intersession (3 units)

- [EDSP 589](#) Healthy Environments and Inclusive Education (3)

Spring (13 units)

- [EDUC 535](#) Curriculum Design and Evaluation (3)
- [EDUC 557](#) Action Research for Elementary Teachers I (2)
- [EDUC 552](#) Student Teaching (6 units)
- [EDUC 577](#) MCC Student Teaching Seminar II (2)

Summer II (7 units)

- [EDUC 510](#) Cognition and Learning (3)
- [EDUC 558](#) Action Research for Elementary Teachers II (1)
- EDUC 5XX MEd Elective (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 Graduate Units and 3 Continuing Education units)

Fall (9 Graduate Units and 3 Continuing Education Units)

- [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 & Methods for Global Classrooms (6)
- [EDU 558XB](#) First and Second Language Development and Structure for the Classroom Teacher (3 CEU units)

Spring I (13 units)

- [EDUC 583P](#) Methods of Teaching Reading and Language Arts in Elementary (3)
- [EDUC 584C](#) Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)
- [EDUC 551](#) Student Teaching (2)
- [EDUC 567](#) Student Teaching Seminar (2)
- [EDSP 589](#) Healthy Environments and Inclusive Education (3)

Fall II (10 Units)

- [EDUC 552](#) Student Teaching (6 units)
- [EDUC 557](#) Action Research for Secondary Teachers I (2)
- [EDUC 577](#) Student Teaching Seminar (2)

Spring II (10 units)

- [EDUC 510](#) Cognition and Learning (3)
- [EDUC 535](#) Curriculum Design and Evaluation (3)
- [EDUC 558](#) Action Research for Secondary Teachers II (1)
- EDUC 5XX MEd Elective (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 Graduate Units and 3 Continuing Education units)

Summer I (9 units)

- [EDUC 581C](#) Multicultural and Philosophical Foundations in a Global Society (3)
[EDUC 582](#) Psychological Foundations of Education in a Diverse Society (3)
[EDU 558XB](#) First and Second Language Development and Structure for the Classroom Teacher (3 CEU units)

Fall (13 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](#) Student Teaching (2)
[EDUC 567](#) Student Teaching Seminar (2)

Intersession (3 units)

- [EDSP 589](#) Healthy Environments and Inclusive Education (3)

Spring (13 units)

- [EDUC 535](#) Curriculum Design and Evaluation (3)
Section assignments vary by content area
[EDUC 557](#) Action Research for Secondary Teachers I (2)
[EDUC 552](#) Student Teaching (6 units)
[EDUC 577](#) Student Teaching Seminar (2)

Summer II (7 units)

- [EDUC 510](#) Cognition and Learning (3)
[EDUC 558](#) Action Research for Secondary Teachers II (1)
[EDUC 5XX](#) MEd Elective (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 Graduate Units and 3 Continuing Education units)

Fall (9 Graduate Units and 3 Continuing Education Units)

- [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)
- [EDU 558XB](#) First and Second Language Development and Structure for the Classroom Teacher (3 CEU units)

Spring I (13 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 Crosscultural Contexts (3)
- [EDUC 551](#) Student Teaching (2)
- [EDUC 567](#) Student Teaching Seminar (2)
- [EDSP 589](#) Healthy Environments and Inclusive Education (3)

Fall II (10 Units)

- [EDUC 552](#) Student Teaching (6 units)
- [EDUC 557](#) Action Research for Secondary Teachers I (2)
- [EDUC 577](#) Student Teaching Seminar (2)

Spring II (10 units)

- [EDUC 510](#) Cognition and Learning (3)
- [EDUC 535](#) Curriculum Design and Evaluation (3)
- [EDUC 558](#) Action Research for Secondary Teachers II (1)
- EDUC 5XX MEd Elective (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, graduate students at the School of Leadership and Education Sciences (SOLES) at USD can earn a Master's of Education in Curriculum and Instruction with specialization in Montessori Education. The program is designed for educators interested in becoming Montessori trained and earning an Association Montessori International (A.M.I.) diploma, or for those interested in increasing their pedagogical understanding of the principles behind Montessori education. Upon completion, students will earn an A.M.I. diploma certifying them to teach children from 3 to 6 years of age of age. Students may choose to add to their course of study a certification in teaching children from birth to three years of age (Assistants to Infancy). Exit assessment is an action research project.

Program of Study (30 units)

Prerequisite for international students

[EDU 558XB](#) First and Second Language Development and Structure for the Classroom Teacher (3 CEU units)

Fall –Year 1 – (9 units)

[EDTE 500](#) Foundations of the Montessori System of Education (3)
[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)

Spring I – (9 Units)

Montessori Specialization

[EDTE 511](#) Mathematics and Science Curriculum and Instruction (3)

Psychological Foundations

[EDUC 510](#) Cognition and Learning (3)

or

[EDUC 513](#) Human Development (3)

Social Foundations

[EDUC 529](#) Language, Literacy and Culture (3)

or

[EDUC 597](#) The Struggles for Educational Equity (3)

Fall II – (9 Units)

[EDUC 500](#) Research Design and Methodology (3)
[EDUC 506](#) Field Experience (3)
EDUC 5XX Elective – Consult with your Academic Advisor (3)

Spring II – (3 Units)

[EDUC 580](#) Master's Capstone Seminar

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 OF EDUCATION (MED) IN SPECIAL EDUCATION AND 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.

Program of Study (32 units):

Foundations and Research (11 units)

- [EDSP 573](#) Diverse Family Systems & Transitions (3)
- [EDSP 574](#) Global Perspectives and Foundations in SPED (3)
- [EDSP 579](#) Legal, Ethical & Professional Practices in a Diverse Society (2)
- [EDUC 500](#) Research Design and Methodology (3)

Methods Block Special Education Coursework (12 units)

- [EDSP 570](#) Assessment Identification to Transition in Special Education (3)
- [EDSP 571](#) Management Behavior & Instruction (3)
- [EDSP 572](#) Language Variance and Assistive Technology (3)
- [EDSP 575P](#) Evidence Based Inclusive Practices Mild/Moderate Disabilities (3)

Methods Block General Education Multiple Subject Content (9 units)

- [EDUC 583P](#) Methods in Teaching Reading & Language Arts (3)
- [EDUC 584C](#) Methods of Teaching English Language & Academic Development (3)
- [EDUC 575P](#) Inclusive Curricula for Learners 5-22 (for special educators) (3)

Additional Coursework for Special Education Teaching Credential

The Preliminary Education Specialist Credential with Mild/Moderate Authorization can be incorporated into the MEd. Only the additional coursework and student teaching listed below need to be added to the program of study. **Note:** a teaching-credential-only student is not required to take EDUC 500.

All Special Education teaching credential students must satisfy the following prerequisite or co-requisites. These courses or evidence of satisfactory completion of equivalent coursework must be completed by the end of the second semester of enrollment.

Prerequisites-Co-Requisite Course to be Completed by Beginning of Second Semester

- [EDSP 589](#) Health Environments & Inclusive Education (or equivalent) (3 units)
- [EDU 558XB](#) First & Second Language Development & Structure (3 CEU units) or English 318

Practicum in Special Education

- [EDSP 590P](#) Practicum in Special Education Mild/Moderate (6 units)

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

MASTER OF EDUCATION (MED) IN SPECIAL EDUCATION AND EDUCATION SPECIALIST CREDENTIAL WITH DEAF AND HARD OF HEARING AUTHORIZATION PROGRAM

Program Overview

A combined MEd and Preliminary Credential in Deaf and Hard of Hearing is offered through the John Tracy Clinic in Los Angeles.

The School of Leadership and Education Sciences and the internationally renowned Los Angeles-based John Tracy Clinic formalized their partnership to prepare teachers of the Deaf and Hard of Hearing in August 2005. For additional information, please visit the [John Tracy Clinic website](#).

Onsite Option

Program of Study: 1 Year - On-Site Option (44 Units)

Summer Residency (10 Units)

- [EDSP 550](#) DHH: Multiple Perspectives (3)
- [EDSP 551](#) DHH: Auditory-Verbal Foundations (2)
- [EDSP 552](#) DHH: Early Intervention Theory (3)

Fall (16 units)

- [EDSP 552P](#) DHH: Early Intervention Practicum (3)
- [EDSP 553](#) DHH: Providing Support to Families (2)
- [EDSP 554](#) DHH: Audiology-Diagnostics (2)
- [EDSP 556](#) DHH: Language in Early Childhood (3)
- [EDSP 557](#) DHH: Auditory-Verbal Principles (3)
- [EDSP 558](#) DHH: Early Childhood Curricula (3)

Spring (18 units)

- [EDUC 500](#) Research Design & Methodology (3)
- [EDSP 555](#) DHH: Audiology-Amplification (2)
- [EDSP 557P](#) DHH: Auditory-Verbal Practicum (3)
- [EDSP 558P](#) DHH: Early Childhood Practicum (2)
- [EDSP 559](#) DHH: Language in Learners 5-22 (3)
- [EDSP 560](#) DHH: Curricula for Learners 5-22 (3)
- [EDSP 560P](#) DHH: Practicum with Learners 5-22 (3)

Additional Requirement(s): International Requirement

To learn more about the partnership between the School of Leadership and Education Sciences and the John Tracy Clinic, please visit us [online](#).

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)

Research & Foundations Courses (12 units)

Take two (2) Research courses and one (1) course in each Foundation area:

Research

[EDUC 500](#) Research Design and Methodology (3)

[EDUC 580](#) Master's Capstone Seminar (3)

or

EDUC 595 Thesis (3)

Psychological Foundations (3) Choose One

[EDUC 510](#) Cognition & Learning (3)

OR

[EDUC 513](#) Human Development (3)

Social Foundations (3)

[EDUC 529*](#) Language, Literacy Culture (3)

Core Courses (15 units)

[EDUC 540*](#) Introduction to Language & Linguistic Analysis (3)

[EDUC 541*](#) Second Language Acquisition & Development (3)

[EDUC 543*](#) Methods for Teaching Literacy in ESL (3)

EDUC 549F TESOL Capstone Seminar (3)

[EDUC 517](#) Multiple Literacies (3)

OR

[EDUC 518](#) Writing Across the Curriculum (3)

OR

[EDUC 519](#) Literature for Children & Adolescents (3)

Elective courses (3 units)

Take one (1) course from the list below. Students may transfer up to six (6) units of Graduate coursework.

[EDUC 501](#) Family, School and Community Partnerships (3)

[EDUC 505](#) Discourse, Schooling, & Learning Communities (3)

[EDUC 511](#) Educational Reform

[EDUC 516](#) Innovations in Reading and Writing (3)

[EDUC 530](#) Critical Literacy, Popular Culture and Media Studies (3)

[EDUC 537](#) Adolescent and Children's Literature and LGBTQ Communities (3)

[EDUC 545](#) Language, Politics, & Education (3)

[EDUC 546](#) Teaching English as a Foreign Language (3)

[EDUC 547](#) Development and Evaluation of TESOL Programs

[EDUC 548](#) Special Topics in TESOL

[EDUC 564](#) Cross-Cultural Communication

Electives other than those listed above may be accepted for credit with the approval of your advisor.

* TESOL Certificate Requirement

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 units)

Research (Take 2 courses)

[EDUC 500](#) Research Design and Methodology (3)

[EDUC 580](#) Master's Capstone Seminar

Psychological Foundations (Take 1 course)

[EDUC 510](#) Cognition and Learning (3)

OR

[EDUC 513](#) Human Development (3)

II. Electives in Education (6 units)

[EDUC 511](#) Educational Reform (3)

[EDUC 512](#) Measurement & Evaluation in Educational Settings (3)

[EDUC 535](#) Assessment and Curriculum Design (3)

[EDUC 536](#) Curriculum Innovations (3)

[EDUC 538](#) Instructional Theories & Practices (3)

[EDUC 597](#) The Struggles for Educational Equity (3)

III. Required Courses in History (6 units)

HIST 500 Core Seminar in History (3)

HIST 501 Teaching Seminar (3)

OR

HIST 502 Public History Seminar (3)

IV. Electives in History (9 units)

9 units of graduate history courses approved by advisor in School of Leadership and Education Sciences

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 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 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 (2)
- [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)

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](#)
- ❖ [L&T International Experience Information Guide](#)
- ❖ [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

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](#).

POLICES 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 [SOLES Student Life](#), [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 waive 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/students/policies.php>.