

School of Education and Leadership
Notre Dame de Namur University
1500 Ralston Avenue
Belmont, CA 94002
www.ndnu.edu

Student Handbook

2011 – 2012

Master of Arts in Education (M.A.)

**Curriculum and Instruction
Education Technology
Disciplinary Studies**

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FORWARD

Welcome to Notre Dame de Namur University's School of Education and Leadership. The School of Education and Leadership is committed to supporting the development of educators who promote social justice in the context of schools and their communities. Master's degree programs in Education and Leadership are designed to serve teachers, administrators, and other educators working with and on behalf of schools.

As a student in the Master's Program, you will experience personalized instruction and mentoring, ensuring that the program supports you in your efforts to accomplish your personal and professional goals. The program includes 30 units of study emphasizing theoretical foundations, educational research, and the integration of research and practice. The program culminates with a thesis - a demonstration of scholarly knowledge, advanced skills, and research.

During your time in our graduate programs, we hope that you are both challenged and supported to further develop the habits of mind and heart that promote justice and peace in the context of schools and their communities. We are looking forward to working with you!

Best regards,

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NDNU SCHOOL OF EDUCATION AND LEADERSHIP PHILOSOPHY STATEMENT

The School of Education and Leadership prepares students to work with and on behalf of community members, students, families, and educators to achieve social justice, peace and equity in the context of schooling. Teachers, administrators, and community leaders who graduate from the School of Education and Leadership are well prepared to support teaching and learning in diverse private and public schools and their communities. The School of Education and Leadership offers several integrated programs designed to support each student as he/she prepares to be a professional educator or a community leader.

The faculty of the School of Education and Leadership met in the fall of 2000 to articulate our vision of the enduring understandings that we hope all students develop throughout our programs. We began by revisiting the California Standards for the Teaching Profession (CSTP) as well as the Philosophy Statement for the School. Out of the ideas embodied in these two documents, we developed the following list of enduring understandings that we seek to develop as faculty, staff, and students within the School of Education and Leadership:

- Living consciously includes understanding oneself as part of a larger world, and becoming aware of how one's personal biases shape one's actions and relationships within this larger world.
- Meaningful learning is co-constructed; co-construction necessitates democratic processes inclusive of diverse voices.
- Reflecting on one's practice is central to continuous growth and professional development.
- All learners need challenging and explicit learning goals that reflect high standards of achievement.
- Engaging and supporting a learner to reach challenging learning goals requires knowing the student (e.g., her background and interests); assessing her knowledge, skills, and habits (e.g., in the area of language development); and facilitating her progress toward a higher standard.
- The values of the interdisciplinary fields that provide the foundation for the teaching profession are worth understanding and appreciating.
- We know what we know through practice/experience as well as through research/theory.
- Expectations (e.g., of moral development, of teaching, of learning) need to be modeled as well as explicitly communicated.
- Social justice is possible when individuals and communities develop the will and the skill to support the growth and development of all individuals.

NDNU MISSION STATEMENT

Founded upon the values of the Sisters of Notre Dame de Namur and rooted in the Catholic tradition, Notre Dame de Namur University serves its students and the community by providing excellent professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to consciously apply values and ethics in his or her personal, professional, and public life.

APPLICATION AND ADMISSION PROCESS

Students may apply to enter M.A. programs in the fall, spring or summer semesters. Students can apply solely to the master's program of their choice, or they can apply for joint admission to a credential and master's degree program. The requirements and procedures for the two forms of application are described below. Please note that meeting minimum requirements does not guarantee admission.

Admission requirements for students applying solely to the M.A. Program

Minimum requirements

- A bachelor's degree in any field from an accredited institution
- A cumulative undergraduate grade-point average of 2.5 or better
- Two letters of recommendation
- A sample of academic writing
- A personal interview with the program director
- Valid preliminary teaching credential*
- International students whose first language is not English are required to submit TOEFL scores of 550 or higher

Admission requirements for students applying jointly to the M.A. and Credential Programs

Minimum requirements

- A bachelor's degree in any field from an accredited institution
- A cumulative undergraduate grade-point average of 2.5 or better
- Two letters of recommendation
- California Basic Education Skills Test (CBEST), California Subject Examinations for Teachers (CSET), and any other tests required for the Credential Program
- A personal interview with the Credential Program Director
- A sample of academic writing
- A personal interview with the M.A. Program Director

Acceptance Policy

There are three categories of acceptance for graduate study at NDNU:

1. Full Acceptance is given to a student who meets all admission requirements.
2. Provisional Acceptance is given to a student who meets most admission requirements except for a specific requirement such as the CBEST, CSET, an official transcript from an institution, the completion of prerequisite courses, etc. Provisional status must be cleared by the time a student advances to candidacy in the master's program (see "Advancement to Candidacy").
3. Probationary Acceptance is given to a student who meets all requirements except for a low GPA score. Probationary status is removed after completion of 6 graduate units for the degree or credential with a cumulative 3.0 GPA or better.

Application and Fee

- Online option: Fill out the application for graduate admission online and then mail in supplementary forms, such as recommendations (<http://www.ndnu.edu/graduate-programs/admission/grad-rec.html>). The non-refundable application fee is paid online.
- Traditional method: Fill out the application forms from Graduate Admission or print the forms from the web (<http://www.ndnu.edu/graduate-programs/admission/grad-app.html>) and mail them in. Include the nonrefundable application fee with your application.

Please note: The application fee is waived for NDNU alumni. The on-line option requires one to pay the application fee, therefore, alumni should fax, mail, or walk-in their completed application.

Transcripts

Have one official transcript sent to Graduate Admission from each college or university attended. One transcript must show a bachelor's degree granted from a regionally accredited institution.

Recommendations

Have two personal recommendations sent to Graduate Admission. Forms are available from Graduate Admission or online (<http://www.ndnu.edu/graduate-programs/admission/grad-rec.html>). These forms are to be completed by persons who are best able to judge your academic and professional qualifications. If possible, recommendations should be from professors in your major academic department. Applicants who have not been in school for some time should ask professional colleagues or administrators for references.

Please note: Applicants who are currently or who have very recently been enrolled in NDNU's credential program may not need to resubmit transcripts and letters of recommendation. Please consult with Graduate Admissions to confirm whether or not you will need to re-submit these materials.

Transcripts

Have an official transcript of your highest degree sent to Graduate Admission. This transcript must show at least a bachelor's degree granted from a regionally accredited institution.

Transfer Credit

A maximum of six semester units of graduate credit towards a 30-45 unit Master's program may be transferred from other accredited institutions at the discretion of the department chair/program director/advisor. Only three of those semester units may be from graduate extension courses, and the student must earn a 3.0 or higher in the course. No continuing education or workshop units may be transferred. Units for research courses and research projects are not transferable. Transferred units must have been earned within the seven-year period prior to the date on which the NDNU Master's degree is awarded. A student who wishes to take a course at another

accredited institution after the student has been accepted to a graduate program at Notre Dame de Namur University must have the course approved in writing by his/her department chair/program director/advisor before registering. All transferred units must be within the seven-year limit of the Master's degree. A student cannot clear probationary status through transfer units. Career experience cannot be substituted for graduate coursework.

Submission and Acceptance Schedule

Acceptances are issued on a rolling basis. To facilitate the process, we urge you to complete the application file well before the following dates:

August 1: Fall Admission
December 1: Spring Admission
April 1: Summer Admission

Office Hours and Academic Counseling

The Education Office is open 9:00 a.m. to 12:30 p.m. and 1:30 p.m. to 5:00 p.m. Monday through Thursday and Fridays from 9:00 a.m. to 12:30 p.m. and 1:30 p.m. to 4:00 p.m. Academic counseling is provided by Program Directors of each program by appointment.

ARTICULATION BETWEEN NDNU'S CREDENTIAL AND MASTER'S PROGRAM

Students in the School of Education can enroll concurrently in credential and master's programs. Recent graduates of NDNU's credential program have a unique opportunity to count up to twelve credential units toward the M.A. in Education program. Courses approved for articulation include: EDU4100, EDU4104, EDU4107, EDU4110, EDU4119, EDU 4330, EDU4333, and EDU4410. It is important to note that the master's degree must be completed within seven years of taking the first graduate class. In other words, if a student enrolls in EDU4100 in the fall of 2009 and the student is counting that course toward a master's degree, then the student must complete his/her master's degree by August 15, 2016.

The opportunity to count credential courses toward a master's degree significantly reduces the time and financial resources required to earn the advanced degree. Additional financial assistance (e.g., Institutional Scholarships) is available to qualified applicants. This is a wonderful opportunity for educators to improve their practice, engage in the required number of professional development hours, qualify for a higher salary, and develop the skills, knowledge, and habits of thoughtful educational leaders.

ADVANCEMENT TO CANDIDACY

Students must advance to candidacy before they are permitted to complete the M.A. program at NDNU. Acceptance into a graduate program does not automatically qualify a student for candidacy for the degree. Advancement to Candidacy requirements for students admitted solely to master's programs differ from the requirements for students admitted jointly to master's and credential programs. The requirements are described below

Advancement to Candidacy for Students Admitted Solely to the M.A. Program

- Completion of 15 units of coursework with a minimum 3.0 GPA
- Satisfactory completion of prerequisite/foundation courses, program-specified evaluative reviews and examinations and proof of professional suitability
- Interview with the Director of the M.A. Program (see below for details of the interview and possible outcomes)

Advancement to Candidacy for Students Admitted jointly to the Credential and Master's Programs

- Completion of 15 units of coursework with a minimum 3.0 GPA
- In the case of students with a Provisional Acceptance, passing scores on California Basic Education Skills Test (CBEST), California Subject Examinations for Teachers (CSET), and any other tests required for the credential
- Two successful semesters of student teaching
- Interview with the Director of the M.A. Program (see below for details of the interview and possible outcomes)

Interview with the Director of the M.A. Program

This interview will include an evaluation of the student's potential for success in completing the M.A. program. The interview will include such questions as: Does the student need to improve his/her GPA? Is this program the best choice to help the student attain his/her personal and professional goals? Given other personal and professional responsibilities, is the student ready for the remaining coursework and thesis? If the student has met all of the criteria for advancement to candidacy, this interview will also be the time to draft or revise the student's M.A. program plan. If the director has concerns regarding advancing the student to candidacy, the student may need to provide additional evidence of capacity for success in the program (e.g., faculty letter of support; writing sample).

There are three possible outcomes of the interview: (1) The director recommends the student for advancement to candidacy, (2) the director identifies additional requirements that need to be met before the student is advanced to candidacy, or (3) the director recommends that the student should not be advanced to candidacy and provides written explanation for this decision. All recommendations are forwarded, as they currently are, to the Graduate Academic Standards and Curriculum Committee.

MASTER OF ARTS IN EDUCATION CURRICULUM AND INSTRUCTION CONCENTRATION

Program Goals

The goal of this degree program is to build the capacity of educators to promote social justice in the context of their schools and communities through improved teaching practice, curriculum development and assessment, program planning, research, and educational leadership. The program culminates in a master's thesis, allowing students the opportunity to investigate a particular area of curriculum and instruction in depth.

Program Learning Outcomes

Upon completion of the M.A. in Education with a concentration in Curriculum and Instruction, students will have achieved the following outcomes in the related fields of curriculum, assessment, social justice, educational technology, and educational research.

- Developed, implemented, integrated, and assessed curriculum, at the classroom and/or district levels
- Analyzed, and evaluated the different categories and uses of tests at the school, district, and state levels
- Integrated technology in the curriculum to differentiate instruction and promote academic achievement
- Implemented and evaluated some of the practices, strategies, and systems that support the success and high academic achievement of under-represented minority groups
- Planned, conducted, and evaluated a thesis research project based on a socially-relevant research question
- Published the thesis project in the NDNU Library and presented the thesis research to the larger community at the NDNU Graduate Research Conference

**MASTER OF ARTS IN EDUCATION (M.A.)
CURRICULUM AND INSTRUCTION CONCENTRATION**

Coursework	Units
EDU4700 Trends in Curriculum Development	3
EDU4703 Educational Assessment and Evaluation	3
EDU4706 Social Justice, Diversity, and Equity	3
EDU4724 Educational Research	3
EDU4721 Introduction to Educational Research	3
One of the five graduate-level courses in educational technology:	3
EDU4207 Technology - Special Education (3 units)	
EDU4709 Learning, Technology, and Curriculum (3 units)	
EDU4715 Media, Medium and Method (3 units)	
EDU4718 Contemporary Topics in Technology Leadership (3 units)	
12 semester units articulated with the preliminary credential from the following Courses:*	12
EDU4100 Psychological and Developmental Foundations	
EDU4104 Sociological and Multicultural Foundations	
EDU4107 Foundations for Teaching English Learners	
EDU4330, 4333, or 4310 Reading/Language/Literacy	
EDU4110 Special Education	
EDU4119 Assessment in the Classroom	
*Students who obtained a preliminary teaching credential from another institution can challenge these courses on the basis of equivalency. In such cases, students can enroll in 12 units of education electives, to be selected in collaboration with the program director.	
Total	30

For more information, please contact the program director,
Dr. Kim Tolley
508-3464
ktolley@ndnu.edu

MASTER OF ARTS IN EDUCATION (M.A.) TECHNOLOGY CONCENTRATION

The Master of Arts in Education program with a concentration in Technology prepares educators to serve as school and district-level educational technology leaders. Graduates of the program may work with the credential analyst in the School of Education and Leadership to apply for a supplementary authorization on their multiple subject or single subject teaching credential for computer applications. The program culminates in a master's thesis, allowing students the opportunity to investigate a particular area of curriculum and instruction in depth.

Program Goals

Graduates will be prepared to improve their own teaching practice through integration of technology. They will be prepared to teach computer and/or technology courses to K-12 students. They will know how to engage in the planning and budgeting associated with implementing technology programs. As mentors of K-12 faculty in the area of educational technology, they will be prepared to design and implement professional development activities and programs. Graduates will be ready to create and maintain online websites, and will have a working knowledge of networks, including the infrastructure for such networks. They will be prepared to support school and district efforts to meet newly mandated teacher credentialing technology standards at the professional level.

Program Learning Outcomes

Upon completion of the M.A. in Education with an emphasis in Educational Technology, students will have achieved the following outcomes.

- Applied technology in the development, implementation, and assessment of curriculum, at the classroom and/or district levels
- Integrated technology in the curriculum to differentiate instruction and promote academic achievement
- Implemented and evaluated some of the technology practices, strategies, and systems that support the success and high academic achievement of under-represented minority groups
- Planned, conducted, and evaluated a thesis research project based on a socially-relevant research question
- Published the thesis project in the NDNU Library and presented the thesis research to the larger community at the NDNU Graduate Research Conference

**MASTER OF ARTS IN EDUCATION (M.A.)
TECHNOLOGY CONCENTRATION**

Coursework

	Units
EDU4207 Technology - Special Education	3
EDU4709 Learning, Technology, and Curriculum	3
EDU4715 Media, Medium and Method	3
EDU4718 Contemporary Topics in Technology Leadership	3
EDU4724 Educational Research	3
EDU4721 Introduction to Educational Research	3

12 semester units articulated with the preliminary credential from the following Courses:*

- EDU4100 Psychological and Developmental Foundations
- EDU4104 Sociological and Multicultural Foundations
- EDU4107 Foundations for Teaching English Learners
- EDU4330, 4333, or 4310 Reading/Language/Literacy
- EDU4110 Special Education
- EDU4119 Assessment in the Classroom

*Students who obtained a preliminary teaching credential from another institution can challenge these courses on the basis of equivalency. In such cases, students can enroll in 12 units of education electives, to be selected in collaboration with the program director.

Total	30
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Students may apply for the supplementary Technology authorization on the California Teaching Credential once they have completed the four required technology courses.

For more information, please contact the program director:
 Dr. Kim Tolley
 508-3464
 ktolley@ndnu.edu

MASTER OF ARTS IN EDUCATION DISCIPLINARY STUDIES CONCENTRATION

The Master of Arts in Education program with a concentration in Disciplinary Studies is designed to allow educators to deepen their subject-matter knowledge in one subject area. Within the specific areas of emphasis, students may elect to study 12 semester units of graduate coursework from the following programs: Business, English, Music, or Science.

Program Goals

The single-subject emphasis allows the holder of a single-subject credential to broaden and deepen knowledge and appreciation of the subject areas and to develop effectiveness as a teacher of that discipline. A multiple-subject credential holder may also consider pursuing a degree in one of these emphasis areas if he or she is interested in developing subject-matter knowledge for the elementary classroom or to prepare for the subject-matter examinations required for the secondary credential.

The goal of this degree program is to build the capacity of educators to promote social justice in the context of their schools and communities through improved content knowledge and teaching practice, curriculum development and assessment, research, and educational leadership. The program also prepares individuals to assume leadership positions in charter and private schools or to teach in community college settings. Because the program culminates in a master's thesis, the program also provides students who are interested in educational research with the background necessary to continue their education at the doctoral level.

Program Learning Outcomes

Upon completion of the program, students will have achieved the following outcomes:

- Broadened and deepened knowledge and understanding of a specific subject
- Developed, implemented, integrated and assessed curriculum in a specific subject area, both at the classroom and district levels
- Implemented and evaluated some of the practices, strategies, and systems that support the success and high academic achievement of under-represented minority groups
- Planned, conducted, and evaluated a thesis research project based on a socially-relevant research question
- Published the thesis project in the NDNU Library and presented the thesis research to the larger community at the NDNU Graduate Research Conference

**MASTER OF ARTS IN EDUCATION
DISCIPLINARY STUDIES CONCENTRATION**

Coursework	Units
EDU 4724 Educational Research	3
EDU 4721 Introduction to Educational Research	3
12 semester units articulated with the preliminary credential from the following Courses:*	12
EDU4100 Psychological and Developmental Foundations	
EDU4104 Sociological and Multicultural Foundations	
EDU4107 Foundations for Teaching English Learners	
EDU4330, 4333, or 4310 Reading/Language/Literacy	
EDU4110 Special Education	
EDU4119 Assessment in the Classroom	
*Students who obtained a preliminary teaching credential from another institution can challenge these courses on the basis of equivalency. In such cases, students can enroll in 12 units of education electives, to be selected in collaboration with the program director.	
Four electives from the discipline of emphasis, to be selected in collaboration with the Program Director and the Chair of the Department of the discipline of emphasis	12
Total	30

For more information, please contact the Program Director,
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IMPORTANT ACADEMIC POLICIES

Time Limits

Master's Degrees

All degree work must be completed within seven years from the beginning of the term of admission to the Master's program, unless state licensure requirements are more restrictive. Additionally, any units of credit used to satisfy unit requirements within a Master's degree program, whether earned at NDNU or transferred from another accredited institution, must have been earned within the seven-year period prior to the date on which the Master's degree is to be awarded.

Graduate Certificates

All certificate work must be completed within five years from the beginning of the term of admission to the certificate program.

Participation in Graduation

Students who have finished all their degree requirements in the previous Summer session, Fall semester, or are finishing in the current Spring semester may take part in graduation ceremonies.

Exceptions to this policy are as follows:

- A. Master's students may petition to participate in Commencement if they meet the following conditions:
 - They have three or fewer units remaining to complete their program;
 - These three units are not required Research units;
 - The remaining units will be completed in the summer sessions following graduation.
- B. Credential students may petition to participate in Commencement if they meet the following conditions:
 - They have six or fewer units in statutory requirement classes remaining to complete their program;
 - The remaining units will be completed in the Summer sessions following graduation.

Internet Resources

It is your responsibility to take some time before classes begin to review several important documents that are available on line (www.ndnu.edu). When you view the home page for NDNU, double-click on “catalog” (one of the yellow buttons along the top of the page) as well as the large photo with the heading of “for current students.” These links will lead you to a list of pages that pertain to you. Read the following pages carefully:

- Graduate Policies
- Student Affairs
- Academic Affairs
- Student Resources
- Library
- Administrative Resources
- Business Services

Within each of these pages, you will find links to other important sources of information (e.g., financial aid, *Student Handbook*). Your advisors will do their best to connect you with those services that may meet your individual needs and interests, however, we strongly encourage you to take some time to familiarize yourself with some of the resources that are available to you as a graduate student at NDNU. If you have any questions, please let your program director know.

COURSE DESCRIPTIONS

This section includes course descriptions for the courses that are required in one of the M.A or Credential Programs. It also includes courses that are often taken as electives in these programs. Additional courses are available through the School of Education and Leadership. For a comprehensive list of available courses and their descriptions, please see the NDNU website.

EDU4100 Psychological & Developmental Foundations (3) Fall, Spring, Summer

Investigates and critically appraises insights derived from psychology, especially as they pertain to the teaching-learning process for diverse classrooms of today. Explores theories from behavioral, humanistic, developmental, and cognitive psychology that are relevant for education. Considers effects on student learning, teacher expectations, classroom climate (affective and cognitive), classroom management, planning, diversity factors, learning styles, individual differences, motivation, and evaluation.

EDU4119 Assessment in the Classroom (1) Fall, Spring, Summer

Introduces measurement concepts needed by teachers in order to meet their instructional objectives. Students learn how to create and use assessments that guide instruction and measure results. They also learn how to communicate with students, families, and other audiences about student progress.

EDU4600 Financial Management (3) Fall, Spring

Focuses on financial administration in public, non-profit, and service-related institutions. Focuses on principles and concepts in public fiscal management, budgeting, taxation, borrowing, and fiscal controls. The nature of public expenditures, the development of budgets and budget cycles are studied including ethical, legal, and political concerns in financial decisions.

EDU4104 Sociological & Multicultural Foundations (3) Fall, Spring, Summer

Analyzes major influences on American education, including social, cultural, historical, political and economic influences. Explores contemporary issues in education, such as the nature of culture, the purposes of public schooling, the profession of teaching, the social structure and education, equality of opportunity, and multicultural education.

EDU4603 Human Resource Management (3) Fall, Spring, Summer

Offers an overview of the full personnel function, emphasizing professional responsibilities for employment, compensation, employee and labor relations, benefits administration, legal compliance matters and human resources planning.

EDU4606 Leadership Concepts (3) Fall, Summer

Gives an historical and philosophical approach to leadership, identification of personal goals and leadership behaviors in administration, and understanding of group dynamics and group leadership. Techniques in time management, stress management, and resume writing are developed. The course is organized as laboratory for self-study of individual as a leader and for development of leadership strategies.

EDU4609 Organization & Management (3) Spring

Explores the history of management theory including principles and concepts of management such as functions of planning, organizing, motivating, and controlling. Discusses how execution of these functions may be facilitated by communication skills and decision-making techniques. Use of authority, effect of environmental variables, organizational development, and the process of change are studied. Focuses on organizational problem solving.

EDU4800 Advanced Study of Teaching Special Populations (2)

This Advanced course of study will enable each qualified candidate to fulfill the requirement set by the California Commission on Teacher Credentialing: Advanced Study of Teaching Special Populations (Standard 2). Each candidate will continue in the development of their skills in creating a positive and inclusive climate for the successful mainstreaming of all exceptional students. Candidates will demonstrate an in-depth knowledge of the Individuals with Disabilities Act, Section 504 of the Americans with Disabilities Act, F.A.P.E., N.C.L.B., and all State and local provisions governing students who are gifted and talented. Special emphasis will be directed in the use of assessment, both academic and social, in the development of instructional strategies to accommodate or modify curriculum as necessary to ensure the success for all students. Candidates will understand positive behavioral support interventions and strategies. They will also understand, demonstrate and value the collaborative assistance of special educators, care givers and gate coordinators.

EDU4803 Advanced Strategies for English Learners (3)

This advanced course, approved by the California Commission on Teacher Credentialing for the Professional Clear Credential, focuses on the delivery of comprehensive, specialized instruction for English learners. Building on the knowledge, skills, and abilities candidates acquired during the preliminary credential program, the course advances candidates' ability to implement the adopted instructional program for English Language Development. Candidates will implement instructional programs for the development of academic language, comprehension, and knowledge in the core academic curriculum. Participating teachers will evaluate English language proficiency and consider students' backgrounds, experiences, and family structure in developing and implementing standards-based English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) lessons. They will demonstrate expertise in the use of local and state-adopted assessments for English language proficiency by using assessment information in the development, delivery, and adjustment of instruction. Candidates will implement a variety of methods to promote effective communication with parents and families, and they will demonstrate knowledge of the school organizational structures and resources designed to meet the needs of English learners.

EDU4806 Advanced Study of Health Education (1)

In order to earn a Professional Clear Credential, the California Commission on Teacher Credentialing requires that teachers must be prepared to support students' physical, emotional, and social well being. Promoting the health and well being of children and adolescents is a generally accepted value of our society. Schools are a major institution which can influence the health and well being of our youth. This course advances educators in the delivery of comprehensive support for students' physical, emotional and social well being. The strength of this course will be the candidates experience with students in their classroom and their school site as they demonstrate skills to meet the required elements.

EDU4804 Advanced Educational Technology (1)

In order to earn a Professional Clear Credential, the California Commission on Teacher Credentialing requires that teachers must be prepared to support student learning through the advanced use of computer-based technology in the classroom. In advanced course work, each candidate builds upon the knowledge, skills, and abilities acquired during preliminary coursework in which specialized use of appropriate computer-based technology is used to facilitate the teaching and learning process. This course will ensure that all clear credential candidates understand and are able to use more advanced computer-based technology to facilitate classroom instruction.

EDU4330 Elementary Reading/Language Arts: Primary Grades (3) Fall, Spring

Surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for developmental processes of learning to read and write for all students. Presents theories concerning language acquisition and language development for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.

EDU4410 Language and Literacy in Content Areas (3) Fall, Spring

Introduces current research, principles, issues, strategies, and resources, with respect to language and literacy in Single Subject content areas. Focuses on Specially Designed Academic Instruction in English (SDAIE) for language minority students. Field experience in public school is required.

EDU4612 Advanced Curriculum Design (3) Summer

Explores the work of Wiggins and McTighe in the integration of curriculum, instruction, and assessment. Examining what is essential in subject matter is a major thrust of the course. Students learn how to determine the essential understandings of a unit, course, or discipline. Based on these understandings, students learn how to select instructional materials and resources and how to determine teaching strategies and student activities with built-in processes and tasks for gathering evidence and evaluating student progress along the way.

ED4700 Trends in Curriculum Development (3) Fall

Considers curriculum development and influential factors. Reviews current and historical trends. Discusses planning and decision-making processes. Examines the concept of integrated/integrating approaches, particularly integration of subject matter and multicultural resources, thinking skills, communication skills, and technology.

ED4703 Educational Assessment/Evaluation (3) Spring

Introduces strategies of assessing student performance through norm referenced and criterion referenced tests. Performance based assessment is discussed. Involves students in construction and selection of appropriate assessment activities.

ED4706 Social Justice, Diversity, and Equity (3) Spring

This course examines the function of schooling within a culturally diverse, democratic society. Students examine the current context of schooling and the ways in which schools currently perpetuate inequities. They explore exemplary practices and visions of what school could be like for all students and develop strategies for renewing practices in ways that promote equity.

ED4107 Strategies for English Language Learners (3) Fall, Spring, Summer

Examines theories of second language acquisition and historical perspectives of bilingual education. Explores factors affecting first and second language acquisition and bilingual education with an emphasis on instructional strategies. Includes class participation demonstrating knowledge of the content and field observations whenever possible. Covers Specially Designed Academic Instructions in English (SDAIE) competencies.

EDU4621 School - Community Relations (3) Fall

Identifies and analyzes community resources and the implications of social changes affecting schools. Addresses procedures and techniques for the administrator in working with parents, community agencies, and underrepresented minority groups.

EDU4624 School Law, Governance & Politics (3) Fall

Focuses on the historical legal framework of American education, current federal and state laws affecting education, their impact upon schools, knowledge of agencies whose functions affect governance and policy making, and the legal responsibilities of the school administrator, including assignment/mis-assignment of faculty.

EDU4627 Program Initiation & Implementation (3) Spring

Studies curriculum theories, trends, and new program development. Familiarizes the student with current legislation affecting curriculum programs and diversity issues. Studies technology, planning, and evaluation processes as well as organizational patterns of schools and multicultural social, political, and economic forces affecting education. Includes administrative competencies for the Special Education Mandate.

EDU4724 Educational Research (3) Fall, Spring

Prior to enrolling in this course, students must successfully complete EDU4721. This course specifically assumes that students have a completed and approved thesis proposal. Course work guides students through data collection, analysis, and completion of the final thesis. Students must file their thesis before the end date of the course; students who do not file their thesis before the end of the course will need to repeat the course the following semester.

EDU4721 Introduction to Educational Research (3) Fall, Spring

This is the first course of a two course series (EDU 4724 is the second course) designed to support students in writing the Master's Thesis. Course readings, discussions, and activities engage students in developing the skills, habits, and knowledge needed to engage in inquiry that is both scholarly and action-based. Students develop a sense of what it means to be engaged simultaneously in research and practice; identify a research question; review, analyze, and synthesize the literature pertaining to the question; and explore the relationship between learning, inquiry, action, and justice. Students will complete their thesis proposal in the context of this course.

EDU4207 Technology (Special Education) (3) Spring, Summer

Introduces developmental and methodological foundations for the use of current technologies and practical application to the special education classroom. The use of low tech to high tech devices as technology tools to assist in meeting the IEP needs of students are emphasized. Emphasis is also placed on learning the tools to enhance communication, information access, use of adaptive devices, use of current software/hardware, and problem solving for the special education and regular education classroom.

EDU4500 Current Research and Practice in Literacy Education (3) Spring, Summer

This first course in the Reading Certificate series is a survey of current research, principles, issues, concepts, and approaches, for both developmental and remedial factors involved in learning to read and write and the efficacy of each. The course also gives students an historical perspective of the development of different approaches. Finally, it is designed to give students a construct of an effective literacy model in order to analyze assessment and instruction that exist in different school settings.

EDU4503 Assessment-based Instruction in Reading and the Language Arts – Early Literacy (3) Fall

This second course in the Reading Certificate series emphasizes language arts assessment and instruction for students in the stages of early literacy, both younger and older students. The assessments studied range from formal, standardized group tests to formal, standardized individual tests to authentic, informal assessments. Students practice with the various types of assessments both in class and through field experiences outside of class. Students use a case-study approach to become familiar with the assessments and select appropriate instructional methods and techniques based on assessment data.

EDU4110 Special Education for the Classroom Teacher (2) Fall, Spring, Summer

This course is designed to provide information, resources and materials related to the education of students with disabilities in the general education classroom. It includes a description of the categories of disabilities as defined by the Federal law, current regulations, and the IEP/ITP process. Emphasis is placed on the strategies for modifications and accommodations necessary to provide an appropriate learning environment. Attention focuses on the support system available at the school site level.

EDU4113 Technology Applications in Education (Secondary or Elementary) (2) Fall, Spring, Summer

Focuses on assisting teacher credential candidates to successfully infuse computers and allied technology into classroom curriculum, organization, and their teaching practices. Students who complete this course will have knowledge of the educational principles used in selection and implementation of instructional technologies for a variety of subjects, grade levels, and special needs. Includes a hands-on overview of hardware, operating system basics, authoring and content specific software, digital media, networking, telecommunications, and presentation tools.

EDU4709 Learning, Technology, and Curriculum (3) Spring, Summer

This survey course expands and extends the content of EDU4113. It provides students with an overview of and practice with a variety of technologies used in education. Course content includes K-12 curricular uses of camcorders, videodiscs, digital media tools, simulation and problem-solving applications, multimedia authoring tools, and telecommunications. Emphasis is placed upon determining appropriate use of technology, managing the learning process in the classroom and setting and assessing student outcomes utilizing the performance standards recommended by the State of California for adoption at the district level.

EDU4715 Media, Medium & Method (3) Fall, Summer

This applied course examines the appropriate use of multimedia technology as a tool for implementing curriculum. Students learn to discern the appropriate media to meet a specific curriculum objective and to evaluate the merits of using various educational software programs as the medium to create a product. Through guided hands-on practice with the technologies, students demonstrate how to address the needs of individual learning styles in a diverse cultural environment through multimedia. Teams of students apply theories of learning, methods of teaching, and principles of multimedia design to the creation of interdisciplinary curriculum projects.

EDU4718 Contemporary Topics in Technology Leadership (3) Spring

This course serves as the capstone experience for students in the M.A.in Technology Leadership program. The course surveys a broad range of contemporary topics in educational technology and communications. Topics may include: cultural and societal factors affecting technology use in education, issues of equity and ethics, curriculum reform, institutional change, professional development, school-community relations, and the ongoing development of new technologies. With permission of the instructor, students may arrange to conduct advance product development or an internship as part of this course.

ACADEMIC SELF-ASSESSMENT QUESTIONS

The following are important areas of academic self-assessment for Graduate students:

Pre-Requisite (Foundation) Courses

Am I meeting the required units in all pre-requisite courses, as directed in the university catalog and my admission letter? Have I filed any changes or waivers in hard copy with the Registrar's Office?

Program Requirements

Am I following the requirements for my chosen program? Do I have the required minimum of (3.0) GPA needed to graduate? If my advisor approved any waivers, exceptions or substitutions to my program, have I submitted these in writing to the Registrar's Office?

Transfer Units

Did I take courses at any other college that my advisor has approved for transfer into my program at NDNU? If so, did I submit the green paperwork and have an official transcript sent to the NDNU's Registrar's Office?

Note: A currently enrolled student who plans to take a course at another institution and transfer in credit in order to satisfy a program requirement at NDNU must submit a copy of the course description or a syllabus for her or his advisor's approval. The school where the coursework will be undertaken must be an accredited institution of higher learning, and the course must be comparable in content and requirements to the NDNU course for which it is intended to substitute.

Resolution of Incomplete Grades

Have I resolved any incomplete grades within the designated time limit (one year unless stipulated to be shorter). Have I kept in contact with the instructor in order to complete the unfinished work, understanding that the default grade for unfinished work will be an "F" unless stipulated differently by the instructor? Do I recognize that I will not graduate with an unresolved "Incomplete" on my transcript?

Independent Study

Am I observing the 6-unit maximum of Independent Study allowed to graduate students? Have I submitted IS contracts for each Independent Study course I have registered for?

Challenges

If I elect to challenge a pre-requisite course, have I planned to take the challenge examination early in my program, so that if I do not receive a passing grade of B (3.0) on the challenge exam, I will have time to take the course at NDNU or elsewhere?

Deadlines

Am I observing all deadlines in the Catalog and Schedule of Classes (registration, drop/add, filing for graduation, etc)? After completion of final units, have I satisfied all obligations with the Business Office and Library?

Seven-year Limit

Am I following my program plan to ensure that none of my coursework will be older than seven years at the time I expect to receive my degree?

Graduation Audit

As I neared completion of my program (the next-to-the last semester of anticipated graduation), did I obtain a Graduation Application from the Registrar's Office, complete it, pay the fee at the Business Office and return it to the Registrar's Office to have my graduation audit? Did I receive notification of remaining coursework or other graduation requirements?

Petition to Walk

If I will have 3 or fewer units to complete (of non-thesis work) during summer and wish to walk in the prior May commencement ceremony, have I submitted a Petition to Walk to the Registrar's Office by February 1st?

Current Address and Phone Number

Until I receive my diploma, am I keeping the Registrar's Office up to date regarding my present and permanent address, phone number and email address?

All Catalog Requirements

Have I re-read my Catalog (on line at NDNU.edu) for fuller description of all of the above subjects? Have I met all of its requirements? Have I checked with my advisor? Have I carefully reviewed and followed my graduation audit?

Congratulations! You just made life easier for yourself, the staff, and faculty – all of whom wish you the best experience possible at NDNU!

IMPORTANT CONTACT INFORMATION

NDNU Website	www.ndnu.edu
School of Education and Leadership	508-3701 Fax: 508-3457
NDNU Business Office	508-3576
NDNU Library	508-3747
NDNU Office of Information Technology	508-3555
NDNU Registrar	508-3518
NDNU Writing Center	508-3664
Jordana Simon (Executive Assistant to the Dean)	508-3701 jsimon@ndnu.edu
Kim Tolley	508-3464 ktolley@ndnu.edu
Joanne Rossi (Dean, School of Education)	508-3613 jrossi@ndnu.edu