

Master of Science in Education Degree and Teacher

Preparation Programs

Statement of Purpose

Dominican University of California candidates are prepared to address the needs of 21st century students through skills development in communication, collaboration, creativity, critical thinking, and information, media and technology. As candidates move through their programs, they begin with foundational knowledge in special education, teaching English language learners, child and adolescent development, teaching for social justice and instructional technology; then they progress to subject-specific pedagogies and finally to reflective classroom practice. All candidates enroll in courses and take them in an intentionally sequenced order. Courses are offered in the late afternoon, early evening, and in hybrid online/face-to-face formats to accommodate the needs of working professionals.

All Multiple Subject, Single Subject and Education Specialist candidates follow the same developmental sequence of courses, which are divided into three categories: (1) foundational courses; (2) pedagogy and reflective practice; and (3) supervised fieldwork. Each course in this sequence has been assigned specific Teaching Performance Expectations (TPEs). Through this sequence of courses, candidates who are student teaching or intern teaching have opportunities to understand, practice and apply pedagogical competencies as defined by the TPEs. After earning a credential at Dominican University, students have the option of completing 16 additional units to earn a Master of Science Degree with a concentration in Leadership.

Dominican University of California also offers stand alone 32-unit graduate programs leading to the degree of Master of Science in Education. The two concentrations are Special Education or Interdisciplinary Studies. These programs are designed for educational professionals who wish to prepare for leadership roles in education.

If a candidate completes coursework for the teacher preparation program without completing the Teacher Performance Assessment (CalTPA), they must maintain enrollment in the program as per Education Code 44252.1 by enrolling in EDU 5005 - TPA (Cycle 1 and Cycle 2). The Ed Code allows a candidate up to two full years from enrollment in the educator program to satisfy the requirements in place when the candidate enrolled.

Program Learning Outcomes

1. Conceptions of Teaching and Learning: Candidates construct a personal conception of teaching and learning which embraces a belief that all students can learn and reveals their ability to meet the needs of all students, including English learners and students with special needs. (TPEs 1, 2 & 4)
2. Understanding Theories: Candidates value theory as an explanatory tool for practice; they demonstrate a comprehension of theories relating to political, historical, cultural, linguistic, and psychological dimensions of teaching and learning. (TPEs 1 & 2)
3. Creating and Maintaining Effective Environments for Student Learning: Candidates develop and maintain clear expectations for academic and social behavior. They establish procedures for routine tasks and manage transitions to maximize instructional time. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. (TPEs 1, 2, & 4)
4. Planning Instruction and Designing Learning Experiences for Students: Candidates select and adapt instructional strategies, grouping strategies, and instructional materials to meet student learning goals and needs. To

accommodate varied student learning and language needs, they plan differentiated instruction. (TPEs 3 & 4)

5. Assessing Student Learning: Candidates understand and use a variety of informal, formal, formative and summative assessments to determine students' progress and plan instruction. (TPE 5)
6. Engaging and Supporting Students in Learning: Candidates explain content clearly and reinforce content in multiple ways. They provide opportunities and adequate time for students to practice and apply what they have learned. They ensure the active and equitable participation of all students. They motivate students and encourage student effort. (TPEs 1, 2, & 3)
7. Developing as a Professional: Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students and individuals with disabilities. They are aware of and act in accordance with ethical considerations and model ethical behaviors for students. (TPE 6)
8. 21st Century Skills: Candidates demonstrate proficiency in the 21st century skills (critical thinking, creativity, communication, collaboration, and information, media and technology), including the ability to purposefully integrate these skills into instruction to promote transferability to student learning.

Master of Science in Education

Student takes the following Requirements and Current Trends courses and selects from these concentrations and programs:

- Special Education Concentration (MS) (p.)
- Interdisciplinary Studies Concentration (MS) (p.)
- Teacher Leadership Concentration (MS) with:
(p.)
- Preliminary Multiple Subject Credential (p.)
- Preliminary Single Subject Credential (p.)
- Preliminary Education Specialist Credential: Mild/Moderate Support Needs (p.)
- Preliminary Education Specialist Credential: Mild/Moderate Support Needs for Multiple or Single Subject Credential Holders (p.)
- Dual Preliminary Education Specialist Credential: Mild/Moderate Support Needs and Multiple or Single Subject Credential (p.)

PROGRAM LEARNING OUTCOMES:

- a. Critically evaluate the impact of educational policies and practices with attention to equity, social justice, and quality of outcomes for diverse students (including differences in class, race, ethnicity, culture, language, sexual orientation, gender identity, and ability).
- b. Synthesize professional literature and other resources to develop a theoretical framework for advancing educational policies or teaching practices.
- c. Conduct action-research that builds on the knowledge and assets of stakeholders in the field to better understand educational issues in a specific context.
- d. Effectively communicates new understandings and knowledge in an area of specialization in oral, electronic, and written modes.
- e. Apply leadership, professional, and teamwork skills to improve educational policies or practices based on research

findings.

Required Courses:

EDU 5905	Approaches to Educational Research	4.00
EDU 5915	Applied Educational Research	4.00
EDU 5925	Leadership in Education	4.00
EDU 5932	Research for Social Justice	4.00

Subtotal: 16

Special Education Concentration (MS)

Requirements

In addition to the Master of Science in Education requirements (p.).

Select 16 units from the following.

EDU 5020	Differentiating Instruction for Inclusive Classrooms	4.00
EDU 5302	Program Design	4.00
EDU 5304	Informal & Formal Assessment	4.00
EDU 5306	Behavior Intervention and Support	4.00
EDU 5309	Advanced Curriculum	4.00

Subtotal: 16

Total Credit Hours: 32

Interdisciplinary Studies Concentration (MS)

Requirements

In addition to the Master of Science in Education requirements (p.).

Select 16 graduate level units. Possibilities include:

CP 5201	Fundamentals of Clinical Practice: Individual Psychotherapy	3.00
CP 5205	Advanced Counseling Techniques: Assessment and Treatment of Children	2.00
CP 5215	Child Abuse: Assessment, Reporting and Treatment	1.00
CP 5216	Alcohol and Substance Abuse	2.00
CP 5219	Human Diversity	2.00
CP 5231	Phases of Human Development	3.00
CP 5246	Advanced Counseling Techniques: Family Therapy	3.00
EDU 5010	Teaching for Equity	4.00
EDU 5020	Differentiating Instruction for Inclusive Classrooms	4.00
EDU 5051	Using Technology in Classrooms	2.00
EDU 5052	Applied Instructional Technology	2.00
EDU 5145	Teaching Math in Elementary Schools	4.00
EDU 5135	Classroom Climate & Curriculum	4.00
EDU 5165	Teaching Reading in Elementary Schools	4.00
EDU 5245	Pedagogical Preparation I	4.00
EDU 5255	Pedagogical Preparation II	4.00
EDU 5265	Literacy Across the Curriculum	4.00
EDU 5275	Pedagogical Preparation III	4.00
EDU 5302	Program Design	4.00
EDU 5309	Advanced Curriculum	4.00
HUM 5000	Pro-Seminar: Humanities in the Contemporary World	4.00
HUM 5261/HUM 5262/HUM 5263	Creative Writing Workshop I	2.00
HUM 5608	Religion and Public Life	4.00

Subtotal: 16

Total Credit Hours: 32

Teacher Leadership Concentration (MS) with:

Preliminary Multiple Subject Credential (p.)

Preliminary Single Subject Credential (p.)

Preliminary Education Specialist Credential: Mild/Moderate Support Needs (p.)

Preliminary Education Specialist Credential: Mild/Moderate Support Needs for Multiple or Single Subject Credential Holders

(p.)

Dual Preliminary Education Specialist: Mild/Moderate and Multiple or Single Subject Teacher Preparation Program (p.)

Preliminary Multiple Subject Credential

Preliminary Multiple Subject Credential

The Preliminary Multiple Subject Credential authorizes the holder to teach in a self-contained classroom such as classrooms in most elementary schools. However, a teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom (preschool, K-6, or in classes organized primarily for adults). In addition, the holder of a Preliminary Multiple Subject Teaching Credential may serve in a core or team teaching setting.

The Preliminary Multiple Subject Credential authorizes candidates to seek initial employment as a multiple subject (elementary) teacher, but does not authorize ongoing teaching service. Candidates will need to complete professional preparation within five years of the date of issuance of the preliminary credential in order to continue ongoing teaching service as an educator. In order to complete the professional credential, candidates are required to enroll in a commission-accredited Professional Clear Teacher Induction Program.

Requirements

In addition to the Master of Science in Education (p.) requirements, the student takes these 32 units.

Foundational Courses

EDU 5010	Teaching for Equity	4.00
EDU 5020	Differentiating Instruction for Inclusive Classrooms	4.00
EDU 5051	Using Technology in Classrooms	2.00
EDU 5052	Applied Instructional Technology	2.00

Subtotal: 12

Pedagogy and Reflective Practice

EDU 5145	Teaching Math in Elementary Schools	4.00
EDU 5135	Classroom Climate & Curriculum	4.00
EDU 5165	Teaching Reading in Elementary Schools	4.00

Subtotal: 12

Supervised Fieldwork

EDU 5180	Elementary Preparation for Student Teaching	4.00
	and	
EDU 5001	Observation	0.00
EDU 5185	Elementary Supervised Teaching Seminar	4.00
	and	
EDU 5002	Student Teaching	0.00
	or	
EDU 5003	Internship Teaching	0.00

Subtotal: 8**Total Credit Hours: 48**

Preliminary Single Subject Credential

Preliminary Single Subject Credential

The Preliminary Single Subject Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. However, a teacher authorized for single subject instruction may be assigned to teach any subject in his or her authorized fields at any grade level (preschool, grades K-12, or in classes organized primarily for adults).

The Preliminary Single Subject Credential authorizes candidates to seek initial employment as a single-subject (secondary) teacher, but does not authorize ongoing teaching service. Candidates will need to complete professional preparation within five years of the date of issuance of the Preliminary Credential in order to continue ongoing teaching service as an educator. In order to complete the Professional Credential, candidates are required to enroll in a commission-accredited Professional Clear Teacher Induction Program.

Requirements

In addition to the Master of Science in Education (p.) requirements, the student takes these 32 units.

Foundational Courses

EDU 5010	Teaching for Equity	4.00
EDU 5020	Differentiating Instruction for Inclusive Classrooms	4.00
EDU 5051	Using Technology in Classrooms	2.00
EDU 5052	Applied Instructional Technology	2.00

Subtotal: 12**Pedagogy and Reflective Practice**

EDU 5245	Pedagogical Preparation I	4.00
EDU 5255	Pedagogical Preparation II	4.00
EDU 5265	Literacy Across the Curriculum	4.00

Subtotal: 12**Optional Addition**

EDU 5275	Pedagogical Preparation III	4.00
----------	-----------------------------	------

Supervised Fieldwork

EDU 5280	Secondary Preparation for Supervised	4.00
----------	--------------------------------------	------

EDU 5001	Teaching and Observation	0.00
EDU 5285	Secondary Supervised Teaching Seminar and	4.00
EDU 5002	Student Teaching or	0.00
EDU 5003	Internship Teaching	0.00
Subtotal: 8		
Total Credit Hours: 48		

Preliminary Education Specialist Credential: Mild/Moderate Support Needs

The Preliminary Education Specialist Credential: Mild/Moderate Support Needs is designed for individuals interested in teaching students with mild/moderate learning challenges. Candidates completing this program will be authorized to teach students with learning disabilities, mental retardation, autism, other health impairments, and emotional disturbances.

This Credential authorizes candidates to seek initial employment as a special education teacher, but does not authorize ongoing teaching service. Candidates need to complete Professional Clear preparation in special education within five years of the date of issuance of the Preliminary Credential in order to continue ongoing teaching service as a special educator.

Requirements

In addition to the Master of Science in Education (p.) requirements, the student takes these 40 units.

Foundational Courses

EDU 5020	Differentiating Instruction for Inclusive Classrooms	4.00
EDU 5051	Using Technology in Classrooms	2.00
EDU 5052	Applied Instructional Technology	2.00
Subtotal: 8		

Pedagogy and Reflective Practice

EDU 5302	Program Design	4.00
EDU 5304	Informal & Formal Assessment	4.00
EDU 5306	Behavior Intervention and Support	4.00
EDU 5309	Advanced Curriculum	4.00
EDU 5145	Teaching Math in Elementary Schools or	4.00
EDU 5245	Pedagogical Preparation I	4.00
EDU 5165	Teaching Reading in Elementary Schools	4.00
Subtotal: 24		

Supervised Fieldwork

EDU 5180	Elementary Preparation for Student Teaching	4.00
	or	
EDU 5280	Secondary Preparation for Supervised Teaching	4.00
	and	
EDU 5001	Observation	0.00
EDU 5385	Special Education Supervised Teaching Seminar	4.00
	and	
EDU 5002	Student Teaching	0.00
	or	
EDU 5003	Internship Teaching	0.00

Subtotal: 8**Total Credit Hours: 56**

Preliminary Education Specialist Credential: Mild/Moderate Support Needs for Multiple or Single Subject Credential Holders

Requirements

In addition to the Master of Science in Education (p.) requirements, the student takes these 24 units.

Foundational Courses

EDU 5020	Differentiating Instruction for Inclusive Classrooms	4.00
----------	--	------

Subtotal: 4**Pedagogy and Reflective Practice**

EDU 5302	Program Design	4.00
EDU 5304	Informal & Formal Assessment	4.00
EDU 5306	Behavior Intervention and Support	4.00
EDU 5309	Advanced Curriculum	4.00

Subtotal: 16**Supervised Fieldwork**

EDU 5385	Special Education Supervised Teaching Seminar	4.00
	and	
EDU 5003	Internship Teaching	0.00
	or	
EDU 5004	Internship Completion	1.00

Subtotal: 4**Total Credit Hours: 40**

Dual Preliminary Education Specialist Credential: Mild/Moderate Support Needs and Multiple or Single Subject Credential

The Dual Credential Programs allow candidates to earn both a Preliminary Education Specialist Credential and a Preliminary Multiple or Single Subject Credential concurrently. Candidates are required to complete coursework in both credential areas and participate in supervised student teaching or intern assignments in special education and general education classrooms.

Requirements

In addition to the Master of Science in Education (p.) requirements, the student takes these 48 units.

Foundational Courses

EDU 5010	Teaching for Equity	4.00
EDU 5020	Differentiating Instruction for Inclusive Classrooms	4.00
EDU 5051	Using Technology in Classrooms	2.00
EDU 5052	Applied Instructional Technology	2.00
Subtotal: 12		

Pedagogy and Reflective Practice

EDU 5145	Teaching Math in Elementary Schools	4.00
	or	
EDU 5245	Pedagogical Preparation I	4.00
EDU 5135	Classroom Climate & Curriculum	4.00
	or	
EDU 5255	Pedagogical Preparation II	4.00
EDU 5265	Literacy Across the Curriculum	4.00
EDU 5302	Program Design	4.00
EDU 5304	Informal & Formal Assessment	4.00
EDU 5306	Behavior Intervention and Support	4.00
EDU 5309	Advanced Curriculum	4.00
Subtotal: 28		

Supervised Fieldwork

EDU 5180	Elementary Preparation for Student Teaching	4.00
	or	
EDU 5280	Secondary Preparation for Supervised Teaching	4.00
	and	
EDU 5001	Observation	0.00
EDU 5385	Special Education Supervised Teaching Seminar and	4.00

EDU 5002	Student Teaching	0.00
	or	
EDU 5003	Internship Teaching	0.00

Subtotal: 8

Total Credit Hours: 64