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From the President/CEO

Welcome to Fortune School of Education.

Fortune has a bold mission of preparing inspiring educational leaders with competence and sensitivity prepared to close achievement gaps for underserved students in American public schools. Our graduates will become change agents in school systems and society as a whole embracing rigor, grit and the joy of learning.

Students who choose Fortune School of Education, whether through a credentialing program or a degree granting program, receive a high level of support while they are challenged to grow and expand their views. Our supportive faculty and staff foster an environment rich with traditions of excellence and social engagement.

Welcome to Fortune School of Education, where we are dedicated to fostering your success and are excited to see what you will do.

Continue making history,

Margaret Fortune
President/CEO

About Fortune School of Education

Our Mission and Core Values

Mission

Fortune School of Education prepares educators and leaders in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Fortune School of Education is committed to developing and implementing standards-based curriculum and scholarly research. A proficiency alignment of artifacts and culminating projects ensure student understanding of content at varying levels of depth of knowledge and with diverse theoretical perspectives.

Core Values

- (1) *High Expectations*
We prepare our students for a competitive job market through high expectations and by providing high level of support.
- (2) *Choice and Commitment*
We all choose to be in this environment, so we have to be committed. That means that we will do whatever it takes in order for our students to succeed.
- (3) *More Time*
We give our students more time in order to be successful. Our students do better because they spend more time practicing.
- (4) *Focus on Results*
We are a data driven environment. We are constantly analyzing student data and making adjustments in instruction to meet the needs of students.
- (5) *Citizenship*
We teach our students to do the right thing because it's the right thing to do.

Our Objectives

Credential Programs

To prepare eligible individuals an affordable and convenient way to earn California teaching and administrative credentials to meet California's demand for new teachers and leaders.

Instructional strategies and standards-aligned tools are used for evidence collection and data analysis. Through field experiences, students have the opportunity to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.

Degree Granting Program

To prepare eligible individuals for graduate degrees in education. Through research-based coursework and engagement with organizations focused on addressing major social issues, students will have the opportunity to earn a graduate degree while honing their skills on how to advocate for changes for educational systems and society as a whole.

Our Leadership Team

Margaret Fortune – President/Chief Executive Officer

Wes Pepper – Chief Academic Officer

Bonnie Bensen – Chief Financial Officer

Michelle Grace – Chief Operating Officer

Roque Neto, EdD – Dean

Vendetta Dozier Brown, EdD – Program Director

Latrice O’Gilvie – Program Director, Special Education

Kellie Bliss – Program Director, Early Childhood Education

Jennifer Pierce – Credential Analyst/Registrar

Our History

Fortune School of Education, established in 1989, provides preparation programs to fill the “pipeline” of educators needed in today’s schools. It was the brainchild of Dr. Rex Fortune, who as a school superintendent, saw an opportunity to bring more diverse teaching candidates into public schools, especially in the shortage areas of science and mathematics instruction.

Understanding the unique needs of teachers, students and the wider school system was something Dr. Fortune honed throughout his career. He served as a public school superintendent in California for over 20 years. Fortune holds a doctorate in education from Stanford University. It is the culmination of Dr. Fortune’s extensive experience and expertise that has created the exceptional education preparation programs known as Fortune School of Education.

Training teachers and school administrators is only part of the story. In 2008, Margaret Fortune joined Fortune School of Education as its President and CEO. Under her leadership, Fortune School of Education has expanded to include a system of tuition-free, college preparatory, public charter schools, focused on closing the African American achievement gap.

Now Fortune School of Education takes another step toward the future with the creation of Master’s in Education and Social Justice. This new program aims to prepare advocates for changes for educational systems and society as a whole.

Nonprofit Corporation Statement

Fortune School of Education is a California nonprofit corporation, subject to any limitations contained in the general nonprofit corporation law of the State of California.

Financial Standing Statement

Fortune School of Education is a non-profit organization in good financial standing. Fortune is not pending petition in bankruptcy, operating as a debtor in possession, filed a petition within the preceding five years, or has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Our Location

Rex and Margaret Fortune School of Education offers its programs in a leased facility in Sacramento. The location is on the first floor in Class A office space at 2890 Gateway Oaks Dr., Suite 100, Sacramento, CA 95833. The building is owned by Gateway Oaks GPRV Partners 22, LLC.

The location has three classroom spaces, a library, and houses the administrative offices for the school. Classrooms are furnished with flip-top nesting tables and nesting chairs on casters to facilitate simple rearranging of the room configuration to best support individual course requirements. In addition, the classrooms are equipped with overhead projectors, motorized projector screens, and mobile television carts.

Approval to Operate & Accreditation

Fortune School of Education is a private non-profit institution, approved to operate by the Bureau for Private Postsecondary Education (BPPE). As such, Fortune is required to comply with state standards as set forth in the CEC and 5, CCR.

Fortune's credentialing programs are accredited by the California Commission on Teacher Credentialing (CCTC).

Fortune School of Education is not accredited by an accrediting agency recognized by the United States Department of Education. Therefore, the Master's in Education and Social Justice program is not recognized for some employment positions, including, but not limited to, positions with the State of California. Furthermore, a student enrolled in an unaccredited institution is not eligible for federal financial aid programs. The Master's in Education and Social Justice has no applicable licensure exam in California or other states.

Notice to Prospective Degree Program Students:

This institution is provisionally approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer this degree program, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by October 25, 2024, and full accreditation by October 25, 2027.

If this institution stops pursuing accreditation, the following will happen:

- The institution must stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

Equal Opportunity

Fortune School of Education admits students of any race, color, gender, national and ethnic origin, sexual orientation, political affiliation, and religious beliefs to all the rights, privileges, programs, and activities generally accorded or made available to students according to their program.

Partnerships

Fortune School of Education partners with several school districts and other organizations to support student success and completion of all program requirements. A full list of partners may be found on our website: www.fortuneschoolofed.org

General Policies and Regulations

Responsibility of Students

Students enrolled at Fortune School of Education are responsible for adhering to all regulations and timelines outlined in this catalog and in any handbooks, contracts, or guideline sheets specific to their program. Additionally, students have the responsibility of ensuring that all program completion requirements are met. Questions on these matters should be directed to the Program Director or the Dean.

Responsibility of Instructors

Instructors are responsible for engaging students in productive discussions and forging an effective learning environment. To do so, instructors engage in the development and review of curriculum and assessment of student learning in multiple levels. Instructors will support students when they have difficulties or questions. Instructors are expected to respond to students calls or emails within two business days. Instructors are also responsible for providing meaningful feedback to students as well as returning grades within a week of the assignment's submission deadline. All instructors are required to attend training addressing online learning best practices and also about the technological tools used at Fortune School of Education. Instructors are encouraged to seek support from program staff and leadership whenever needed. Instructors can also seek technological support from Fortune's IT team through the email address support@fortuneschool.us.

Academic Integrity Policy

Fortune School of Education expects all students to conduct themselves in a manner that supports an honest assessment of learning outcomes and the assignment of grades that appropriately reflect their performance. It is ultimately the students' responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other activities. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy. Occurrences of academic dishonesty may be discovered by faculty through checking of citations for accuracy, recognition of familiar passages that are not cited, identical work samples between two or more students, observing students in the act of cheating, or through gathering information that academic dishonesty has occurred. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the course instructor or the Dean. The faculty member reserves the right to assign a failing grade for the assignment and/or a failing grade for the course. Interns are responsible for understanding the tenets of academic honesty and integrity.

Attendance & Grading Policy

Regular attendance and active participation are essential elements in the learning process. To ensure maximum engagement, students are required to attend all class sessions.

In cases of emergency students must request to be excused by the instructor prior to class time. Merely notifying the instructor does not guarantee that the absence will be cleared.

Unexcused absences will impact scores related to Participation and Collaboration and may result in failure of a course.

Standards for Student Achievement

Grading System

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 and below	(0.0)
			W	Withdrawal	
			TR	Transfer Credit	

All students must maintain a 3.0 GPA in order to continue in the program. While most courses use the A-F grading system described above, a few courses in the credentialing programs are Pass or Fail courses. To earn a Pass in such courses, students must complete all course assignments. For a Pass, credit is awarded, but units are not entered into the GPA computation. A Fail grade will be computed as a grade of F.

Withdrawal and Transfer credits will not be calculated into students' GPA.

Credit Unit Systems

Fortune School of Education operates with two credit unit systems. Credentialing programs follow the quarter credit system (10 hours = 1 unit). The Master's in Education and Social Justice program follows the semester credit system (15 hours = 1 unit). The specific amount of credit units and hours required for each program are listed under the Academic Programs section.

Transfer of Credit and Credentials

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION: The transferability of credits you earn at Fortune School of Education

is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or credentials in our degree and credentialing programs is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or credentials that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Fortune School of Education to determine if your credits, degree, or credentials will transfer.

Academic Probation

Students will be placed on Academic Probation if at the end of a term they do not keep an overall 3.0 GPA. Students on academic probation will be placed on a Professional Growth Plan (PGP) during the following term. Students who do not raise their GPA to 3.0 at the end of the PGP period will be withdrawn from Fortune School of Education. Students on academic probation who meet their PGP goals will be returned to good standing.

Professional Growth Plan

If at the end of term students have not earned a 3.0 GPA, the Program Director will assist students in developing a Professional Growth Plan (PGP) for the upcoming term. The PGP outlines areas of growth, actionable items for improvement, and specific deadlines. Students must acknowledge, sign, and meet all requirements of the PGP to remain enrolled at Fortune School of Education.

Dismissal

Students may be dismissed from Fortune School of Education due to inappropriate behavior, academic deficiency, exceeding time frame for program completion, incompleteness of a Professional Growth Plan.

Reasons for dismissal include academic dishonesty, recurrent poor attendance, forgery, providing false information, physical or verbal abuse, discrimination or harassment, intimidation or threat to Fortune's students, faculty, staff or their families. Dismissal can also take place due to criminal behaviors such as theft of school property or the property of Fortune's employees, students or visitors; possession and sale of illegal drugs or narcotics; possession, use, or threats of use of explosives or deadly weapons on school premises or against Fortune's students, faculty, staff or their families.

All students are given a fair process and have the right to appeal administrative decisions as outlined in the appropriate section of this Catalog.

Leave of Absence

A leave of absence is an approved, limited and temporary interruption of a student's participation in a program. A leave allows students in good standing to take time off and return to the university without applying for readmission.

Students may be granted a leave of absence of no more than two consequent terms per academic year.

Acceptable reasons for a leave of absence include, but are not limited to: extenuating family circumstances, medical conditions, death of a family member, military and/or jury duties, special employment requirements.

To be granted a leave of absence students must:

1. Send a letter to the Program Director requesting a leave of absence that includes the reason for such request.
 - a. The letter must clearly state the beginning and ending dates of the leave of absence.
 - b. The date of return to class must coincide with the beginning of a term.
2. Receive approval from the Higher Education Committee.

Students enrolled in the District Intern program, who do not complete the program timely because of a leave of absence will be required to file for a one-year credential extension with the Commission on Teacher Credentialing at the conclusion of their second year in the program, pursuant to Education Code Sections 44325 and 44328.

To meet course pre-requisites requirements, students enrolled in the Master's in Education and Social Justice program who go on a leave of absence, must wait until their next eligible courses are offered to return to the program.

Cancellation, Withdrawal and Refund Policies

Students have the right to cancel their enrollment agreement and obtain a refund of charges paid through attendance either of the first day of class or until the seventh (7th) day after enrollment, whichever is later. Application fees are not included in the refund of charges. Cancellation occurs when students give written notification of cancellation via email to admissions@fortuneschool.us by midnight of the first day of class or the seventh (7th) day after enrollment, whichever is late. Fortune School of Education does not participate in federal student financial aid funds.

Students may withdraw during the first 60% of instructional days of class and receive a pro-rata refund of the tuition based on the table below. The date a student submits the cancellation request via email to admissions@fortuneschool.us will determine the percentage of the tuition refund. However, if a student abandons the course at any time after attending one instructional session and never submits a withdrawal notification, the student will receive a grade of F for that course and will be responsible for paying full tuition and fees.

Withdrawal notice period – Percentage of instructional days	Refundable tuition
0 to 10%	100%
11 to 20%	90%
21 to 30%	80%
31 to 40%	70%
41 to 50%	60%
51 to 60%	50%
61 to 100%	0%

Students Rights

At Fortune School of Education each student is afforded the following rights:

- Freedom from unlawful discrimination or harassment on the basis of race, sex, gender, age, religion, national origin, disability, or sexual orientation under federal and state laws.
- The right to information pertaining to academic standing, course requirements, and program completion requirements.
- The right of privacy of student records to the extent provide for under applicable federal or state laws. Information will be released only as allowed by federal and state laws.
- The right to initiate a grade grievance, an appeal or report that may bring about an investigation and/or disciplinary action involving another member of the academic community.
- The right to a fair process as outlined herein.

Grade Grievance Procedures

The grade appeal process should be used only when students believe that the final course grade assigned is unfair. It is not to be used to challenge grades on individual assignments or quizzes. A grade appeal is not appropriate when a student simply disagrees with the faculty member's judgment about the quality of the student's work. Grounds for a grade appeal are:

- The grade has been assigned on the basis of something other than performance in the course. Standards utilized in the determination of the student's grade are more exacting or demanding than those applied to other interns.
- An error in calculating the grade.
- The grade is based upon standards that are significant, unannounced, and unreasonable departures from those articulated in the syllabus or the grading rubric on Populi.

The Program Director is responsible for ensuring that the appeal is resolved in a timely manner. Students have up to 1 week of the date the final grade was assigned to initiate the appeal process. The grade appeal should be finalized within 30 days from Step 1. It is the responsibility of the student to justify that a change of grade is an appropriate action. Students must adhere to the timelines delineated in this policy and follow these steps:

Step 1: Within one week of the date the grade was assigned, students begins the grade appeal process by contacting the Instructor in an attempt to resolve the grade dispute in an informal and cooperative atmosphere.

Step 2: If the student and instructor are unable to reach a resolution, the student will submit a detailed written statement, with supporting documentation, to the Program Director within 1 week of the instructor's denial to change the final grade. The Program Director will request a written response from the instructor.

Step 3: The Higher Education Committee will review all submitted documents and make a decision. A notice of the Committee decision will be made available to the student within 2 days. The Committee's decision is final.

Right to Report and to Appeal: Procedures

Students may wish to file a complaint, a report addressing discrimination or harassment, or a grievance if they feel that a specific administrative act was arbitrary or capricious and adversely affected their standing in the program; and/or feel that a violation of applicable rules, regulations, or policies has occurred. Students have the right to report and to appeal decision, by following these steps:

Step 1: Informal Complaint

Discuss the issue with the appropriate parties. If the concern is unable to be resolved through conference, a formal, written complaint is initiated.

Step 2: Formal, Written Complaint

If the issue is unresolved, a District Intern may submit a formal, written complaint with supporting documentation to the Program Director. The Program Director will request a response from the other parties involved. The Higher Education Committee will review the complaint, the response, and supporting documents within 10 days of submission.

Step 3: President/CEO Level Appeal

If the intern does not accept the decision of the Higher Education Committee, the District Intern may submit a formal, written complaint appealing to the President/CEO. If needed, the President/CEO may request a formal meeting with the filing District Intern. After review, the President/CEO will recommend a resolution. Decisions by the President/CEO are final.

Policy Prohibiting Discrimination and Harassment

Discrimination

Fortune School of Education does not discriminate on the basis of race, color, gender, national and ethnic origin, sexual orientation, political affiliation, and/or religious beliefs in administration of its educational policies, admissions policies, and all other school-administered programs.

Fortune School of Education is committed to providing access and reasonable accommodations to persons with disabilities.

Harassment

Fortune School of Education prohibits harassment of one student by another student, faculty or staff for any reason including, but not limited to: veteran status, uniform service member status, race, color, religion, sex, national origin, age, physical or mental disability or any other protected class under federal, state or local law.

In California, the following are a protected class: race; religious creed; color; national origin; ancestry; physical disability; mental disability; medical condition, including genetic characteristics; marital status; sex; pregnancy, childbirth or related medical conditions; actual or perceived gender; gender identity; sexual orientation; service in the military forces of the State of California or of the United States and age [40 or over]. Included in the definition of each protected category is the perception of membership in a protected category and an individual's association with an actual or perceived member of a protected category.

The purpose of this policy is not to regulate the personal morality of students, faculty and staff. It is to ensure that in our educational spaces, no one associated with Fortune School of Education harasses another member of our institution for any reason or in any manner. The conduct prohibited by this policy includes conduct in any form including but not limited to e-mail, voice mail, chat rooms, Internet use or history, text messages, pictures, images, writings, words or gestures. While it is not easy to define precisely what harassment is, it includes: slurs, epithets, threats, derogatory comments or visual depictions, unwelcome jokes and teasing.

Students who feel that they have been harassed should report the situation immediately to one of the following members of academic management: Program Director or Dean. If a student makes a report to any of these members of management and the manager either does not respond or does not respond in a manner the student deems satisfactory or consistent with this policy, the student must follow the Right to Report and to Appeal procedures described in this Catalog.

The organization will investigate all such reports as confidentially as possible. Adverse action will not be taken against students because they, in good faith, report or participate in the investigation of a violation of this policy. Violations of this policy are not permitted and may result in disciplinary action, up to and including discharge.

Sexual Harassment

We firmly prohibit sexual harassment of any student by another student, faculty or staff. The purpose of this policy is not to regulate the morality of students, faculty and staff. It is to ensure that in our educational spaces, no one associated with Fortune School of Education is subject to sexual harassment. While it is not easy to define precisely what sexual harassment is, it may include: unwelcome sexual advances, requests for sexual favors, and/or verbal or physical conduct of a sexual nature including, but not limited to, sexually-related drawings, pictures, jokes, teasing, uninvited touching or other sexually-related comments. The conduct prohibited by this policy includes conduct in any form including but not limited to e-mail, voice mail, chat rooms, Internet use or history, text messages, pictures, images, writings, words or gestures. Sexual harassment will not be tolerated. Violations of this policy may result in disciplinary action, up to and including discharge. There will be no adverse action taken against those who report violations of this policy in good faith or participate in the investigation of such violations. Students who feel that they are victims of sexual harassment should immediately report such actions in accordance with the following procedure. All complaints will be promptly and thoroughly investigated as confidentially as possible.

Policy Prohibiting Retaliation

Fortune School of Education will investigate every reported incident immediately. Any student, employee, supervisor or agent of the organization who has been found to have violated this policy may be subject to appropriate disciplinary action, up to and including immediate discharge.

Fortune School of Education will conduct all investigations in a discreet manner. The organization recognizes that every investigation requires a determination based on all the facts in the matter. We also recognize the serious impact a false accusation can have. We trust that all students will continue to act responsibly.

The reporting person and any student participating in any investigation under this policy have the organization's assurance that no reprisals will be taken as a result of a sexual harassment complaint. It is our policy to encourage discussion of the matter, to help protect others from being subjected to similar inappropriate behavior.

Financial Aid and Loans

Fortune School of Education does not participate in any federal or state or other forms of financial aid. However, if a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund.

Student Tuition Recovery Fund Disclosures

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834. Phone: (916) 263-1897. Website: www.bppe.ca.gov

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act or law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Note: Authority cited: Sections 94803, 94877, and 94923, Education Code. Reference: Section 94923, Education Code.

International Student Applicants

Currently, Fortune School of Education does admit international students and does not provide student visas.

Placement Services

Fortune School of Education does not provide placement services.

Prior Experiential Learning

Fortune School of Education does not award credits for prior experiential learning. The only exception is the Early Completion Option for the District Intern Program.

State of California Formal Complaint Procedure

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site www.bppe.ca.gov

Catalog: Distribution, Review, and Unanswered Questions

Fortune School of Education's catalog is made available to students and any interested person via our website (www.fortuneschoolofed.org). The catalog is also made available to students and faculty via our Learning Management System (Populi).

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834.

Website: www.bppe.ca.gov; Phone: (916) 574-8900; Fax: (916) 263-1897.

Notice: Right to Modify

Fortune School of Education adheres to the policies and regulations, course offerings and financial charges as announced in this catalog or other publications. Nevertheless, Fortune School of Education hereby gives notice that it reserves the right to expand, delete or otherwise modify its programs or courses of study, to change its rules affecting the admission and retention of students or the grading of credits or degrees, to change the academic calendars, course offerings, course content or to alter its fees and other charges, whenever such changes are adjudged by its leadership team to be desirable or necessary.

Student Services

Fortune ID Card

All students are issued a printed Student ID upon enrollment at Fortune School of Education.

Fortune Email Account

All students will receive a Fortune Email account. Fortune School of Education may conduct official business by sending students official communication to students' Fortune email accounts. Students are responsible for checking their accounts regularly and for responding to any communications in a timely manner. Failure to do so will not be considered a legitimate reason for a policy exception.

Orientation

At the start of a program, students are required to attend two sessions of Orientation. The first session guides students on the set up of their Fortune Email Account and introduces them to the key features and functionalities of the Learning Management System (Populi). This is also an opportunity for students to connect with members of the IT team, who will provide technological support throughout their participation in the program through the email support@fortuneschool.us.

The second session introduces students to program goals, requirements, policies, schedules, and support systems. This session also offers students an opportunity to seek answer to any remaining questions prior to their first day of class.

Library

General Statement

Fortune School of Education offers students a library at the Sacramento location. The library exists to advance the mission and goals of the institution. The resources are available to meet the information needs of students and faculty. The collection available through the ProQuest database supports all components of the curriculum, providing supplementary and ancillary materials to the courses offered at Fortune.

Electronic Resources

Students and faculty have access to electronic resources available on the ProQuest database, anywhere and anytime, with a web browser. The ProQuest database includes thousands of scholarly journals, books, dissertations and theses and other informational resources.

To access the ProQuest database, students and faculty need to log into their Populi account and search for the Library folder in any course or group shell in which they are enrolled.

Librarian Services

Reference assistance from a librarian is available on site at the Sacramento location as well as via phone or email Monday through Thursday, from 3pm to 6pm.

Phone: (916) 924-8633. Email: library@fortuneschool.us

Study Space

The library can be used as a study space for individuals or small groups. However, users must keep in mind that the library is a quiet place. Those who cause disturbance to other users will be invited to leave.

The library is furnished with tables and chairs and is available Monday through Thursday from 3pm to 6pm. The library space is only available for students and faculty.

Learning Resources

Fortune School of Education has subscribed to the ProQuest database. This database allows students and faculty to access thousands of scholarly journals, books, dissertations and theses, and other multimedia resources in the field of education and beyond. Through the links included in every Populi course shell and Populi group, which is Fortune's Learning Management System, students and faculty can access ProQuest from anywhere at any time.

Housing

Fortune School of Education does not provide housing, dormitory facilities, or any other housing services. Similarly, Fortune School of Education has no responsibility to find or to assist a student in finding housing.

If a student is seeking nearby housing options, there are a number of options within the 95833 zip code. Apartment rentals start around \$1000 per month. In addition, there are many established and new residential neighborhoods. Home prices vary but are consistent with California norms.

Transcripts, Academic Records, and Diplomas

Release of student information

In compliance with the federal Family Education Rights and Privacy Act of 1974 (FERPA), Fortune School of Education is prohibited from providing certain information from student records to a third party, such as information on grades, billing, tuition and fees, assessments, and other student record information. This restriction applies, but is not limited to students' parents, spouse, domestic partner, roommate, relative, or other individual.

Students have the right to review their educational records. Academic records and all related information is available to the student only, unless there is a FERPA release or other valid authorization, for review while enrolled or anytime thereafter.

Transcripts

Transcript requests are accepted only through a Transcript Request Form, which can be found in our website (www.fortuneschoolofed.org). Transcript orders are processed on Fridays, and will be filled within 10 business days. Official transcripts cost \$10.00 per copy. Rush service (48 hours) costs \$20.00 rush per copy. Transcripts are not issued to students with outstanding fees.

Retention of Student Records

In accordance with CEC 94900 and 5, CCR 71920, Fortune School of Education retains, secures, and disposes of all student academic records in accordance with local, state, and federal regulations. Fortune maintain students' records including grades, attendance, prior education and training, financials and awards received. All students' records are maintained on a secure environment at the Sacramento location for five years past date of program completion. Transcripts are maintained indefinitely.

Diplomas

Diplomas are awarded upon successful completion of the program. Diplomas are not issued to students with outstanding fees.

Academic Programs

Degree Granting Program: **To Be Launched in 2023-2024**

Master's in Education and Social Justice

This graduate program offers opportunities to explore the complex links between education and social justice, focusing on current research, educational policy, and societal issues. Students will reflect on ways to address problems impacting human rights, the environment, and educational systems. Students pursuing this program will have several opportunities to integrate theory and practice in a variety of learning contexts. Through their engagement with organizations focused on addressing major social issues, students will hone their skills on how to advocate for changes for educational systems and society as a whole. This program is designed for those who are committed—or aspire to commit to—education, community organizing, and social change.

Successful completion of this graduate program leads to a Master's of Arts degree in Education and Social Justice.

Application Requirements and Procedures

The documents listed below must be submitted with the Populi application form, which can be found at www.fortuneschoolofed.org under Apply.

1. Complete application form
2. \$100 non-refundable application fee
3. Current resume or CV
4. Statement of purpose: The statement of purpose must have between 400 and 500 words. It includes a brief narrative describing your background and career goals, the reasons why you wish to join this program, and how this program can impact your personal and/or professional life. You may also discuss how issues of education and social justice have affected you. The goal of the statement of purpose is to give the Selection Committee a sense of who you are and your reasons to apply to this program.
5. Two (2) recommendation letters from professors, employers, or other individuals with whom you have collaborated in a professional capacity.
6. Bachelor's degree from a regionally accredited college or university. The minimum required GPA is 3.0 on a 4.0 scale in your undergraduate or previous graduate coursework. Official transcript of coursework from each higher education institution attended are required.

Once a complete application is received, applicants will be invited for an interview with the Selection Committee. Interviews are a requirement. Final decisions are communicated via email within a week after the interview.

Dates related to the admission process are identified in the program calendar at the end of this catalog. Inquiries should be sent to: admissions@fortuneschool.us

Credits Earned at Other Institutions

Fortune School of Education has not entered into an articulation or transfer agreements with other colleges, universities, or other educational institutions. However, it may accept transfer of graduate credits according to the description below.

- a. Credit units must be earned at institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education.
- b. Credit units must be at the graduate level at the institution of origin.
- c. Credit units must be relevant to the degree offered at Fortune School of Education and be approved by the Dean.
- d. Credit units earned more than two years prior to enrollment at Fortune School of Education will not be accepted.
- e. A grade of “B” or higher must have been earned.
- f. Students must provide supporting documents describing the course content.
- g. The maximum amount of transfer credits accepted in this program are 6 semester units.

Expenses

Application fee: \$100

Graduation application fee: \$50

Official transcript Fee: \$10

- Rush Order: \$20

Tuition: \$13,500 for five (5) terms.

Total charges: \$13,650

Note: The state of California requires the collection of an assessment of two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges, rounded to the nearest thousand dollars, from each student in an educational program who is a California resident or is enrolled in a residency program. For institutional charges of one thousand dollars (\$1,000) or less, the assessment is zero dollars (\$0).

Program Requirements

The successful completion of all required courses (30 semester units) as listed below.

Courses	Credits	Hours
EDU605 Academic Writing	2	30

EDU610 Education for Social Justice	3	45
EDU615 Critical Race Theory in Education	4	60
EDU650 Gender and Sexuality in Education	4	60
EDU670 Environmental Justice	2	30
EDU690 Migrants, Refugees, and Human Rights	3	45
EDU710 Social Justice and Education Policy	4	60
EDU760 Advocacy, Community Organizing, and Education	4	60
EDU780 Practicum	2	30
EDU790 Capstone	2	30
Total	30	450

Delivery Format

This program is offered through a combination of synchronous and asynchronous instruction. The synchronous instruction will be offered through the use of Zoom platform. The asynchronous instruction will be delivered through the Populi, a Learning Management System widely used in the educational field.

This program also requires field experience hours for successful completion of EDU780 Practicum.

Course Offerings

Information about course offerings and a detailed program calendar will be included in the Catalog 2023-2024.

Program Specific Policies

Graduation Request Period: In order to be declared for degree completion, students must file a Petition to Graduate and pay the graduation application fee by the deadlines outlined in the academic calendar at the end of this Catalog.

Faculty

Aneela Amer

BA, University of the Punjab, Lahore, Pakistan; B.Ed. Allama Iqbal Open University, Islamabad, Pakistan; MA, University of the Punjab, Lahore, Pakistan; EdD, California State University East Bay, CA

Emily Boyles

BA, Emory and Henry College, VA; Med, Liberty University, VA; EdD, Virginia Tech, VA

Roque Neto

BA, Pontificia Universidade Católica de São Paulo; MA, UNIFAC; MA, Universidade Cidade de São Paulo; BS, St. Mary's College of California; EdD, St. Mary's College of California

Abul Pitre

BS, Southern University, Baton Rouge, LA; MA, Southern University, Baton Rouge, LA; PhD, Colorado State University, Fort Collins, CO

Laureen Riddick

BS, California State University, Sacramento; MA, California State University, Sacramento; EdD, University of the Pacific, Stockton, CA

David Warmbier

BA, Concordia University, Irvine; MEd, University of San Diego; EdD, Concordia University, Portland

Course Descriptions

EDU 605 | ACADEMIC WRITING

Units: 2 Pre-Requisite: Program Enrollment

This course introduces students' research and academic writing skills. Students will examine the principles of the scientific method and research design techniques common to qualitative, quantitative, and mixed methods research. Through critical review of research articles, students will explore writing techniques necessary to produce expository and analytical papers to the

standards of publishable work. This course emphasizes the writing of a literature review and the tasks associated with it, such as electronic searches, retrieval methods, and citation.

EDU 610 | EDUCATION FOR SOCIAL JUSTICE

Units: 3 Pre-Requisite: Program Enrollment

This course explores the nexus between education and social justice, through the examination of historical and contemporary systems of privilege and oppression in societal structures, especially in educational systems. Using critical theories as framework and recent research as resources, students will examine social justice concepts such as ableism, achievement gap, classism, culture, intersectionality, privilege, racism, sexism, and socialization. Students will also reflect on their own experiences with these issues.

EDU 615 | CRITICAL RACE THEORY IN EDUCATION

Units: 4 Pre-Requisites: EDU605 and EDU610

This course explores the foundations and central tenets of Critical Race Theory (CRT) and its scholarly applications meant to identify and disrupt racial inequities in educational systems. This course will also discuss CRT's branches: TribalCrit, LatCrit, AsianCrit, etc. Students will examine how race mediates the cultural norms, policies, and practices that determine educational outcomes. Additionally, students will critique the strengths and limitations of CRT as a theoretical framework for addressing educational inequities.

EDU 650 | GENDER AND SEXUALITY IN EDUCATION

Units: 4 Pre-Requisites: EDU605 and EDU610

This course explores gender and sexuality from the personal, interpersonal, and institutional dimensions. This course also examines how gender and sexuality intersects with race and class from the perspective of systems of privilege and oppression. Additionally, this course will prepare students to critically analyze the ways in which social and cultural forces shape us as gendered individuals in the context of educational institutions and processes. Finally, this course supports students in developing a rich comprehension of feminist and queer approaches to the social construction of gender and sexuality.

EDU 670 | ENVIRONMENTAL JUSTICE

Units: 2 Pre-Requisites: EDU615 and EDU650

This course explores historical, political and theoretical foundations of the environmental justice movement. By examining current cases of environmental injustices, students will analyze how race and class intersect to produce inequalities to social groups. To better understand the disproportionate impacts that environmental injustices have on communities of color, students will also explore how key stakeholders have responded to environmental issues in the United States.

EDU 690 | MIGRANTS, REFUGEES, AND HUMAN RIGHTS

Units: 3 Pre-Requisites: EDU615 and EDU650

This course examines how migration and population displacement shape the relationship among citizens and states. Drawing from historical and contemporary cases, this course explores the challenges refugees face and the political responses to their arrival to other nations. Students will also analyze these political responses through the lenses of human rights, democratic stability, and international cooperation. This course also discusses the impacts of climate-induced displacement and transnational organized crime.

EDU 710 | SOCIAL JUSTICE AND EDUCATION POLICY

Units: 4 Pre-Requisites: EDU670 and EDU690

This course explores education policy decision making at the federal, state, and local levels, and its impact on educational systems and the community. Using social justice as framework, students will examine the government's authority over education decision-making and the processes to resolve competing policy arguments in the political context. This course also includes exposure to various theories and methods of study of education policy.

EDU 760 | ADVOCACY, COMMUNITY ORGANIZING, AND EDUCATION

Units: 4 Pre-Requisites: EDU670 and EDU690

This course provides students with theoretical foundations and practical skills to plan advocacy and community organizing actions. It examines various elements of advocacy, including building coalitions, carrying out action plans, and the use of contemporary mass media. This course also covers the challenges and opportunities of advocacy and community organizing. The main focus of this course is the link between advocacy and educational systems.

EDU 780 | PRACTICUM

Units: 2 Pre-Requisites: EDU710 and EDU760

This course is an off-campus experiential learning activity designed to enable students to make connections between theory and practice. This course is a culminating opportunity to apply the knowledge acquired through academic preparation, while mastering the skills of a practitioner in an area of social justice.

EDU 790 | CAPSTONE

Units: 2 Pre-Requisites: EDU710 and EDU760

This course provides graduating students in the Education and Social Justice program an opportunity to integrate learning from their coursework with their practicum experiences. Additionally, this course offers students direction and support for completing their individual Capstone project, creatively engaging their professional interests and the most recent research

in their area of interest. Using a workshop format, this course allows students to regularly receive feedback on components of their work-in-progress from classmates and the instructor.

Job Classification

Completion of the Master's in Education and Social Justice may qualify individuals for a number of employment opportunities. The following list is taken from the Bureau of Labor and Statistics website: www.bls.gov.

11-1020 General and Operations Managers

- 11-1021 General and Operations Managers

25-1060 Social Sciences Teachers, Postsecondary

- 25-1062 Area, Ethnic, and Cultural Studies Teachers, Postsecondary

25-1080 Education and Library Science Teachers, Postsecondary

- 25-1081 Education Teachers, Postsecondary

Administrative Services Credentialing Program

School Leadership Program

The School Leadership Program is focused on producing school leaders who will develop and lead high-quality schools in high need areas. This one-year, intensive leadership program is open to educators who want to earn a Preliminary Administrative Services Credential. Participants will be under the guidance of Fortune School of Education faculty with deep expertise in educational leadership, including charter school development and operations.

Candidates are grouped into a cohort and are supported in their training by Instructors and Coaches.

Candidates complete 200 hours (20 quarter units) of coursework and field supervision. These hours also include the educational leadership project, which is one of the culminating assessments of the program. After completing the program and passing the three cycles of the California Administrator Performance Assessment, candidates are recommended for the Preliminary Administrative Services Credential or the Certificate of Eligibility, depending on their job status.

Application Requirements and Procedures

The documents listed below must be submitted with the Populi application form, which can be found at www.fortuneschoolofed.org under Apply.

1. Completed Application Form
2. \$60 Non-Refundable Application Fee
3. Letter of Candidate Introduction
4. Official Transcripts with BA/BS Degree posted Verification of Experience
5. Three Recommendation Form *(Note: Personal recommendations will not be considered.)*

Once a complete application is received, applicants will be invited for an interview with the Selection Committee. Interviews are a requirement. Final decisions are communicated via email within a week after the interview.

Eligibility Criteria

1. Possession of a valid prerequisite teaching or services credential (Prerequisite Credential definitions below):
 - a. A valid California clear or life teaching credential requiring a bachelor's degree and a program of professional preparation, including student teaching.
 - b. Or, a valid California clear or life Designated Subjects Teaching Credential.
 - c. Or, a valid clear or life California Pupil Personnel Services Credential.
 - d. Holds an English Learner Authorization.
2. A minimum of five years of successful, full-time service in the public schools or private schools equivalent status; and,
3. Passage of the California Basic Educational Skills Test (CBEST).

Credits Earned at Other Institutions

Fortune School of Education has not entered into an articulation or transfer agreements with other colleges, universities, or other educational institutions. However, it may accept transfer of graduate credits according to the description below.

- a. Credit units must be earned at institutions accredited by the California Commission on Teacher Credentialing
- b. Credit units must be at the graduate level at the institution of origin.
- c. Credit units must be relevant to the Educational Leadership Program offered at Fortune School of Education and be approved by the Dean.
- d. Credit units earned more than two years prior to enrollment at Fortune School of Education will not be accepted.
- e. A grade of "B" or higher must have been earned.
- f. Students must provide supporting documents describing the course content.
- g. The maximum amount of transfer credits accepted in this program are 3 quarter units.

Expenses:

Application fee: \$60

Preliminary Credential or Certificate of Eligibility Processing fee: \$10

Official transcript Fee: \$10

- Rush Order: \$20

Tuition: \$7,500 for four (4) quarter terms.

Total charges: \$7,570

Note: The state of California requires the collection of an assessment of two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges, rounded to the nearest

thousand dollars, from each student in an educational program who is a California resident or is enrolled in a residency program. For institutional charges of one thousand dollars (\$1,000) or less, the assessment is zero dollars (\$0).

Program Requirements:

Completion of all required courses as listed below.

Courses	Hours	Credits
EDU501 Program Orientation	2	0.2
EDU590 Diverse Learning Communities: Political, Cultural and Social Implications	24	2.4
EDU591 Vision of Teaching and Learning: Improvement of Instruction and Student Achievement	36	3.6
EDU592 Field Experiences	30	3.0
EDU593 Educational Leadership: Human and Economic Resources	32	3.2
EDU594 Legal Framework and Personal Ethics	32	3.2
EDU595 Organizational Management and School Governance	16	1.6
EDU596 Culminating Experience: Educational Leadership Project	28	2.8
Total	200	20

The successful completion of all courses with grades of B or higher are required for the completion of the School Leadership Program.

Notice: To be recommended for a Preliminary Administrative Services Credential or a Certificate of Eligibility from the California Commission on Teacher Credentialing, candidates must pass all cycles of the California Administrator Performance Assessment (CalAPA).

Delivery Format

This program may be offered through a hybrid (in-person/online) method and exclusively online, through a combination of synchronous and asynchronous instruction. Synchronous instruction will be delivered through the Zoom platform and asynchronous instruction will be delivered through Fortune’s Learning Management System: Populi. The only exception is the EDU592 Field Experiences course, which will combine field experience, workshops, group activities, and individual meetings with instructors.

Course Offerings

The School Leadership program is an intensive one-year program, offered in four quarter terms from January to December: Winter Quarter, Spring Quarter, Summer Quarter, and Fall Quarter. A detailed program calendar can be found at the end of this catalog.

Program Specific Policies

Credential Request: In order to be recommended for the preliminary credential or the certificate of eligibility, after completing all requirements from the Commission on Teacher Credentialing, students must file a Credential Request and pay a processing fee.

Faculty

Bonnie Bensen

BSC, Santa Clara University, CA

Vendetta Dozier-Brown (Coach)

BS, George Washington University, Washington, DC, MA, University of Michigan, MI; EdD, Concordia University, Irvine, CA

Roque Neto

BA, Pontificia Universidade Católica de São Paulo; MA, UNIFAC; MA, Universidade Cidade de São Paulo; BS, St. Mary's College of California; EdD, St. Mary's College of California

Dave Patterson

BA, University of California, Los Angeles; MA, George Washington University; EdD, University of Southern California

Wes Pepper

BA, Sonoma State University; MS, Pace University, NY

Course Descriptions

EDU 501 | PROGRAM ORIENTATION

Units: 0.2

The Program Orientation introduces participants to the School Leadership Program, the California Administrator Performance Expectations (CAPE) and the California Administrative Performance Assessment (CalAPA). Participants receive guidance on the use of Populi and Fortune's email account. Participants are given the opportunity to meet instructors and staff.

EDU 590 | DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL, & SOCIAL IMPLICATIONS

Units: 2.4

Focus on increasing student learning outcomes through the development of a strong, adult-led, student-centered school culture. Provide candidates with the process and tools to establish a clear vision, focus, and set of expectations for staff members. Provide candidates with guided research and methodology related to environmental contexts, organizational culture, intra-organizational systems, and their influence on human behavior and educational outcomes. Candidates are introduced to practices for developing communities of practice, strengthening partnerships, and establishing opportunities for collaboration with families and other stakeholders.

EDU 591 | VISION OF TEACHING & LEARNING: IMPROVEMENT OF INSTRUCTION & STUDENT ACHIEVEMENT

Units: 3.6

Focus on improving student learning outcomes through the improvement of instruction. Theories of leadership, organizational practices, and decision making will be reviewed. View the leader in a variety of roles and in various contexts. This course will provide candidates with best practices in Purposeful Planning and Data-Driven Instruction from high-performing schools serving high-minority and high-poverty student populations and communities.

EDU 592 | FIELD EXPERIENCES

Units: 3

Candidates will engage in relevant field experiences at their own school site as they develop an action research plan. Partners will facilitate opportunities to promote communities of practice and establish productive, working relationships to promote student success. Candidates will collect and analyze data on student performance, school culture, and demographics guided by the CalAPA Standards and their action research projects. Coaches will guide the cognitive rhetoric for effectively facilitating the analysis and revisions of existing curriculum, content standards, and pedagogical strategies.

EDU 593 | EDUCATIONAL LEADERSHIP: HUMAN & ECONOMIC RESOURCES

Units: 3.2

Empowering school leader candidates through theories, concepts, and applications for the development and management of human and economic resources. Review funding sources at State and Local levels. Participate in developing and implementing effective personnel policies. to increase student learning outcomes through the leveraging of Human and Economic Resources. This course will provide candidates with management strategies for all communities including high-performing schools serving high-minority and high-poverty student populations and communities.

EDU 594 | LEGAL FRAMEWORK & PERSONAL ETHICS

Units: 3.2

Empower school leader candidates to increase student learning outcomes by modeling a personal code of ethics and developing professional leadership capacity, as well as ensuring that the school operates within the Legal Framework. This course will also provide candidates with best practices from high performing schools and school leaders serving high minority and high poverty student populations and communities. Review practices for facilitating professional and personal growth opportunities for faculty, staff, parent(s)/guardian(s), and other members of the school community.

EDU 595 | ORGANIZATIONAL MANAGEMENT & SCHOOL GOVERNANCE**Units: 1.6**

Focus on candidates working with administrators to collaborate with governing boards, district and local leaders to learn how to influence policies that benefit students. Candidates will develop systems to run efficient & effective school operations. Facilitate the development of a shared commitment to vision among all members of the school community.

EDU 596 | CULMINATING EXPERIENCE: EDUCATIONAL LEADERSHIP PROJECT**Units: 2.8**

Candidates will engage in professional communities that promote opportunities for leading administrators and practitioners in the field of educational administration to share space further allowing for collaborative exchange and appropriate mentoring creating a foundation for candidates to learn the skills necessary for becoming future leaders.

Job Classification

Completion of the School Leadership Program prepares individuals to qualify for a number of employment opportunities. The following list is taken from the Bureau of Labor and Statistics website: www.bls.gov.

11-9030 Education and Childcare Administrators

- 11-9032 Education Administrators, Kindergarten through Secondary

Teacher Credentialing Programs**Pre-Service**

Before students officially begin their teaching internship, the California Commission on Teacher Credentialing mandates that they successfully complete Pre-Service instruction. Our Pre-Service is a rigorous “boot camp” for prospective teachers, designed to ensure they are fully

prepared for the classroom. It requires 170 hours (17 quarter units). Our Pre-Service program provides students an introduction to classroom management, lesson planning, and instructional strategies with a focus on reading and second-language learners. Successful completion of Pre-Service is also a requirement for admission to Fortune School's District Intern Program.

Application Requirements & Procedures

The documents listed below must be submitted with the Populi application form, which can be found at www.fortuneschoolofed.org under Apply.

1. Admissions Application
2. Official Transcripts with Bachelor's Degree Posted
3. Passing Score Sheet for the California Basic Education Skills Test (CBEST)
4. One Page Resume
5. One Page Personal Statement
6. Three Professional Recommendations
7. \$100 Non-refundable Application Fee
8. Proof of Passing a Collegiate-Level Course or Examination in the US Constitution
9. Certificate of Clearance issued by the California Commissions on Teacher Credentialing with No Convictions

Once a complete application is received, applicants will be invited for an interview with the Selection Committee. Interviews are a requirement.

Final decisions are communicated via email within a week after the interview.

Dates related to the admission process are identified in the academic calendar at the end of this catalog. Inquiries should be sent to: admissions@fortuneschool.us

Credits Earned at Other Institutions

Fortune School of Education has not entered into an articulation or transfer agreements with other colleges, universities, or other educational institutions. However, it may accept transfer of graduate credits according to the description below.

- a. Credit units must be earned at institutions accredited by the California Commission on Teacher Credentialing
- b. Credit units must be at the graduate level at the institution of origin.
- c. Credit units must be relevant to the Pre-Service Program offered at Fortune School of Education and be approved by the Dean.
- d. Credit units earned more than two years prior to enrollment at Fortune School of Education will not be accepted.
- e. A grade of "B" or higher must have been earned.
- f. Students must provide supporting documents describing the course content.
- g. The maximum amount of transfer credits accepted in this program are 3 quarter units.

Expenses

Application fee: \$100

Official transcript Fee: \$10

- Rush Order: \$20

Tuition: \$1,500 for one (1) term.

Total charges: \$1,600

Note: The state of California requires the collection of an assessment of two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges, rounded to the nearest thousand dollars, from each student in an educational program who is a California resident or is enrolled in a residency program. For institutional charges of one thousand dollars (\$1,000) or less, the assessment is zero dollars (\$0).

Program Requirements

Program Requirements for Pre-Service students vary according to their credential track. There are three credential tracks offered at Fortune School of Education: Multiple Subject, Single Subject and Education Specialist.

The tables below show the course requirements for each track.

	Pre-Service: Single Subject	Hours	Credits
EDU 500	Overview of the Pre-Service Program	5	0.5
EDU 502	Organizing & Managing the Classroom/Positive Behavior Management	30	3
EDU 504	Reading and Writing in the Content Area	20	2
EDU 505	Preparation to Teach English Learners	45	4.5
EDU 506	Teaching Exceptional Children – Typical & Atypical Development	20	2
EDU 510A	Instructional Planning: <ul style="list-style-type: none">• English• Math• Physical Education	30	3

	<ul style="list-style-type: none"> • Science • History/Social Science • World Languages 		
EDU 521	Field Experience	15	1.5
EDU 523	Capstone	5	0.5
	Total	170	17

	Pre-Service: Multiple Subject	Hours	Units
EDU 500	Overview of the Pre-Service Program	5	0.5
EDU 502	Organizing & Managing the Classroom/Positive Behavior Management	30	3
EDU 503	Preparing to Teach Reading/Language Arts	20	2
EDU 505	Preparation to Teach English Learners	45	4.5
EDU 506	Teaching Exceptional Children – Typical & Atypical Development	20	2
EDU 511	Instructional Planning – Multiple Subject	30	3
EDU 521	Field Experience	15	1.5
EDU 523	Capstone	5	0.5
	Total	170	17

	Pre-Service: Education Specialist	Hours	Units
EDU 500	Overview of the Pre-Service Program	5	0.5
EDU 502	Organizing & Managing the Classroom/Positive Behavior Management	30	3
EDU 503	Preparing to Teach Reading/Language Arts	20	2
EDU 505	Preparation to Teach English Learners	45	4.5
EDU 506	Teaching Exceptional Children – Typical & Atypical Development	20	2
EDU 515	Individualized Education Programs – Development & Implementation	30	3
EDU 522	Field Experience	15	1.5
EDU 523	Capstone	5	0.5
	Total	170	17

Successful completion of all courses, with overall 3.0 GPA.

Delivery Format

Instruction in Pre-Service program may be offered through a hybrid (in-person/online) method and exclusively online, through a combination of synchronous and asynchronous instruction. Synchronous instruction will be delivered through the Zoom platform and asynchronous instruction will be delivered through Fortune’s Learning Management System: Populi. The only exceptions are EDU521 and EDU522 courses, which require field experiences.

Course Offerings

The Pre-Service is an intensive program offered three times a year: Summer (August-September), Winter (January-February), and Spring (June-July). A detailed program calendar can be found at the end of this catalog.

District Intern Program

After successful completion of the Pre-Service program, district interns participate in one- or two-year training programs. During this time, district interns hold a District Intern Credential issued by the California Commission on Teacher Credentialing. This credential allows them to be full-time teachers of record, while participating in courses that include effective teaching strategies and techniques based upon current research on cognitive learning and best teaching practices, and field experiences which provide a breadth of professional development experiences.

Single Subject: In addition to the 170 Pre-Service hours, Single Subject interns complete a total of 425 hours of course work and supervision. Those joining the program in 2022-2023 will complete a total of 350 hours of course work and supervision, in addition to Pre-Service. After the successful completion of all coursework, successful teaching on the District Intern Credential, and successful completion of the California Teaching Performance Assessments, the Single Subject intern is recommended for the Preliminary California Teaching Credential.

Multiple Subject: In addition to the 170 Pre-Service hours, Multiple Subject interns complete a total of 450 hours of course work and supervision. Those joining the program in 2022-2023 will complete a total of 390 hours of course work and supervision, in addition to Pre-Service. After the successful completion of all coursework, successful teaching on the District Intern Credential, successful completion of the California Teaching Performance Assessments, and passage of the Reading Instruction Competence Assessment (RICA) Exam, the Multiple Subject intern is recommended for their Preliminary California Teaching Credential.

Education Specialist: In addition to the 170 Pre-Service hours, Education Specialist interns complete a total of 460 hours of course work and supervision. Those joining the program in 2022-2023 will complete a total of 400 hours of course work and supervision, in addition to Pre-Service. After the successful completion of all coursework, successful teaching on the District Intern Credential, successful completion of the California Teaching Performance Assessments, successful completion of the exit portfolio and passage of RICA Exam, the Education Specialist intern is recommended for the appropriate California Teaching Credential.

Application Requirements & Procedures

The documents listed below must be sent to Admissions: admissions@fortuneschool.us

1. Form 41-4 from the California Commission of Teacher Credentialing.
2. Enrollment fee: \$50

3. Copy of report indicating subject matter competency (SS and MS Tracks only):
 1. California Subject Examinations for Teachers (CSET) OR
 2. Subject Matter Equivalency Letter
4. School or school district issued document attesting full-time teaching contract teaching at least 50% in subject area.

Eligibility Criteria

1. Successful completion of Pre-Service with overall 3.0 GPA or higher.
2. Obtain positive faculty recommendations.
3. Secure full-time teaching contract with a participating school or school district, teaching at least 50% in subject area.

Dates related to the admission process are identified in the program calendar at the end of this catalog. Inquiries should be sent to: admissions@fortuneschool.us

Credits Earned at Other Institutions

Fortune School of Education has not entered into an articulation or transfer agreements with other colleges, universities, or other educational institutions. However, it may accept transfer of graduate credits according to the description below.

- a. Credit units must be earned at institutions accredited by the California Commission on Teacher Credentialing
- b. Credit units must be at the graduate level at the institution of origin.
- c. Credit units must be relevant to the District Intern Program offered at Fortune School of Education and be approved by the Dean.
- d. Credit units earned more than two years prior to enrollment at Fortune School of Education will not be accepted.
- e. A grade of “B” or higher must have been earned.
- f. Students must provide supporting documents describing the course content.
- g. The maximum amount of transfer credits accepted in this program are 6 quarter units.

Expenses

Enrollment fee: \$750

Preliminary Credential Processing fee: \$10

Official transcript Fee: \$10

- Rush Order: \$20

Professional Growth Plan under Extension: \$500 per term

Tuition: \$11,900 for seven (7) quarter terms.

Total charges: \$12,660

Note: The state of California requires the collection of an assessment of two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges, rounded to the nearest thousand dollars, from each student in an educational program who is a California resident or is

enrolled in a residency program. For institutional charges of one thousand dollars (\$1,000) or less, the assessment is zero dollars (\$0).

Program Requirements

Program Requirements for district interns vary according to their credential track. There are three credential tracks offered at Fortune School of Education: Multiple Subject, Single Subject and Education Specialist.

The tables below show the course requirements for each track.

Education Specialist: Ends in 2022-2023

Course	Hours	Credits
EDU530A Foundations of Teaching	25	2.5
EDU530B Practicum: Foundations of Teaching	15	1.5
EDU531A Planning for Data-Driven Instruction	25	2.5
EDU531B Practicum: Planning for Data-Driven Instruction	15	1.5
EDU532A Supporting Diverse Learners	25	2.5
EDU532B Practicum: Supporting Diverse Learners	15	1.5
EDU535A Effective Instructional Delivery	20	2.0
EDU535B Practicum: Effective Instructional Delivery - Education Specialist	15	1.5
EDU573 Healthy Environments for Student Learning	20	2.0
EDU550 Methodology of Teaching Reading and Writing	30	3.0
EDU561A Field Experience/Supervision	10	1.0
EDU561B Field Experience/Supervision	10	1.0
EDU561C Field Experience/Supervision	10	1.0
EDU576 Collaboration, Consultation, and Case Management	30	3.0
EDU574 Application of Legal Issues in Special Education	20	2.0
EDU556 Technology in the Classroom	30	3.0
EDU570 Behavioral, Social, and Environmental Supports for Learning	30	3.0
EDU578 Strategies for Teaching Students with Disabilities	30	3.0
EDU575 Transition Planning in Special Education	15	1.5
EDU579 Assessment and Evaluation of Students with Mild/Moderate Disabilities	40	4.0
EDU561D Field Experience/Supervision	10	1.0
EDU561E Field Experience/Supervision	10	1.0

EDU561F Field Experience/Supervision	10	1.0
Total	460	46

Education Specialist: Effective 2022-2023

Course	Hours	Credits
EDU530A Foundations of Teaching	25	2.5
EDU530B Practicum: Foundations of Teaching	15	1.5
EDU531A Planning for Data-Driven Instruction	25	2.5
EDU531B Practicum: Planning for Data-Driven Instruction	15	1.5
EDU532 Healthy Environments for Diverse Learners	25	2.5
EDU578 Strategies for Teaching Students with Support Needs	30	3.0
EDU550 Methodology of Teaching Reading and Writing	30	3.0
EDU556 Technology in the Classroom	20	2.0
EDU561A Field Experience/Supervision	10	1.0
EDU561B Field Experience/Supervision	10	1.0
EDU561C Field Experience/Supervision	10	1.0
EDU579 Assessment and Evaluation of Students with Mild/Moderate Support Needs	35	3.5
EDU574 Application of Legal Issues in Special Education	20	2.0
EDU576 Collaboration, Consultation, and Case Management	30	3.0
EDU570A Behavioral, Social, and Environmental Supports for Learning	20	2.0
EDU570B Practicum: Behavioral, Social, and Environmental Supports for Learning	10	1.0
EDU575 Transition Planning in Special Education	15	1.5
EDU580 Advanced Topics in Special Education	25	2.5
EDU561D Field Experience/Supervision	10	1.0
EDU561E Field Experience/Supervision	10	1.0
EDU561F Field Experience/Supervision	10	1.0
Total	400	40

Multiple Subject: Ends in 2022-2023

Course	Hours	Credits
EDU530A Foundations of Teaching	25	2.5

EDU530B Practicum: Foundations of Teaching	15	1.5
EDU531A Planning for Data-Driven Instruction	25	2.5
EDU531B Practicum: Planning for Data-Driven Instruction	15	1.5
EDU532A Supporting Diverse Learners	25	2.5
EDU532B Practicum: Supporting Diverse Learners	15	1.5
EDU535A Effective Instructional Delivery	20	2.0
EDU535B Practicum: Effective Instructional Delivery - Multiple Subject	15	1.5
EDU573 Healthy Environments for Student Learning	20	2.0
EDU550 Methodology of Teaching Reading and Writing	30	3.0
EDU560A Field Experience/Supervision	10	1.0
EDU560B Field Experience/Supervision	10	1.0
EDU560C Field Experience/Supervision	10	1.0
EDU512 Instructional Planning: Mathematics	30	3.0
EDU513 Instructional Planning: History/Social Science & Visual/Performing Arts	30	3.0
EDU514 Instructional Planning: Science, Health & Physical Education	30	3.0
EDU555 Technology in the Classroom	30	3.0
EDU571 Advanced Planning and Instructional Delivery	20	2.0
EDU577 Practicum: Advanced Planning and Instructional Delivery	45	4.5
EDU560D Field Experience/Supervision	10	1.0
EDU560E Field Experience/Supervision	10	1.0
EDU560F Field Experience/Supervision	10	1.0
Total	450	45

Multiple Subject: Effective 2022-2023

Course	Hours	Credits
EDU530A Foundations of Teaching	25	2.5
EDU530B Practicum: Foundations of Teaching	15	1.5
EDU531A Planning for Data-Driven Instruction	25	2.5
EDU531B Practicum: Planning for Data-Driven Instruction	15	1.5
EDU532 Healthy Environments for Diverse Learners	25	2.5
EDU535 Effective Instructional Delivery	30	3.0
EDU550 Methodology of Teaching Reading and Writing	30	3.0

EDU560A Field Experience/Supervision	10	1.0
EDU560B Field Experience/Supervision	10	1.0
EDU560C Field Experience/Supervision	10	1.0
EDU512 Instructional Planning: Mathematics	30	3.0
EDU513 Instructional Planning: History/Social Science & Visual/Performing Arts	30	3.0
EDU514 Instructional Planning: Science, Health & Physical Education	30	3.0
EDU571 Advanced Planning and Instructional Delivery	30	3.0
EDU555 Technology in the Classroom	20	2.0
EDU577 Advanced Topics in General Education	25	2.5
EDU560D Field Experience/Supervision	10	1.0
EDU560E Field Experience/Supervision	10	1.0
EDU560F Field Experience/Supervision	10	1.0
Total	390	39

Single Subject: Ends 2022-2023

Course	Hours	Credits
EDU530A Foundations of Teaching	25	2.5
EDU530B Practicum: Foundations of Teaching	15	1.5
EDU531A Planning for Data-Driven Instruction	25	2.5
EDU531B Practicum: Planning for Data-Driven Instruction	15	1.5
EDU532A Supporting Diverse Learners	25	2.5
EDU532B Practicum: Supporting Diverse Learners	15	1.5
EDU535A Effective Instructional Delivery	20	2.0
EDU535B Practicum: Effective Instructional Delivery	15	1.5
<ul style="list-style-type: none"> - English - Math - Science - Physical Education - History/Social Science - World Language 		
EDU573 Healthy Environments for Student Learning	20	2.0
EDU560A Field Experience/Supervision	10	1.0
EDU560B Field Experience/Supervision	10	1.0
EDU560C Field Experience/Supervision	10	1.0
EDU510B Instructional Planning:	30	3.0

- English - Math - Physical Education - Science - History/Social Science - World Languages		
EDU568 Methodology of Teaching Reading and Writing in the Content Area	20	2.0
EDU569 Practicum: Advanced Reading & Writing: Data Analysis, Reflection and Lesson Planning	45	4.5
EDU555 Technology in the Classroom	30	3.0
EDU571 Advanced Planning and Instructional Delivery	20	2.0
EDU577 Practicum: Advanced Planning and Instructional Delivery	45	4.5
EDU560D Field Experience/Supervision	10	1.0
EDU560E Field Experience/Supervision	10	1.0
EDU560F Field Experience/Supervision	10	1.0
Total	425	42.5

Single Subject: Effective 2022-2023

Course	Hours	Credits
EDU530A Foundations of Teaching	25	2.5
EDU530B Practicum: Foundations of Teaching	15	1.5
EDU531A Planning for Data-Driven Instruction	25	2.5
EDU531B Practicum: Planning for Data-Driven Instruction	15	1.5
EDU532 Healthy Environments for Diverse Learners	25	2.5
EDU535 Effective Instructional Delivery	30	3.0
EDU510B Instructional Planning: - English - Math - Science - Physical Education - History/Social Science - World Language	30	3.0
EDU560A Field Experience/Supervision	10	1.0
EDU560B Field Experience/Supervision	10	1.0
EDU560C Field Experience/Supervision	10	1.0
EDU568 Methodology of Teaching Reading & Writing in the Content Area	30	3.0
EDU510C Instructional Planning:	20	2.0

- English		
- Math		
- Physical Education		
- Science		
- History/Social Science		
- World Languages		
EDU571 Advanced Planning and Instructional Delivery	30	3.0
EDU555 Technology in the Classroom	20	2.0
EDU577 Advanced Topics in General Education	25	2.5
EDU560D Field Experience/Supervision	10	1.0
EDU560E Field Experience/Supervision	10	1.0
EDU560F Field Experience/Supervision	10	1.0
Total	350	35

Delivery Format

Instruction in the District Intern program may be offered through a hybrid (in-person/online) method and exclusively online, through a combination of synchronous and asynchronous instruction. Synchronous instruction will be delivered through the Zoom platform and asynchronous instruction will be delivered through Fortune’s Learning Management System: Populi. The only exceptions are EDU560 and EDU56I courses, which require field experiences, observations, and individual meetings with instructors.

Course Offerings

This is a two-year program offered in several quarter terms. Year 1 starts in the Fall Quarter and ends in the Spring Quarter, while Year 2 starts in the Summer Quarter and ends in the Spring Quarter. A detailed program calendar can be found at the end of this catalog.

Program Specific Policies

Readmission: The readmission process starts with a written formal letter to the Program Director requesting readmission. This involves a review of the petitioner’s academic file, credential status, financial standing, and will be presented to the Higher Education Committee for review. Interns granted readmission into Fortune School must renew their application, provide required support materials and fees, and find employment in a school district within our consortium by the employment deadline (September 1). New Memorandums of Understanding (MOUs) will not be sought for non-participating schools or districts. Readmission into Fortune School does not guarantee the intern will receive a new contract with another school district - *it is the intern’s responsibility to seek new employment*. If employment is not attained before the September 1st deadline, the intern will not be eligible to continue the

program. If a new contract is signed, it is the intern's responsibility to submit a signed copy of the contract to Fortune School immediately.

Extensions: District Interns who were not able to meet all requirements to be recommended to the preliminary credentials by the end of the second year in the District Intern Program may be placed on an extension.

Interns wishing to go on an extension must:

1. Write a formal letter addressed to the Program Director requesting the extension and the reason,
2. Wait for the request to be reviewed by the Higher Education Committee
3. Not resign from their current employer. The District Intern will need to wait until the Program Director has given the intern a final decision from the Higher Education Committee. Only formal letters will be considered. *Telephone calls or e-mails will not be considered.*

If approved to go on an extension, interns will be placed on a PGP, detailing all requirements and deadlines for program completion. All interns on extension will continue to receive the support from field supervisors and mentors as described in the *Field Supervision and Mentorship Manual*. Interns who require an extension, regardless of the reason, will be expected to pay a program fee for supervision for **each term** that they are teaching on an extension. Terms will not be prorated. The fee per term is \$500 and is paid through Populi. Upon completion of credential requirements, the program fee be discontinued in the following term.

In the event an intern is on an extension to complete coursework, there will also be a \$125.00 per unit fee charged for the course(s) that are incomplete. If applicable, the unit fee will also be paid through Populi.

District Change: Interns wishing to change districts must:

- (1) Write a formal letter addressed to the Program Director requesting the change of districts and the reason.
- (2) Wait for the request to be reviewed by the Higher Education Committee.
- (3) Not resign from their current employer until the Program Director has given the intern a final decision from the Higher Education Committee. Only formal letters will be considered. Telephone calls or e-mails will not be considered.

Interns must remember that district intern credentials are only valid for the current employing district, and that the employing district governing board is the body that, in collaboration with Fortune School of Education, ultimately agrees to recommend the intern to the California Commission on Teacher Credentialing after all requirements have been met. Some districts are reluctant to make such a recommendation for interns they have observed for only a single year. This information must be carefully considered by the intern before the intern files a district change request.

Important note: resigning from a district and signing a contract with a new district before alerting the Fortune School may jeopardize continuation in the program. If a district change request is formally approved, it is important for the intern to seek employment within Fortune School of Education's consortium. There are no exceptions to this policy. Permission to change districts is made on a case-by-case determination which includes, but is not limited to: consultation with Program Director, review of the intern's file including Field Supervisor reports and formal observations, and in some cases, consultation with the former district to verify the intern's status.

If the request for district change is approved, the intern will need to provide the following:

- (1) Offer letter from new employer.
- (2) Completed Request for Change of District Form.
- (3) Updated CTC form 41-4.
- (4) \$10 fee paid to Fortune school of Education to process the change with CTC.
- (5) Fee paid to CTC for updating form 41-4.

Employment Termination: Interns receiving a lay-off notice or a non-reelect of any kind are contractually obligated to fulfill their teaching assignment for the remainder of the school year unless the district requires otherwise. Interns terminated or released from a school district will have their standing in the program reviewed by the Higher Education Committee. For this review to take place, interns are required to submit a formal letter addressed to the Program Director which includes the following information:

- a. Copy of district-issued correspondence given to the intern regarding employment status for the following year (pink slip notice, non-reelect notice, letters indicating status, etc.).
- b. Employment status for next school year.
- c. Letter of recommendation from an evaluating administrator only if a lay-off notice was received. Administrator letters of recommendations for non-reelected interns will not be considered.

Important note: The Higher Education Committee's review includes supervisor reports and formal observations, and in some cases, consultation with the former district to verify the intern's status. If an intern desires to continue with Fortune School of Education for the next school year, the items listed above must be received by the Program Director no later than May 31st. It is the responsibility of the intern to submit what is needed for review. If an intern does not take any action, it is assumed that the intern accepts the termination from the program and the intern will be dropped. Interns who have been non-reelected or laid off will be dropped from the program by September 30 of the next academic year.

Credential Request: In order to be recommended for the preliminary credential, after completing all requirements from the Commission on Teacher Credentialing, students must file a Credential Request and pay a processing fee.

Early Completion Option (ECO)

The California Commission on Teacher Credentialing requires accredited education preparation programs to offer an Early Completion Option for those seeking Multiple or Single Subject teaching credentials.

Those seeking this option are not required to complete Pre-Service. However, they are required to pass the California Teaching Performance Assessment (CalTPA) cycle I in their first attempt to secure their ECO Candidate status.

This independent course of study requires candidates to participate in Field Experience/Supervision (EDU560) for their respective subject matter and other activities that support their preparation for cycle 2 of the CalTPA.

ECO - Admissions requirements:

1. Admissions Application
2. Official Transcripts with Bachelor's Degree Posted
3. Passing Score Sheet for the California Basic Education Skills Test (CBEST)
4. One Page Resume
5. One Page Personal Statement
6. Three Professional Recommendations
7. Appropriate Application Fee
8. Proof of Passing a Collegiate-Level Course or Examination in the US Constitution
9. Certificate of Clearance issued by the California Commissions on Teacher Credentialing with No Convictions
10. Successful interview with the Selection Committee, which includes teaching a demonstration lesson.
11. Pass CalTPA cycle I.
12. Pass the appropriate ECO Exam:
 1. [MULTIPLE SUBJECT: Assessment of Professional Knowledge: Elementary](#) or
 2. [SINGLE SUBJECT: Assessment of Professional Knowledge: Secondary](#)
13. Demonstrate subject matter competency:
 - a. Pass the California Subject Examinations for Teachers (CSET) or
 - b. Obtain Subject Matter Equivalency Letter from an approved college or university

ECO Expenses

Enrollment fee: \$50

Preliminary Credential Processing fee: \$10

Official transcript Fee: \$10

- Rush Order: \$20

Professional Growth Plan under Extension: \$500 per term

Tuition: \$6,990 for one year.

Faculty: Pre-Service and District Intern Program

Kellie Bliss

BA, California State University, Chico; MA, Pacific Oaks College

Jamie Bonato

BA, California State University, Sacramento; MA, California State University, Sacramento; PhD, Lesley University, Cambridge

Marilyn Delgado

BA, University of California, Berkeley; MEd, California State University, Sacramento

Vendetta Dozier-Brown

BS, George Washington University, Washington, DC, MA, University of Michigan, MI; EdD, Concordia University, Irvine, CA

Jeffrey Dunbar

BA, Vanguard University, Costa Mesa, CA; MA, National University, CA

Danielle Fleming

BA, University of California, Berkeley; MA, San Francisco State University; PhD, University of California, Berkeley

Peggy Kao

BA, Christ's College, Tanshui, Taiwan; MA, Wheaton College

Janine Knill

BA, Illinois State University, IL; Med., National Luis University, Chicago, IL

Kristen Miller

BA, University of California, Santa Cruz; BS, University of California, Berkeley; MS, National University; EdD, University of Massachusetts Global

Roque Neto

BS, St. Mary's College of California; BA, Pontificia Universidade Católica de São Paulo; MA, UNIFAC; MA, Universidade Cidade de São Paulo; EdD, St. Mary's College of California

Latrice O'Gilvie

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Melinda Ott

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Neeraj Satyal

BA, Lewis & Clark College, OR; MA, University of Alaska-Anchorage, AK; EdD, Loyola Marymount University, Los Angeles, CA

Erin Sipes

BA, California State University, Sacramento; MA, California State University, Sacramento

LuTisha Stockdale

BS, Alabama A&M University; MEd, Alabama A&M University; EdD, Argosy University

David Warmbier

BA, Concordia University, Irvine; MEd, University of San Diego; EdD, Concordia University, Portland;

Chuck Whitecotton

BS, California State University, Sacramento; MS, California State University, Sacramento

Garry Wong

BA, University of California, Davis; MA, San Jose State University

Course Descriptions: Pre-Service and District Intern Programs

EDU 500 | OVERVIEW OF THE PRE-SERVICE PROGRAM

Units: 0.5

Participants are introduced to and familiarized with Fortune School of Education and the Pre-Service Program. Participants are guided in the setup of their Populi profiles, Fortune School of Education personalized email addresses, and are given an opportunity to meet with current Fortune School of Education district partners.

EDU 502 | ORGANIZING & MANAGING THE CLASSROOM/POSITIVE BEHAVIOR MANAGEMENT

Units: 3

In this course, participants will learn how to establish a strong classroom culture, set high expectations, and build relationships to ensure academic success for all students. Topics include best practices learned from high performing schools and establishing and maintaining a positive environment for learning. Additionally, participants will learn how to build relationships with students and families.

EDU 503 | PREPARATION TO TEACH READING/LANGUAGE ARTS

Units: 2

This course provides a foundation for substantive, research-based, reading and language arts instruction for multiple subject classrooms and Education Specialists. This course introduces participants to the Frameworks for English language arts (ELA), the California Common Core State Standards (CCSS), as well as the Teaching Performance Expectations (TPEs), and the Reading Instruction Competence Assessment (RICA). Participants will explore perspectives on teaching reading and writing, with a focus on direct, explicit, systematic instruction differentiated to meet the needs of the full range of learners, including English learners (ELs), struggling students, and advanced students, who have varied reading levels and language backgrounds.

EDU 504 | READING AND WRITING IN THE CONTENT AREA

Units: 2

This course provides substantive, research-based, content literacy instruction for the single subject classroom. While maintaining a focus on the standards and curriculum of their content, interns will explore vocabulary development within the content areas, strategies to support comprehension, and an introduction to using writing as both formal and informal assessments. Strategies introduced in the course will be used to develop content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners, students who use non-dominant varieties of English, and advanced learners.

EDU 505 | PREPARATION TO TEACH ENGLISH LEARNERS

Units: 4.5

Participants will develop an understanding of theories, programs, and instructional practices for English Language Development, including:

- Developing an understanding of language acquisition theories, instructional programs, and pedagogical practices that support the academic English language proficiency of English learners.
- Acquiring knowledge of techniques to support English language acquisition, content knowledge, and academic literacy of English learners.
- Applying knowledge of content-based English language development and literacy strategies to facilitate learning of the California content standards for a full range of learners in the classroom.

EDU 506 | TEACHING EXCEPTIONAL CHILDREN – TYPICAL & ATYPICAL DEVELOPMENT

Units: 2

This course familiarizes participants with the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the education specialist and the general education teacher in the special education process and the processes for analyzing the psychological, physical, and cognitive influences on child development. Participants will be introduced to the use of differentiated instructional strategies that ensure that all students have access to the core curriculum while creating a positive, inclusive climate of instruction for all special populations in the general education classroom. All participants will have an introduction to the Individual Educational Program (IEP) process. Discusses implementation of state and federal laws (IDEA and ADA), as well as examination and reflection on attitudes and feelings about exceptionality.

EDU 510-I A | INSTRUCTIONAL PLANNING – ENGLISH

Units: 3

This course will provide participants with the essential knowledge, skills, and best practices to implement standards-based, 21st Century pedagogy in their English Language Arts instruction and classroom setting. Using California Common Core State Standards, the instructor will guide the participants in developing lesson plans that will demonstrate strategies that are effective in supporting the teaching of state-adopted academic content standards for ELA. By incorporating the historical context and accountability outlined in ESSA, participants will focus on measurable outcomes for their lessons and aligning student practice. Participants will be exposed to materials that support a structured, differentiated and rigorous learning environment in which equity and growth mindset are staples of student success and pedagogical practice.

EDU 510-II A | INSTRUCTIONAL PLANNING – MATH

Units: 3

This course will provide participants with the essential knowledge, skills, and best practices to implement standards-based, 21st Century math education pedagogy in their teaching practice. Using California Common Core State Standards, the instructor will guide the participants in developing lesson plans that will demonstrate strategies that are effective in supporting the teaching of state-adopted academic content standards. By incorporating the historical context and accountability outlined in ESSA, participants will focus on measurable outcomes for their lessons and aligning student practice.

EDU 510-III A | INSTRUCTIONAL PLANNING – PHYSICAL EDUCATION

Units: 3

This course will provide participants with the essential knowledge, skills, and best practices to implement standards-based, 21st Century pedagogy in their teaching practice. Using the

California Physical Education Framework for California Public Schools and Physical Education Content Standards, the instructor will guide participants in developing lesson plans that will demonstrate strategies that are effective in supporting the teaching of state-adopted academic physical education content standards. By incorporating school health and physical education as part of a “well-rounded education” outlined in ESSA, participants will focus on measurable outcomes for their lessons and aligning student practice.

EDU 510-IV A | INSTRUCTIONAL PLANNING – SCIENCE

Units: 3

This course introduces participants to methods for teaching science in a multicultural secondary science classroom. This course explores current issues, challenges, and opportunities related to science teaching and learning, while engaging with best practices and core concepts as required by state and national standards. This course focuses on content-specific lesson planning and enactment, methodologies to cultivate a positive climate in the science classroom, and the incorporation of all aspects of secondary science proficiency.

EDU 510-V A | INSTRUCTIONAL PLANNING – HISTORY/SOCIAL SCIENCE

Units: 3

This course will provide participants with the essential knowledge, skills, and best practices to implement standards-based, 21st Century pedagogy in their teaching practice. Using the California History Social Science Standards and Frameworks, the instructor will guide the participants in developing lesson plans that will demonstrate strategies that are effective in supporting the teaching of state-adopted academic content standards and consistent with the Frameworks. By incorporating the historical context and accountability outlined in ESSA, participants will focus on measurable outcomes for their lessons and aligning student practice within the context of teaching History and Social Science.

EDU 510-VI A | INSTRUCTIONAL PLANNING – WORLD LANGUAGES

Units: 3

This course will provide participants with the essential knowledge, skills, and best practices to implement standards-based, 21st Century pedagogy in their teaching practice. Using the World Languages Standards for California Public Schools, the instructor will guide the participants in developing lesson plans that will demonstrate strategies that are effective in supporting the teaching of various languages in secondary education. By incorporating the historical context and accountability outlined in ESSA, participants will focus on measurable outcomes for their lessons and aligning student practice within the context of teaching a second language.

EDU 510-I B | INSTRUCTIONAL PLANNING – ENGLISH

Units: 3

This course introduces interns to methods for teaching English in a multicultural secondary classroom. This course explores current issues, challenges, and opportunities related to

teaching and learning, while engaging with best practices and core concepts as required by state and national standards. This course focuses on content-specific lesson planning and enactment, methodologies to cultivate a positive climate in the classroom, and the incorporation of all aspects of secondary English language proficiency.

EDU 510-II B | INSTRUCTIONAL PLANNING – MATH

Units: 3

This course offers a coherent set of experiences for mathematics teaching and learning in secondary classrooms. Through course activities interns will master mathematics content pedagogy aligned to state standards. Special attention will be given to planning, teaching, and assessing mathematics. Interns will also learn how to facilitate mathematical discussions, develop assessment tools, and reflect on their own practice as mathematics teachers.

EDU 510-III B | INSTRUCTIONAL PLANNING – PHYSICAL EDUCATION

Units: 3

This course introduces interns to methods for teaching physical education in a multicultural secondary physical education classroom. This course explores current issues, challenges, and opportunities related to physical education teaching and learning, while engaging with best practices and core concepts as required by state and national standards. This course focuses on content-specific lesson planning and enactment, methodologies to cultivate a positive climate in the physical education classroom, and the incorporation of all aspects of secondary physical education proficiency.

EDU 510-IV B | INSTRUCTIONAL PLANNING – SCIENCE

Units: 3

This course introduces interns to methods for teaching science in a multicultural secondary science classroom. This course explores current issues, challenges, and opportunities related to science teaching and learning, while engaging with best practices and core concepts as required by state and national standards. This course focuses on content-specific lesson planning and enactment, methodologies to cultivate a positive climate in the science classroom, and the incorporation of all aspects of secondary science proficiency.

EDU 510-V B | INSTRUCTIONAL PLANNING – HISTORY/SOCIAL SCIENCE

Units: 3

This course supports candidates in developing the pedagogical knowledge necessary to effectively teach History-Social Science to a diverse body of secondary students. Candidates will design and present lessons that are aligned with state standards and framework demonstrating mastery of appropriate content pedagogy. This course also explores methodologies to cultivate a positive climate in the classroom.

EDU 510-VI B | INSTRUCTIONAL PLANNING – WORLD LANGUAGES

Units: 3

This course introduces interns to methods for teaching world language in a multicultural secondary classroom. This course explores current issues, challenges, and opportunities related to second language teaching and learning, while engaging with best practices and core concepts as required by state and national standards. This course focuses on content-specific lesson planning and enactment, methodologies to cultivate a positive climate in the world language classroom, and the incorporation of all aspects of secondary world language proficiency.

EDU 510-I C | INSTRUCTIONAL PLANNING – ENGLISH**Units: 2**

This course introduces interns to methods for teaching English in a multicultural secondary classroom. This course explores current issues, challenges, and opportunities related to teaching and learning, while engaging with best practices and core concepts as required by state and national standards. This course focuses on content-specific lesson planning and enactment, methodologies to cultivate a positive climate in the classroom, and the incorporation of all aspects of secondary English language proficiency.

EDU 510-II C | INSTRUCTIONAL PLANNING – MATH**Units: 2**

This course offers a coherent set of experiences for mathematics teaching and learning in secondary classrooms. Through course activities interns will master mathematics content pedagogy aligned to state standards. Special attention will be given to planning, teaching, and assessing mathematics. Interns will also learn how to facilitate mathematical discussions, develop assessment tools, and reflect on their own practice as mathematics teachers.

EDU 510-III C | INSTRUCTIONAL PLANNING – PHYSICAL EDUCATION**Units: 2**

This course introduces interns to methods for teaching physical education in a multicultural secondary physical education classroom. This course explores current issues, challenges, and opportunities related to physical education teaching and learning, while engaging with best practices and core concepts as required by state and national standards. This course focuses on content-specific lesson planning and enactment, methodologies to cultivate a positive climate in the physical education classroom, and the incorporation of all aspects of secondary physical education proficiency.

EDU 510-IV C | INSTRUCTIONAL PLANNING – SCIENCE**Units: 2**

This course introduces interns to methods for teaching science in a multicultural secondary science classroom. This course explores current issues, challenges, and opportunities related to science teaching and learning, while engaging with best practices and core concepts as required by state and national standards. This course focuses on content-specific lesson planning and

enactment, methodologies to cultivate a positive climate in the science classroom, and the incorporation of all aspects of secondary science proficiency.

EDU 510-V C | INSTRUCTIONAL PLANNING – HISTORY/SOCIAL SCIENCE

Units: 2

This course supports candidates in developing the pedagogical knowledge necessary to effectively teach History-Social Science to a diverse body of secondary students. Candidates will design and present lessons that are aligned with state standards and framework demonstrating mastery of appropriate content pedagogy. This course also explores methodologies to cultivate a positive climate in the classroom.

EDU 510-VI C | INSTRUCTIONAL PLANNING – WORLD LANGUAGES

Units: 2

This course introduces interns to methods for teaching world language in a multicultural secondary classroom. This course explores current issues, challenges, and opportunities related to second language teaching and learning, while engaging with best practices and core concepts as required by state and national standards. This course focuses on content-specific lesson planning and enactment, methodologies to cultivate a positive climate in the world language classroom, and the incorporation of all aspects of secondary world language proficiency.

EDU 511 | INSTRUCTIONAL PLANNING – MULTIPLE SUBJECT

Units: 3

This course will provide participants with the essential knowledge, skills, and best practices to implement standards-based, 21st Century pedagogy in their teaching practice. Using California common core state standards and NGSS, the instructor will guide the participants in developing lesson plans that will demonstrate strategies that are effective in supporting the teaching of state-adopted academic content standards. By incorporating the historical context and accountability outlined in ESSA, participants will focus on measurable outcomes for their lessons and aligning student practice.

EDU 512 | INSTRUCTIONAL PLANNING: MATHEMATICS

Units: 3

This course offers a coherent set of experiences for mathematics teaching and learning in diverse classrooms. Through course activities interns will master mathematics content pedagogy aligned to state standards. Special attention will be given to planning, teaching, and assessing mathematics. Interns will also learn how to facilitate mathematical discussions, develop assessment tools, and reflect on their own practice as multiple subject teachers.

EDU 513 | INSTRUCTIONAL PLANNING: HISTORY/SOCIAL SCIENCE & VISUAL/PERFORMING ARTS

Units: 3

This course supports interns in developing the pedagogical knowledge necessary to effectively teach History-Social Science and Visual and Performing Arts to a diverse body of K-8 students. Interns will design and present lessons that are aligned with state standards and framework demonstrating mastery of appropriate content pedagogy. This course also explores methodologies to cultivate a positive climate in the classroom.

EDU 514 | INSTRUCTIONAL PLANNING: SCIENCE, HEALTH, & PHYSICAL EDUCATION

Units: 3

This course offers an introduction to theory and practice for teaching science, health, and physical education in the K-8 classroom. Interns will explore current research and best practices to foster learning in a diverse group of students. Special attention is given to the application of standards to generate meaningful lessons and support student growth.

EDU 515 | INDIVIDUALIZED EDUCATION PROGRAMS – DEVELOPMENT AND IMPLEMENTATION

Units: 3

This course is designed to offer participants an introduction and a deeper understanding of the different types of disabilities and an understanding of the methods, mechanisms and materials involved in developing their respective IEP's. This course examines legal issues in special education as they apply to the current legal requirements and ethical practices in providing a free appropriate public education in the least restrictive environment to students with disabilities. Participants will examine the primary components of the individualized education program

(IEP), individualized family service program (IFSP) and individualized transition plan (ITP).

Participants will identify the legal requirements of an IEP, analyze IEPs, and develop IEP goals, objectives and outcomes for program planning. Participants will be given the opportunity to explore the Special Education Information System (SEIS).

EDU 521 | FIELD EXPERIENCE

Units: 1.5

The Pre-Service Field Experience for students in the Multiple and Single Subject tracks includes a developmental sequence of carefully planned, substantive, field experiences as an introduction to California public schools. By design, this supervised fieldwork sequence (a) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework; (b) contributes to candidates' meeting the Teaching Performance Expectations (TPE), and (c) contributes to candidates' preparation for the teaching performance assessment (CalTPA). Candidates have extensive opportunities to observe, acquire and use appropriate pedagogical knowledge, skills, and abilities.

EDU 522 | FIELD EXPERIENCE

Units: 1.5

The Pre-Service Field Experience for students in the Education Specialist track includes a developmental sequence of carefully planned, substantive, field experiences as an introduction to California public schools. By design, this supervised fieldwork sequence (a) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework; (b) contributes to candidates' meeting the Teaching Performance Expectations (TPE), and (c) contributes to candidates' preparation for the teaching performance assessment (CalTPA). Candidates have extensive opportunities to observe, acquire and use appropriate pedagogical knowledge, skills, and abilities.

EDU 523 | CAPSTONE**Units: 0.5**

This culminating activity requires participants to complete a portfolio and deliver a demonstration lesson.

EDU 530A | FOUNDATIONS OF TEACHING**Units: 2.5**

This course introduces interns to the complexities of the teaching profession. The course addresses the historical, philosophical, legal, social, and political foundations of the educational system in the United States and California, including policies established by the Education Elementary and Secondary Education Act (ESEA) such as the *Every Student Succeeds Act* (ESSA). Interns will also be introduced to current trends and issues of instruction and curriculum for students in ethnically, linguistically, and culturally diverse classrooms.

EDU 530B | PRACTICUM: FOUNDATIONS OF TEACHING**Units: 1.5**

This course aligns with EDU 530A. Participants will complete special assignments to demonstrate what they have learned within the Foundations of Teaching course.

EDU 531A | PLANNING FOR DATA-DRIVEN INSTRUCTION**Units: 2.5**

This course will prepare interns to use student achievement data to drive their instructional practices. With a focus on equity and inclusion, interns will be introduced to the ways in which alignment of assessment and standards-based planning and instruction can support student learning. Interns will be introduced to best-practices of assessment, and then be shown how data is then used to engage in a recursive planning process for both long-term planning and lesson-level planning. This course will have a focus on supporting students with special needs, struggling readers, and English learners through the lens of assessment.

EDU 531B | PRACTICUM: PLANNING FOR DATA-DRIVEN INSTRUCTION**Units: 1.5**

This course aligns with EDU 531A. Participants will complete special assignments to demonstrate what they have learned within the Planning for Data-Driven Instruction course.

EDU 532| HEALTHY ENVIRONMENTS FOR DIVERSE LEARNERS

Units: 2.5

Engaging with issues of healthy learning environments for diverse learners, interns will be introduced to the necessary tools and strategies to engage all learners in their classrooms. Interns will explore the critical need to differentiate and scaffold instruction for 21st Century learners, supporting students' academic, emotional, and social needs. Additionally, discussions and activities will refine interns' current differentiation strategies and practices in an effort to meet the needs of all learners in their classrooms. Interns will engage with evidence based approaches in instruction and classroom strategies for diverse communities of students to increase healthy environments and learning outcomes.

EDU 532A| SUPPORTING DIVERSE LEARNERS (Ends in 2022-2023)

Units: 2.5

Engaging with issues of equity, ability, and lines of difference, interns will be introduced to the necessary tools and mindsets to engage all learners in their classrooms. Interns will explore the critical need to differentiate and scaffold instruction for 21st Century learners, supporting students' academic, emotional, and social needs. Additionally, discussions and activities will refine interns' current differentiation strategies and practices in an effort to meet the needs of all learners in their classrooms.

EDU 532B| PRACTICUM: SUPPORTING DIVERSE LEARNERS (Ends in 2022-2023)

Units: 1.5

This course aligns with EDU 532A. Participants will complete special assignments to demonstrate what they have learned within the Supporting Diverse Learners course.

EDU 535 | EFFECTIVE INSTRUCTIONAL DELIVERY

Units: 3.0

This course explores fundamentals of planning and grading. In addition, this course prepares interns to apply research-based strategies for all learners. Finally, this course will focus on effective execution of results-oriented instructional delivery with a key focus on differentiation.

EDU 535A | EFFECTIVE INSTRUCTIONAL DELIVERY (Ends in 2022-2023)

Units: 2.5

This course explores fundamentals of planning and grading. In addition, this course prepares interns to apply research-based strategies for all learners. Finally, this course will focus on effective execution of results-oriented instructional delivery with a key focus on differentiation.

EDU 535B | PRACTICUM: EFFECTIVE INSTRUCTIONAL DELIVERY – EDUCATION SPECIALIST (Ends in 2022-2023)

Units: 1.5

The Practicum embedded within the program supports District Interns in the application of their growing understandings and practice from their coursework to their clinical practice experiences through the lens of special education. The readings and experiences of the Practicum seek to extend the District Intern’s learning by connecting theory and practice, grounded in research-based, practice-focused literature. These readings, video lectures, and experiences are all aimed at supporting beginning Special Education teachers’ practice, as aligned with the Teacher Performance Expectations (TPEs) and connected with District Intern’s work with their Field Supervisors and On-Site Mentors.

EDU 535B | PRACTICUM: EFFECTIVE INSTRUCTIONAL DELIVERY – ENGLISH (Ends in 2022-2023)

Units: 1.5

The Practicum embedded within the program supports District Interns in the application of their growing understandings and practice from their coursework to their clinical practice experiences through the lens of English instruction. The readings and experiences of the Practicum seek to extend the District Intern’s learning by connecting theory and practice, grounded in research-based, practice-focused literature. These readings, video lectures, and experiences are all aimed at supporting beginning English teachers’ practice, as aligned with the Teacher Performance Expectations (TPEs) and connected with District Intern’s work with their Field Supervisors and On-Site Mentors.

EDU 535B | PRACTICUM: EFFECTIVE INSTRUCTIONAL DELIVERY – HISTORY/SOCIAL SCIENCE (Ends in 2022-2023)

Units: 1.5

The Practicum embedded within the program supports District Interns in the application of their growing understandings and practice from their coursework to their clinical practice experiences through the lens of History/Social Studies instruction. The readings and experiences of the Practicum to seek extend the District Intern’s learning by connecting theory and practice, grounded in research-based, practice-focused literature. These readings, video lectures, and experiences are all aimed at supporting beginning History/Social Studies teachers’ practice, as aligned with the Teacher Performance Expectations (TPEs) and connected with District Intern’s work with their Field Supervisors and On-Site Mentors.

EDU 535B | PRACTICUM: EFFECTIVE INSTRUCTIONAL DELIVERY – MATH (Ends in 2022-2023)

Units: 1.5

The Practicum embedded within the program supports District Interns in the application of their growing understandings and practice from their coursework to their clinical practice

experiences through the lens of Mathematics instruction. The readings and experiences of the Practicum seek to extend the District Intern's learning by connecting theory and practice, grounded in research-based, practice-focused literature. These readings, video lectures, and experiences are all aimed at supporting beginning Mathematics teachers' practice, as aligned with the Teacher Performance Expectations (TPEs) and connected with District Intern's work with their Field Supervisors and On-Site Mentors.

EDU 535B | PRACTICUM: EFFECTIVE INSTRUCTIONAL DELIVERY – MULTIPLE SUBJECT (Ends in 2022-2023)

Units: 1.5

The Practicum embedded within the program supports District Interns in the application of their growing understandings and practice from their coursework to their clinical practice experiences through the lens of the elementary, multiple-subject teacher. The readings and experiences of the Practicum seek to extend the District Intern's learning by connecting theory and practice, grounded in research-based, practice-focused literature. These readings, video lectures, and experiences are all aimed at supporting beginning elementary teachers' practice, as aligned with the Teacher Performance Expectations (TPEs) and connected with District Intern's work with their Field Supervisors and On-Site Mentors.

EDU 535B | PRACTICUM: EFFECTIVE INSTRUCTIONAL DELIVERY – PHYSICAL EDUCATION (Ends in 2022-2023)

Units: 1.5

The Practicum embedded within the program supports District Interns in the application of their growing understandings and practice from their coursework to their clinical practice experiences through the lens of Physical Education. The readings and experiences of the Practicum seek to extend the District Intern's learning by connecting theory and practice, grounded in research-based, practice-focused literature. These readings, video lectures, and experiences are all aimed at supporting beginning PE teachers' practice, as aligned with the Teacher Performance Expectations (TPEs) and connected with District Intern's work with their Field Supervisors and On-Site Mentors.

EDU 535B | PRACTICUM: EFFECTIVE INSTRUCTIONAL DELIVERY – SCIENCE (Ends in 2022-2023)

Units: 1.5

The Practicum embedded within the program supports District Interns in the application of their growing understandings and practice from their coursework to their clinical practice experiences through the lens of Science instruction. The readings and experiences of the Practicum seek to extend the District Intern's learning by connecting theory and practice, grounded in research-based, practice-focused literature. These readings, video lectures, and experiences are all aimed at supporting beginning Science teachers' practice, as aligned with the

Teacher Performance Expectations (TPEs) and connected with District Intern's work with their Field Supervisors and On-Site Mentors.

EDU 535B | PRACTICUM: EFFECTIVE INSTRUCTIONAL DELIVERY – WORLD LANGUAGES (Ends in 2022-2023)

Units: 1.5

The Practicum embedded within the program supports District Interns in the application of their growing understandings and practice from their coursework to their clinical practice experiences through the lens of World Language instruction. The readings and experiences of the Practicum seek to extend the District Intern's learning by connecting theory and practice, grounded in research-based, practice-focused literature. These readings, video lectures, and experiences are all aimed at supporting beginning World Language teachers' practice, as aligned with the Teacher Performance Expectations (TPEs) and connected with District Intern's work with their Field Supervisors and On-Site Mentors.

EDU 550 | METHODOLOGY OF TEACHING READING & WRITING

Units: 3

This course addresses instruction and curricula required to meet the needs of diverse learners in the content area of Reading/Language Arts. It emphasizes six key principles to direct teachers through the design of instruction and curriculum to ensure that diverse learners succeed in the classroom. It includes strategies for modifying instruction for English Language Learners. The course is designed to introduce the principles, techniques, theories, and standards for developing skills in the teaching of reading, phonemic awareness, phonics, and concepts about print, writing, and spelling instruction.

EDU 555 | TECHNOLOGY IN THE CLASSROOM (Ends in 2022-2023)

Units: 3

This course is an overview of the use of computer-based technology in the educational environment, and the integration of technology into the existing classroom curriculum. Topics for study and/or hands-on experience include: teacher productivity software, management issues relating to technology, integration of technology into existing curriculum, computer applications, societal impact of technology in the classroom and computer assisted instruction.

EDU 555 | TECHNOLOGY IN THE CLASSROOM

Units: 2

This course is an overview of the use of computer-based technology in the educational environment, and the integration of technology into the existing classroom curriculum. Topics for study and/or hands-on experience include: teacher productivity software, management issues relating to technology, integration of technology into existing curriculum, computer applications, societal impact of technology in the classroom and computer assisted instruction.

EDU 556 | TECHNOLOGY IN THE CLASSROOM (Ends in 2022-2023)

Units: 3

This course is an overview of the use of computer-based technology in the educational environment, with a specific focus on the integration of assistive technology. Topics for study and/or hands-on experience include: teacher productivity software, management issues relating to technology, integration of technology into existing curriculum, computer applications, societal impact of technology in the classroom, computer assisted instruction, and technology for students with disabilities.

EDU 556 | TECHNOLOGY IN THE CLASSROOM

Units: 2

This course is an overview of the use of computer-based technology in the educational environment, with a specific focus on the integration of assistive technology. Topics for study and/or hands-on experience include: teacher productivity software, management issues relating to technology, integration of technology into existing curriculum, computer applications, societal impact of technology in the classroom, computer assisted instruction, and technology for students with disabilities.

EDU 560 | FIELD EXPERIENCE/SUPERVISION

A/B/C/D/E/F

Units: 6

Multiple and Single Subject interns engage in a purposefully designed field experience plan which provides a depth and breadth of experience in the designated credential area. Through field experience, participants will be required to meet or exceed expectations of the field experience plan by participating in supervision, weekly on-site mentor meetings, outside field experiences, professional development, and ongoing reflection. Participants will be required to demonstrate mastery of the Teacher Performance Expectations (TPEs) through ongoing formative and summative observations.

EDU 561 | FIELD EXPERIENCE/SUPERVISION

A/B/C/D/E/F

Units: 6

Education Specialist interns engage in a purposefully designed field experience plan which provides a depth and breadth of experience in the designated credential area. Through field experience, participants will be required to meet or exceed expectations of the field experience plan by participating in supervision, weekly on-site mentor meetings, outside field experiences, professional development, and ongoing reflection. Participants will be required to demonstrate their mastery of Education Specialist specific expectations, standards, and best practices.

EDU 568 | METHODOLOGY OF TEACHING READING & WRITING IN THE CONTENT AREA (Ends in 2022-2023)

Units: 2

Interns will engage with current conceptualizations of and theory surrounding literacy instruction in the single-subject classroom. Embracing 21st Century tools, interns will begin to apply literacy strategies in order to support students' understanding of content material. Additionally, interns will improve the rigor of their teaching by engaging their students through literacy practices, applying literacy practices across a variety of modalities (graphic representations, online publishing, etc.), as well as develop the knowledge and skills necessary to teach students to read and write within the genre of the content.

EDU 568 | METHODOLOGY OF TEACHING READING & WRITING IN THE CONTENT AREA**Units: 3**

Interns will engage with current conceptualizations of and theory surrounding literacy instruction in the single-subject classroom. Embracing 21st Century tools, interns will begin to apply literacy strategies in order to support students' understanding of content material. Additionally, interns will improve the rigor of their teaching by engaging their students through literacy practices, applying literacy practices across a variety of modalities (graphic representations, online publishing, etc.), as well as develop the knowledge and skills necessary to teach students to read and write within the genre of the content.

EDU 569 | PRACTICUM: ADVANCED READING & WRITING: DATA, ANALYSIS, REFLECTION, AND LESSON PLANNING (Ends in 2022-2023)**Units: 4.5**

This course aligns with EDU 568. The practicum embedded within the program supports district interns in the application of their growing understandings and practice from their coursework to their clinical practice experiences with their tk-12 students in California public school classrooms. The readings and experiences of the practicum seek to extend the District Intern's learning by connecting theory and practice, grounded in research-based, practice-focused literature. These readings, video lectures, and experiences are all aimed at supporting beginning teachers' practice, as aligned with the Teacher Performance Expectations (TPEs) and connected with district intern's work with their field supervisors.

EDU 570 | BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING (Ends in 2022-2023)**Units: 3**

This course provides advanced approaches to dealing with complex behavioral issues. Interns will learn to conduct a thorough functional analysis assessment in the school setting and how to design and implement behavioral intervention programs based on those assessments.

EDU 570A | BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING

Units: 2

This course provides advanced approaches to dealing with complex behavioral issues. Interns will learn to conduct a thorough functional analysis assessment in the school setting and how to design and implement behavioral intervention programs based on those assessments.

EDU 570B | Practicum: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING**Units: 1**

This practicum is aligned with EDU570A. Through group discussions and individual consultations, interns will finalize and review their CalTPA Cycle 2 submission materials.

EDU 571 | ADVANCED PLANNING & INSTRUCTIONAL DELIVERY (Ends in 2022-2023)**Units: 2**

Interns will apply the principles of purposeful planning (Vision, Assessment, Planning) and backward design to plan and organize instruction, that emphasizes student engagement and differentiation in the content area, and to foster achievement for all students. Seeking to develop a deeper foundation of instructional strategies, assessments, and data-driven instruction, interns will explore the knowledge and skills for designing engaging, problem-solving learning environments using a theory-based design approach. This course particularly highlights the implementation of technology-supported learning environments using various pedagogical approaches.

EDU 571 | ADVANCED PLANNING & INSTRUCTIONAL DELIVERY**Units: 3**

Interns will apply the principles of purposeful planning (Vision, Assessment, Planning) and backward design to plan and organize instruction, that emphasizes student engagement and differentiation in the content area, and to foster achievement for all students. Seeking to develop a deeper foundation of instructional strategies, assessments, and data-driven instruction, interns will explore the knowledge and skills for designing engaging, problem-solving learning environments using a theory-based design approach. This course particularly highlights the implementation of technology-supported learning environments using various pedagogical approaches.

EDU 573 | HEALTHY ENVIRONMENTS FOR STUDENT LEARNING (Ends in 2022-2023)**Units: 2**

This course provides an overview on establishing and maintaining healthy, positive environments for student development and learning. Interns will be introduced to school and community resources that will enable them to make informed decisions and recommendations regarding student health, climate, and culture across environments.

EDU 574 | APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION

Units: 2

This course provides an examination of federal, state, and local legal issues, legislation, policies, and requirements for educating students with disabilities. Course content will include a review of the history, development, and evolution of special education legal requirements and the implications for professional and ethical practices.

EDU 575 | TRANSITION PLANNING IN SPECIAL EDUCATION

Units: 1.5

This course examines the factors associated with successful planning and implementation of Individualized Education Programs (IEP), including transition experiences for students with mild/moderate disabilities. It includes an overview of the legislative policy base for transition and emphasizes validated transition practices. The course provides education and experiences in participation in the referral and identification process, case management, developing compliant IEPs and parent involvement in the IEP process.

EDU 576 | COLLABORATION, CONSULTATION, AND CASE MANAGEMENT

Units: 3

This course presents interns with models of teamwork, decision making, conflict resolution, case management and communication, and how they influence special education services. This course also explores collaboration and facilitation skills for working with administration, teachers, paraprofessionals, families, and community members.

EDU 577 | PRACTICUM: ADVANCED PLANNING & INSTRUCTIONAL DELIVERY – DATA, ANALYSIS, REFLECTION, AND LESSON PLANNING (Ends in 2022-2023)

Units: 4.5

This course aligns with EDU 571. Participants will be assigned to complete special assignments to demonstrate what they have learned within the course.

EDU 577 | ADVANCED TOPICS IN GENERAL EDUCATION

Units: 2.5

This course explores current topics related to teaching and learning in the context of general education. Emphasis is given to inclusive educational practices, equity in education, and recent developments that have broad implications for teaching and learning.

EDU 578 | STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES (Ends in 2022-2023)

Units: 3

This course is designed to develop skills for instructional delivery for students with mild/moderate disabilities. The class focuses on the major components of instruction, including: teacher-directed instruction, management of instructional time, the design of instructional pace, monitoring students' responses, and providing feedback. Specific, empirically-validated teaching practices are presented and suggestions for differentiating and accommodating diverse learners are explored.

EDU 578 | STRATEGIES FOR TEACHING STUDENTS WITH SUPPORT NEEDS

Units: 3

This course is designed to develop skills for instructional delivery for students with mild/moderate disabilities. The class focuses on the major components of instruction, including: teacher-directed instruction, management of instructional time, the design of instructional pace, monitoring students' responses, and providing feedback. Specific, empirically-validated teaching practices are presented and suggestions for differentiating and accommodating diverse learners are explored.

EDU 579 | ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES (Ends in 2022-2023)

Units: 4

This course is designed to provide teachers with the knowledge and skills required for evaluating the educational needs of diverse populations of students with mild/moderate disabilities using formal and informal assessment techniques. The course also provides knowledge and skills required for linking assessment findings to special education eligibility, developing the IEP, planning instruction and monitoring progress. In addition, the course will cover the laws governing special education assessments and the multidisciplinary team required for determining eligibility for special education services.

EDU 579 | ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MODERATE SUPPORT NEEDS

Units: 3.5

This course is designed to provide teachers with the knowledge and skills required for evaluating the educational needs of diverse populations of students with mild/moderate disabilities using formal and informal assessment techniques. The course also provides knowledge and skills required for linking assessment findings to special education eligibility, developing the IEP, planning instruction and monitoring progress. In addition, the course will cover the laws governing special education assessments and the multidisciplinary team required for determining eligibility for special education services.

EDU 580 | ADVANCED TOPICS IN SPECIAL EDUCATION

Units: 2.5

This course prepares participants to address the learning needs of special populations including students with Traumatic Brain Injury (TBI), specialized health care needs, and at-risk youth. Interns will familiarize themselves with policies related to specialized health care in educational settings. Participants will also reflect on how to create a positive climate of instruction for all special populations while addressing the issues and unique concerns of these student populations.

Job Classification

Completion of District Intern Program prepares individuals to qualify for a number of employment opportunities. The following list is taken from the Bureau of Labor and Statistics website: www.bls.gov.

25-2000: Preschool, Elementary, Middle, Secondary, and Special Education Teachers

- 25-2020: Elementary and Middle School Teachers
- 25-2030: Secondary School Teachers
- 25-2050: Special Education Teachers

2022-2023 Academic Calendars

I. Master's in Education and Social Justice

I.1. Program Calendar

	Cohort I
March 1	Application begins
March 20	Enrollment begins
April 3 - 7	Spring Break
May 17	Application closes
May 29	Memorial Day
May 31	Enrollment closes
Academic year 2023-2024	Classes begin in August 2023

I.2. Class Schedule Per Term

A complete Class Schedule Per Term will be released in the Catalog 2023-2024.

I.3. Class Schedule Per Course

2. A complete Class Schedule Per Term will be released in the Catalog 2023-2024.

3. School Leadership Program

3.1. Program Calendar

	Cohort 9	Cohort 10	Cohort 11
August 1	Summer Quarter begins		
September 5	Labor Day		
September 30		Application closes	
October 7	Summer Quarter ends		
October 10	Fall Quarter begins		
November 11	Veterans Day		
November 21 - 25	Thanksgiving Break		
November 30		Enrollment closes	Applications and Enrollment begin
December 16	Fall Quarter ends		
December 17 - January 8	Winter Break		
January 9	Preliminary Credential Recommendation or Certificate of Eligibility	Winter Quarter begins	

	request period begins for program completers.		
January 10		Program Orientation	
January 16		Martin Luther King, Jr.	
February 13		Lincoln's Birthday	
February 20		Washington's Birthday	
March 17		Winter Quarter ends	
March 20		Spring Quarter begins	
April 3 - 7		Spring Break	
May 26		Spring Quarter ends	
May 29		Memorial Day	
May 30 – July 31		Summer Break	
June 20			

3.2. Class Schedule Per Term: Cohort 9 (Jan-Dec 2022)

Term	Dates (2022)	Course
Winter Quarter (January 10 – March 18, 2022)	January 10	EDU501
	January 12, 19, 26; February 2, 9, 16	EDU590
	February 23; March 2, 9, 16	EDU595
	January 27: CalAPA Workshop I Group activities, individual meetings and observations to be scheduled with candidates. Cycle 1 - Submission Deadline: March 14	EDU592 – I
	February 3; March 10	EDU596 – I
Spring Quarter (March 21 – May 27, 2022)	March 23, 30; April 6, 20, 27; May 4, 11, 18, 25	EDU591
	March 31: CalAPA Workshop II Group activities, individual meetings and observations to be scheduled with candidates. Cycle 2 – Submission Deadline: May 12	EDU592 – II
	May 26	EDU596 – II
June – July, 2022	Summer Break	
Summer Quarter (August 1 – October 7, 2022)	August 10, 17, 24, 31; September 7, 14, 21, 28	EDU593
	August 25: CalAPA Workshop III Group activities, individual meetings and observations to be scheduled with candidates. Cycle 3 – Submission Deadline: October 6	EDU592 - III
	September 8	EDU596 - III
Fall Quarter	October 10 – December 16	PGP: Outstanding CalAPA

(October 10 – December 16, 2022)	October 12, 19, 26; November 2, 9, 16, 30; December 7	EDU594
	October 27	EDU596 - IV
	Final Presentation: November 10	

3.3. Class Schedule Per Course: Cohort 9 (Jan-Dec 2022)

Course	Dates (2022)	Hours/Credits
EDU501 Program Orientation	January 10	2/0.2
EDU590 Diverse Learning Communities: Political, Cultural and Social Implications	January 12, 19, 26; February 2, 9, 16	24/2.4
EDU591 Vision of Teaching and Learning: Improvement of Instruction and Student Achievement	March 23, 30; April 6, 20, 27; May 4, 11, 18, 25	36/3.6
EDU592 Field Experiences	Part I: CalAPA Workshop #1: January 27 Cycle 1 - Submission Deadline: March 14 Part II: CalAPA Workshop #2: March 31 Cycle 2 – Submission Deadline: May 12 Part III: CalAPA Workshop #3: August 25 Cycle 3 – Submission Deadline: October 6 Each part will include group activities, individual meetings and observations to be scheduled with candidates.	30/3.0
EDU593 Educational Leadership: Human and Economic Resources	August 10, 17, 24, 31; September 7, 14, 21, 28	32/3.2
EDU594 Legal Framework and Personal Ethics	October 12, 19, 26; November 2, 9, 16, 30; December 7	32/3.2
EDU595 Organizational Management and School Governance	February 23, March 2, 9, 16	16/1.6
EDU596 Culminating Experience: Educational Leadership Project	Part I: February 3; March 10 Part II: May 26 Part III: September 8 Part IV: October 27; November 10	28/2.8

3.4. Class Schedule Per Term: Cohort 10 (Jan-Dec 2023)

Term	Dates (2023)	Course
Winter Quarter	January 10	EDU501

(January 9 – March 17, 2023)	January 11, 18, 25; February 1, 8, 15	EDU590
	February 22; March 1, 8, 15	EDU595
	January 26: CalAPA Workshop I Group activities, individual meetings and observations to be scheduled with candidates. Cycle 1 - Submission Deadline: March 14	EDU592 – I
	February 9	EDU596 – I
Spring Quarter (March 20 – May 26, 2023)	March 22, 29; April 12, 19, 26; May 3, 10, 17	EDU593
	March 30: CalAPA Workshop II Group activities, individual meetings and observations to be scheduled with candidates. Cycle 2 – Submission Deadline: May 9	EDU592 – II
	March 9; May 25	EDU596 – II
June – July, 2023	Summer Break	
Summer Quarter (August 1 – October 6, 2023)	August 9, 16, 23, 30; September 6, 13, 20, 27	EDU594
	August 24: CalAPA Workshop III Group activities, individual meetings and observations to be scheduled with candidates. Cycle 3 – Submission Deadline: October 3	EDU592 - III
	September 14	EDU596 - III
Fall Quarter (October 9 – December 15, 2023)	October 9 – December 15	PGP: Outstanding CalAPA
	October 11, 18, 25; November 1, 8, 15, 29; December 6, 13	EDU591
	October 26	EDU596 - IV
	Final Presentation: November 9	

3.5. Class Schedule Per Course: Cohort 10 (Jan-Dec 2023)

Course	Dates (2023)	Hours/Credits
EDU501 Program Orientation	January 10	2/0.2
EDU590 Diverse Learning Communities: Political, Cultural and Social Implications	January 11, 18, 25; February 1, 8, 15	24/2.4
EDU591 Vision of Teaching and Learning: Improvement of Instruction and Student Achievement	October 11, 18, 25; November 1, 8, 15, 29; December 6, 13	36/3.6
EDU592 Field Experiences	Part I: CalAPA Workshop #1: January 26 Cycle 1 - Submission Deadline: March 14 Part II: CalAPA Workshop #2: March 30	30/3.0

	<p>Cycle 2 – Submission Deadline: May 9</p> <p>Part III: CalAPA Workshop #3: August 24</p> <p>Cycle 3 – Submission Deadline: October 3</p> <p>Each part will include group activities, individual meetings and observations to be scheduled with candidates.</p>	
EDU593 Educational Leadership: Human and Economic Resources	March 22, 29; April 12, 19, 26; May 3, 10, 17	32/3.2
EDU594 Legal Framework and Personal Ethics	August 9, 16, 23, 30; September 6, 13, 20, 27	32/3.2
EDU595 Organizational Management and School Governance	February 22, March 1, 8, 15	16/1.6
EDU596 Culminating Experience: Educational Leadership Project	<p>Part I: February 9</p> <p>Part II: March 9; May 25</p> <p>Part III: September 14</p> <p>Part IV: October 26; November 9</p>	28/2.8

4. Pre-Service Program

4.1. Program Calendar

	Summer 2022-23	Winter 2022-23	Spring 2022-23	Summer 2023-24
August 1	Overview of the Pre-Service Program	Applications and Enrollment Begin		
August 2	Classes begin			
September 5	Labor Day			
September 13	Classes end			
September 20	Determination letters issued			
November 10		Applications end		
December 15		Enrollment ends		
January 9		Overview of the Pre-Service Program	Applications and Enrollment begin	Applications begin
January 10		Classes begin		
January 16	Martin Luther King Jr.			
February 13	Lincoln's Birthday			
February 20	Washington's Birthday			
February 24		Classes end		

February 27		Workshop: From Pre-Service Completer to District Intern		
March 3		Determination letters issued		
May 9			Applications end	Enrollment begins
May 26			Enrollment ends	
May 29	Memorial Day			
June 1			Overview of the Pre-Service Program	
June 2			Classes begin	
July 4	Independence Day			
July 7				Applications end
July 19			Classes end	
July 20			Workshop: From Pre-Service Completer to District Intern	Enrollment ends
July 26			Determination letters issued	

4.2. 2022-2023 Summer Pre-Service

Dates	Course	Credential Tracks	Hours/Credits
August 1	EDU500	ES, MS, SS	5/0.5
August 2-9	EDU502	ES, MS, SS	30/3.0
August 10-15	EDU503	ES, MS	20/2.0
August 10-15	EDU504	SS	20/2.0
August 16-23	EDU510 A - English - Math - Physical Education - Science - History/Social Science - World Languages	SS	30/3.0
August 16-23	EDU511	MS	30/3.0
August 16-23	EDU515	ES	30/3.0
August 24 – September 6*	EDU505	ES, MS, SS	45/4.5
September 7-12	EDU506	ES, MS, SS	20/2.0
Due: September 13	EDU521	MS, SS	15/1.5
Due: September 13	EDU522	ES	15/1.5
Due: September 13	EDU523	ES, MS, SS	5/0.5

*Labor Day = September 5

4.3. 2022-2023 Winter Pre-Service

Dates	Course	Credential Tracks	Hours/Credits
January 9	EDU500	ES, MS, SS	5/0.5
January 10-18*	EDU502	ES, MS, SS	30/3.0
January 19-24	EDU503	ES, MS	20/2.0
January 19-24	EDU504	SS	20/2.0
January 25 – February 1	EDU510 A - English - Math - Physical Education - Science - History/Social Science - World Languages	SS	30/3.0
January 25 – February 1	EDU511	MS	30/3.0
January 25 – February 1	EDU515	ES	30/3.0
February 2-15**	EDU505	ES, MS, SS	45/4.5
February 16-22	EDU506	ES, MS, SS	20/2.0
Due: February 23	EDU521	MS, SS	15/1.5
Due: February 23	EDU522	ES	15/1.5
Due: February 24	EDU523	ES, MS, SS	5/0.5

*Martin Luther King, Jr Day = January 16

** Lincoln's Birthday = February 13 / Washington's Birthday = February 20

4.4. 2022-2023 Spring Pre-Service

Dates	Course	Credential Tracks	Hours/Credits
June 1	EDU500	ES, MS, SS	5/0.5
June 2-9	EDU502	ES, MS, SS	30/3.0
June 12-15	EDU503	ES, MS	20/2.0
June 12-15	EDU504	SS	20/2.0
June 20-27	EDU510 A - English - Math - Physical Education - Science - History/Social Science - World Languages	SS	30/3.0
June 20-27	EDU511	MS	30/3.0
June 20-27	EDU515	ES	30/3.0
June 28 – July 11*	EDU505	ES, MS, SS	45/4.5
July 12-17	EDU506	ES, MS, SS	20/2.0
Due: July 18	EDU521	MS, SS	15/1.5
Due: July 18	EDU522	ES	15/1.5

Due: July 19	EDU523	ES, MS, SS	5/0.5
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*Independence Day = July 4

5. District Intern Program

5.1. Program Calendar

	Cohorts 2021 & 2022	Cohort 2023
August 1	Summer Quarter begins	
August 3	Cohort 2021: Classes resume	
September 5	Labor Day	
September 30	Cohort 2022: Enrollment ends	
October 4	Cohort 2022: Year I Program Orientation	
October 7	Summer Quarter ends	
October 10	Fall Quarter begins	
October 11	Cohort 2022: Classes begin	
November 11	Veterans Day	
November 21 - 25	Thanksgiving Break	
December 16	Fall Quarter ends	
December 19 – January 6	Winter Break	
January 9	Winter Quarter begins	
January 16	Martin Luther King, Jr.	
February 13	Lincoln's Birthday	
February 20	Washington's Birthday	
March 17	Winter Quarter ends	
March 20	Spring Quarter begins	
April 3 - 7	Spring Break	
May 26	Spring Quarter end	
May 29	Memorial Day	
May 30 – July 31	Summer Break	
June 5	Preliminary Credential Recommendation request period begins for program completers.	
June 10	Cohort 2021: Program Completion Celebration	
June 20	Cohort 2021: Extension – Professional Growth Plan (PGP) request period begins for program completers who have not met all CTC credential requirements	
June 30	Cohort 2021: Deadline for meeting all program requirements. Deadline for requesting a Preliminary Credential Recommendation.	

	Deadline for requesting an Extension – PGP.	
July 5		Year I - Enrollment begins

5.2. Year I – Class Schedule Per Term

Term	Dates	Courses	Credential Track
Fall Quarter (October 10 – December 16)	October 11, 15****, 18, 25, 29*****; November 1	EDU530A	ES, MS, SS
	October 11 – November 1	EDU530B	
	November 8, 15, 29; December 3****, 6, 13	EDU531A	
	November 8 – December 13	EDU531B	
	October 10 – December 16	EDU 560A	MS, SS
	October 10 – December 16	EDU 561A	ES
Winter Quarter (January 9 – March 17)	January 10, 17, 21*****, 24, 31; February 4****	EDU532	ES, MS, SS
	February 7, 14, 21, 25***, 28; March 7, 11***, 14	EDU535	MS, SS
	February 7, 14, 21, 25***, 28; March 7, 11***, 14	EDU578	ES
	March 12: Submission CalTPA Cycle I	EDU535 & EDU578	ES, MS, SS
	January 9 – March 17	EDU560B	MS, SS
	January 9 – March 17	EDU561B	ES
Spring Quarter (March 20 – May 26)	March 21, 28; April 11, 18, 25; May 2, 6**, 9	EDU510B	SS
	March 21, 28; April 11, 15****, 18, 25, 29**; May 2	EDU550	ES, MS
	May 26: Deadline to Take RICA		
	May 9, 13****, 16, 20****, 23	EDU556	ES
	March 20 – May 26	EDU560C	MS, SS
	March 20 – May 26	EDU561C	ES
** Saturday Session = 2 hours *** Saturday Session = 3 hours **** Saturday Session = 4 hours ***** Saturday Session = 5 hours			

5.3. Year I – Class Schedule Per Course

Course	Dates	Hours/Credits
EDU530A Foundations of Teaching	October 11, 15****, 18, 25, 29*****; November 1	25/2.5

EDU530B Practicum: Foundations of Teaching	October 11 – November 1	15/1.5
EDU531A Planning for Data-Driven Instruction	November 8, 15, 29; December 3****, 6,13	25/2.5
EDU531B Practicum: Planning for Data-Driven Instruction	November 8 – December 13	15/1.5
EDU532 Healthy Environments for Diverse Learners	January 10, 17, 21****, 24, 31; February 4****	25/2.5
EDU535 Effective Instructional Delivery	February 7, 14, 21, 25***, 28; March 7, 11**, 14	30/3.0
EDU578 Strategies for Teaching Students with Support Needs	February 7, 14, 21, 25***, 28; March 7, 11**, 14	30/3.0
EDU510B Instructional Planning - English - Math - Physical Education - Science - History/Social Science - World Language	March 21, 28; April 11, 18, 25; May 2, 6**, 9	30/3.0
EDU550 Methodology of Teaching Reading and Writing	March 21, 28; April 11, 15****, 18, 25, 29**, May 2	30/3.0
EDU556 Technology in the Classroom	May 9, 13****, 16, 20****, 23	20/2.0
EDU560A Field Experience/Supervision	October 10 – December 16	10/1.0
EDU560B Field Experience/Supervision	January 9 – March 17	10/1.0
EDU560C Field Experience/Supervision	March 20 – May 26	10/1.0
EDU561A Field Experience/Supervision	October 10 – December 16	10/1.0
EDU561B Field Experience/Supervision	January 9 – March 17	10/1.0
EDU561C Field Experience/Supervision	March 20 – May 26	10/1.0
** Saturday Session = 2 hours *** Saturday Session = 3 hours **** Saturday Session = 4 hours ***** Saturday Session = 5 hours		

5.4. Cohort 2021: Year 2 Education Specialist - Class Schedule Per Term

Terms	Dates	Courses
Summer Quarter (August 1 – October 7)	August 3, 10, 13****, 17, 24, 27****, 31	EDU576
	September 7, 14, 21, 28; October 5	EDU574
October 7: PGP Deadline: Year 1 Assessment		

Fall Quarter (October 10 – December 16)	October 12, 19, 26, 29 ^{***} ; November 2, 5 ^{***} , 9, 16	EDU578
	November 30; December 7, 10 ^{***} , 14	EDU575
	October 10 – December 16	EDU561D
Winter Quarter (January 9 – March 17)	January 11, 18, 25; February 1, 8, 15, 22, 25 ^{****} ; March 1, 8	EDU579
	January 9 – March 17	EDU561E
Spring Quarter (March 20 – May 26)	March 22, 25 ^{*****} , 29; April 12, 19, 22 ^{*****} , 26	EDU570
	May 3, 6 ^{*****} , 10, 13 ^{*****} , 17, 20 ^{****} , 24	EDU556
	March 20 – May 26	EDU561F
<p style="text-align: center;"> ** Saturday Session = 2 hours *** Saturday Session = 3 hours **** Saturday Session = 4 hours ***** Saturday Session = 5 hours </p>		

5.5. Cohort 2021: Year 2 Education Specialist - Class Schedule Per Course

Course	Dates	Hours/Credits
EDU576 Collaboration, Consultation, and Case Management	August 3, 10, 13 ^{*****} , 17, 24, 27 ^{*****} , 31	30/3.0
EDU574 Application of Legal Issues in Special Education	September 7, 14, 21, 28; October 5	20/2.0
PGP Deadline: Year 1 Assessment	October 7	No Credit
EDU578 Strategies for Teaching Students with Disabilities	October 12, 19, 26, 29 ^{***} ; November 2, 5 ^{***} , 9, 16	30/3.0
EDU575 Transition Planning in Special Education	November 30; December 7, 10 ^{***} , 14	15/1.5
EDU579 Assessment and Evaluation of Students with Mild/Moderate Disabilities	January 11, 18, 25; February 1, 8, 15, 22, 25 ^{****} ; March 1, 8	40/4.0
EDU570 Behavioral, Social, and Environmental Supports for Learning	March 22, 25 ^{*****} , 29; April 12, 19, 22 ^{*****} , 26	30/3.0

EDU556 Technology in the Classroom	May 3, 6****, 10, 13****, 17, 20****, 24	30/3.0
EDU561D Field Experience/Supervision	October 10 – December 16	10/1.0
EDU561E Field Experience/Supervision	January 9 – March 17	10/1.0
EDU561F Field Experience/Supervision	March 20 – May 26	10/1.0
<p>** Saturday Session = 2 hours *** Saturday Session = 3 hours **** Saturday Session = 4 hours ***** Saturday Session = 5 hours</p>		

5.6. Cohort 2021: Year 2 Single Subject – Class Schedule Per Term

Term	Dates	Course
Summer Quarter (August 1 – October 7)	August 3, 6****, 10, 17, 20****, 24, 31	EDU555
	September 7, 14, 21, 28; October 5	EDU568
	September 7 – October 5	EDU569
	October 7: PGP Deadline: Year 1 Assessment	
Fall Quarter (October 10 – December 16)	October 12, 19, 26; November 2, 9, 16, 30; December 3**	EDU510B
	October 10 – December 16	EDU560D
Winter Quarter (January 9 – March 17)	January 11, 18, 25; February 1, 8	EDU571
	February 8 – March 15 March 14: Submission CalTPA Cycle 2	EDU577
	January 9 – March 17	EDU560E
Spring Quarter (March 20 – May 26)	March 20 – May 26	EDU560F

** Saturday Session = 2 hours
 *** Saturday Session = 3 hours
 **** Saturday Session = 4 hours
 ***** Saturday Session = 5 hours

5.7. Cohort 2021: Year 2 Single Subject – Class Schedule Per Course

Course	Dates	Hours/Credits
EDU555 Technology in the Classroom	August 3, 6****, 10, 17, 20****, 24, 31	30/3.0
EDU568 Methodology of Teaching Reading and Writing in the Content Area	September 7, 14, 21, 28; October 5	20/2.0
EDU569 Practicum: Advanced Reading & Writing: Data Analysis, Reflection and Lesson Planning	September 7 – October 5	45/4.5
PGP Deadline: Year 1 Assessment	October 7	No Credit
EDU510B - English - Math - Physical Education - Science - History/Social Science - World Languages	October 12, 19, 26; November 2, 9, 16, 30; December 3**	30/3.0
EDU571 Advanced Planning and Instructional Delivery	January 11, 18, 25; February 1, 8	20/2.0
EDU577 Practicum: Advanced Planning and Instructional Delivery	February 8 – March 15	45/4.5
Submission: CalTPA Cycle 2	March 14	No Credit
EDU560D Field Experience/Supervision	October 10 – December 16	10/1.0
EDU560E Field Experience/Supervision	January 09 – March 17	10/1.0
EDU560F Field Experience/Supervision	March 20 – May 26	10/1.0

**Saturday Session = 2 hours
 *** Saturday Session = 3 hours
 **** Saturday Session = 4 hours
 ***** Saturday Session = 5 hours

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ADDENDUM I

Entry date: March 2nd, 2023

A. Change to **Course Offerings** (p. 22) of the Master's in Education and Social Justice. The language below is adopted:

The Master's in Education and Social Justice is a two-year program offered in five terms, as described below.

Year 1

Fall Term

This is a 15-week term. Students take two courses adding to a total of 5 credits (75 hours).

Spring Term

This is a 15-week term. Students take two courses adding to a total of 8 credits (120 hours).

Year 2

Fall Term

This is a 15-week term. Students take two courses adding to a total of 5 credits (75 hours).

Spring Term

This is a 15-week term. Students take two courses adding to a total of 8 credits (120 hours).

Summer Session

This is a six-week term. Students complete their two final courses adding to a total of 4 credits (60 hours).

B. Change to the **Program Calendar** (p. 67) of the Master's in Education and Social Justice.

New date for Application Deadline: July 7.

New date for Enrollment Deadline: July 31.