

SCHOOL OF EDUCATION

Christine Geranios Zeppos, Ed.D. Dean, Professor, School of Education
 Kathy Theuer, Ed.D., Associate Dean, Professor, School of Education
 Patricia Wick, M.A., Associate Dean, Associate Professor, School of Education

Alan Enomoto, Ed.D., Associate Dean, Associate Professor, School of Education

Patricia Clark White, Ed.D., Associate Dean, Professor, School of Education

Jessica Bogunovich, Ed.D.

James Bylund, Psy.D.

Tamerin Capellino, Ed.D.

Matthew Devins, Ed.D.

Doug DeVore, Ed.D.

Kimberly Greene, Ed.D.

Micaela Gomez, Ph.D.

Carlos V. Guzman, Ph.D.

William Hale, Ph.D., Professor Emeritus

Annie Hough-Everage, Ed.D., Professor Emeritus

Thierry Kolpin, Ph.D.

Keith Larick, Ed.D.

Lynn Larsen, Ph.D.

Jeffrey Lee, Ed.D.

Betty McEady, Ed.D., Professor Emeritus

Jennifer Murphy, Ed.D.

Hawani Negussie, Ed.D.

Nicole Nicholson, Ed.D.

Loren O'Conner, Ph.D.

Pedro Olvera, Psy.D.

Carla Piper, Ed.D., Professor Emeritus

Barbara Rodriguez, Ed.D., Professor Emeritus

Marilou Ryder, Ed.D.

Nicole Schneider, Ed.D.

Cheryl Sjostrom, Ed.D.

David Sloan, Ed.D.

Guadalupe Solis, Ed.D.

Anne Spillane, Ph.D.

Michael Stuckhardt, Ed.D., Professor Emeritus

Care Terkelson, Ed.D., Professor Emeritus

Angela Tos, Ed.D.

Suzanne Yockelson, Ph.D.

Julianne Zvalo-Martyn, M.S.

Undergraduate Degree Program

- Bachelor of Arts in Early Childhood Education (<http://catalog.brandman.edu/education/early-childhood-ba>)

Teaching Credential Programs in Education (<http://catalog.brandman.edu/education/teaching-credential-programs>)

- 2042 Multiple Subject Credential Program with an English Learner Authorization (<http://catalog.brandman.edu/education/teaching-credential-programs/multiple-subject-english-learner-authorization>)
- 2042 Single Subject Credential Program with an English Learner Authorization (<http://catalog.brandman.edu/education/teaching-credential-programs/single-subject-english-learner-authorization>)

- Special Education - Preliminary Education Specialist (<http://catalog.brandman.edu/education/teaching-credential-programs/special-preliminary-specialist>)
 - Mild/Moderate with an English Learner and Autism Authorizations
 - Moderate/Severe with an English Learner and Autism Authorizations
 - Mild/Moderate and Moderate/Severe with an English Learner and Autism Authorizations
 - Early Childhood Special Education

Service Credential Programs in Education (<http://catalog.brandman.edu/education/service-credential-program>)

- Pupil Personnel Services Credential in School Counseling (<http://catalog.brandman.edu/education/service-credential-program/pupil-personnel-services-credential-school-counseling>)
- Preliminary Administrative Services Credential (<http://catalog.brandman.edu/education/service-credential-program/preliminary-administrative-services-credential>)
- Clear Administrative Services Credential (<http://catalog.brandman.edu/education/service-credential-program/clear-admin-services-credential>)

Professional Authorizations in Education (<http://catalog.brandman.edu/education/professional-authorizations>)

- Multiple Subject Added Authorization
- Single Subject Added Authorization
- California Teacher of English Learners (CTEL) that leads to the English Learner (EL) Authorization
- Autism Spectrum Disorders, Added Authorization
- Early Childhood Special Education, Added Authorization

Graduate Degree Programs in Education

- Master of Arts in Education (MAE) (<http://catalog.brandman.edu/education/education-mae>) in:
 - Curriculum and Instruction
 - Educational Administration
 - Educational Leadership
 - Instructional Technology: Teaching the 21st Century Learner
 - Leadership in Early Childhood Education
 - Teaching and Learning
- Master of Arts in Educational Leadership and Administration with Preliminary Administrative Services Credential (<http://catalog.brandman.edu/education/educational-leadership-administration-ma-preliminary-administrative-services-credential>)
- Master of Arts in Special Education (<http://catalog.brandman.edu/education/special-education-ma>) in:
 - Advanced Methodology
 - Autism
 - Early Childhood Special Education

- Behavior Analysis
 - Teaching and Learning
- Master of Arts in Counseling with the Pupil Personnel Services Credential in School Counseling (PPSC) (<http://catalog.brandman.edu/education/counseling-pupil-personnel-services-ma-credential-school-counseling-ppsc>)
 - Education Specialist Degree in School Psychology (Ed.S.)/ Master of Arts in Educational Psychology with the Pupil Personnel Services Credential in School Psychology (PPSP) with optional emphasis areas in: (<http://catalog.brandman.edu/education/school-psychology-eds-educational-psychology-ma-pupil-personnel-services-credential-ppsp>)
 - Autism
 - Applied Behavior Analysis
 - CTEL
 - Master of Arts in Teaching (MAT) (<http://catalog.brandman.edu/education/teaching-mat>) in:
 - Elementary Education with 2042 Multiple Subject Credential with an English Learner Authorization (<http://catalog.brandman.edu/education/teaching-mat/elementary-education-2042-multiple-subject-credential-english-learner-authorization-mat>)
 - Secondary Education with 2042 Single Subject Credential with an English Learner Authorization (<http://catalog.brandman.edu/education/teaching-mat/secondary-education-2042-single-subject-credential-english-learner-authorization-mat>)
 - Preliminary Education Specialist, mild/moderate and/or moderate/severe with an English Learner and Autism Authorizations (<http://catalog.brandman.edu/education/teaching-mat/preliminary-education-specialist-mild-moderate-severe-credentials-english-learner-authorization-mat>)
 - Preliminary Education Specialist, Early Childhood Special Education (<http://catalog.brandman.edu/education/mat-preliminary-education-specialist-ece>)
 - Ed.D. in Organizational Leadership (<http://catalog.brandman.edu/education/organizational-leadership-edd>)
 - Ed.D. in Organizational Leadership with Clear Administrative Services Credential

Please note that not all programs are offered at every Brandman University campus.

Mission

The mission of the Brandman University's School of Education is to develop innovative and caring leaders, scholars, and practitioners who collaborate to solve complex problems, transform organizations, and educate diverse student populations through discovery, inspiration, and innovation.

Mission on Inclusion

Through inclusive curriculum, the SOE will ensure that our graduates are prepared for meeting the needs of all learners for full participation in a diverse and integrated society. This would include but is not limited to meeting the needs of students with disabilities, gifted learners, second language learners, and students from other underrepresented populations.

Brandman University's School of Education is committed to creating an environment where all people feel supported, listened to, and able to reach their highest potential. In order to provide equity, access, and

participation for all learners, students are provided supports and an inclusive curriculum that allows them to become an agent of change within their diverse local, state, national, and global communities.

Professional Dispositions

The School of Education has adopted a set of professional behaviors or dispositions and candidates are expected to demonstrate these dispositions throughout all education programs. Dispositions are evaluated by course instructors at different points in the program and candidates do a self-assessment at the beginning and end of the program. The Professional Dispositions are provided to all education students at their initial advising session and can also be found on the University Student Code of Conduct section and on the School of Education Student Services page.

Minimum Grade Requirement

All graduate courses within the School of Education must be passed with a grade equivalent of "B-" or higher. A grade of "C+" or lower is considered unacceptable and the course must be repeated. A cumulative GPA of 3.0 is required for graduation and recommendation for a credential. Prerequisite courses require a minimum grade of "C" (2.0).

Exit Survey

All Education Programs require candidates to complete an exit survey at the end of their program. Some exit surveys are done through the CTC and exit survey results are used to evaluate program effectiveness and for program improvement.