



# **Bridges**

## **Graduate School Of Cognitive Diversity In Education**



# **Catalog**

Fall 2018

Spring 2019

Summer 2019



Catalog Applicable Dates  
09/01/2018 - 08/31/2019

Inside Cover

# Bridges Graduate School of Cognitive Diversity in Education

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Studio City, CA 91604

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<http://bridgesgraduateschool.com/>

## Catalog

09/01/2018 - 08/31/2019

(This catalog is typically updated annually in August of each year.  
Last Revised August, 2018)

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## Letter from the Dean

The Bridges Graduate School of Cognitive Diversity in Education offers three programs in a new and exciting field growing out of neurodiversity and positive psychology, cognitive diversity in education.

We offer a Certificate in Twice Exceptional Education (Certificate in 2e), a Master in Education in Cognitive Diversity, (M.Ed) and a Doctorate in Education (Ed.D) in Cognitive Diversity. All three of our programs are grounded in the need for a strength-based, talent-focused approach in addressing cognitive diversity in students whose unique “brain wiring” gives rise to both extraordinary gifts and talents and cognitive and behavioral challenges simultaneously. This population of individuals is known as twice exceptional.



Recent research growing out of the fields of psychology, human resources, and creativity and innovation applaud the role of diverse minds collaborating around individual strengths and talents, an idea that reinforces the movement in celebrating both neuro and cognitive diversity. Very few institutions use this paradigm in looking at students whose minds are diverse. Often housed in the discipline of special education, programs addressing students with challenges look to remediation and compensation strategies to define their philosophical approach to meeting the needs of these students.

The idea for the establishment of the The Bridges Graduate School of Cognitive Diversity in Education is threefold.

- ❖ The first is in response to research and growing support for the neurodiversity movement.
- ❖ Second, the population of twice exceptional students is increasing substantially. Many bright and talented students are being identified as having Autism, Attention Deficit Disorders, and Dyslexia. Educational programs for these students are appearing and are in the need of professionals who are trained to address the unique needs of this population of learners.
- ❖ Finally, this program is based on the proven success of more than 20 years of Bridges Academy, a strength-based, talent-focused school for twice-exceptional students. Bridges Academy proposed that professionals who have shared in this success take on the challenge of starting a graduate school to help create knowledgeable and skilled professionals. Their vision is that graduates of the programs will create innovative approaches that contribute to and enhance the neuro-cognitive diversity movement.

We enlist a specialized group of faculty who are dynamic educators and professionals whose accomplishments reveal their dedication to the celebration of cognitive differences and their adherence to the idea of strength-based, talent-focused education.

We are dedicated to work with our graduate students by personalizing the learning experience through advisement, learning support, and a friendly learning environment where students become a part of a small cohort of peers with whom they share their exciting educational journey. In addition we strive through our programs, coursework, seminars, internships, and practica to introduce students to a community of scholars and to strengthen friendships and professional interactions across the boundaries of education.

We remain committed to the progress and well-being of all our students and hope that the graduate experience within our learning community will enrich lives and motivate all to become leaders within their chosen fields.

We encourage you to consider applying to our institution for graduate work. Please explore our catalog to learn more about our graduate programs.

If you've been accepted, you'll want to thoroughly read this guide. Once you are here, the catalog will serve as a helpful resource. If you need more information please visit our website and our online Graduate Catalog, or visit the "Contact Us" page of our website to find the appropriate staff member that can best assist you.

If I can do anything to help you find your way to and at The Bridges Graduate School for Cognitive Diversity in Education, please do not hesitate to contact me.

A handwritten signature in black ink that reads "Henry J. Nicols". The signature is written in a cursive style with a large, stylized initial 'H'.

Henry J. Nicols  
Dean of Graduate Programs

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# Academic Calendar 2018 - 2019 - 2020

## September 2018

Approval to Operate - Open Enrollment  
Registration for Spring 2019 Opens

## January 2019

07 Spring Semester Begins

## March 2019

17-23 Spring Break  
25 Spring Semester

## May 2019

31 Last Class of Spring Semester

## June 2019

16-29 Summer Residency Program

## July 2019

29 Fall Semester Begins

## October 2019

06-12 Fall Break

## December 2019

20 Last Class of Fall Semester

## January 2020

06 Spring Semester 2020 Begins

# **I. Bridges Graduate School of Cognitive Diversity in Education**

Bridges Graduate School is a private institution approved to operate by the Bureau of Private Postsecondary Education in the State of California. This approval means compliance with California State Standards CEC and 5, CCR. Most of the classes and instruction is conducted online. Summer residency programs and some classes are held at our campus at 3921 Laurel Canyon Blvd., Studio City, California 91604.

## **A. Mission of the Bridges Graduate School**

“Celebrating the transformative power of strengths, interests, and talents”

The mission of the Bridges Graduate School of Cognitive Diversity in Education is to advance the quality and equity of education for all. We promote and support the extraordinary diversity in human learning — educating students, parents, educators, and field leaders by promoting strengths and talents — and unlocking individual potential through our graduate programs. To achieve these ends, we cultivate knowledge of diverse worldviews and perspectives, as well as the skills, insights, and imagination required of scholars who will assume leadership roles as instructional leaders, researchers, administrators, and policy makers.

## **B. Vision Statement of the Bridges Graduate School**

The Graduate School inspires and cultivates innovative leaders of positive change. The program will empower leaders to build nurturing educational environments and effective systems of support. Our graduates will also be well-prepared to use leadership and learning to enhance equity and quality of life for all.

## **C. Goals and Outcomes**

To achieve the mission and vision of the Bridges Graduate of Cognitive Diversity in Education, the following goals and outcomes are offered:

### **Goal 1. Mastery of Content**

This goal embraces the breadth and depth of ideas, theories, approaches, and information which graduate students will encounter through and beyond their studies.

Outcomes: Graduates will demonstrate and be able to apply:

- general knowledge of cognitive diversity and strength-based, talent-focused philosophical approach to support growth and development of persons who learn differently..
- specialized knowledge and skills from within a specific discipline or field.

## Goal 2. Intellectual and Creative Skills

Graduates of The Bridges Graduate School programs will be expected to develop the ability to think critically and imaginatively, formulate their own understanding, and effectively communicate their ideas. This goal articulates specific skills that comprise these broader abilities.

Outcomes: Graduates will be able to

- systematically access, analyze, and evaluate information and ideas from multiple sources in order to identify underlying assumptions, and formulate conclusions.
- use appropriate methodologies to solve quantitative and qualitative problems.
- create and support arguments using a variety of approaches.
- use existing knowledge to generate and synthesize ideas in original ways.
- communicate clearly in speech and writing.

## Goal 3. Personal and Social Responsibility

This goal supports the Mission and Vision of The Bridges Graduate School because it is the expectation that graduates will embrace the philosophy of social responsibility to advance the strength-based, talent-focused philosophy embedded within course work and requirements.

Outcomes: Graduates will be able to:

- articulate their own beliefs and convictions, as well as others' beliefs, about what it means to be human and to create a just society.
- articulate what is entailed in becoming a self-directed, ethical decision-maker and living a life of personal integrity in terms of valuing what others can do as opposed to focusing on deficits.
- use multiple perspectives to consider ethical issues and resulting actions.
- take leadership roles in advocating for tolerance and respect within professional communities.

## Goal 4. Cultivation of Emotional Intelligence

The Bridges Graduate School is committed to the idea that emotional intelligence undergirds an individual's ability to lead a successful and satisfying life. This goal implies that through the coursework and experiences with faculty and cohort members, the graduates of this institution will become: self aware; develop empathy; be able to regulate emotionally; demonstrate self motivation, and be able to manage relationships.

Outcomes: The Bridges Graduate will:

- understand themselves, their strengths, talents, and interests and use this knowledge to make personal and professional decisions.
- be sensitive to the needs and situations of others.
- be resilient and use problem-solving strategies to confront emotionally charged issues, problems, or events within their personal and professional lives.
- be lifelong learners and willing to embark upon creative pursuits to make a difference in the world.
- use their personal skills to develop healthy professional and personal relationships.

## **D. Our Programs - Method of Instruction & Standards**

The three programs offered by The Bridges Graduate School of Cognitive Diversity in Education take place primarily online with required summer residencies with in-person classes. All program goals, objectives, and learning outcomes are aligned to either California Professional Standards for Educational Leaders (CPSEL) or the Council for Exceptional Children (CEC) Professional Standards in Special Education or Education of the Gifted and Talented. These alignments are shown in each course syllabi.

### **Course Hour Calculations:**

This a hybrid program in which instruction is provided in real time by a professor who is present online via video conferencing tools with the students in remote locations. One semester credit requires 15 hours of interaction and instructor contact. A three credit online course will occur over 10 modules of 4.5 hours each, for a total of 45 hours. This occurs through interactions with the instructor and colleagues each week on the class discussion board and through feedback on assignments. It is expected that students will spend an additional nine to ten hours a week reading and reviewing content, preparing thoughtful postings, responses, and completing a variety of performance tasks and other assignments equaling 90 additional hours.

### **Practicum**

All graduate students will participate in a 3-credit, 135-hour practicum experience which includes an on-campus experience where they will work with twice-exceptional students attending Bridges Academy. Different program requirements for the certificate and two degree levels are stated in the course descriptions for the individual programs.

### **Internship**

All doctoral students are expected to engage in an internship experience designed during Seminar 2. The internship will be a minimum of 3 credits and a maximum of 9 credits, depending on the goals set by the doctoral candidate. One credit requires 45 hours of work.

### **Residency:**

In-person classes occur through summer residencies that take place on the campus of Bridges Academy, a school for twice-exceptional students. Certificate students complete their two-week residency at the end of Year 1. Masters of Education degree students complete their two required two-week residencies at the end of Years 1 and 2. Doctor of Education students are expected to attend three two-week residencies, each at the beginning of Years 1, 2, and 3. Course work for these residencies are described in the program description sections.

## **Highly Qualified Faculty**

Highly qualified faculty teach courses, direct internships, and oversee practica and research projects. They also serve as advisors based on a match between their areas of expertise and the graduate students' interests and goals for their programs. These faculty members come from a variety of institutions and represent expertise in one or more of the areas of study described in the course descriptions. Details about the faculty can be found in the Faculty and Staff section of the catalog.

## **Kinds of Educational Experiences**

All of the programs offered at Bridges Graduate School provide varied learning experiences from theoretical foundations to opportunities for authentic opportunities to convert theory to practice. All three programs require a practicum. The two degree programs not only have traditional classes but also have carefully planned seminars with visits by expert practitioners and scholars in the field. Doctoral candidates will participate in self-designed internship programs to enhance their knowledge and skills for real world use. Students in both degree programs are required to engage in an inquiry project following courses in research design and methodology.

## **Capstone Project: Masters level**

All candidates for the M.Ed. program must complete a final project, which consists of completing an action research study designed and approved in their research course. A full description is found in the M.Ed. program description.

## **Comprehensive Exam**

Students enrolled in the Doctoral Program will need to take comprehensive exams before they can submit their proposal for their Problem of Practice Dissertation and apply for candidacy. A description of the Comprehensive Exam process is found in the Ed.D. Program description.

## **Capstone Project: Doctoral level**

All doctoral students must complete a final Capstone Project which is a problem of practice relating to the interest area of the candidate. Students will submit a proposal for their project upon completion of the comprehensive exams. A full description of the Capstone Project is found in the Ed.D Program description.

## **Time Limits**

There are time limits for each program.

1. Certificate in Twice-Exceptional Education must be completed in two years from the date of the completion of the first course.
2. Masters in Education (M.Ed.) in Cognitive Diversity must be completed in four years from the date of completion of the first class.
3. Doctorate in Education in Cognitive Diversity (Ed.D.) must be completed in six years from the date of completion of the first class

## Opportunities for Gainful Employment

Although Bridges Graduate school does not license or accredit individuals for specific or particular professions, an education in Cognitive Diversity will add helpful skills and knowledge to individuals desiring or already possessing jobs in the following United States Department of Labor Standard Occupational Classification codes. Some of these classification codes include:

25-1000 Post Secondary Educators	25-2000 Pre School
25-2020 Elementary, Middle School Teachers	25-2030 Secondary School Teachers
25-2050 Special Education Teacher	21-1010 Counselors
21-1020 Social Workers	

**Note:** None of the three Bridges Graduate School programs prepare students for any license or certification.

## E. Steps for Students to Complete Their Programs

1. **Acceptance into the Graduate Program**
2. **Completion of Plan of Study with approval from advisor**
3. **Application to Candidacy**

For the degree programs, graduate students must apply for candidacy after their proposals for their capstone projects are completed and they meet the following criteria:

Advancement to Candidacy represents the formulation of an official program of study for degree programs at Bridges Graduate School of Cognitive Diversity in Education. It is the process that establishes a student's rights and forms the basis of the degree audit when the student is ready to graduate. Please note that the phrase "Advancement to Candidacy" is used to refer to both the process of advancing to candidacy and to the form used for advancing to candidacy.

### When to apply to Candidacy

While there is no specific deadline to advance to candidacy, it is important to advance to candidacy as soon as you are eligible. Advancement to candidacy is a prerequisite for enrollment in certain advanced courses, and must occur at least one semester prior to the semester in which you will graduate. Students must meet the following requirements before they may submit the Advancement to Candidacy Form:

1. Have an approved Plan of Study (form) with dates of course completion up to the date of candidacy submission. Changes in the plan can be made with the approval and signature of your advisor.
2. Resolve incomplete grades, if applicable.



3. Maintain a minimum 3.0 cumulative and program grade point average, with no course receiving a less than B- grade.
4. Complete program prerequisites ( acceptance of Capstone Proposal; defense off comprehensive exams) and any other program requirements for advancement to candidacy.

### **What are the steps to Advance to Candidacy?**

1. Access the online version of the Advancement to Candidacy form for your program (link to form can be found in the catalog).
2. Complete all information:
  - a. Name, student ID number, phone number, and email.
  - b. Semester/year you started the program.
  - c. Semester/year you are submitting the Advancement to Candidacy Form.
3. Take the completed form to your program advisor and obtain his or her signature.
4. Submit the signed form to the Dean.
5. The Dean's Office will review your Advancement to Candidacy, contact you and/or your advisor for any clarifications, and obtain the Associate Dean's signature.
6. The Dean's Office will file the official Advancement to Candidacy document to be used to verify completion of your degree.
7. A copy of the signed Advancement to Candidacy will be emailed to you.


### **Filing for Graduation**

All candidates must complete a Graduation form one semester before graduation date and submit it to the Dean's Office. The link is found at the end of the catalog.

## II. Faculty & Staff

The Bridges Graduate School for Cognitive Diversity in Education has some of the world's most talented faculty and staff. Included are experts in their field of study and practice, authors, researchers, international speakers, and presenters with a wide variety of experience. Many of the faculty are visiting from other institutions of higher learning and have agreed to share their particular areas of expertise by teaching at Bridges. Their areas of expertise align to the content areas of our graduate programs that include special education, education of the gifted and talented, creativity and innovation, educational psychology (individual differences), clinical psychology, educational theory, leadership, policy development, curriculum, evaluation, and research methods and statistics.

### Faculty for Bridges Graduate School

<p>Lois Baldwin, Ed.D.</p>  <p>Degree from Teachers College, Columbia</p>	<p>Lois Baldwin, Ed.D., is currently an educational consultant specializing in the areas of twice exceptional, cognitive diversity, and Multi-Tiered System of Supports (MTSS). She has been both a teacher of twice-exceptional students and the administrator of the Gifted Special Education Program operated by the Southern Westchester Board of Cooperative Educational Services (BOCES), one of the first programs in the country serving students who were gifted with learning and emotional needs. She has assisted teachers and staff with curriculum development, student issues, transition planning, assessment, and professional development. She co-founded the Association for the Education of Gifted Underachieving Students (AEGUS) and is currently serving as president. Dr. Baldwin has taught courses on giftedness and twice exceptionality at Manhattanville College, Pace University, College of New Rochelle, and Regis University. She has been a consultant and speaker at numerous national conferences and symposiums. She was a consultant with the Colorado Department of Education Twice-Exceptional Project, where she helped design online courses, workshops, training modules, manuals, and materials for educators throughout the state. In addition, Lois has published numerous professional articles on the subject of twice-exceptional individuals, as well as Response to Intervention and MTSS: (<i>Gifted Child Today</i>, Summer 2009 and October 2015 and <i>Teaching Exceptional Children</i>, March/April 2015) and chapters for books <i>Introduction to Gifted Education</i> (2018), <i>Supporting and Educating Twice-Exceptional Children</i> (2018), and <i>Rtl for Gifted Students</i> (2011). She has also served as the chair of the National Association for Gifted Children (NAGC) Twice-Exceptional Special Interest Group (SIG) and has been the co-facilitator for the 2e Community of Practice (CoP) action groups.</p> <p><b>Areas of Expertise:</b> Twice-Exceptional Education, Special Education</p> <p><b>Affiliation:</b> Educational Consultant</p>

Baum, Susan M.  
Ph.D.



Degree from  
University of  
Connecticut

Professor  
Emeritus from  
College of New  
Rochelle

Susan Baum, Ph.D. is co-director of the International Center for Talent Development and Director of the 2e Center for Research and Professional Development at Bridges Academy. Professor Emeritus from The College of New Rochelle, and an international consultant, Susan has published a multitude of books, chapters, and articles in the areas of twice-exceptional students, primary-aged gifted students, social and emotional factors affecting gifted students, and multiple intelligences. She served on the Board of Directors of the National Association for Gifted Children (NAGC) and is past president and co-founder of the Association for the Education of Gifted Underachieving Students (AEGUS). She is recipient of the Weinfeld Group's Lifetime Achievement Award for her work in educating the twice-exceptional child.

**Areas of Expertise:** Special Education and Learning Disabilities, Education of the Gifted and Talented, Twice-Exceptional Education, Research Methodology, Creativity

**Affiliation:** Director, 2e Center for Research and Professional Development at Bridges Academy  
Bridges Graduate School, Provost for Academics.

Delcourt, Marcy,  
Ph.D.



Degree from  
University of  
Connecticut

Dr. Marcia Delcourt, PhD, is a Professor in the Department of Education and Educational Psychology at Western Connecticut State University (WCSU) in Danbury, CT, where she received WCSU's Teaching Excellence Award. She is the Coordinator of the Doctoral Program in Instructional Leadership and teaches courses in leadership, measurement, research and cognition, as well as curriculum and instruction. Dr. Delcourt has been the Principal Investigator or evaluator for 30 grants at the local, state, and federal levels. She has been a full-time Professor at McGill University where she taught courses in the Department of Educational and Counseling Psychology. She was also a Professor at the University of Virginia and a Principal Investigator for The National Research Center on the Gifted and Talented. She has been active in education for over 30 years as a teacher, graduate level program coordinator, curriculum and program consultant, and researcher. She currently serves as a member of the advisory board for the Connecticut Association for the Gifted. Her publications have appeared in journals such as *Journal of Creative Behavior*, *Educational and Psychological Measurement*, *Gifted Child Quarterly*, *The Journal for the Education of the Gifted*, *International Journal of Creativity and Problem Solving* and *Journal of Research and Development in Education*. She co-edited a book entitled *Inquiry in Education Volume II: Overcoming Barriers to Successful Implementation* and has contributed to *The International Handbook on Innovation Education* and *Fundamentals of Gifted Education*. She is involved in teacher education, professional development, and program evaluation, and has a longstanding research commitment to instructional needs of gifted students, social and emotional learning, fostering creativity, and the uses of technology in education.

**Areas of Expertise:** Research and Evaluation, Curriculum Leadership, Special Education, Education of the Gifted and Talented, Creativity

**Affiliation:** Western Connecticut State College

Dobyns, Sally,  
Ph.D.



Degree from  
University of  
Connecticut

Retired  
professor,  
University of  
Louisiana at  
Lafayette

Sally M. Dobyns, Ph.D. is a nationally regarded educator in the field of gifted education and talent development. Prior to completing her doctoral degree in gifted education and talent development at The University of Connecticut in 1992, she was a classroom teacher in Kentucky and South Carolina. For 21 years, Dr. Dobyns served as Professor, Program Coordinator of the M. Ed. Program in Gifted Education, and Director of the Center for Gifted Education, and is noted for her contributions to teaching and learning on a variety of topics, including curriculum design, higher order thinking skills, differentiating curriculum and instruction, talent development, and other aspects of gifted education. She has served as a consultant to over 100 schools in the United States, Mexico and South America.

**Areas of Expertise:** Curriculum, Education of the Gifted and Talented, Teacher training, Creativity

**Affiliation:** Adjunct faculty at SUNY at Buffalo State College

Kaufman, Scott  
Barry, Ph.D.



Degree from  
Yale University

Scott Barry Kaufman is an author, researcher, and speaker who is interested in using psychological science to help all kinds of minds live a creative, fulfilling, and meaningful life. Curious about the mind, brain, and behavior, Dr. Kaufman likes to share his enthusiasm for these topics through his teaching, writing, and podcasts. His writing has appeared in *The Atlantic*, *Scientific American*, *Psychology Today*, and *Harvard Business Review*. He contributes a regular column called “Beautiful Minds” to *Scientific American*, and hosts *The Psychology Today Podcast*. Named as one of “50 Groundbreaking Scientists who are changing the way we see the world” by *Business Insider*, his books include *Ungifted: Intelligence Redefined*, *The Complexity of Greatness: Beyond Talent or Practice*, *Wired to Create: Unraveling the Mysteries of the Creative Mind*, and, as editor, *Twice Exceptional: Supporting and Educating Bright and Creative Students with Learning Difficulties*.

Dr. Kaufman received a Ph.D. in cognitive psychology from Yale University, and an M. Phil in experimental psychology from the University of Cambridge under a Gates Cambridge Scholarship.

**Areas of Expertise:** Creativity, Intelligence, Research

Jann Leppien,  
Ph.D.



Degree from  
University of  
Connecticut

Jann Leppien, Ph.D. is an associate professor and the Margo Long Endowed Chair in Gifted Education at Whitworth University in Spokane, Washington. Whitworth's Center for Gifted Education supports and develops policies and practices that encourage the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. Whitworth offers educators a specialty endorsement and Master degree in gifted education. Dr. Leppien conducts professional staff training for educators in the areas of differentiated instruction, curriculum design and assessment for advanced students, thinking skills, and gifted program development, both nationally and internationally. She has served on the board of the National Association for Gifted Children (NAGC), and currently serves on the board of the Association for the Education of Gifted Underachieving Students (AEGUS), the 2e Center for Research and Professional Development, NAGC's Diversity and Equity and Awards Committees, and Washington State's Gifted and Talented Advisory Board. She is the co-author of *The Multiple Menu Model: A Practical Guide for Developing Differentiated Curriculum* and *The Parallel Curriculum: A Design to Develop High Potential and Challenge High-Ability Students*.

**Areas of Expertise:** Curriculum, Differentiated Instruction, Leadership, Research and evaluation, Gifted and Talented, Underachievement, Twice-Exceptional Education

**Affiliation:** Whitworth University

Peters, Dan,  
Ph.D.




Degree from  
Pacific Graduate  
School of  
Psychology


Dr. Dan Peters, licensed psychologist, is Co-founder and Executive Director of the Summit Center, specializing in the assessment and treatment of children, adolescents, and families. Dr. Peters is author of *Make Your Worrier a Warrior: A Guide to Conquering Your Child's Fears* and *From Worrier to Warrior: A Guide to Conquering Your Fears*. He is also co-author of *Raising Creative Kids*, and writes for the *Huffington Post* and *Psychology Today*. He is also Co-Founder of *Parent Footprint*, and on-line interactive parent training community.


**Areas of Expertise:** Assessment and treatment of children with stress and anxiety, Twice-Exceptional Education, Social and Emotional Needs of Gifted and Twice-Exceptional Learners

**Affiliation** Summit Center, Walnut Creek, CA



<p>Reid, Lisa. Ed.D.</p>  <p>Degree from Arizona State University in Curriculum</p>	<p>Lisa Reid is an Educational Therapist working with 2e students and their families . Former Director of the Reid School, Lisa is an experienced educator and has worked extensively with twice exceptional students. Lisa is an educational therapist professional as well as leader of parent workshops for SENG (Social and Emotional Needs of the Gifted). Lisa expertise is in curriculum and instruction and gifted education. She has won several awards including the 2009 Rancho Solano Private School Excellence in Education Award and the 2008 Xavier College Preparatory Golden Gator Award for excellence in teaching.</p> <p><b>Areas of Expertise:</b> Educational therapy, Twice exceptional education, Curriculum and instruction and education of the Gifted and Talented.</p> <p><b>Affiliation:</b> Educational Therapist</p>
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<p>Westberg, Karen, Ph.D.</p>  <p>Degree from University of Connecticut</p>	<p>Dr. Karen L. Westberg is professor emerita from the University of St. Thomas (UST), MN, where she taught graduate coursework in gifted education and research methodology. Before joining the faculty at UST, she was a principal investigator at The National Research Center on the Gifted and Talented and a faculty member at the University of Connecticut. She has published articles in several journals including <i>Journal of Creative Behavior</i> and <i>Gifted Child Quarterly</i>. Earlier in her career, she was a public school teacher.</p> <p><b>Areas of Expertise:</b> Research methodology, Program evaluation and Measurement, Curriculum, Education of the Gifted and Talented</p> <p><b>Affiliation:</b> Professor emerita from University of St. Thomas</p>
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<p>Wiebe, Christopher Ed.D.</p>  <p>Degree from California State University, Los Angeles</p>	<p>Chris Wiebe studied philosophy and literature before spending seven years in print journalism. He began teaching high school English in 2008, developing an interest in multimodal literacy and curriculum design. He has been the high school director at Bridges Academy for three years, and received his doctorate in education in 2016. His paper comparing technology policy and teacher belief was a finalist for an AERA "Best Paper" award in 2016 and he is a co-author of a chapter in in the book <i>Twice Exceptional: Supporting and Educating Bright and Creative Students with Learning Difficulties</i>.</p> <p><b>Areas of Expertise:</b> Leadership and change, Policy in Education, Twice Exceptional Education, Qualitative Research Methods</p> <p><b>Affiliation:</b> Director of High School, Bridges Academy</p>
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### III. Graduate School Course Catalog by Category

Course Number Code

CAP [Capstone Projects](#)

CDL [Cognitively Diverse Learner](#)

EXA [Experiential Application](#) (including Practicum and Internships)

IEC [Innovative Education & Curriculum](#)

IEL [Innovative Educational Leadership](#)

RES [Applied Research](#)

SEM [Seminar](#)

**CDL 511 = COGNITIVELY DIVERSE LEARNER  
LEVEL 5 , YEAR 1, SEQUENCE #1**

Area	Level	Year	Sequence
CDL	5*	1	1

\*5= Foundation Graduate Course

\*6 & \*7 =Advanced Graduate Course

## **A. Cognitively Diverse Learner**

### **CDL 511: Introduction to Cognitively Diverse Minds: A World of Learning Differences and Their Impact on Learning & Behavior (Certificate Program)**

This course offers an exploration on how minds differ by looking at the cognitive diversity movement and the implications of cognitive differences among students with respect to intellectual profiles, learning styles, personality preferences. Special emphasis is given on how diverse minds struggle in some areas but bring strengths and advanced abilities to others. An examination of learning and where it breaks down for exceptional students often falling under the umbrella of Special Education will reveal how cognitive differences impact learning. Candidates will critique categories of special education and resulting approaches typically found in individual educational plans. **3 credits**

### **CDL 511: Introduction to Cognitively Diverse Minds: A World of Learning Differences and Their Impact on Learning and Behavior (M.Ed. Program)**

This course offers an exploration on how minds differ by looking at the cognitive diversity movement and the implications of cognitive differences among students with respect to intellectual profiles, learning styles, personality preferences. Special emphasis is given on how diverse minds struggle in some areas but bring strengths and advanced abilities to others. An examination of learning and where it breaks down for exceptional students often falling under the umbrella of Special Education will reveal how cognitive differences impact learning. Candidates will critique categories of special education and resulting approaches typically found in individual educational plans. **3 credits**

### **CDL 511: Introduction to Cognitively Diverse Minds: A World of Learning Differences and Their Impact on Learning and Behavior (Ed.D. Program)**

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### **CDL 512: Nature and Needs of Gifted and Talented Learners (Certificate Program)**

Course content and activities focus on current research, trends, and practices within the field of gifted and talented education. Topics include an introduction to the historical and philosophical context of gifted education and theories of intelligence; characteristics of gifted behaviors across cultures; overview of curricular options for enhancing and accelerating instruction; and identification techniques and program services. **3 credits**



### **CDL 512: Nature and Needs of Gifted and Talented Learners (M.Ed. Program)**

Course content and activities focus on current research, trends, and practices within the field of gifted and talented education. Topics include an introduction to the historical and philosophical context of gifted education and theories of intelligence; characteristics of gifted behaviors across cultures; overview of curricular options for enhancing and accelerating instruction; and identification techniques and program services. **3 credits**

### **CDL 512: Nature and Needs of Gifted and Talented Learners (Ed.D. Program)**

Course content and activities focus on current research, trends, and practices within the field of gifted and talented education. Topics include an introduction to the historical and philosophical context of gifted education and theories of intelligence; characteristics of gifted behaviors across cultures; overview of curricular options for enhancing and accelerating instruction; and identification techniques and program services. **3 credits**

### **CDL 513: The Complexities of Twice Exceptionality (Certificate Program)**

The focus of the course describes the unique characteristics of students who have high abilities and simultaneous learning and attention challenges known as twice-exceptional students. Particular attention is given to the impact co-incidence has on the social, emotional, and cognitive world of twice-exceptional students. Exploration of the research on this population will illustrate the complexities of both diagnosis and program development for these learners. We will explore how to identify and assess unique learning needs. Using a case study approach, candidates will look at students who are gifted with learning disabilities, attention deficit disorder, autism, and social and emotional issues and develop a comprehensive plan to meet their needs. **3 credits**

### **CDL 513: The Complexities of Twice Exceptionality (M.Ed. Program)**

The focus of the course describes the unique characteristics of students who have high abilities and simultaneous learning and attention challenges known as twice-exceptional students. Particular attention is given to the impact co-incidence has on the social, emotional, and cognitive world of twice-exceptional students. Exploration of the research on this population will illustrate the complexities of both diagnosis and program development for these learners. We will explore how to identify and assess unique learning needs. Using a case study approach, candidates will look at students who are gifted with learning disabilities, attention deficit disorder, autism, and social and emotional issues and develop a comprehensive plan to meet their needs. **3 credits**

### **CDL 513: The Complexities of Twice Exceptional Students (Ed.D. Program)**

The focus of the course describes the unique characteristics of students who have high abilities and simultaneous learning and attention challenges known as twice-exceptional students. Particular attention is given to the impact co-incidence has on the social, emotional, and cognitive world of twice-exceptional students. Exploration of the research on this population will illustrate the complexities of both diagnosis and program development for these learners. We will explore how to identify and assess unique learning needs. Using a case study approach, candidates will look at students who are gifted with learning disabilities, attention deficit disorder, autism, and social and emotional issues and develop a comprehensive plan to meet their needs. **3 credits**

### **CDL 621: Social and Emotional Diversity: Understanding the Social and Emotional Issues of Twice-Exceptional Learners (Ed.D.)**

Exploration of the biological and environmental factors contributing to cognitive diversity with an emphasis on the social and emotional implications for the twice-exceptional individual in the classroom and in life is the focus of this course. The course will include a broad overview of most prevalent categories of special education in order to provide the foundation for advanced conceptualization. Through a case study approach, students will gain an in-depth understanding of how their social and emotional challenges impact interpersonal relationships, academic performance, and ability to attain personal goals. The concepts of motivation, resilience, and grit will be considered in the context of this population. Students will be able to apply this multifaceted social-emotional model for maximizing individual growth, development, and achievement. **3 credits**

### **CLD 703: Mindfulness Theory and Its Application to the 2e Student**

Mindfulness is a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations. In recent years, mindfulness has become a cornerstone of many therapeutic interventions with a variety of populations. This course will explore the benefits of mindfulness for a 2e population. In general, the benefits of mindfulness include stress reduction, greater focus, emotional balance and enhanced cognitive flexibility. These areas of emotional regulation are often problematic for 2e children and adolescents; therefore, we will examine the different styles of mindfulness and their applications to various 2e populations in order to achieve the aforementioned benefits within this group. In addition, the interface between mindfulness and resilience will be explored. There is considerable evidence indicating that mindfulness techniques lead to greater resilience which in turn leads to greater overall success for the individual. We will examine that research and its applications to the 2e population.

**3 credits**

### **CDL 731 / IEC 731; Talent Development for Diverse Minds: Programs and Strategies**

This course will provide a more critical understanding of models purposefully designed to develop specific kinds of talents and creative abilities in students. Based on knowledge of different kinds of minds (artistic, creative, scientific), candidates will identify programs that align to the way these individuals see the world. A survey of specific programs both in and outside of the school environment will reveal authentic opportunities for talent development. Attention will be paid to their authenticity to the discipline and to the kinds of minds typically aligned to expertise and creative productivity in varied disciplines. A major requirement will be interviews with creators from different disciplines. **3 credits**

### **CDL 700; Independent Study**

Topics for exploration are decided between the candidate and the advisor relating to specific area of interest in cognitive diverse learners. **1- 6 credits**

## **B. Innovative Education & Curriculum**

### **IEC 511: Cognitive Diversity and Strength-Based, Talent-Focused Education**

This course provides candidates with an overview of strength-based, talent-focused education with particular attention given to how students differ and the strengths and talents they bring to the classroom. Candidates will gain skills in identifying and using students' strengths, interests, and talents to help cognitively diverse students succeed in the classroom, develop executive function, social skills, and productivity. Understandings will conclude with procedures for curriculum development using a strength-based, talent-focused model. **3 credits**

### **IEC 511: Cognitive Diversity and Strength-Based, Talent-Focused Education (M. Ed. Program)**

This course provides candidates with an overview of strength-based, talent-focused education with particular attention given to how students differ and the strengths and talents they bring to the classroom. Candidates will gain skills in identifying and using students' strengths, interests, and talents to help cognitively diverse students succeed in the classroom, develop executive function, social skills, and productivity. Understandings will conclude with procedures for curriculum development using a strength-based, talent-focused model. **3 credits**

### **IEC 511: Cognitive Diversity and Strength-Based, Talent-Focused Education (Ed.D program)**

This course provides candidates with an overview of strength-based, talent-focused education with particular attention given to how students differ and the strengths and talents they bring to the classroom. Candidates will gain skills in identifying and using students' strengths, interests, and talents to help cognitively diverse students succeed in the classroom, develop executive function, social skills, and productivity. Understandings will conclude with procedures for curriculum development using a strength-based, talent-focused model. **3 credits**

### **IEC 621: Foundations of Creativity (M.Ed.)**

The major purpose of this course is to study the theoretical and practical aspects of creativity—what is creativity, how do we develop it in ourselves and in our students. The course is an overview of major definitions, theories, and research related to the study of creativity and the creative individual. Class members will learn techniques for stimulating creative thinking, as well as strategies for adapting existing curricula to develop creative thinking abilities in students. Topics also include the assessment of creative thinking, methods for enhancing personal creative abilities, and techniques for examining the creative process. **3 credits**

### **IEC 621: Foundations of Creativity (Ed.D. Program)**

The major purpose of this course is to study the theoretical and practical aspects of creativity—what is creativity, how do we develop it in ourselves and in our students. The course is an overview of major definitions, theories, and research related to the study of creativity and the creative individual. Class members will learn techniques for stimulating creative thinking, as well as strategies for adapting existing curricula to develop creative thinking abilities in students. Topics also include the

assessment of creative thinking, methods for enhancing personal creative abilities, and techniques for examining the creative process. Students will be required to generate their own theory of creativity from studying 21st Century creators. **3 credits**

### **IEC 622: Innovative Uses for Technology in the Classroom for Cognitively Diverse Learners**

An introduction to the integration of technology in the schools focusing on how instructional technology affects and advances K-12 learning especially for students who have challenges accessing information, organizing ideas, and communicating what they know. Topics include principles of integrating technology to strengthen standards-based curricula, instruction, and assessment; selection of software and other technological materials; uses of technology for collaboration with school-related audiences; issues of digital equity and ethics; and strategies for using digital technology with special needs populations. **3 credits**

### **IEC 731 / CDL 731: Talent Development for Diverse Minds: Programs and Strategies**

This course will provide a more critical understanding of models purposefully designed to develop specific kinds of talents and creative abilities in students. Based on knowledge of the different kinds of minds (artistic, creative, scientific) candidates will identify programs that align to the way these individuals see the world. A survey of specific programs both in and outside of the school environment will reveal authentic opportunities for talent development. Attention will be paid to their authenticity to the discipline and to the kinds of minds typically aligned to expertise and creative productivity in varied disciplines. A major requirement will be interviews with creators from different disciplines. **3 credits**

### **IEC 732 / IEL 731: Curriculum Leadership**

Curriculum Leadership is the study of theoretical and practical aspects of designing curriculum for advanced students. This course has been designed to familiarize educators with the various theories, principles and models of curriculum development for gifted and talented students. A variety of curricular models will be explored, including the Multiple Menu Model and the Parallel Curriculum Model, which will be used as a framework for developing differentiated and defensible curriculum for gifted students. Additionally, the course will explore curriculum modification techniques, methods for enrichment teaching, and assessment techniques that support the principles underlying curriculum design for advanced students. As a final project, each participant will choose a content area field of study and design a comprehensive unit following best-evidence research in curriculum design for the gifted and aligned to the appropriate state standards or Common Core State Standards (CCSS). **3 credits**

### **IEC 700: Independent Study**

Topics for exploration are decided between the candidate and the advisor relating to specific area of interest in cognitive diverse learners. **1- 6 credits**

## C. Innovative Educational Leadership

### **IEL 731: Educational Leadership and Organizational Management Theory for Dynamic Schools**

This course introduces theories and approaches to organizational management, utilizing Gareth Morgan's text *Images of Organization* to explore and examine a variety of institutional management strategies and approaches. Candidates will also survey important current perspectives of management theory and assess potential impacts of these perspectives for programs in action. Candidates will grapple with Morgan's organizational metaphors to develop their own perspectives about how to lead and manage an institution with a cognitively diverse population. By the end of the course, students will craft a leadership statement and a strategic plan for program development.

**3 credits**

### **IEL 732 / IEC 732: Curriculum Leadership**

The major purpose of this course is to study the theoretical and practical aspects of designing curriculum for advanced students. This course has been designed to familiarize educators with the various theories, principles and models of curriculum development for gifted and talented students. A variety of curricular models will be explored, including the Multiple Menu Model and the Parallel Curriculum Model, which will be used as a framework for developing differentiated and defensible curriculum for gifted students. Additionally, the course will explore curriculum modification techniques, methods for enrichment teaching, and assessment techniques that support the principles underlying curriculum design for advanced students. As a final project, each candidate will choose a content area field of study and design a comprehensive unit following best-evidence research in curriculum design for the gifted and aligned to the appropriate state standards or Common Core State Standards (CCSS). **3 credits**

### **IEL/IEC 733: Creating Strength-Based, Talent-Focused Schools**

This course delves deeply into strength-based, talent-focused approaches in schools with cognitively diverse populations. Course material will address major tenants of innovative schools including those who are strength-based philosophy before exploring several models for strength-based programs and explore appropriate models that support this approach. Students will create a vision for an innovative school that is founded on developing creativity, talent, and interests and write a grant proposal to fund it. **3 credits**

### **IEL 734: Program Evaluation and Modification**

This course introduces theories and approaches to program evaluation, also providing practical models and tools for planning and conducting an evaluations. Candidates will survey a variety of qualitative, descriptive, and inferential methodologies that can be applied in formative and summative evaluation contexts. Candidates will work with logic models to identify information needs, create evaluation questions, and develop a system for data collection, analysis, and reporting. By the end of the course, students will produce a draft of an hypothetical evaluation proposal. **3 credits**

## **IEL 700: Independent Study**

Topics for exploration are decided between the candidate and the advisor relating to specific area of interest in cognitive diverse learners. **1- 6 credits**

## **D. Experiential Applications**

**All Practica and internship credits are calculated based on 45 hours per credit unit.**

**A three-credit course requires 135 work hours.**

### **EXA 511: Practicum (Certificate Program)**

The Practicum is designed to apply theory and skills from coursework deemed necessary to show emerging expertise in the area of twice exceptional education. The Practicum consists of two parts. Part A is work that is completed prior to summer residency. It consists of preparation for on-campus experience including curriculum development and observations of talent development opportunities. Part B takes place on campus. Candidates will participate in a summer experience at Bridges Academy which will include working with twice-exceptional students in an enriched environment and participating on a multi-disciplinary team using the Multi-Perspectives Model to understand student behaviors and to design curriculum and instruction appropriate to individual needs. Requirements will include adapting IEPs and 504 plans to meet the needs of twice-exceptional learners. Candidates will also develop personalized student talent plans through the use of student contracts. **3 credits**

### **EXA 511: Practicum (M.Ed. Program)**

The Practicum is designed to apply theory and skills from coursework deemed necessary to show emerging expertise in the area of twice exceptional education. The Practicum consists of two parts. Part A is work that is completed prior to summer residency. It consists of preparation for on-campus experience including curriculum development and observations of talent development opportunities. Part B takes place on campus. Candidates will participate in a 2-week summer experience at Bridges Academy which will include working with twice-exceptional students in an enriched environment and participating on a multi-disciplinary team using the Multi-Perspectives Model to understand student behaviors and to design curriculum and instruction appropriate to individual needs. Requirements will include adapting IEPs and 504 plans to meet the needs of twice-exceptional learners. Candidates will also develop personalized student talent plans through the use of student contracts. **3 credits**

### **EXA 600: Clinical Practicum**

Doctoral students will engage in a clinical experience under the supervision of an educational therapist and expert in gifted education. The experience will consist of two parts: Part A takes place at student's home site and consists of two major activities (70 hours). These activities will be done before arriving for their 2nd Residency Experience on campus. Part B is comprised of four activities (65 hours). The goal is to use a case study approach to design effective strength-based interventions for twice-exceptional individuals that address both their talents and challenges. Doctoral students are expected to lead student conferences using the Multi-Perspectives Model for collaboration. **3 credits**

### **EXA 800: Doctoral Internship**



This Internship is an individually arranged experience in which doctoral students have an opportunity to apply their understandings from coursework into authentic settings in their respective areas of concentration: twice exceptional and cognitive diversity, strength-based, talent-focused curriculum, or leadership for innovation. Three months prior to the initiation of internship activities, doctoral students develop an internship plan with their internship advisor, and submit an internship contract one month prior to the internship experience. Students register for EXA 800 (3-9 credits) during their first summer of study and must complete a total of 135 hours per three credits.\* Hours include onsite responsibilities involved in the internship itself, reading the literature, preparing for internship activities, and preparing internship portfolio. Doctoral students will have an “In Progress” grade until the internship is completed. It is the responsibility of each doctoral student to determine when and where to complete the internship, but Bridges Graduate School faculty will provide guidance and suggestions. The internship could be completed in the Los Angeles, CA area, such as in a school or camp that provides specialized services to students with cognitive diversity or it could be completed in another state or country, for example working with leadership, policy development, or public relations. The experience could begin one summer and continue during the following summers, or the internship activities might occur throughout a calendar year. Possibilities for a residency internship at Bridges Academy, a school for twice-exceptional students is available as well.

*\* Note students can extend their internship to 6 or 9 credits for a more in-depth experience, using those credits as a replacement for one or two elective courses.*

## **E. Applied Research and Research Methodology**

### **RES 621: Methods and Techniques of Educational Research**

This course focuses on teacher as researcher. The content provides strategies to evaluate programs and students for the purpose of conducting action research projects to inform instruction. To that end students will examine basic tools, materials, designs, and statistical techniques used in researching effective methods in the classroom. In addition they will be able to design an action research project and implement it in their classrooms in preparation for the Masters Project (CAP 621: Masters Capstone Project). **3 credits**

### **RES 711: Principles of Research Design**

This course provides an introduction to the design of research studies in applied educational settings. The design and implementation of research studies is contextualized in current educational issues and takes into account the practical constraints of the real world. Topics covered include the formulation of research questions/hypotheses, operational definitions of research constructs, sampling methods, experimental and quasi-experimental designs, threats to internal and external validity. **3 credits**

### **RES 721: Quantitative Methods**

This course provides the basis for understanding, applying, and interpreting univariate statistics in educational settings and introduces multiple correlational research. The student will relate specific quantitative research questions and hypotheses to appropriate statistical procedures as well as analyze each procedure using appropriate software. Students will use data sets that apply directly to educational research. **3 credits**

### **RES 722: Qualitative Methods**

This course conveys the history and characteristics of qualitative methodology used in educational settings. A theoretical and practical examination of qualitative methods will include the use of qualitative research as students gain experience in employing qualitative techniques and analyses. **3 credits**

## **F. Seminars and Capstone Projects**

### **SEM 610: Masters Seminar**

The purpose of this culminating seminar is to provide an opportunity for graduate students to grapple with current issues in the field, refine understandings of concept covered in course work and present their capstone research project before faculty and cohort members. **3 credits**

### **SEM 710: Doctoral Seminar**

The purpose of this seminar is to provide an overview of the doctoral program by exploring foundational work in the area of twice exceptional education, neurodiversity and positive psychology. A major focus is how ideas and theories are born and how multiple ideas create new fields of study and practice. Candidates will also begin designing their personalized doctoral program by identifying their personal interests, goals and vision for leadership in the field of Neurodiversity with an emphasis on leadership, curriculum, or talent development. The culminating project for this course is a preliminary plan of study and timeline. The plan will identify personal goals, topics of interest, menu of opportunities, and research and project ideas. **3 credits**

### **SEM 720: Doctoral Seminar 2**

This course is designed to continue acclimating students to doctoral work and expectations. The primary focus will be on defining an area of interest which will lead to selection of coursework, internship experiences, and the identification of the capstone dissertation project--Problem of Practice Research. Doctoral students will identify a Problem of Practice, which should be a pressing issue from the student's perspective that affects their professional experience and that is related to one or more of the program's three areas: cognitive diversity and twice exceptionality, leadership, and strength-based, talent-focused curriculum within in the context of Cognitive Diversity in Education. In addition doctoral students will complete a plan of study and conduct a professional development training session. **3 credits**

### **CAP 621: Capstone Project (M.Ed.)**



This course is done independently throughout the semester following the completion of RES 621. Participants work on implementing their proposal approved in RES 621. All data must be collected and organized before arriving on campus for Summer Residency 2 when participants will register for CAP 621. In addition their Action Research papers must be written up to the results section. During class students will analyze their data and complete their paper and presentation for the Masters Seminar held week 2 of the Summer Residency prior to graduation ceremony. At the meeting they will analyze their data with their professor and discuss their conclusions. They will then complete their paper and participate in a Master Seminar where they will present their action research project.

**3 credits**

**CAP 991: Problem finding: Framing the Problem of Practice, Research Question, and Proposal Development (Ed.D.)**

This is the first of a 4-course sequence leading to the completion of the capstone project--Problem of Practice Dissertation.. The course will lead candidates through the initial parts of the proposal: framing the research question(s), writing a critical literature review, determining methodology and procedures, A focus is on the completion of the proposal for Problem of Practice research and setting up a timeline for the implementation phase of the study. **3 credits**

**CAP 992: Directed Research, Part 2: Implementation and Data Collection (Ed.D.)**

This is the second of a 4-course sequence leading to the completion of the Capstone Project. A focus is on the completion of the proposal for Problem of Practice research and setting up a timeline for the implementation phase of the study. After successful defense of the proposal and the Human Subjects application candidates focus on implementation and data collection phase of their research design independently in consultation with major advisor. Chapters 1-3 of the dissertation should be approved by the major advisor. **3 credits**

**CAP 993: Directed Research: Data Analysis and Chapters 4-5 (Ed.D.)**

This is the third of a 4 course sequence leading to the completion of the problem of practice Research Study. This phase should focus on data analysis and synthesis of findings. The candidate should work with the doctoral committee to flesh out the results and discuss implications. Chapters 4 & 5 should be completed by the end of this phase. **3 credits**

**CAP 994: Directed Research, Part 4: Completion of Problem of Practice, Applied Dissertation and Oral Defense (Ed.D.)**

This is the final course of a 4 course sequence leading to the completion of the Problem of Practice, Applied Dissertation and oral defense. This course is completed independently in conjunction with advisor and doctoral committee chair, is designed to support progress toward, dissertation writing, and preparation of an oral dissertation defense. Can be taken twice if more time is needed for completion. **3 credits**

**CAP 995: Directed Research, Part 4: Completion of Problem of Practice, Applied Dissertation and Oral Defense (Ed.D.)**

This is a repeat of CAP 994, if additional time is needed. This is the final course of a 4 course sequence leading to the completion of the Problem of Practice, Applied Dissertation and oral defense. This course is completed independently in conjunction with advisor and doctoral committee chair, is designed to support progress toward, dissertation writing, and preparation of an oral dissertation defense. Can be taken twice if more time is needed for completion. **3 credits**

## **IV. Program Descriptions and Admission Requirements**

**All of our courses are taught using a hybrid program** where instruction is provided in real time by a professor who is present online via video conferencing tools with the students in remote locations. Additionally each of our three programs requires a summer residency at our campus in California. Since there is a great dependency on online and internet resources and tools, applicants are required to submit to an online interview with the Dean of Graduate programs for an assessment and review of their technology and skills. For a more detailed discussion on the specific skills required please see **Section VII. General Policies and Information R: Computer Literacy Assessment.**

### **A. A. The Certificate in Twice-Exceptional Education: Program and Curriculum**

This 18 credit program is designed to be completed in one year. It is for individuals who have a background in an education-related field and who wish to augment and enhance their understandings of students who have gifts in specific areas and simultaneously have cognitive, behavioral, or social challenges. This degree will provide the participant with knowledge of and skills to advocate for these students, modify instruction to meet their needs, and to be on a team of professionals who desire to personalize approaches to meet the unique needs of twice-exceptional students. While 12 credits are taken online, the program includes a practicum and two week residency program during which courses are taken at the Bridges Graduate School campus. All program goals, objectives, and learning outcomes are aligned to either California Professional Standards for Educational Leaders (CPSEL) or the Council for Exceptional Children (CEC Professional Standards) in Special Education or Education of the Gifted and Talented. These alignments are shown in each course syllabi.

### **Admission to the Certificate Program in Twice-Exceptional Education**

Entry into the program to earn a certificate in twice-exceptional education requires a Bachelor's degree from an accredited university. Additionally, applicants must display a special interest in Strength-Based, Talent-Focused Education for twice-exceptional and cognitively diverse learners and must describe that interest in their online letter of application. They must also submit three letters of recommendation from academic sources and complete the online application form found at the end of this catalog or on our website. There is a non-refundable application fee of \$125.

### **Overview and Program Requirements**

The Mission, Vision, and Program Outcomes of this Certificate Program align to the Mission, Vision, and Program Outcomes found in the Graduate School Overview Section.

### **Mission**

The mission of the Graduate Certificate in Twice-Exceptional Education Program is to support teachers and other professionals in gaining knowledge and skills in curriculum, instruction, and

assessment to meet the needs of high ability students whose cognitive diversity places them at risk for school success in traditional settings.

## Vision

To be a national leader in developing knowledgeable professionals who can advocate for a strength-based, talent-focused approach to meeting the needs of twice-exceptional learners to promote optimal growth and development.

## Program Outcomes

The objectives of the program are to prepare students who are able to:

1. Recognize cognitive patterns of students with diverse minds (gifted and talented, attention deficit, Asperger syndrome, and specific learning disabilities)
  - a. Be able to see strengths associated with different kinds of minds
  - b. See the impact of strengths, dispositions, personalities, and advanced abilities.
  - c. Describe the twice-exceptional student in terms of strengths and challenges
    - i. using intellectual assessments such as the *Wechsler Scale of Intelligence*.
    - ii. Understand the complexity of dual diagnosis of twice-exceptional learners--intellectually, socially, and emotionally.
2. Understand the importance of identifying, and assessing strengths, talents, and interests as foundational to program development
  - a. Realize the influence of positive psychology on diagnosis and treatment
  - b. Become familiar with research supporting strength-based learning
  - c. Gain skill in identifying and assessing strengths, talents, and interests
3. Design learning environments based on theories of strength-based, talent focused education.
  - a. Recognize and respond to the intellectual needs of high ability students
  - b. Implement strategies to create learning environments that are appropriate for twice exceptional students in terms of intellectual, social-emotional, and physical needs.
4. Employ creative problem solving practices skills to develop innovative solutions that support diverse learning and cognitive profiles
  - a. Participate in problem solving meetings using the Multi-Perspectives Model.
  - b. Use reflection to adapt instruction of twice-exceptional youngsters within an enriched environment.
  - c. Acquire the knowledge and skills necessary to effectively advocate for the needs of twice exceptional learners in a professional and ethical manner
  - d. Participate in a team meeting around students and advocating for their needs
  - e. Develop talent plans for individual students
  - f. Respect confidentiality and show empathy and sensitivity when communicating information with families, other educators and related services.

## **Program Design**

This online program with its two week summer residency provides an 18 credit sequence of courses designed specifically for classroom and resource teachers who work with twice-exceptional students in gifted settings, special education settings, or the regular classroom. Courses include assignments to observe cognitive strengths and individual talents in students and to use this information to develop their skills and advance their individual interests and talents.

## **Faculty Qualifications and responsibilities for Certificate Program**

Qualifications: Doctorate or terminal degree in their discipline in one of more of these fields: Education of the Gifted and Talented, Special Education, and Curriculum and Instruction. In addition, faculty members must have professional experience in college teaching, have professional experiences within their fields such as publications, presentations, and curriculum development, and program coordination. Faculty must have had experience working with cognitively diverse students and/or families of students who are considered twice exceptional (high ability with learning, behavioral, or attention difficulties).

The faculty has ongoing responsibility or has been involved in defining the Vision and Mission of the Certificate Program and the selecting, designing and refining the courses required to complete the program. Faculty members submit drafts of syllabi in their area of expertise and seek out critical feedback from other core faculty of the Certificate Program. These faculty members will have one or more of the following responsibilities to implement and evaluate the program:

- Teach courses
- Supervise Practicum
- Advise students
- Revise curriculum at a yearly retreat
- Development program assessment tools
- Attend annual 5 day retreat for program development and evaluation

## **Program Specifics**

This program uses a cohort model where cohorts of 8-15 students take the majority of courses together and engage as a learning community both online and in the required residency experience. They share their thinking and writing with one another. They may use online tools to communicate and collaborate over their time in the program.

- In order to maintain a low student-to-faculty ratio, cohort sizes are small.
- Classes are scheduled to accommodate the needs of the working educator as online modules are primarily asynchronous and residencies are scheduled each summer (completing 6 credits) and the opportunity to interact in person with their cohorts, advisors and doctoral committee.
- Students have an academic advisor to support them during their progression of courses and their practicum experience.

- Our outstanding faculty is diverse representing different institutions of higher learning. They all have made major contributions to the fields of special education, education of the gifted and talented, leadership, and research in evaluation.

## **Plan of Study**

Courses represent three areas: the Cognitively Diverse Learner, Innovation in Education Curriculum, and Experiential Application. All courses build knowledge and skills in working with twice-exceptional students.

The pursuit of this degree program proceeds through two phases: Coursework and in-residence experience include some practicum requirements.

**Phase I:** Upon acceptance to the program students will complete a Plan of Study with their advisor consisting of required core courses and a practicum experience.

**Phase 2:** Upon completion of the courses students will participate in a two week summer experience at Bridges Academy, a school for twice-exceptional students in Studio City, California, where they will implement strategies approved during their coursework in partial fulfillment of the Practicum requirements and complete final coursework. Students will receive their certificate after successful completion of all coursework and the Practicum. Credits from the certificate program can be applied to both the M.Ed. and the Ed.D. programs.

## Plan of Study

Here is a link to the student's plan of study form.

<http://tinyurl.com/BGSCD-PlanStudyCert>

<b>Plan of Study: Certificate Program in Twice Exceptional Education</b>			
<b>#</b>	<b>Course #</b>	<b>Course Name</b>	<b>Credits</b>
<b>1</b>	CDL 511	Introduction to Cognitively Diverse Minds	<b>3</b>
<b>2</b>	CDL 512	Nature and Needs of Gifted and Talented Students	<b>3</b>
<b>3</b>	IEC 511	Cognitive Diversity and Strength-Based, Talent-Focused Education	<b>3</b>
<b>4</b>	CDL 513	Complexities of Twice Exceptionality	<b>3</b>
<b>5</b>	IEC 621 or IEC 622 or CDL 621	Foundations of Creativity  Innovative Uses of Technology  Social and Emotional Diversity	<b>3</b>
<b>6</b>	EXA 511	Practicum	<b>3</b>
		<b>Total required credits</b>	<b>18</b>

### Graduation requirements:

Completion of a minimum of 18 graduate credits including a 3-credit Practicum experience.

GPA no lower than 3.0 with no individual course beneath a grade of B-.

## Course Sequence for the Certificate Program

Year	Fall Semester On Line	Spring Semester On Line	Summer Semester In Residence (2 weeks)
1	<p>CDL 511: Intro to Cognitively Diverse Minds.</p> <p>CDL 512: Nature and Needs GT</p> <p><b>Total Credits: 6</b></p>	<p>IEC 511: Cognitive Diversity and Strength-Based, Talent Focused Education</p> <p>CDL 513: Complexities of 2e</p> <p><b>Total Credits: 6</b></p>	<p>EXA 511 Practicum</p> <p>Elective: Choose 1</p> <ul style="list-style-type: none"> <li>• IEC 621: Foundations of Creativity</li> <li>• IEC 622: Innovative Uses of Technology</li> <li>• CDL 621: Social and Emotional Diversity</li> </ul> <p><b>Total Credits: 6</b></p>
<p><b>At the end of Year 1</b> Certificate Students = 18 Credits</p>			

## Course Descriptions for Certificate Program

### Cognitively Diverse Learner

#### **CDL 511: Introduction to Cognitively Diverse Minds: A World of Learning Differences and Their Impact on Learning & Behavior**

This course offers an exploration on how minds differ by looking at the cognitive diversity movement and the implications of cognitive differences among students with respect to intellectual profiles, learning styles, personality preferences. Special emphasis is given to how diverse minds struggle in some areas but bring strengths and advanced abilities to others. An examination of learning and where it breaks down for exceptional students often falling under the umbrella of Special Education will reveal how cognitive differences impact learning. Candidates will critique categories of special education and resulting approaches typically found in individual educational plans. **3 credits**

#### **CDL 512: Nature and Needs of Gifted and Talented Learners**

Course content and activities focus on current research, trends, and practices within the field of gifted and talented education. Topics include an introduction to the historical and philosophical context of gifted education and theories of intelligence; characteristics of gifted behaviors across cultures;



overview of curricular options for enhancing and accelerating instruction; and identification techniques and program services. **3 credits**

### **CDL 513: The Complexities Of Twice Exceptionality**

The focus of the course describes the unique characteristics of students who have high abilities and simultaneous learning and attention challenges known as twice exceptional students. Particular attention is given to the impact coincidence has on the social, emotional, and cognitive world of twice-exceptional students. Exploration of the research on this population will illustrate the complexities of both diagnosis and program development for this population of learners. We will explore how to identify these students and assess their unique learning needs. Using a case study approach, candidates will look at students who are gifted with learning disabilities, attention deficit disorder, autism, and social and emotional issues and develop a comprehensive plan to meet their needs. **3 credits**

### **Innovative Education Curriculum**

#### **IEC 511: Cognitive Diversity and the Strength-Based, Talent-Focused Education**

This course provides candidates with an overview of strength-based, talent focused education with particular attention given to how students differ and the strengths and talents they bring to the classroom. Candidates will gain skills in identifying and using students' strengths, interests, and talents to help cognitively diverse students succeed in the classroom, develop executive function, social skills, and productivity. Understandings will conclude with procedures for curriculum development using a strength-based, talent-focused model. **3 credits**

### **ELECTIVES: Choose 1**

#### **IEC 621 Foundations of Creativity (M.ED.)**

The major purpose of this course is to study the theoretical and practical aspects of creativity—what is creativity, how do we develop it in ourselves and in our students. The course is an overview of major definitions, theories, and research related to the study of creativity and the creative individual. Class members will learn techniques for stimulating creative thinking as well as strategies for adapting existing curricula to develop creative thinking abilities in students. Topics also include the assessment of creative thinking, methods for enhancing personal creative abilities, and techniques for examining the creative process. **3 credits**

#### **IEC 622: Innovative Uses for Technology in the Classroom for Cognitively Diverse Learners**

An introduction to the integration of technology in the schools focusing on how instructional technology affects and advances K-12 learning especially for students who have challenges accessing information, organizing ideas, and communicating what they know. Topics include principles of integrating technology to strengthen standards-based curricula, instruction, and assessment; selection of software and other technological materials; uses of technology for collaboration with school-related audiences; issues of digital equity and ethics; and strategies for using digital technology with special needs populations. **3 credits**

### **CDL 621: Social and Emotional Diversity: Understanding the Social and Emotional Issues of Twice-Exceptional Learners**

Exploration of the biological and environmental factors contributing to cognitive diversity with an emphasis on the social and emotional implications for the twice-exceptional individual in the classroom and in life is the focus of this course. The course will include a broad overview of most prevalent categories of special education in order to provide the foundation for advanced conceptualization. Through a case study approach, students will gain an in-depth understanding of how their social and emotional challenges impact interpersonal relationships, academic performance, and ability to attain personal goals. The concepts of motivation, resilience, and grit will be considered in the context of this population. Students will be able to apply this multifaceted social-emotional model for maximizing individual growth, development, and achievement. **3 Credits**

### **Experiential Application**

**All Practica and internship credits are calculated based on 45 hours per credit unit. A three-credit course requires 135 work hours.**

### **EXA 511: Practicum (Certificate Program)**

The Practicum is designed to apply theory and skills from coursework deemed necessary to show emerging expertise in the area of twice exceptional education. The Practicum consists of two parts Part A is work that is completed prior to summer residency. It consists of preparation for on-campus experience including curriculum development and observations of talent development opportunities. Part B takes place on campus. Candidates will participate in a summer experience at Bridges Academy which will include working with twice exceptional students in an enriched environment and participating on a multi-disciplinary team using the Mutii-perspectives process Model to understand student behaviors and to design curriculum and instruction appropriate to individual needs. Requirements will include adapting IEPs and 504 plans to meet the needs of twice exceptional learners. Candidates will also develop personalized student talent plans through the use of student contracts. **3 credits**

**Total 18 credits for Certificate Program**

## **B. The Masters in Education (M.Ed.) in Cognitive Diversity: Program and Curriculum**

### **Overview**

This 36 credit, two-year, hybrid, online program is for educators or others who have a background or interest in cognitively diverse learners and who are interested in exploring issues related to meeting their needs. Graduation requirements include a Practicum experience, completion of a Capstone project (action research), and participation in a Master Seminar where the action research project is shared and discussed with faculty and their student cohort. While the majority of the courses are online, there are two mandated summer 2 week residencies required. During the first summer students will fulfill partial requirements for their required practicum--working directly with twice exceptional students participating in a summer program on campus as well as completing some coursework requirements. During the second summer, students will complete their coursework and participate in their Masters Seminar which includes presenting their Capstone Action Research project.

The program will prepare educators to be instructional leaders within their districts. They will be able to assist with many decisions related to the development of personalized plans for cognitively diverse students with high abilities and prepared to lead teams in identifying instructional strategies that address the paradoxical needs of high-ability, cognitively diverse students. Graduates of this program will be able to apply strength-based, talent-focused curricular systems and strategies in classrooms and schools and use action research methodology to measure effectiveness of strategies. All program goals, objectives, and learning outcomes are aligned to either California Professional Standards for Educational Leaders (CPSEL) or the Council for Exceptional Children (CEC Professional Standards) in Special Education, or Education of the Gifted and Talented. These alignments are shown in each course syllabi.

### **Admission to The Masters in Education Program (M.Ed.)**

Entry into the Masters in Education Program at The Bridges Graduate School of Cognitive Diversity in Education requires a Bachelor's degree from an accredited university with a collegiate GPA of 3.0. Additionally, applicants must display a special interest in strength-based, talent-focused education for twice exceptional and cognitively diverse learners and must describe that interest in their online letter of application. They must also submit three letters of recommendation from academic or professional sources and complete the online application form found at the end of this catalog or on our web site. There is a non-refundable application fee of \$125.

### **Mission**

The Mission of the M.Ed. program in Cognitive Diversity is based on a commitment to students who are interested in the cognitive diversity movement and in deepening their understanding of individuals whose cognitive profiles reveal advanced abilities as well as areas of challenge in learning, self-regulation, or social skills. This graduate program prepares practicing professionals in education,

educational therapy, counseling, and psychology to adopt strategies that view bright but cognitively different individuals through strength-based, talent-focused lenses with the belief that creating positive environments for cognitively diverse individuals will foster optimal development.

## Vision

We envision a world where professionals advocate for promoting individuals' strengths, talents, and interests in classrooms as well as in work environments while offering support for challenges.

## Program Outcomes

The M.Ed. Program in Cognitive Diversity is dedicated to the development of the following learning outcomes in its students. These outcomes are consistent with the latest research and best practices for meeting the needs of individuals whose cognitive profiles reveal advanced abilities and areas of challenge in learning, self-regulation, or social skills.

- A. Can recognize cognitive patterns of students with diverse minds (gifted and talented, attention deficit, asperger syndrome, and specific learning disabilities)
  - a. Be able to see strengths associated with different kinds of minds
  - b. See the impact of strengths, dispositions, personalities and advanced abilities.
  - c. Describe the twice-exceptional students in terms of strengths and challenges using intellectual assessments such as the *Wechsler Scale of Intelligence*.
  - d. Understand the complexity of dual diagnosis of twice exceptional learners--intellectually, socially, and emotionally.
- B. Understand the importance of identifying, and assessing strengths, talents, and interests as foundational to program development.
  - a. Realize the influence of positive psychology on diagnosis and treatment
  - b. Become familiar with research supporting strength-based learning
  - c. Gain skill in identifying and assessing strengths, talents, and interests
- C. Design learning environments based on theories of strength-based, talent- focused education.
  - a. Recognize and respond to the intellectual needs of high ability students
  - b. Implement strategies to create learning environments that are appropriate for twice-exceptional students in terms of intellectual, social-emotional, and physical needs.
- D. Employ creative problem solving practices to develop innovative solutions that support diverse learning and cognitive profiles
  - a. Conduct problem solving meetings using the Multiple Perspectives Model.
  - b. Develop a comprehensive strength-based plan to advance talents and support problematic weaknesses.
- E. Use systematic inquiry in evaluating the effectiveness of strength-based and talent-focused education.
  - a. Conduct Action Research Studies
  - b. Interpret data and make recommendations based on systematic inquiry

- c. Examine information collected on students to interpret needs, challenges, and appropriate environments.
- F. Acquire the knowledge and skills necessary to effectively advocate for the needs of twice exceptional and neurodiverse learners in an ethical and professional manner
  - a. Conduct a team meeting around students and advocating for their needs
  - b. Develop written reports and student plans for individual students
  - c. Respect confidentiality and show empathy and sensitivity when communicating information with families, other educators and related services.

## **Faculty for Masters in Education Program in Cognitive Diversity in Education**

The core faculty members are qualified to teach in the Masters of Education Program. They helped define the Vision and Mission of the Masters in Education Program Program and the courses required to complete the program. Once in place, these faculty members submitted drafts of syllabi in their area of expertise, which were examined by the group with revisions suggested and made. These faculty members will have one or more of the following responsibilities to implement and evaluate the program:

- Teach courses
- Supervise Practicum
- Advise students
- Revise curriculum at a yearly retreat
- Development program assessment tools
- Attend an annual faculty retreat for program review and development

## **Program Design**

This is a two-year 36 credit minimum online program with two required two-week summer residencies at Bridges Graduate School, Studio City, CA.

This program uses a cohort model where cohorts of 8-15 students take the majority of courses together and engage as a learning community both online and in the required residency experience (2 summers). They share their thinking and writing with one another. They may use online tools to communicate and collaborate over their time in the program.

- In order to maintain a low student-to-faculty ratio, cohort sizes are small.
- Classes are scheduled to accommodate the needs of the working educator as online modules are primarily asynchronous and residencies are scheduled each summer (completing 3 credits per summer) and the opportunity to interact in person with their cohorts, advisors and doctoral committee.
- Students have an academic advisor to support them during their progression through their course work, Practicum, and Action Research Project culminating in a Masters Seminar.

- Our outstanding faculty is diverse representing different institutions of higher learning. They all have made major contributions to the fields of special education, education of the gifted and talented, leadership, and research in evaluation.

## **The M.Ed. Program in Cognitive Diversity - Requirements**

Courses represent four areas of concentration: the Cognitively Diverse Learner, Innovation in Education Curriculum, Experiential Application, and Research. All courses build knowledge and skills in working with students who have high ability and are cognitively diverse—also known as twice exceptional.

The pursuit of this degree program proceeds through four phases:

**Phase 1:** Upon acceptance to the program students will complete a Plan of Study with their advisor and complete the four core courses in the cognitively diverse learner and innovative curriculum.

**Phase 2:** Upon completion of the core courses, students will participate in a two-week summer experience in partial fulfillment of their Practicum experience at Bridges Academy, a school for twice exceptional students in Studio City, California, where they will implement strategies and curriculum introduced during their four courses. Students will receive their Certificate in Twice Exceptional Education after successful completion of all core coursework and the Practicum usually at the end of Year One.

**Phase 3:** Upon receipt of the 18-credit Certificate in Twice-Exceptional Education, students complete advanced level courses in innovative curriculum and research. Upon completion of RES 601 students will submit their Masters Project proposal to their advisor for approval. Once the project is approved, students must file for candidacy.

**Phase 4:** Completion of their Capstone Project, which is an Action Research Project designed and approved during the research course (RES 601). Their final requirement will be to present their research findings at a Masters Seminar (SEM 610) held during Summer Residency 2, followed by graduation if all conditions are met.

## Plan of Study Masters Degree

<http://tinyurl.com/BGSCD-PlanStudyMasters>

This link is to the Plan of Study form.

Plan of Study Masters Degree			
#	Course	Course Name	Semester Credits
1	CDL 511	Intro to Cognitively Diverse Minds	3
2	CDL 512	Nature and Needs of Gifted and Talented	3
3	IEC 511	Cognitive Diversity and Strength-Based, Talent-Focused Education	3
4	CDL 513	Complexities of Twice Exceptional	3
5	EXA 511	Practicum	3
6	CDL 703 or IEL 732 or CDL 731	<b>Elective--Choose one</b> Mindfulness Theory & Its Application to the 2e Student or Curriculum Leadership or Talent Development for Diverse Minds: Programs and Strategies.	3
7	IEC 621	Foundations of Creativity	3
8	RES 621	Methods and Techniques of Educational Research	3
9	IEC 622	Innovative Uses for Technology	3
10	CAP 621	Capstone Action Research Project	3
11	CDL 621	Social and Emotional Diversity	3
12	SEM 610	Masters Seminar	3
<b>Minimum 36 Semester Hours</b>			<b>36</b>

### Graduation requirements

36 credits completed.

GPA no lower than 3.0 with no individual course beneath a grade of B-.

Completion of Capstone Project and Practicum experience.

## Course Sequence for The Masters in Education (M.Ed.) in Cognitive Diversity

Year	Fall Semester On Line	Spring Semester On Line	Summer Semester In Residence (2 weeks)
1	<p><b>CDL 511:</b> Intro to Cognitively Diverse Minds.</p> <p><b>CDL 512:</b> Nature and Needs GT</p> <p><b>Total Credits: 6</b></p>	<p><b>EIC 511:</b> Cognitive Diversity and Strength-Based, Talent-Focused Education</p> <p><b>CDL 513:</b> Complexities of 2e</p> <p><b>Total Credits: 6</b></p>	<p><b>EXA 511:</b> Practicum</p> <p><b><u>Elective: Choose one:</u></b></p> <p><b>CDL 703:</b> Mindfulness Theory &amp; its Application to the 2e Student or <b>IEL 732:</b> Curriculum Leadership or <b>CDL 731:</b> Talent Development for Diverse Minds: Programs and Strategies.</p> <p><b>Total Credits: 6</b></p>
<p><b>At the end of Year 1</b> 18 total credits</p>			
2	<p><b>IEC 621:</b> Foundations of Creativity</p> <p><b>RES 621:</b> Methods Techniques of Research</p> <p><b>Total Credits: 6</b></p>	<p><b>EC 622:</b> Innovative uses for Technology</p> <p><b>CAP 621:</b> Capstone</p> <p><b>Total Credits: 6</b></p>	<p><b>CDL 621:</b> Social and Emotional Diversity 3 credits</p> <p><b>SEM 610:</b> Master Seminar and Graduation</p> <p><b>Total Credits 6</b></p>
<p><b>At the end of Year 2</b> 36 total credits</p>			



## **Course Descriptions for The Masters in Education (M.Ed.) in Cognitive Diversity**

### **CDL 511: Introduction to Cognitively Diverse Minds: A World of Learning Differences and Their Impact on Learning and Behavior (M.Ed. Program)**

This course offers an exploration on how minds differ by looking at the cognitive diversity movement and the implications of cognitive differences among students with respect to intellectual profiles, learning styles, personality preferences. Special emphasis is given on how diverse minds struggle in some areas but bring strengths and advanced abilities to others. An examination of learning and where it breaks down for exceptional students often falling under the umbrella of Special Education will reveal how cognitive differences impact learning. Candidates will critique categories of special education and resulting approaches typically found in individual educational plans. **3 credits**

### **CDL 512: Nature and Needs of Gifted and Talented Learners (M.Ed. Program)**

Course content and activities focus on current research, trends, and practices within the field of gifted and talented education. Topics include an introduction to the historical and philosophical context of gifted education and theories of intelligence; characteristics of gifted behaviors across cultures; overview of curricular options for enhancing and accelerating instruction; and identification techniques and program services. **3 credits**

### **CDL 513: The Complexities of Twice Exceptionality (M.Ed. Program)**

The focus of the course describes the unique characteristics of students who have high abilities and simultaneous learning and attention challenges known as twice exceptional students. Particular attention is given to the impact coincidence has on the social, emotional, and cognitive world of twice exceptional students. Exploration of the research on this population's will illustrate the complexities of both diagnosis and program development for this population of learners. We will explore how to identify these students and assess their unique learning needs. Using a case study approach, candidates will look at students who are gifted with learning disabilities, attention deficit disorder, autism, and social and emotional issues and develop a comprehensive plan to meet their needs.

**3 credits**

### **IEC 511: Cognitive diversity and Strength-Based, Talent-Focused Education M. Ed. Program**

This course provides candidates with an overview of strength-based, talent-focused education with particular attention given to how students differ and the strengths and talents they bring to the classroom. Candidates will gain skills in identifying and using students' strengths, interests, and talents to help cognitively diverse students succeed in the classroom, develop executive function, social skills, and productivity.

Understandings will conclude with procedures for curriculum development using a strength-based, talent-focused model. **3 credits**

### **EXA 511: Practicum (M.Ed. Program)**

The Practicum is designed to apply theory and skills from coursework deemed necessary to show emerging expertise in the area of twice exceptional education. The Practicum consists of two parts Part A is work that is completed prior to summer residency. It consists of preparation for on-campus experience including curriculum development and observations of talent development opportunities. Part B takes place on campus. Candidates will participate in a 2- week summer experience at Bridges Academy which will include working with twice exceptional students in an enriched environment and participating on a multi-disciplinary team using the Mutii-perspectives process Model to understand student behaviors and to design curriculum and instruction appropriate to individual needs. Requirements will include adapting IEPs and 504 plans to meet the needs of twice exceptional learners. Candidates will also develop personalized student talent plans through the use of student contracts. **3 credits**

### **IEC 621: Foundations of Creativity (M.ED.)**

The major purpose of this course is to study the theoretical and practical aspects of creativity—what is creativity, how do we develop it in ourselves and in our students. The course is an overview of major definitions, theories, and research related to the study of creativity and the creative individual. Class members will learn techniques for stimulating creative thinking as well as strategies for adapting existing curricula to develop creative thinking abilities in students. Topics also include the assessment of creative thinking, methods for enhancing personal creative abilities, and techniques for examining the creative process. **3 credits**

### **RES 621: Methods And Techniques Of Educational Research**

This course focuses on teacher as researcher. The content provides strategies to evaluate programs and students for the purpose of conducting action research projects to inform instruction. To that end students will examine basic tools, materials, designs, and statistical techniques used in researching effective methods in the classroom. In addition they will be able to design an action research project and implement it in their classrooms in preparation for the Master Project (CAP 621: Masters Capstone Project.) **3 credits**

### **IEC 622: Innovative Uses for Technology in the Classroom for Cognitively Diverse Learners**

An introduction to the integration of technology in the schools focusing on how instructional technology affects and advances K-12 learning especially for students who have challenges accessing information, organizing ideas, and communicating what they know. Topics include principles of integrating technology to strengthen standards-based curricula, instruction, and assessment; selection of software and other technological materials; uses of technology for collaboration with school-related audiences; issues of digital equity and ethics; and strategies for using digital technology with special needs populations. **3 credits**

### **CAP 621: Master Capstone Project**

This course is done independently throughout the semester following the completion of RES 621. Participants work on implementing their proposal approved in RES 621. All data must be collected and organized before arriving on campus for Summer Residency 2 when participants will register for CAP 621 In addition their Action Research papers must be written up to the results section. During

class students will analyze their data and complete their paper and presentation for the Masters Seminar held week 2 of the Summer Residency prior to graduation ceremony. At the meeting they will analyze their data with their professor and discuss their conclusions. They will then complete their paper and participate in a Master Seminar where they will present their action research project.

**3 credits**

### **CDL 621: Social and Emotional Diversity**

Students will explore the biological and environmental factors that contribute to cognitive diversity, with an emphasis on the social and emotional implications for twice-exceptional individuals in the classroom and in life. This course will be a broad overview of the most prevalent categories of special education. Case studies will be reviewed in order to gain an in-depth understanding of how social and emotional challenges impact interpersonal relationships, academic performance and the ability to attain personal goals. Non-academic factors will be reviewed as they relate to the population including topics of resilience, motivation, and grit. Learners will use the multifaceted social-emotional model to maximize growth, development, and achievement in the 2e populations with which they work.

**3 credits**

### **SEM 610: Masters Seminar**

The purpose of this culminating seminar is to provide an opportunity for graduate students to grapple with current issues in the field, refine understandings of concept covered in course work and present their capstone research project before faculty and cohort members. **3 credits**

## **Required Legal Statements:**

### **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 (date two years from date of provisional approval), and full accreditation by (date five years from date of provisional approval).

If this institution stops pursuing accreditation, it 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.

Institutional Representative Initials: \_\_\_\_\_ Student Initials: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

## **C. Doctor of Education in Cognitive Diversity (Ed.D.): Program and Curriculum**

This 60-credit hybrid program is especially designed for professionals who already have a Masters degree in fields like education, counseling, or psychology and who would like to become empowered to take an active role in the cognitive and neurodiversity movements. Appropriate for this degree are administrators, special education directors, coordinators of programs for gifted and talented, educational therapists, counselors, classroom teachers, counselors, psychologists, and service providers who want to advance their understanding of cognitive diversity and twice exceptional learners and take an active role in promoting educational opportunities away from remediation to a more strength-based, talent-focused approach. The program is designed to be completed in four years and includes three summer residencies, a clinical practicum, an internship, comprehensive exams, and a Problem of Practice dissertation. Students can choose an area of concentration: twice exceptionality and cognitive diversity, strength-based, talent-focused curriculum, or leadership for innovation. All program goals, objectives, and learning outcomes are aligned to either California Professional Standards for Educational Leaders(CPSEL) or the Council for Exceptional Children (CEC Professional Standards) in Special Education or Education of the Gifted and Talented. These alignments are shown in each course syllabi.

### **Admission to The Doctor in Education Program (Ed.D.)**

Applicants to Ed.D. programs are expected to demonstrate outstanding ability and provide evidence of previous scholarship and experience indicating that they are likely to do superior creative work in their fields. Holding a Master degree from this or any institution does not render the applicant automatically admissible to the doctoral program. In general, doctoral applicants must meet all admission requirements for the Master degree and must present evidence that they are capable of doing independent work of distinction. Entry into the Bridges Graduate School of Cognitive Diversity in Education to earn a Ed.D. requires a minimum of a Master degree with a collegiate GPA of 3.0 from an accredited institution. Applicants must have a special interest in strength-based, talent-focused education, leadership, and cognitive diversity and must describe that interest and supporting experiences in their online letter of application. They must also submit three letters of recommendation from academic sources and complete the online application form found at the end of this catalog or on our website. There is a non-refundable application fee of \$125.

### **Overview and Program Requirements for the Ed.D in Cognitive Diversity.**

The Ed.D. Program in Cognitive Diversity aligns with the mission and vision of Bridges Graduate School. To that end the program offers the following.

## **Mission of the Ed.D. Program**

The Ed.D. program in Cognitive Diversity will communicate and create knowledge about cognitive diversity, and strength-based, talent-focused curricula. The program will create professionals to take an active role in supporting the neurodiversity movement in schools and in the workplace. This program achieves its mission through innovative and engaging instruction, scholarship, and professional service. The uniqueness of our positive framework is that we work to transform education from remediation to strength-based, talent-focused approaches to enhance the quality of life for all.

## **Vision**

To create scholars and educational leaders who will create policies and innovative programs to advance the cognitive diversity movement and the growth of positive psychology.

## **Program Philosophy and Guiding Principles**

To achieve this mission the design of the Ed.D. Program is guided by five principles based on the Professional Doctorate in Education (Carnegie Project, 2000), which focuses on equity, ethics, and social justice to bring about solutions to complex problems of practice. Our hope is to create scholar-practitioners who

1. Construct and apply knowledge to make a positive difference in the lives of cognitively/neuro diverse individuals, their families, and the organizations and communities in which they live and work.
2. Develop and demonstrate collaboration and communication skills that allow them to work with diverse communities and to advocate for neurodiversity within their communities with the understanding that cognitive diversity is the cornerstone for innovation and productivity in all organizations
3. Use relevant pedagogic skills, educational psychology, and knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational and professional goals, reflecting a strength-based, talent- focused philosophy.
4. Creatively solve problems in field-based situations to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Are grounded in research and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

## **Values**

The selection and preparation of the scholarly practitioner in the Graduate School are guided by four values: pursuing ideas, developing expertise, cultivating commitments, and engaging imagination. In particular, we recruit and support doctoral students who are committed to the:

*Pursuit of Ideas*

- in-depth inquiry within a discipline or field
- synthesis of concepts and principles across disciplines and fields
- openness to new ideas that are beyond one's perspectives, languages, and cultures

### *Development of Expertise*

- as designers of new research, policy, and practice
- as negotiators in areas of complexity, uncertainty, and diversity
- as communicators among diverse audiences

### *Cultivation Commitments*

- to expand intellectual pursuits
- to ensure professional ethics and responsibility
- to address evolving issues in the education of underserved learners

### *Engagement of Imagination*

- to identify novel ideas and important questions that shape the field
- to generate innovative methods, practices, and solutions
- to visualize future directions

Who is this program for?

This program is especially designed for professionals who already have a Masters degree in fields like education, counseling, or psychology and who would like to become empowered to take an active role in the cognitive and neurodiversity movement. Administrators, special education directors, coordinators of programs for gifted and talented, educational therapists, counselors, classroom teachers, counselors, psychologists, and service providers who want to advance their understanding of cognitive diversity and twice exceptional learners and take an active role in promoting educational opportunities away from remediation to a more strength-based, talent-focused approach.

## **Program Outcomes**

The Doctorate in Education Program focuses on the development of knowledge, skills, and expertise in understanding, supporting, and advocating for persons with unique skills and abilities whose cognitive/neurodiversity creates certain limitations. To this end, the program identifies these outcomes for each of the candidates. Candidates will

- A. Take a leadership role in recognizing, celebrating, and promoting positive education in response to the unique needs of cognitively/neurodiverse (twice-exceptional) learners.
  - Provide expertise recognizing the unique profiles of cognitively diverse learners, especially for twice exceptional (high ability with specific learning disabilities, attention deficits, behavior and social challenges), focusing on how they learn, and how they view the world.
  - Design innovative learning environments and curriculum based on theories of positive education and talent development to promote intellectual, social, and emotional growth.

- Acquire the knowledge and skills necessary to effectively advocate for the needs of cognitively diverse learners
  - Communicate through publications, professional development workshops, and conference presentations.
- B. Facilitate a paradigm shift from remediation to talent development as an educational approach, especially for diverse learners, based on theoretical paradigms and research support.
- Create innovative learning environments based on theories of positive education and talent development to promote intellectual, social, and emotional growth.
  - Effect positive change in diverse educational contexts by applying advanced theoretical perspectives to problems of practice
- C. Lead multi-disciplinary teams to collect evidence and creatively problem solve approaches to meet the needs of cognitively/neuro diverse students.
- Lead team meetings to analyze data to create meaningful and personalized strength-based, talent-focused plans for cognitively diverse persons
  - Employ creative problem solving practices and skills to develop innovative solutions to support diverse learning styles and cognitive profiles
  - Participate with colleagues in broadening perspectives and improve educational outcomes for neurodiverse learners through a positive lens
- D. Critique, understand, and conduct high-quality education research and link it to policy and practice.
- Use systematic inquiry to evaluate the effectiveness of innovative approaches and address problems of practice.
  - Identify issues of social justice and fairness within a learning environment and conduct inquiry to examine causes and suggest strategies for improvement.
  - Develop policy to support strength-based, talent-focused approaches to education.
  - Empower a community of professionals to effect innovative change for institutions that serve cognitively/neurodiverse learners.
  - Submit grant proposals to sponsor research and program development.

## Three Frames Of Study

The Ed.D. program is a blend of three disciplines

1. Equity & Social Justice in schools and society focusing on the celebration of cognitive / neurodiversity
2. Leadership in policy development for innovative schools and programs
3. Curriculum and instruction; Implementation of strength-based, talent-focused pedagogy

The frames serve as lenses to understand different dimensions of issues facing the education system. Students' coursework, readings, and assignments develop their understanding of



these frames and their interconnection. Most students' Capstone projects relates to one or more of the frames. Candidates will choose one of the frames as an area of specialization.

## **Faculty Qualifications**

Doctorate or terminal degree in their discipline in one of more of these fields: Education of the Gifted and Talented, Social and Emotional Learning, Counseling, Psychology, Special Education, Curriculum and Instruction and Educational Psychology. Educational Leadership.

In addition, faculty members must have professional experience in college teaching and online instruction\*. They must have demonstrated productivity within their fields of expertise such as scholarly publications, conference presentations and/or have developed or administered specialized programs for cognitively diverse students who are considered twice exceptional (high ability with learning, behavioral, or attention difficulties).

Faculty members will need to demonstrate capability in conducting online courses according to our standards or have conducted online courses that were highly rated

\*Those not experienced in online teacher will be required to participate in a three day workshop on online teaching provided by the Dean's office.

The core faculty members for the Doctor of Education Program have helped define the Vision and Mission of the Doctorate in Education Program Program, developed program outcomes and curriculum. Once in place, these faculty members submitted drafts of syllabi in their area of expertise and made revision accordingly.. These faculty members will have one or more of the following responsibilities to implement and evaluate the program:

- Teach courses
- Supervise Practicum
- Advise students as Major Advisor and head of doctoral committee
- Revise curriculum at a yearly retreat
- Development program assessment tools
- Serve as internship directors
- Attend a 5 day annual faculty retreat for program development, curriculum review, student evaluation

## **Program Design**

This is a three to four-year 60 credit minimum online program with three required two-week summer residencies on The Bridges Graduate School campus. This program uses a cohort model where cohorts of 8-15 students take the majority of courses together and engage as a learning community both online and in the required residency experience (3-4 summers). They share their thinking and writing with one another. They will use online tools to communicate and collaborate over their time in the program.

- In order to maintain a low student to faculty ratio, cohort sizes are small.



- Classes are scheduled to accommodate the needs of the working educator as online modules are both synchronous and asynchronous and residencies are scheduled each summer (completing 6 credits) to provide the opportunity to interact in person with their cohorts, advisors and doctoral committee.
- Guided support for the development and identification of the Problem of Practice, the inquiry, and scholarly reporting of the project is provided for each student throughout the four-year, sixty-credit program.
- Our outstanding faculty is diverse, representing different institutions of higher learning. They all have made major contributions to the fields of special education, education of the gifted and talented, leadership, and research and evaluation.

## **The Doctor of Education Program: Phases (I - IV) and Benchmarks**

The pursuit of this degree program proceeds through four phases as outlined below.

**Phase I:** Doctoral planning and completion of core competencies in education of twice exceptional students with cognitive and neurodiversity

(Year 1 with two summer residencies, one pre and one post)

### **Benchmarks: Phase I Review**

- Personal statement of goals and internship experiences approved with timeline to be completed in 3 years.
- Selection of an advisor
- Awarded Certificate of Specialization in Twice Exceptional Education by successfully completing four core courses and a clinical practicum.
- Plan of study approved

**Phase II:** Completion of the research sequence (Years 2-3) and advanced courses in understanding differently wired minds in terms of social and emotional concomitants and creative abilities. Upon completion of these required courses, doctoral students will earn an additional six credits at the 600-700 level an area of specialization through related elective courses, independent study(ies), or advanced internship as approved by their advisor.

### **Benchmarks: Phase II Review**

- Completion of internship (3-9 credits as approved by advisor)
- Defense of Comprehensive Exams (Summer Residency 3)
- Approval of the Problem of Practice
- Selection of Doctoral Committee

**Phase III:** This phase begins with advancement into dissertation candidacy and continues through proposal approval of a Capstone Research Project (the Problem of Practice). During this phase, doctoral candidates will work with their major advisor and doctoral committee to formulate their doctoral proposal.

### **Benchmarks: Phase III review**

- Proposal accepted by committee including positive review by the Institutional Review Board of the Graduate School (IRB)
- Acceptance into Candidacy by the Graduate School
- Course work completed except for Directed Research

### **Phase IV: Completion of the Capstone Problem of Practice Dissertation.**

During this phase the Candidate will implement the inquiry and complete the Problem of Practice Inquiry Study and Scholarly reporting in according to guidelines negotiated with the major advisor and doctoral committee. At the conclusion of this phase, the candidate will defend the research before their committee for approval. Problem of Practice is defined by the Carnegie Project for the Educational Doctorate. **Guidelines for Problem of Practice**

### **Benchmarks: Phase IV review**

- Completion of Problem of Practice Inquiry including scholarly reporting of the project.
- Oral defense of project
- Upload project to dissertation site
- Review of transcript and requirement by Academic Provost for approval for graduation.
- Graduation

The Bridges Graduate School in Cognitive Diversity in Education offers varying levels of graduate courses. All graduate students complete the core foundational courses listed at the 500 level. Doctoral students will have additional requirements in each of these courses to acculturate them to more advanced outcomes. These assignments may include, for instance, additional readings, preparing a manuscript for publication, or creating an annotated bibliography of scholarly work relating to the course objectives for each of those courses

The Plan of Study outlines the coursework, professional experiences, and the research requirements that a doctoral student will undertake. The degree is never awarded solely for a required period of study or the completion of a prescribed program of coursework. Although minimum credit requirements are established to ensure a common ground for graduate students to develop emerging expertise, the Plan of Study is a means for cultivating these values and patterns of professional and scholarly engagement, not a mechanism for tallying credits.

### **General Features**

The Plan of Study is developed between the Advisory Committee and doctoral student as required by the Graduate School. The plan should reflect the goals of the doctoral student. Thus, there are choices that the student must decide upon. The student may:

1. Select an area of concentration within the program, which will require at least three courses. This will require two additional courses at the 600-700 levels in one of the three areas of specialization.
2. Elect not to have a concentration but rather engage in a more extensive internship experience by designing up to 9 credits of experiences with the help of the major advisor.
3. Pursue additional areas of interest by registering for independent study working with an advisor or other faculty member for up to 9 credits.

## Plan of Study

- Must be submitted when the student has completed no more than 18 credits of coursework.
- Must be submitted to the Graduate Records Office for approval by Academic Affairs Committee of the Graduate School
- Must be submitted before the student takes Comprehensive exams
- Must include the minimum of 60 credits beyond the Master degree.
- Must Include at least 9 credits of advanced work (courses at 600-700 level) in a speciality area related to the three alternatives listed above **or** an advanced internship experience **or** independent study work with faculty member or a combination of the three..
- Must include a minimum of 12 credits of CAP 999: Directed Research
- May include credits from other institutions, as well as non-matriculated credits, so long as they are post-Master degree credits and relate to the focus of the program.. Transfer of credit toward the Ed.D. degree requires the approval of both the Advisory Committee and the Graduate School.

## Specific Requirements

Specifically, the Plan of Study in Cognitive Diversity in Education is designed to cultivate beginning expertise in three areas central to scholarly work as a leader in the advancement of a strength-based, talent-focused philosophy to meet the needs of high ability, cognitively diverse populations. These areas include courses in disciplinary understandings, theory into practice experiences, and research and inquiry skills.

## Disciplinary Understanding

- **Knowledge of cognitive diversity (CDL).** To assure all doctoral students have a baseline knowledge of the growing field of cognitive and neurodiversity as a state of being to be celebrated not fixed, all doctoral students will take four core graduate courses at the 500 level (**12 credits**) in the areas of cognitive diversity and a practicum experience (**3 credits**). While these courses may be taken with non-doctoral students there will be additional requirements for doctoral students.
- **Innovative Educational Curriculum (IEC).** To acculturate doctoral colleagues into the field of positive education where methodology turns from remediation to strength-based, talent focused learning, scholar practitioners take a minimum of three required courses in this specialty area. These **nine credits** are typically taken during the first two years of doctoral study.

- **Leadership for Innovative Education (IEL).** To provide professional skills in leadership all students will be required to take a minimum of 3 credits to introduce leadership possibilities in the field. Most importantly, they will learn how to develop programs that are strength-based, talent-focused as well as how to secure funding for innovative initiatives. This course will include professional skills such as writing grants, white papers, and manuscripts for publication. **3 credits.**

## **Theory into Practice**

To assure that doctoral students can apply theory to stellar practice, there is both a clinical practicum (3 credits) and internship (3 to 9 credits) experiences for up to 12 credits.

## **Research Methods and Performance**

- To prepare doctoral students to use tools and procedures for collecting, analyzing, and reporting data, a required three course sequence is provided: Research Design, Quantitative Methods, and Qualitative Methods. These courses should be completed by the end of the 2nd year of the program. **9 credits**
- To acculturate new scholars into the practice of academic research and inquiry doctoral students will take the CAP 999 in a four-course series of directed research.  
**Minimum 12 credits.**

## Plan Of Study Ed.D.

<http://tinyurl.com/BGSCD-PlanStudyDoctorate>

This link is to a plan of study form.

Plan of Study Ed.D.			
#	Course #	Course Name	Semester hours
1	SEM 710	Doctoral Seminar #1	3
2	RES 711	Principles of Research Design	3
3	CDL 511	Intro to Cognitively Diverse Minds	3
4	CDL 512	Nature and Needs of Gifted and Talented	3
5	IEC 511	Cognitive Diversity And the Strength-Based, Talent-Focused Education	3
6	CDL 513	Complexities of Twice Exceptionality	3
7	SEM 720	Doctoral Seminar #2	3
8	EXA 800	Clinical Practicum	3
9	IEC 621	Foundations of Creativity	3
10	RES 721	Quantitative Methods	3
11	IEL 733	Creating Strength-Based, Talent-Focused Schools	3
12	RES 722	Qualitative Methods	3
13	CDL 621	Social and Emotional Diversity	3
14	CDL 703 or CDL 731	700 level Elective -- Choose 1 <ul style="list-style-type: none"> <li>● Independent Study</li> <li>or</li> <li>● Mindfulness Theory and Its Application to the 2e Student</li> <li>or</li> <li>● Talent Development for Diverse Minds: Programs and Strategies</li> </ul>	3
15	IEL 731 or IEL 732	700 level Elective -- Choose 1 <ul style="list-style-type: none"> <li>● Independent Study</li> <li>or</li> <li>● Educational Leadership and Organizational Management Theory for Dynamic Schools</li> </ul>	3

	<b>IEC 731 /CDL 73 or IEL 734:</b>	<ul style="list-style-type: none"> <li>or</li> <li>• Curriculum Leadership</li> <li>or</li> <li>• Talent Development for Diverse Minds: Programs and Strategies</li> <li>or</li> <li>• Program Evaluation And Modification</li> </ul>	
<b>16</b>	<b>CAP 991</b>	Directed Research Part 1 - Proposal Development (1)	<b>3</b>
<b>17</b>	<b>EXA 800</b>	Internship (3 - 9 Credits)	
<b>18</b>	<b>CAP 992</b>	Directed Research Part 2: Data Collection and Chapters 1- 3)	<b>3</b>
<b>19</b>	<b>CAP 993</b>	Directed Research Part 3: Data Analysis and Chapters 4-5	<b>3</b>
<b>20</b>	<b>CAP 994</b>	Directed Research Part 4: Oral Defense - Paperwork Completion	<b>3</b>
<b>21</b>	<b>CAP 995</b>	Directed Research Part 4: Continuing Registration if needed	
<b>Total Minimum Semester Hours</b>			<b>60</b>

## Graduation Requirements

- Completion of all coursework (Minimum of 60 credits) with a GPA no lower than a 3.0 with no individual course grade lower than a “B-”.
- Comprehensive Exams passed..
- Problem of practice - Applied Dissertation completed and defended.

## Course Sequence for The Doctorate in Education (Ed.D) Program

<b>Year</b>	<b>Summer Semester In Residence (2 weeks)</b>	<b>Fall Semester On Line</b>	<b>Spring Semester On Line</b>
<b>1</b>	<b>(Residency 1)</b> SEM 710: Doctoral Seminar 1 (3)  RES 711: Research Design (3)  <b>Total Credits: 6</b>	CDL 511: Intro to Cognitively Diverse Minds. (3)  CDL 512: Nature and Needs GT (3)  <b>Total Credits: 6</b>	IEC 511: Cognitive Diversity and the Strength-Based, Talent-Focused Education (3)  CDL 513: Complexities of 2e (3)  <b>Total Credits: 6</b>

<b>At the end of Year 1</b> Ed.D. Students = 18 Credits			
2	<b>(Residency 2)</b> SEM 720: Doctoral Seminar 2 (includes Problem of Practice and Internship Planning)  EXA 600: Practicum <b>Total Credits: 6</b>	IEC 621: Foundations of Creativity  RES 721: Quantitative Methods  <b>Total Credits: 6</b>	IEL 733: Creating Strength-Based, Talent-Focused Schools  RES 722: Qualitative Research Methods  <b>Total Credits: 6</b>
<b>At the end of Year 2</b> Ed.D. Students = 36 Credits			
3	<b>(Residency 3)</b> CDL 621: Social-Emotional Diversity (3)  CAP 991: Directed Research: Proposal Development - (3)  <b>Comprehensive Exams completed</b> <b>Total Credits 6</b>	Proposal defense online with Committee--  EXA 800 Doctoral Internship (3 -9). (If 9 credits are desired over two semesters, the extra 6 credits can be substituted for 6 credits of electives).  Elective 3 credits (700 level)  <b>Total Credits: 6</b>	CAP 992: Directed Research: Implementation/data collection: Chapters 1-3 (3)  Elective (700 level) or EXA 800: (3)  (Extended internship if chosen)  <b>Total Credits: 6</b>
<b>At the end of Year 3</b> Ed.D. Students = 54 Credits All courses completed except for Directed Research			
4	<b>CAP 993: Directed Research:</b> Data Analysis and Chapters 4-5 (3)	<b>CAP 994: Directed Research:</b> Oral Defense and paperwork completed (3)	<b>CAP 995: Directed Research: If needed (3)</b>
<b>At the end of Year 4</b> <b>Ed.D. Students = 60 credits minimum</b> <b>Graduation</b>			

## The Capstone Project

The Capstone Project for the Ed.D. Program in Cognitive Diversity in Education is an applied dissertation or Problem of Practice Inquiry. Based on the criteria established by the Carnegie Project on Educational Doctorate. The Problem of Practice approach aligns to the Guiding Principles of the Graduate School, the Values of the Graduate School and the Outcomes of the Ed.D, Program as shown below.

<b>Carnegie Standards</b>	<b>Graduate School Guiding Principles</b>	<b>Graduate School Values</b>	<b>Ed.D. Program Outcomes</b> (See alignment of Program Outcomes to National Standards in Appendices A-D of Curriculum Overview Section)
<p>Problem of Practice is based on an area of concern within the domain of cognitive diversity within the doctoral candidate's context.</p>	<p>1 Construct and apply knowledge to make a positive difference in the lives of cognitively/ neuro-diverse individuals, their families, and the organizations and communities in which they live and work.</p>	<p><b><i>Pursuit of Ideas</i></b>            • in-depth inquiry within a discipline or field  <b><i>Development of Expertise</i></b>            • as designers of new research, policy, and practices  <b><i>Cultivation Commitments</i></b>            • to address evolving issues in the education of underserved learners  <b><i>Engagement of Imagination</i></b>            • to identify novel ideas and important questions that shape the field</p>	<p>4 Critique, understand, and conduct high-quality education research and link it to policy and practice.</p>



<p>Problem is addressed by using relevant theories of leadership and review of literature of related issues, constructs, and theories.</p>	<p>Are grounded in research and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.</p>	<p><b>Pursuit of Ideas</b></p> <ul style="list-style-type: none"> <li>• synthesis of concepts and principles across disciplines and fields</li> </ul> <p><b>Cultivation Commitments</b></p> <ul style="list-style-type: none"> <li>• to expand intellectual pursuits</li> <li>• to ensure professional ethics and responsibility</li> </ul>	<p>4 Critique, understand, and conduct high-quality education research and link it to policy and practice.</p>
<p>Application of appropriate models to address the Problems of Practice.</p>	<p>4 Creatively solve problems in field-based situations to analyze problems of practice and use multiple frames to develop meaningful solutions.</p>	<p><b>Pursuit of Ideas</b></p> <ul style="list-style-type: none"> <li>• in-depth inquiry within a discipline or field</li> </ul> <p><b>Development of Expertise</b></p> <ul style="list-style-type: none"> <li>• as designers of new research, policy, and practice</li> </ul> <p><b>Cultivation Commitments</b></p> <ul style="list-style-type: none"> <li>• to ensure professional ethics and responsibility</li> </ul> <p><b>Engagement of Imagination</b></p> <ul style="list-style-type: none"> <li>• to generate innovative methods, practices, and solutions</li> <li>• to visualize future directions</li> </ul>	<p>4 Critique, understand, and conduct high-quality education research and link it to policy and practice.</p>
<p>Use of appropriate data collection methods and analysis techniques.</p>	<p>3 Use relevant pedagogic skills, educational psychology, and knowledge in the</p>	<p><b>Pursuit of Ideas</b></p> <ul style="list-style-type: none"> <li>• in-depth inquiry within a discipline or field</li> </ul>	<p>4 Critique, understand, and conduct high-quality education research and link it to</p>

	<p>planning, development, delivery, and assessment of professional services in support of relevant educational and professional goals, reflecting a strength-based, talent- focused philosophy.</p>	<p><b>Development of Expertise</b></p> <ul style="list-style-type: none"> <li>• as designers of new research, policy, and practice</li> </ul> <p><b>Cultivation Commitments</b></p> <ul style="list-style-type: none"> <li>• to ensure professional ethics and responsibility</li> </ul>	<p>policy and practice.</p>
<p>Explain findings and issues that underlie problems and solutions.</p>	<p>Develop and demonstrate collaboration and communication skills that allow them to work with diverse communities and to advocate for neurodiversity within their communities with the understanding that cognitive diversity is the cornerstone for innovation and productivity in all organizations</p>	<p><b>Pursuit of Ideas</b></p> <ul style="list-style-type: none"> <li>• synthesis of concepts and principles across disciplines and fields</li> <li>• openness to new ideas that are beyond one’s perspectives, languages, and cultures</li> </ul> <p><b>Development of Expertise</b></p> <ul style="list-style-type: none"> <li>• as designers of new research, policy, and practice</li> <li>• as negotiators in areas of complexity, uncertainty, and diversity</li> <li>• as communicators among diverse audiences</li> </ul> <p><b>Cultivation Commitments</b></p> <ul style="list-style-type: none"> <li>• to expand intellectual pursuits</li> <li>• to ensure professional ethics and responsibility</li> <li>• to address evolving issues in the education of underserved learners</li> </ul> <p><b>Engagement of Imagination</b></p> <ul style="list-style-type: none"> <li>• to identify novel ideas and important questions that shape the field</li> <li>• to generate innovative methods, practices, and solutions</li> </ul>	<p>4 Critique, understand, and conduct high-quality education research and link it to policy and practice.</p>

		<ul style="list-style-type: none"> <li>• to visualize future directions</li> </ul>	
Suggest an action plan that is acceptable to stakeholders	Develop and demonstrate collaboration and communication skills that allow them to work with diverse communities and to advocate for neurodiversity within their communities with the understanding that cognitive diversity is the cornerstone for innovation and productivity in all organizations	<p><b><i>Development of Expertise</i></b></p> <ul style="list-style-type: none"> <li>• as negotiators in areas of complexity, uncertainty, and diversity</li> <li>• as communicators among diverse audiences</li> </ul> <p><b><i>Cultivation Commitments</i></b></p> <ul style="list-style-type: none"> <li>• to expand intellectual pursuits</li> <li>• to ensure professional ethics and responsibility</li> <li>• to address evolving issues in the education of underserved learners</li> </ul> <p><b><i>Engagement of Imagination</i></b></p> <ul style="list-style-type: none"> <li>• to identify novel ideas and important questions that shape the field</li> <li>• to generate innovative methods, practices, and solutions</li> <li>• to visualize future directions</li> </ul>	4 Critique, understand, and conduct high-quality education research and link it to policy and practice.

## Course Descriptions Ed.D.

### **SEM 710: Doctoral Seminar I**

The purpose of this seminar is to provide an overview of the doctoral program by exploring foundational work in the area of twice exceptional education, neurodiversity and positive psychology. A major focus is how ideas and theories are born and how multiple ideas create new fields of study and practice. Candidates will also begin designing their personalized doctoral program by identifying their personal interests, goals and vision for leadership in the field of Neurodiversity with an emphasis on leadership, curriculum, or talent development. The culminating project for this course is a preliminary plan of study and timeline. The plan will identify personal goals, topics of interest, menu of opportunities, and research and project ideas. **3 credits**

### **RES 711: Principles of Research Design**

This course provides an introduction to the design of research studies in applied educational settings. The design and implementation of research studies is contextualized in current educational issues and takes into account the practical constraints of the real world. Topics covered include the formulation of research questions/hypotheses, operational definitions of research constructs, sampling methods, experimental and quasi-experimental designs, threats to internal and external validity. **3 credits**

### **CDL 511: Introduction to Cognitively Diverse Minds: A World of Learning Differences and Their Impact on Learning and Behavior (Ed.D. Program)**

This course offers an exploration into how minds differ by looking at the cognitive diversity movement and the implications of cognitive differences among students with respect to intellectual profiles, learning styles, personality preferences. Special emphasis is given on how diverse minds struggle in some areas but bring strengths and advanced abilities to others. An examination of learning and where it breaks down for exceptional students often falling under the umbrella of Special Education will reveal how cognitive differences impact learning. Candidates will critique categories of special education and resulting approaches typically found in individual educational plans. **3 credits**

### **CDL 512: Nature and Needs of Gifted and Talented Learners (Ed.D. Program)**

Course content and activities focus on current research, trends, and practices within the field of gifted and talented education. Topics include an introduction to the historical and philosophical context of gifted education and theories of intelligence; characteristics of gifted behaviors across cultures; overview of curricular options for enhancing and accelerating instruction; and identification techniques and program services. **3 credits**

### **CDL 513: The Complexities of Twice-Exceptional Students (Ed.D. Program)**

The focus of the course describes the unique characteristics of students who have high abilities and simultaneous learning and attention challenges known as twice exceptional students. Particular attention is given to the impact coincidence has on the social, emotional, and cognitive world of twice exceptional students. Exploration of the research on this population's will illustrate the complexities of

both diagnosis and program development for this population of learners. We will explore how to identify these students and assess their unique learning needs. Using a case study approach, candidates will look at students who are gifted with learning disabilities, attention deficit disorder, autism, and social and emotional issues and develop a comprehensive plan to meet their needs.

**3 credits**

### **IEC 511: Cognitive diversity and Strength- Based, Talent- Focused Education (Ed.D Program)**

This course provides candidates with an overview of strength-based, talent-focused education with particular attention given to how students differ and the strengths and talents they bring to the classroom. Candidates will gain skills in identifying and using students' strengths, interests, and talents to help cognitively diverse students succeed in the classroom, develop executive function, social skills, and productivity. Understandings will conclude with procedures for curriculum development using a strength- based, talent-focused model. **3 credits**

### **EXA 600: Clinical Practicum**

Doctoral students will engage in a clinical experience under the supervision of an educational therapist and expert in gifted education. The students will be expected to analyze their assigned case study subject selected from twice exceptional students participating in the summer experience at Bridges Academy. Doctoral student will observe the student in his enrichment class and note times of personal best and times of challenge. Through observations, reflections, and discussions students will write an educational plan as part of a multidisciplinary team. The plan including a talent goals for that student. Requirements also include adapting IEP or 504 plans to meet the needs of twice exceptional learners as appropriate. **3 credits**

### **SEM 720: Doctoral Seminar 2**

This course is designed to continue acclimating students to doctoral work and expectations. The primary focus will be on defining an area of interest which will lead to selection of coursework, internship experiences, and the identification of the capstone dissertation project--Problem of Practice Research. Doctoral students will identify a Problem of Practice, which should be a pressing issue from the student's perspective that affects their professional experience and that is related to one or more of the program's three areas: cognitive diversity and twice exceptionality, leadership, and strength- based, talent- focused curriculum within in the context of Cognitive Diversity in Education. In addition doctoral students will complete a plan of study and conduct a professional development training session. **3 credits**

### **RES 721: Research: Quantitative Methods**

This course provides the basis for understanding, applying, and interpreting univariate statistics in educational settings and introduces multiple correlational research. The student will relate specific quantitative research questions and hypotheses to appropriate statistical procedures as well as analyze each procedure using appropriate software. Students will use data sets that apply directly to educational research. **3 credits**

### **IEC 621: Foundations Of Creativity (Ed.D. Program)**

The major purpose of this course is to study the theoretical and practical aspects of creativity—what is creativity, how do we develop it in ourselves and in our students. The course is an overview of major definitions, theories, and research related to the study of creativity and the creative individual. Class members will learn techniques for stimulating creative thinking as well as strategies for adapting existing curricula to develop creative thinking abilities in students. Topics also include the assessment of creative thinking, methods for enhancing personal creative abilities, and techniques for examining the creative process. **3 credits**

### **RES 722: Qualitative Methods**

This course conveys the history and characteristics of qualitative methodology used in educational settings. A theoretical and practical examination of qualitative methods will include the use of qualitative research as students gain experience in employing qualitative techniques and analyses. **3 credits**

### **IEL/IEC 733: Creating Strength-Based, Talent-Focused Schools**

This course delves deeply into strength-based, talent-focused approaches in schools with cognitively diverse populations. Course material will address major tenants of innovative schools including those who are strength-based philosophy before exploring several models for strength-based programs and explore appropriate models that support this approach. Students will create a vision for an innovative school that is founded on developing creativity, talent, and interests and write a grant proposal to fund it. **3 credits**

### **CAP 991: Directed Research Part 1: Proposal Development**

This is the first of a 4-course sequence leading to the completion of the capstone project. The course will lead candidates through the initial parts of the proposal: framing the research question(s), writing a critical literature review, determining methodology and procedures, Sections of the proposal will be drafted throughout the course for peer review and instructor feedback. **3 Credits**

**CDL 621: Social-Emotional Diversity:** Understanding the Social and Emotional Issues of Twice Exceptional Learners - (Ed.D.) Exploration of the biological and environmental factors contributing to cognitive diversity with an emphasis on the social and emotional implications for the twice-exceptional individual in the classroom and in life is the focus of this course. The course will include a broad overview of most prevalent categories of special education in order to provide the foundation for advanced conceptualization. Through a case study approach, students will gain an in-depth understanding of how their social and emotional challenges impact interpersonal relationships, academic performance, and ability to attain personal goals. The concepts of motivation, resilience, and grit will be considered in the context of this population. Students will be able to apply this multifaceted social-emotional model for maximizing individual growth, development, and achievement. **3 Credits**

PROPOSAL DEFENSE--THIS IS DONE ONLINE WITH A COMMITTEE

### **CAP 992: Directed Research, Part 2: Implementation and Data Collection**

This is the second of a 4-course sequence leading to the completion of the Capstone Project. A focus is on the completion of the proposal for Problem of Practice research and setting up a timeline for the implementation phase of the study. After successful defense of the proposal and the Human Subjects application with all revisions submitted, candidates focus on implementation and data collection phase of their research design independently in consultation with major advisor. Chapters 1-3 of the dissertation should be approved by the major advisor. **3 credits**

### **EXA 800: Doctoral Internship**

This Internship is an individually arranged experience in which doctoral students have an opportunity to apply their understandings from coursework into authentic settings in their respective areas of concentration: twice exceptionality and cognitive diversity, strength-based, talent-focused curriculum, or leadership for innovation. Three months prior to the initiation of internship activities, doctoral students develop an internship plan with their internship advisor, and they submit an internship contract to their advisor one-month prior to the internship experience. Students register for EXA 800 (3-9 credits) during their first summer of study and must complete a total of 135 hours per three credits.\* Hours include onsite responsibilities involved in the internship itself, reading the literature, preparing for internship activities, and preparing internship portfolio. Doctoral students will have an "In Progress" grade until the internship is completed. It is the responsibility of each doctoral student to determine when and where to complete the internship, but Bridges Graduate faculty will provide guidance and suggestions. The internship could be completed in the Los Angeles, CA area, such as in a school or camp that provides specialized services to students with cognitive diversity or it could be completed in another state or country for example working with leadership, policy development, or public relations. The experience could begin one summer and continue during the following summers or the internship activities might occur throughout a calendar year. Possibilities for a residency internship at Bridges Academy, school for twice exceptional students is available as well.

*\* Note students can extend their internship for a more in depth experience earning from 6 to 9 credits and use those credits as a replacement for one or two elective courses. Consult with your advisor and the Dean of Graduate programs for assistance.*

**Elective (3 Credits) --See course descriptions at end of the schedule of courses**

### **CAP 993: Directed Research Part 3: Data Analysis and Synthesis**

This is the third of a 4-course sequence leading to the completion of the problem of practice Research Study. These phase should focus on data analysis and synthesis of findings. The candidate should work with the doctoral committee to flesh out the results and discuss implications. Chapters 4 & 5 should be completed by the end of this phase. **3 Credits**

### **CAP 994: Directed Research, Part 4: Completion of Problem of Practice, Applied Dissertation and Oral Defense**

This is the final course of a 4-course sequence leading to the completion of the problem of practice Research Study and oral defense. This course is completed independently in conjunction with the advisor and doctoral committee chair, and is designed to support progress toward dissertation writing, and preparation of an oral dissertation defense. It can be taken twice if more time is needed for completion. **3 credits**

### **CAP 995: Directed Research, Part 4: Completion of Problem of Practice, Applied Dissertation and Oral Defense**

This is a repeat of CAP 994 used if additional time is needed. Same syllabus--requirements continued.

This is the final course of a 4-course sequence leading to the completion of the Problem of Practice, Applied Dissertation and oral defense. This course is completed independently in conjunction with advisor and doctoral committee chair, is designed to support progress toward, dissertation writing, and preparation of an oral dissertation defense. Can be taken twice if more time is needed for completion. **3 credits**

## **ELECTIVES**

### **COGNITIVELY DIVERSE LEARNERS AND TWICE EXCEPTIONALITY**

#### **CDL 603: Mindfulness Theory And Its Application To The 2e Student**

Mindfulness is a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations. In recent years, mindfulness has become a cornerstone of many therapeutic interventions with a variety of populations. This course will explore the benefits of mindfulness for a 2e population. In general, the benefits of mindfulness include stress reduction, greater focus, emotional balance and enhanced cognitive flexibility. These areas of emotional regulation are often problematic for 2e children and adolescents; therefore, we will examine the different styles of mindfulness and their applications to various 2e populations in order to achieve the aforementioned benefits within this group. In addition, the interface between mindfulness and resilience will be explored. There is considerable evidence indicating that mindfulness techniques lead to greater resilience, which in turn leads to greater overall success for the individual. We will examine that research and its applications to the 2e population.

**3 credits**

#### **CDL 700: Independent Study**

Topics for exploration are decided between the candidate and the advisor relating to specific area of interest in cognitive diverse learners. **1- 6 credits**



## **INNOVATION & CURRICULUM IN EDUCATION**

### **IEC 622: Innovative Uses for Technology In the Classroom for Cognitively Diverse Learners**

An introduction to the integration of technology in the schools focusing on how instructional technology affects and advances K-12 learning especially for students who have challenges accessing information, organizing ideas, and communicating what they know. Topics include principles of integrating technology to strengthen standards-based curricula, instruction, and assessment; selection of software and other technological materials; uses of technology for collaboration with school-related audiences; issues of digital equity and ethics; and strategies for using digital technology with special needs populations. **3 credits**

### **IEC 731/CLD 731: Talent Development for Diverse Minds: Programs and Strategies**

This course will provide a more critical understanding of models purposefully designed to develop specific kinds of talents and creative abilities in students. Based on knowledge of the different kinds of minds (artistic, creative, scientific) candidates will identify programs that align to the way these individuals see the world. A survey of specific programs both in and outside of the school environment will reveal authentic opportunities for talent development. Attention will be paid to their authenticity to the discipline and to the kinds of minds typically aligned to expertise and creative productivity in varied disciplines. A major requirement will be interviews with creators from different disciplines. **3 credits**

### **IEC 732 / IEL 732\* Curriculum Leadership**

Curriculum Leadership is the study of theoretical and practical aspects of designing curriculum for advanced students. This course has been designed to familiarize educators with the various theories, principles and models of curriculum development for gifted and talented students. A variety of curricular models will be explored, including the Multiple Menu Model and the Parallel Curriculum Model, which will be used as a framework for developing differentiated and defensible curriculum for gifted students. Additionally, the course will explore curriculum modification techniques, methods for enrichment teaching, and assessment techniques that support the principles underlying curriculum design for advanced students. As a final project, each participant will choose a content area field of study and design a comprehensive unit following best-evidence research in curriculum design for the gifted and aligned to the appropriate state standards or Common Core State Standards (CCSS).

**3 credits**

### **IEC 700: Independent Study**

Topics for exploration are decided between the candidate and the advisor relating to specific area of interest in cognitive diverse learners. **1-6 credits**

## **Innovative Educational Leadership**

### **IEL 731: Educational Leadership and Organizational Management Theory for Dynamic Schools**

This course introduces theories and approaches to organizational management, utilizing Gareth Morgan's text *Images of Organization* to explore and examine a variety of institutional management strategies and approaches. Candidates will also survey important current perspectives of management theory and assess potential impacts of these perspectives for programs in action. Candidates will grapple with Morgan's organizational metaphors to develop their own perspectives about how to lead and manage an institution with a cognitively diverse population. By the end of the course, students will craft a leadership statement and a strategic plan for program development.

**3 credits**

### **IEL 732: Curriculum Leadership** Cross Listed With **IEC 732: Curriculum Leadership**

The major purpose of this course is to study the theoretical and practical aspects of designing curriculum for advanced students. This course has been designed to familiarize educators with the various theories, principles and models of curriculum development for gifted and talented students. A variety of curricular models will be explored, including the Multiple Menu Model and the Parallel Curriculum Model, which will be used as a framework for developing differentiated and defensible curriculum for gifted students. Additionally, the course will explore curriculum modification techniques, methods for enrichment teaching, and assessment techniques that support the principles underlying curriculum design for advanced students. As a final project, each candidate will choose a content area field of study and design a comprehensive unit following best-evidence research in curriculum design for the gifted and aligned to the appropriate state standards or Common Core State Standards (CCSS). **3 credits**

### **IEL 734: Program Evaluation and Modification**

This course introduces theories and approaches to program evaluation, also providing practical models and tools for planning and conducting an evaluations. Candidates will survey a variety of qualitative, descriptive, and inferential methodologies that can be applied in formative and summative evaluation contexts. Candidates will work with logic models to identify information needs, create evaluation questions, and develop a system for data collection, analysis, and reporting. By the end of the course, students will produce a draft of an hypothetical evaluation proposal. **3 credits**

### **CDL 700: Independent Study**

Topics for exploration are decided between the candidate and the advisor relating to specific area of interest in cognitive diverse learners. **1-6 credits**

# COMPREHENSIVE EXAMINATION

The purpose of the comprehensive examination is to (a) build professional capacity, (b) evaluate your preparedness to conduct inquiry in a problem of practice, and (c) assess the breadth and depth of important content knowledge in your field of study. The examination assesses capacity, preparedness, and content knowledge in manner that is: • relevant • authentic • formative

As such, the exam will consist of a production of artifacts for the examination that are germane to becoming a scholar-practitioner. These artifacts will demonstrate that you have:

- an ability to reason across disparate stances and research
- an insightful and respectful understanding of the debates and tensions within the field and a clear ability to articulate your stance within them
- an ability to express your ideas in the academic formats expected for wider dissemination
- an ability to evaluate and critique research that taps a range of research traditions
- a deep regard for the potential and limitations of research and its relationship to theory and practice

The examination is a written and oral assessment that must be passed before the presentation of a dissertation proposal. The comprehensive exam will be the responsibility of a committee of three faculty members most connected to the goal and vision of the doctoral student. The committee is responsible for administering and overseeing the comprehensive examination process and is responsible for evaluating all components. The examining committee participants will be required to evaluate all portfolio components and submit written feedback to the major advisor by the completion of the oral.

There are two components for the examination: a written portfolio and an oral defense.

## **1. Written Portfolio Component.**

The written portfolio will consist of a minimum of four elements:

A. Publishable Manuscript. The student must complete a publishable manuscript. For multiple author manuscripts, the student must be the first author. In such cases, the manuscript must be accompanied by a brief explanation of the student's role in the manuscript.

B. Critical Synthesis. The student must write a critical synthesis of the research literature in their area of study. The synthesis should be single authored and demonstrate the student's knowledge of the research literature, his/her ability to synthesize and critique that research literature, and skill at communicating these abilities in writing.

C. Two or More Additional Products. The student, in collaboration with the Advisory Committee, must design at least two additional scholarly products that demonstrate expertise and competence in the field of cognitive diversity and strength-based, talent-focused education.

These products must provide evidence that the student can (a) construct a clear, evidence-based argument for a scholarly position, (b) demonstrate depth and breadth of knowledge when analyzing and synthesizing a body of literature, and (c) compose scholarly prose that is genre appropriate and clearly written for the intended audience.

Products could include, but are not limited to:

- Philosophy of Education and implications for leadership or advocacy
- Case study analysis including gathering data to establish learning profiles with recommendations for strength-based, talent-focused support
- Program design for a strength-based school
- Grant proposal for a pilot study of an innovative program
- Workshop presentation to increase awareness of cognitive diversity and the benefits of cognitive difference
- Conference presentations

## **2. Oral Defense Component:**

The comprehensive examination includes an oral examination that focuses on the student's portfolio products. The date for the oral examination will be set by the student and his/her Advisory Committee. At a minimum, the one-hour examination will be attended by the Advisory Committee and two outside readers. This should occur during the Summer Residency 3.

## **Capstone Project: Problem of Practice Research**

The Problem of Practice should be a pressing issue from the doctoral candidate's perspective that affects their professional experience and that is related to some of the program's three areas: cognitive diversity and twice exceptionality, leadership, and strength-based, talent-focused curriculum within in the context of Cognitive diversity in Education. The PoP should resonate with a larger audience, such as other educational leaders, policy makers, or researchers interested in educational leadership and policy.

In the 2nd summer of their program (beginning of year 2) the doctoral student will register Doctoral Seminar II where they will be guided in choosing a problem to be approved by their advisor and course instructor. Course work from the first year should help to frame issues that may be used to identify a PoP.

### **Capstone Proposal Structure**

The proposal begins with a description of the PoP and why it is a compelling problem (2-3 pages). The next section is a review of the literature (about 6-8 pages). Then students detail their methods and plans for analysis as well as limitations and possible implications (6-8 pages). The proposal should include draft protocols for data collection.

Students should collaborate with their advisor regarding the proposal and should expect to complete several rounds of revisions. Students should also share the draft proposal with other advisors to receive ideas around framework and methods.

## **Proposal Defense Meeting**

The Proposal Defense Meeting is a 60-minute meeting with the primary advisor and two associate advisors. The student provides a 15-minute overview of the proposal. The student may create a powerpoint or may just talk through key ideas and methodological decisions. Then the committee members will ask clarifying questions and make suggestions for revisions. The committee members will deliberate and inform the student of any necessary revisions. The decision at the proposal defense can include required revisions. If this is the case, the student has 30 days to complete the revisions and gain final approval from the primary advisor. The Proposal is then filed with the Dean of the Graduate School by the program director. Once approved, it is the responsibility of the doctoral candidate to file an Institutional Review Board (IRB) protocol for the research through the Office of the Dean of Graduate Studies.

The student's primary advisor will be listed as the primary investigator, though the student will write the IRB protocol for the advisor to review. Data collection cannot begin until the IRB has approved the capstone protocol. After the protocol passes the IRB review, the official approval letter should be forwarded to the major advisor and the Dean as it must be filed with the Proposal Approval form.

## **Capstone Project.**

Students typically spend 2-4 months collecting data on their problem of practice. Data collection may include interviewing participants, administering surveys, observing meetings, instruction, leadership work, and collecting documents. Then students analyze the data to respond to research questions.

The Capstone commonly incorporates the literature review and methods from the proposal, though the literature review may need to be updated based on advisor recommendations. The Capstone's findings section describes the empirical findings from the student's inquiry activities. The student provides implications for practice and should explain the strengths and limitations of several responses to the findings. Some students, in consultation with their advisor, may use a different structure for the Capstone, such as a 3-product model.

## **Review Process**

Similar to the Capstone Proposal, it is highly recommended that students work closely with their advisor to develop the ideas and structure of the Capstone. Students should periodically meet with each member of their committee to gain feedback and advice on various areas of the Capstone.

## **Defense Meeting**

The defense meeting is scheduled for 90 minutes. The committee of three advisors, as well as two readers should be involved. The student does a 20-30 minute presentation of methods, major

findings, and implications. The student should also share concrete ideas on how these findings could shape or support improvement within a particular context either through informing policy, leadership practices, etc. The committee asks questions and engages in discussion around the implications and next steps for the work and the student.

## **V. Admissions:**

### **Application Requirements**

Criteria for admission to graduate study at The Bridges Graduate School include both qualitative and quantitative requirements to ensure that applicants possess the educational preparation to succeed academically at the graduate level. The criteria are established by the the Board of Trustees and the Provost. No applicant is denied admission on the basis of sex, race, creed, or national origin.

### **Application Procedures**

Students may register for graduate classes on a matriculated (degree-seeking) or non matriculated (non-degree-seeking) basis. All students registering for graduate classes must hold a baccalaureate degree or its equivalent and must demonstrate ability to pursue graduate studies.

Prior to registration, prospective students must apply to the Director of Admissions. Applicants must provide:

- a completed application, along with the application fee
- official transcripts from all colleges and universities attended
- proof of all prerequisite requirements, including minimum grade point average
- proof of immunization form for all students born after 1956

Application materials may be requested from the Director of Admissions, (818-506-1091) Or, prospective students may visit the website and apply online.

Prospective students are encouraged to read the relevant sections of this catalog, including the portions that describe the degree program in which they are interested. General questions should be addressed to the Dean of Graduate Programs.

### **International Applicants**

Students who have an earned any degree in a country other than the United States must have their transcripts and or program assessed by an appropriate educational service for a comprehensive course-by-course evaluation. This report will determine if the student completed the equivalent of a U.S. degree. Prospective international applicants should contact the Dean of Graduate Programs with questions and for assistance.

### **Application Deadline**

Application for graduate admission is ongoing, although prospective students are encouraged to apply *at least one month* prior to the start of any given semester. See the Calendar in this catalog.

## **Transfer of Credit**

Students who wish to use transfer credits toward any of the graduate programs must make this request at the time of initial application. The amount of graduate credit transferable into a Master degree program from other accredited institutions is limited to nine semester credits.

All transfer credits must represent satisfactory work (a grade of B or better) at the institution where the work was completed and must be in accordance with a planned program of study. Transfer credits older than 10 years are not accepted toward any graduate program. Courses used to earn a degree for another program are not transferable to any graduate program. Transfer of courses completed after a student is admitted to a graduate program must be approved in advance in writing by the Dean of Graduate Programs.

Transfer credits are not included in a determination of cumulative GPA's for graduate students.

### **Notice:**

1. The Bridges Graduate School of Cognitive Diversity in Education has not entered into an articulation or transfer agreement with any other college or university.
2. The institution does not award credit for prior experiential learning and does not use an "Ability to Benefit" exam as an alternative to enrollment.

## **Student Status**

Graduate students may be full-time or part-time students according to the number of credits for which they are enrolled in a semester. Full-time enrollment consists of six semester hours or more.

### **Matriculated Student**

To matriculate in a degree program, students must complete an application and meet the general requirements for admission. For program requirements, students should read the section of this catalog describing the program. General questions should be addressed to the Office of Dean of Graduate Programs.

### **Non-matriculated Student**

Students who complete an application and meet the general requirements for admission to the Office of Graduate Admissions may complete one semester of graduate study with a maximum of six credits as non matriculated students. To enroll for further study, students must apply and be admitted to a degree or certificate program. Bridges reserves the right to exclude non-degree students from graduate courses offered to students in degree or certificate programs.

### **Special Student**

Students who wish to register for a course but who are not seeking a graduate degree must complete an application and meet the general requirements for admission to the Office of Graduate Admissions. Permission to take a course is given on a space-available basis, and some programs may not allow students to register for courses unless they have been admitted to the program.



Special students who wish to continue their studies must apply and be admitted to a degree or certificate program.

### **International Students and Visas**

Generally, a citizen of a foreign country who wishes to enter the United States must first obtain a visa, either a nonimmigrant visa for temporary stay, or an immigrant visa for permanent residence. You must have a student visa to study in the United States. Your course of study and the type of school you plan to attend determine whether you need an F-1 visa or an M-1 visa. At The Bridges Graduate School we may be able to help provide documentation for graduate students to obtain an F-1 visa. For assistance in obtaining this visa contact the admissions office. There is a recovery based fee service of costs + \$125 to obtain a visa. For more information contact [GradAdmissions@Bridges.edu](mailto:GradAdmissions@Bridges.edu) and the United States Department of State web site at <https://travel.state.gov/content/visas/en/study-exchange/student.html>

### **Language Proficiency**

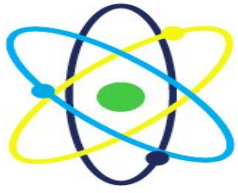
The language of instruction is English. The The Bridges Graduate School does not require the Test of English as a Foreign Language (TOEFL), however all candidates to any educational program at the The Bridges Graduate School are expected to be fluent in the English Language. They are expected to understand the English language at an advanced level of proficiency, able to read and comprehend graduate level text independently. They must be able to write well-organized paragraphs at a level that approximates native English-speaking graduate students who are meeting graduate level standards. Any student who applies with English as a second language may be asked to provide proof in both a written and oral interview prior to admission. Any applicant with questions about English Language proficiency is encouraged to contact the [GradSchoolDean@bridges.edu](mailto:GradSchoolDean@bridges.edu) or [GradAdmissions@Bridges.edu](mailto:GradAdmissions@Bridges.edu) for more information.

### **Recommendation for Prospective Students**

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.

# Enrollment Agreement Form

An online version of this form is available from the link in the back of this catalog.



Bridges Graduate School of  
Cognitive Diversity In Education

## ENROLLMENT AGREEMENT:

Covering the period of time from: \_\_\_\_ - \_\_\_\_ - \_\_\_\_ to \_\_\_\_ - \_\_\_\_ - \_\_\_\_  
MM - DD - YYYY to MM - DD - YYYY

- A. Bridges Graduate School - where Instruction is provided via Distance, Online, Real Time, Learning. This a hybrid program** where instruction is provided in real time by a professor who is present online via video conferencing tools with the students in possibly remote locations. Additionally each of our three programs requires a summer residency at our campus in California.

3921 Laurel Canyon Blvd.  
Studio City, CA 91301

**Directions for this form. This form may be filled out and submitted online or by hand.**

**If filled out online follow these directions: An online version of the form is available here:**

<http://tinyurl.com/BGSCD-Enrollment>

1. Download the form into your computer. Save it with your last name.
2. Complete the form online on your computer.
3. Save it as a PDF file when finished.
4. Mail to: **Bridges Graduate School**, 3921 Laurel Canyon Blvd, Studio City, CA 91301 or Email the completed form to: [GradSchoolAdmissions@Bridges.edu](mailto:GradSchoolAdmissions@Bridges.edu)

### Legal Name:

(Last, First Name, Middle Name)

Other Names that may appear in your academic record:

**Mailing Address:** \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Country: \_\_\_\_\_

**Permanent Address: If Different**

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ -

Country: \_\_\_\_\_

Primary Phone #: \_\_\_\_\_

Other Phone #: \_\_\_\_\_

**Email:** \_\_\_\_\_ Bridges will use this email for almost all communications.

Birthdate:

mm	dd	yyyy

**Social Security Account Number:**

See "Use of the Social Security Number: " at the bottom of this application.

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- B. This *Enrollment Agreement* is a legally binding instrument when signed by the student and accepted by the school. Your signature on this agreement acknowledges that you have been given reasonable time to read and understand it. You have been provided two copies of this *Enrollment Agreement*; the second copy is for your records.
- C. This agreement is for the period of time shown on the top of this page and covers the program initialed below. (*Initial the correct program & cross out the other two programs.*)
  - a. A one year Certificate Program offered online and at BRIDGES Graduate school. A total of 18 Credits is required to complete the certificate program. **Initials** \_\_\_\_\_
  - b. A two-year, Master program offered to qualified Bachelor's students. The program is offered online and at The BRIDGES Graduate school. A total of 36 additional approved graduate credits is required to complete the Master of Education (M.Ed.) program. **Initials** \_\_\_\_\_
  - c. A three + -year, Doctoral program offered to qualified Master students. The program is offered online and at The BRIDGES Graduate school. An additional 60 credits of approved Graduate work is required to complete the Doctor of Education(Ed.D.) program. **Initials** \_\_\_\_\_

Anticipated Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

D. STUDENT'S RIGHT TO CANCEL

- 1) A student has the right to cancel his or her agreement for a course of instruction, without any penalty or obligations, through attendance at the first class session, or the seventh day after enrollment, whichever is later. After the end of the cancellation period, you will have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed sixty (60) per cent or less of the course. Your cancellation date will be on:

Seven Days after enrollment which is \_\_\_\_ - \_\_\_\_ - \_\_\_\_\_  
MM - DD - YYYY

Or through the first class session \_\_\_\_ - \_\_\_\_ - \_\_\_\_\_ Whichever date is later.  
MM - DD - YYYY

- 2) Cancellation occurs when the student provides a written notice of cancellation at the following address: Bridges Graduate School, 3921 Laurel Canyon Blvd. , Studio City, CA 91301. This can be done by email or by hand delivery.
- 3) The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with the proper postage.
- 4) The written notice of cancellation need not take any particular form, and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

**Any questions a student may have regarding this Enrollment Agreement that have not been satisfactorily addressed by the institution may be directed to the Bureau for Private Postsecondary Education, P.O. Box 980818, West Sacramento, CA 95798-0818, (916) 431-6959. The website is [www.bppe.ca.gov](http://www.bppe.ca.gov).**

**A student or any member of 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 Website, [www.bppe.ca.gov](http://www.bppe.ca.gov).**

E. TRANSFERABILITY OF CREDIT

The transferability of credit you earn at Bridges Graduate School is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate that you earn at Bridges Graduate School is also at the complete discretion of the institution to which you seek to transfer. Enter your program title here:

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If the degree or certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at the 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 Bridges Graduate School to determine if your degree will transfer.

F. STUDENT TUITION RECOVERY FUND

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.”

(b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog:

“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, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

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 noncollection 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 of law.

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

- G. Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, salaries or wages, and the most recent three-year cohort default rate, if applicable, prior to signing this agreement.

Date: \_\_-\_\_-\_\_\_\_ Catalog/Brochure **Initials** \_\_\_\_\_

*"I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examination passage rates, salary or wage information, and the most recent three-year cohort default rate, if applicable, included in the School Performance Fact sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet."*

Date: \_\_-\_\_-\_\_\_\_ Catalog/Brochure **Initials** \_\_\_\_\_

You have been provided two copies of this Catalog/Brochure, the second copy is for your records.

#### H. REFUND INFORMATION

- 1) If a student cancels their enrollment prior to attending class, they are entitled to a full refund of all monies paid.
- 2) If the *Enrollment Agreement* is cancelled, the school will refund the student any monies he/she paid, less a registration or administration fee not to exceed \$250, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.
- 3) If you have received Federal student financial aid funds and you cancel you will be entitled to a refund of the monies not paid from those Federal student financial aid funds.
- 4) The student may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if they have completed 60 percent or less of the period of attendance. The amount of that refund is to be "pro-rated" according to the not-completed portion of the program, less the cost of any equipment returned in good condition (good condition does not include equipment that a seal is broken, logon occurred, or is marked or damaged in any way). The refund is to be paid within 45 days of withdrawal.

For example, if the student completes only 45 hours of a 90-hour course and paid \$500 tuition, the student would receive a refund of \$250, the computation is as follows:

$$\begin{array}{rcl} \text{(Tuition)} \times (\% \text{ of clock hours remaining}) & = & \text{Refund} \\ (\$500) \times (.50) & & = \$250 \end{array}$$

For the purposes of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- a. The student notifies the institution in writing of the student's withdrawal in accordance with the terms of Section D of this *Enrollment Agreement*.
- b. The institution notifies the student in writing of the termination of the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absence in excess of the maximum set forth by the institution; and/or failure to meet the financial obligations to the school.
- c. The student has failed to attend class for three (3) class weeks without discussion with the institution and agreement of a plan for completing the work missed.
- d. For the purposes of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance.
- e. For the purposes of determining when the refund must be paid, the student shall be deemed withdrawn when three (3) class weeks have been missed without contact from the student.
- f. 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.

I. Loans :

- a. If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:
  - i. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
  - ii. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

J. FEES AND CHARGES

**The student is responsible for the following fees and charges:**

Tuition: \$ 500 / Credits X 3 Credits / Course = \$1500  
 Technology Fee \$ 30 / Credits X 3 Credits / Course = \$90  
 Administrative Fee \$25 / Credits X 3 Credits / Course = \$75  
 One Credit = \$555  
 Housing Fee / Room & Board Charged on a cost recovery as utilized

Graduation Fee Included  
 Textbooks (estimated cost) \$75 / Course Estimated  
 Student Tuition Recovery Fund \$0.00 / Estimated at this time.  
 This fee is NOT REFUNDABLE

**Charges for Current Period of Attendance (Fall, Spring, Summer /trimester)**

**Total Credits Enrolled \_\_\_\_\_ X \$555 = \_\_\_\_\_**

THE TOTAL AMOUNT FOR ALL FEES, CHARGES, AND SERVICES THE STUDENT IS OBLIGATED TO PAY FOR THE COURSE OR EDUCATIONAL SERVICE IS ESTIMATED TO BE:

**Estimated Total Cost Due for entire program: (circle one)**

**Certificate \$9,990.00 + texts (1 year)**  
**M.Ed. \$19,980.00 + texts (2 years)**  
**Ed.D \$33,300.00 + texts (3 years)**

TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE: \$ \_\_\_\_\_

ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: \$ \_\_\_\_\_

THE TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT: \$ \_\_\_\_\_

- K. This agreement is a legally binding contract when signed by the student and authorized by Bridges Graduate School. It is not operative until the student makes an initial in person visit to the institution or receives an online tour with the Dean of Graduate programs and or attends the first class or session of instruction.

\_\_\_\_\_ (Date of Tour, Visit, or First Class)

I UNDERSTAND THAT THIS IS A LEGALLY BINDING CONTRACT. MY SIGNATURE BELOW CERTIFIES THAT I HAVE READ, UNDERSTOOD, AND AGREED TO MY RIGHTS AND RESPONSIBILITIES, AND THAT THE INSTITUTION’S CANCELLATION AND REFUND POLICIES HAVE BEEN CLEARLY EXPLAINED TO ME.

Signature of Student

Date



I accept this agreement and certify that Bridges Graduate School has met the disclosure requirements of the Education § 94902 of the California Private Postsecondary Education Act of 2009.

Signature of School Official

Date

## VI. Grade Policies (GPA)

### Standards for Student Achievement

Candidates for graduate programs must achieve a cumulative grade point average of at least a 3.0 on a 4.0 scale for all courses taken as part of the approved graduate degree. No course may drop lower than B- to receive credit. Courses are given letter grades and qualitative and quantitative equivalents as described below. shown in the table below.

#### Letter Grading

Letter grades (including plus/minus) are awarded to indicate the scholarly achievement of a student at the completion of a course. All grades are awarded at the sole discretion of the faculty member in charge of the course. A grade must be submitted for each student on the course roster at the end of the semester. Students are apprised of class evaluation policies in each class at the beginning of the semester and on the syllabus. Questions regarding grading policies or a grade received in a particular course should be addressed to the instructor or the academic advisor.

Grading System		
May be used to Fulfill Degree Requirements	May not be used to Fulfill Degree Requirements	Status
A= Superior	Candidates for Graduate programs must achieve a cumulative grade point average of at least a 3.0 on a 4.0 scale for all courses taken as part of the approved graduate degree. No course may drop lower than B- to receive credit.	I = Incomplete
A- = Above Average		IP = In Progress
B+ = Above Average		NR = Grade not required
B = Average		X = Grade not submitted
B- = Below Average		W = Withdrawn
C+ = Unacceptable		J = Academic Misconduct
C = Unacceptable		N = Administratively Pending
D+ = Unacceptable		U = Unsatisfactory

D = Unacceptable		S = Satisfactory
D- = Unacceptable		
F = Failure or unofficial withdrawal		
SD = Satisfactory with Distinction	FV = Failure never attended	

### Explanation of Grades

S (Satisfactory), and U (Unsatisfactory) grades are reserved for graduate theses, or other field experience that is not suitably evaluated using standard letter grades. SD (Satisfactory with Distinction) is reserved for graduate theses. S, SD and U grades may be given only for courses so designated.

**Incomplete (I) Grades:** An instructor may submit a grade of I (Incomplete) only when circumstances leading to a student's failure to complete course requirements are known to be beyond the student's control (e.g., serious illness or unavailability of material) and only when the instructor and the academic advisor or dean has been properly notified. The student must complete course requirements and the instructor must submit a grade change by the 10th week of the following semester or the grade automatically converts to an f (Failure). In the event that the instructor who granted the I grade is unable to evaluate whether the student has fulfilled the course requirements during the stipulated time period, the dean takes responsibility for evaluating the student's work and changing the grade.

A grade of IP (In Progress) is reserved for graduate students who have not completed their thesis or project requirement. When work is completed, the instructor submits a grade change, replacing the IP with a final grade.

A grade of W (Withdrawn) may be submitted only when a student has officially withdrawn from a course.

### Quality Point System

The grade point system is used to determine all cumulative GPAs. A student receives four grade points for each A earned; three points for each B; two points for each C; one point for each D; and zero points for each F or FV. Instructors may choose to assign plus or minus grades as well. No other letter grades carry grade-point value. The possible grades and corresponding grade points are as follows:

Quality Point System		
A = 4.0	B- = 2.67	D+ = 1.33
A- = 3.67	C+ = 2.33	D = 1.0

B+ = 3.33	C = 2.0	F = 0.0
B = 3.0	C- = 1.67	FV = 0.0

A student's cumulative GPA is computed by dividing the total number of grade points awarded by the total number of semester hours attempted in which a grade carrying grade points is earned.

### Change of Grade

Grades submitted at the end of the semester are considered final. In case of a clerical error or other extenuating circumstance resulting in an incorrect grade, a request for a grade change must be submitted by the instructor, with full written justification, to the dean. In the event that the original instructor is incapacitated or otherwise unavailable, a change of grade may be submitted by a designee selected by the dean. The dean must approve all grade changes and file the change in student's record.

### Repeating Courses

A student may repeat a given course once for which a grade of less than B- was earned. The repeated course must have the same prefix, number, title, and credit. The repeated course must be taken at The Bridges Graduate School. Only the passing grade and those credit hours completed will be used to calculate the GPA. Graduate students may repeat a maximum of two courses of the total degree program.

All grades remain on the permanent record. A passing grade will not replace a U grade, since the U is not computed in the GPA. Courses with letter grades A through B- cannot be repeated. Illegally repeated courses are not used to calculate the cumulative GPA.

Practicum courses may differ. Contact the dean for decision making assistance.

Repeating courses may affect financial aid. Contact funding agency for information.

Once a student has completed a Master degree a final average for that degree or certificate is computed. Courses for that degree or certificate may not be repeated, and that final average is not affected by any subsequent graduate coursework completed at The Bridges Graduate School of Cognitive Diversity in Education

### Feedback to students

Typically students will receive feedback from their professors within one week or seven days from the time the work is received by the professor. The response will either be an evaluation of student work or acknowledgement that the work was received with a further indication of when it will be reviewed and returned. Communications are most often online but may be through online video conferencing. Feedback on capstone projects is usually both formative and summative and students are expected to have regular scheduled monthly appointments with their advisors and colleagues to interact. Final

official evaluation of completed capstone work will be within 10 days. Notification of a certificate or degree is typically 6 weeks from program completion. To earn a graduate degree, a student must maintain a minimum cumulative GPA of 3.0 (B grade) on a 4.0 scale in all graduate courses completed at the graduate school. Transfer credits are not included in the average.

## Transfer Credit

There is no automatic transfer of credit toward a graduate degree. The Bridges Graduate School has not entered into an articulation or transfer agreement with any other college or university. A maximum of 12 graduate-level credit hours of transfer work from an approved regionally or nationally accredited institution may be applied to a degree program upon academic adviser and the approval of the Dean of the Graduate School. The institution reserves the right to allow fewer transfer credits.

Specific restrictions:

1. Transfer work must be a coherent part of the required program of study.
2. Transfer work must be completed within the six-year period immediately preceding the date of graduation.
3. Only grades of B (3.0) or better are acceptable for transfer. Grades of S (satisfactory) or P (pass) are not acceptable.
4. Coursework taken to fulfill degree requirements for one degree may not be applied toward another degree.
5. Official transcripts must be submitted to the Graduate School (in a sealed envelope) from the institution at which the coursework being requested for transfer was completed. The institution must be accredited by an approved regional or national accrediting agency.
6. Transfer credit requested from institutions using the quarter system will be converted to semester hours using the following equation:

1 quarter hour =  $\frac{2}{3}$  (.66) semester hour

2 quarter hours = 1- $\frac{1}{3}$  (1.33) semester hours

3 quarter hours = 2 semester hours

Transfer credit requests should be presented for consideration at the time the student applies for admission to the graduate school (see Candidacy section) or as soon as the coursework is completed. Approved transfer credit(s) will be included in the graduate student's academic record.

## Transferability of Credits

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION - The transferability of credits that you earn at The Bridges Graduate School of Cognitive Diversity in Education is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the educational program that you earn at this institution is 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 The Bridges Graduate School of Cognitive Diversity in Education to determine if your Certificate in Twice Exceptional Education, the Master in Education (M.Ed.), or the Doctorate in Education (Ed.D.) will transfer.

## VII. General Policies and Information

### A. Academic Appeals: Waiver of Academic Regulations

Students are expected to adhere to all regulations of the School. However, unusual and extenuating circumstances may warrant a modification of certain regulations.

Students should not request a waiver of any regulations without very strong evidence to justify the waiver. Requests for waivers are made by completing an Academic Appeals Petition in forms section in the back of the catalog. The dean for the graduate school, makes decisions on requests for waivers. The dean's decision is final. A minimum of one month is necessary to process academic appeals.

### B. Academic Misconduct

**All graduate students** are expected to display honesty and integrity in completing course requirements and following college academic regulations. □ “Academic misconduct” refers to any form of plagiarism or cheating on examinations or assignments, and is inconsistent with the aims and goals of The Bridges Graduate School for Cognitive Diversity in Education. Instances of academic misconduct include but are not limited to:

- Prior acquisition or possession of an examination and submission of false data □
- Submission of the work of another individual without proper acknowledgment □
- Performance of work in a course for another individual while registered in the same course □
- Failing to demonstrate academic integrity by not upholding the individual's basic share of responsibility for collaborative coursework and/or assignments. □

#### PROCEDURES & DUE PROCESS IN CASES OF ALLEGED ACADEMIC MISCONDUCT

Throughout the following description of the possible steps in the review process, the term “regular business day” is to be defined as a day upon which classes are held at the college, with the exception of Saturdays and Sundays.

The Academic Misconduct Committee serves as the final level of appeal in the review process. It is composed of four (4) committee members:

- The Provost of the Graduate School

- The Dean of the Graduate School
- The two appointed faculty members

No penalty for any alleged instance of academic misconduct may be imposed unless the student has been apprised of the allegation, the penalty, and the procedures of due process that are available under this policy. Neither the instructor nor the student should be represented or accompanied by an attorney.

#### I. For Alleged Academic Misconduct in Connection with a Course.

Throughout the entire process the student is expected to continue attending classes and complete all coursework. At any point in the process, the student has two choices: to accept the allegation of academic misconduct and the stipulated consequences indicated below in the Statement of Resolution or continue the Formal Procedure as detailed below:

##### Statement of Resolution

The Statement of Resolution is a written record of an allegation of academic misconduct and the resolution of the allegation in keeping with the institution's Policy on Academic Misconduct.

The Resolution of the allegation consists of two sections: Section A which provides documentation of a student being found not to have engaged in an act of academic misconduct, and Section B which details the sanctions imposed if it is found that a student has engaged in academic misconduct.

If the student admits academic misconduct, the instructor has the authority to impose any of the following sanctions:

- 1) Issue a written warning
- 2) Allow student to repeat or resubmit academic work, telling the student what grade penalty, if any will be assessed
- 3) Submit a recalculated grade for the course Full-time status: Full-time academic status typically consists of a course load of 9 graduate-level credit hours per semester.
- 4) Submit a failing grade for the course. Note that the "J" or misconduct component of the "FJ", or "UJ" assigned for academic misconduct will be recorded on the student's "internal" audit, but will not appear on the student's official transcript and quality points will be averaged, if applicable, even if the student repeats the course

If the student feels he/she has not engaged in an act of academic misconduct, or disputes the allegation or sanctions, then the student has the right to appeal and will follow the procedure outlined below.

If the student withdraws from a course while academic misconduct allegations are being addressed, the student will receive a "W" at the time of withdrawal. If it is substantiated through the academic misconduct due process procedure that the student engaged in academic misconduct during the course, the grade will be converted to a "WJ". The "J" component of the grade will be recorded on the

student's "internal" audit but will not appear on the student's official transcript. If the charges are not substantiated, the grade will remain a "W."

#### A. PRELIMINARY PROCEDURE

1. Preliminary discussion between the student and the instructor should be the first course of action in resolving the question of academic misconduct. When an instructor suspects that a student has cheated on a paper, exam, project, or any assignment, the instructor shall consult with the student first within a reasonable period of time (after the suspected misconduct is discovered but before the end of the following semester [spring or fall]). As part of this preliminary process, the instructor will inform the Dean of the Graduate School and the student of the allegation and set up a time to discuss the allegations with the student. The student faculty advisor may also be present at the meeting. The instructor will provide the student with a copy of the Academic Misconduct Policy and procedures prior to this meeting. □ The student will have the opportunity to explain any supposed or alleged misconduct, to present evidence of innocence, or give information relevant to the investigation. If this meeting occurs after the semester has ended, the student will receive an "N" grade for the course until the matter is resolved. □

2. If this matter is unresolved in the preliminary discussion or the student disputes the sanctions, then the student has the right to appeal and will follow the formal procedure. If this is the case, then the original grade will remain on the transcript until the student has completed due process. □

3. If a student is found not to have engaged in academic misconduct during the preliminary discussion, the instructor completes a written statement containing the resolution and retains a copy of it. The student will be provided with a copy and a second copy of this form will remain on file in the Provost's Office for a period of seven (7) years. The written statement of resolution finalizes the preliminary procedure.

#### B. FORMAL PROCEDURE

1. In the case of an allegation of academic misconduct where the preliminary procedure fails to resolve the situation, the instructor must notify the Dean in writing explaining the alleged misconduct and steps taken to resolve it *within five (5) working days* of the conclusion of the preliminary procedure.

2. *Within five (5) working days* of the receipt of the instructor's written notification, the Dean will send a registered letter to the student's local address or address of record informing the student of the allegations and possible consequences, enclosing a copy of this policy, thereby informing the student of his/her right to due process.

3. The student must submit to the Dean a written request for review of the allegation of academic misconduct *within five (5) working days* of receipt of the Dean's written notification. □

4. The Dean, *within five (5) working days* of receipt of the student's request, will forward copies of the request to the members of the Academic Misconduct Committee. □



5. The chair of the Academic Misconduct Committee, *within five (5) working days of the receipt of the documents* will schedule a meeting as soon as possible with the student, the instructor/exam supervisor, and the members of the Academic Misconduct Committee. Prior to the meeting, copies of all previous correspondence concerning the allegation of academic misconduct will be forwarded to all committee members for review. □ At the meeting of the Academic Misconduct Committee, testimony will be received from all parties in the presence of the student, instructor/exam supervisor, and the Dean. The student has the right to cross-examine any witnesses who have presented evidence against him/her. The committee has the right to schedule further meetings and/or seek further evidence as necessary. The Academic Misconduct Committee's final judgment will be reached in private conference, with two thirds majority vote being required for the binding decision. □

6. *Within five (5) working days* following the meeting, the chair of the Academic Misconduct Committee will prepare a written decision which will stand as the final determination of the allegation of academic misconduct. The chair of the Academic Misconduct Committee will send copies to the Provost's Office, the student (via registered mail), the instructor/exam supervisor, Dean, and all members of the committee. □

a. If the Academic Misconduct Committee determines that the allegation of academic misconduct is not substantiated, the chair of the committee, after consultation with the exam supervisor, will require the exam supervisor to submit a score. The student and exam supervisor will receive a copy of a written letter of resolution.

b. If the Academic Misconduct Committee determines that allegation of academic misconduct is substantiated, the sanctions will be outlined in the written letter of resolution. Sanctions may be determined with input from the supervisor. The written resolution will be kept on file in the Provost's office for a period of seven (7) years. □

c. If it is determined that a student engages in a second academic misconduct offense the penalty may be academic dismissal from the college. □

7. Students shall be informed of their right to appeal in the Academic Misconduct Committee's written decision. Students must appeal, in writing, to the Provost within five (5) working days of receipt of the decision

### III. COMPLICITY IN ACADEMIC MISCONDUCT

□ When it has been determined by an instructor that another student(s) in the class has been involved or assisted with the alleged misconduct of a student, the alleged accomplice will meet with the instructor to discuss his/her role in the incident. If the instructor feels that there is sufficient evidence to indicate complicity in the misconduct, the procedures outlined above will be followed. If the accomplice is not a member of the class, the accomplice will be referred directly to the student judicial system for formal resolution. □

### IIII. RECORD KEEPING & ACCESS □



1. A student file containing all relevant materials to the academic misconduct proceedings will be kept on file in the Provost's office for seven (7) years. □

2. These records may be accessed in accordance with the Family Educational Rights and Privacy Act guidelines as outlined by the college. Any college employee asked for assistance in obtaining a student's academic misconduct records will be responsible for assisting the student until the student's records have been obtained.

C. GRADING & COURSE REPEAT A failing grade with a "J" designation which is given as a result of a charge of academic misconduct which is substantiated throughout the review process will become a permanent part of the student's "internal" audit (but will not appear on the student's official transcript) and may not be changed by repeating the course. The student will be allowed to repeat the course only with written permission of the dean. Copies of written permission must be filed in the Office of the Dean. Quality points will be computed using the average of the two grades.

## II. For Alleged Academic Misconduct in Other Settings Not Related to a Course

### A. PRELIMINARY PROCEDURE

1. A staff member will meet with the student within five (5) working days of the date of the allegation to discuss the incident and attempt resolution. The student will have the opportunity to explain his/her behavior and to present relevant information. □

2. If this matter is unresolved in the preliminary discussion or the student disputes the sanctions, then the student has the right to appeal and will follow the formal procedure as outlined in the Academic Misconduct procedures. □

3. If a student is found not to have engaged in misconduct during the preliminary discussion, the supervisor composes a written letter of resolution and retains a copy. The student receives a copy. A file containing all materials relevant to the misconduct proceedings will be kept on file in the Provost's Office for seven (7) years. □

### Academic Probation and Dismissal

All graduate students are required to maintain a minimum cumulative GPA of 3.0 (4.0 scale). A student is automatically placed on probation if the GPA falls below 3.0.

Matriculated full-time students are given one semester to achieve a 3.0 GPA, while matriculated part-time students are given 9 credit hours, provided total credit hours do not exceed the degree program by more than 6. Failure to achieve a 3.0 GPA within the specified time results in academic dismissal. In addition, failure to maintain a minimum 3.0 GPA during each semester of academic probation results in academic dismissal.

Students must have a 3.0 GPA by the completion of 12 or more credit hours. Failure to achieve a 3.0 GPA by the completion of 12 or more credit hours of graduate-level coursework results in academic dismissal. A student with fewer than 12 credit hours is automatically placed on academic probation

should the GPA fall below 3.0. Failure to achieve a 3.0 GPA by the completion of 12 credit hours results in academic dismissal. In addition, failure to maintain a minimum 3.0 GPA during each semester of academic probation results in academic dismissal.

Non degree students have until the completion of the next semester in which enrolled to bring his or her GPA to 3.0 after being placed on academic probation. Failure to do so renders the student ineligible for further registration.

A student who has been academically dismissed must wait one full year from the time of dismissal before applying for readmission.

A student may be readmitted to the college only once after an academic dismissal. If readmitted, the student is automatically returned to academic probation if his or her cumulative GPA is below 3.0. The student then has one full-time semester or 9 credits of part-time study to achieve a 3.0 cumulative GPA, and must maintain a minimum of 3.0 GPA during each semester of academic probation. Failure to do so results in final academic dismissal.

## **C. Advisement**

The Dean designates a member of the graduate faculty to serve as an adviser to each the student and to assist in planning the course of study. It is the student's responsibility to seek a conference with the adviser before registration, approval of a plan of study, application to degree candidacy, and application for graduation.

## **D. Attendance Policy**

The Bridges Graduate School recognizes the correlation between attendance and both student retention and achievement. Because of the unique nature of online courses and the degree of collaboration required by individuals with their classmates, it is the policy of The Bridges Graduate School that no student who falls behind more than two (2) modules in a course will receive credit for that course and they must repeat the course.

It is imperative that students contact the instructor immediately if they find themselves in a situation beyond their control where it is likely that they will miss assignment deadlines.

It is the responsibility of the student to arrange to make up all course work missed because of legitimate class absences and to notify the instructor when an absence will occur. Failure to make up missed work will be reflected in the grade as described in each course syllabus. Excessive absence may be cause for failure in a course and for being dropped from the program.

## **E. Change of Name, Address**

Students are responsible for notifying the dean's office of the Bridges Graduate School of any change of name or address so that registration information and other mailings can be properly directed. The change of address form can be found at the end of this catalog and at the admissions office and at this link <http://tinyurl.com/BGSCD-ChangeAddress>.

## **F. Dropping Courses**

Students may drop courses online via the form found in the back of this catalog through the first two sessions of any online course or the first two days of a Summer Session without financial penalty. Officially dropping a course removes all record of the course from the student's transcript, and no financial penalty is assessed. Students who wish to discontinue a course after the first two sessions but before the final withdrawal date the end of the 5th week of the semester may do so by notifying the Registrar's office. A course from which a student has officially withdrawn remains on the transcript, recorded as W, but does not count in credit hours or GPAs. Instructors are required to apprise students of their academic standing no later than the midpoint of the class or session. If a student stops attending but does not officially withdraw from a class, a grade of F (Failure or unofficial withdrawal) is recorded. An exception may be made for unusual circumstances beyond the student's control. Withdrawal from a course may affect eligibility for financial aid in current and future semesters. Students withdrawing from a course are entitled to a full refund before the first day of class or the seventh day after enrollment. Whichever date is later. No refunds are issued beyond the end of the refund period. A student who does not register for any course or withdraws from all courses during his or her first semester should inform the Graduate School.

## **G. Facilities:**

The Bridges Graduate School of Cognitive Diversity in Education uses the physical campus located at 3921 Laurel Canyon Blvd. Studio City, CA 91604. There are multiple buildings on site including administrative / classroom and dormitory. Although the majority of programs are offered online there is a summer residency requirement for students to complete a field experience / practicum working with students and faculty from the Bridges Academy and the 2e Center for Research and Professional Development. The Bridges Graduate School does have dormitory facilities on campus. Most rooms contain two twin beds and share a bathroom with another room. Students who are attending our summer resident programs may either be housed in the dormitory during their summer program at the approximate cost of \$200 / week or they will be given assistance in locating nearby lodging. The Graduate School is conveniently located in Studio City, California where there are many nearby hotels, motels and other lodging facilities. There are excellent restaurants and food stores in easy walking distance and parking is available on site. If students would prefer to stay off campus, reasonable accommodations can be found nearby for \$65 - \$150 / night. Students are responsible for their own housing and living expenses while studying at Bridges.

## H. Classrooms, Equipment and Computers

Classrooms on campus include the most up to date technological classroom tools and communications equipment. Rooms are air conditioned and have excellent lighting and wifi access. Additional Equipment provided by the Graduate School for residence sessions includes:

- Chairs - 20 Minimum / Classroom (Multiple Classrooms are available)
- Overhead projector
- Video Projector w/ Mac and PC connections
- Mac Air loaner computer if desired by Instructor
- Whiteboards w/ Markers
- Flipcharts w/ markers
- Copy Paper & Copiers
- Fax Machines if necessary
- File cabinets in the Graduate Office, Finance office, Admissions office
- Wifi Connection with high speed internet

**Faculty & Students are expected to provide their own laptop computers.  
(to be approved by the Dean during the interview and application process.)**

## I. Finances

### 1. Fees & Expenses

The schedule of fees published in this catalog are expected to prevail during any given academic year, but The Bridges Graduate School of Cognitive Diversity in Education reserves the right, at any time, to authorize changes in fees and to establish new fees applicable to all currently enrolled students.

Fee bills, covering the semester's charges, are computed by and are payable to the Finance Office no later than the first (1st) day of the semester (See "Academic Calendar.").

### 2. Financial Responsibility

Graduate students are permitted to register, to modify their course registrations without penalty, and to pay their fee bills through the first (1st) day of the semester. Graduate students become liable for payment of tuition and other required course-related fees beginning with the first (1st) day of classes of the semester or session whether or not they have attended any classes or have paid their fee bills as of that date.

Failure to receive a bill does not relieve a student of responsibility for payment of fees by the specified due date. A student who fails to make timely payment of an outstanding balance may be barred from all privileges normally accorded to a student in good standing. If there is a question concerning a bill, it is the student's responsibility to contact the Business Office directly for clarification and resolution.

If a graduate student does not meet her/his financial obligations by the first (1st) day of a given semester, an enrollment and service restricting hold is placed on the student's record.

### **3. Student Loans**

The Bridges Graduate School does not offer a Student Loan Program. If a student obtains a loan to pay for our educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that if the student receives federal student financial funds, the student is entitled to a refund of the monies not paid from federal financial aid funds.

### **4. Financial Aid:**

The Bridges Graduate School does not participate in Federal or State Financial Aid programs. The Graduate School does not require disclosure of any outside financial aid obtained by students. Although Bridges does not directly participate, students are encouraged to pursue individual funding sources, opportunities, scholarships and grants. Here are two possible sources:

**FEDERAL PERKINS LOAN PROGRAM (PERK)** - This program uses both federal and state funds. Annual loan limits are established at \$4,000 for undergraduate students and \$6,000 for graduate students. Aggregate borrowing limits are set at \$20,000 for undergraduate students and \$40,000 for graduate and professional students. Students must provide their driver's license number at the time of application. The monthly minimum repayment is set at \$40. There will be no repayment of principle or interest until nine months after the completion of the grace period. Students awarded a Federal Perkins Loan may complete their loan requirements at [www.signmyloan.com](http://www.signmyloan.com). **Note:** There are a variety of reasons why Perkins Loan payments may be deferred such as, economic hardship, military service, etc. For more complete information please refer to the promissory note that is a part of your loan agreement.

**FEDERAL DIRECT LOAN PROGRAM** - Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education (the Department), though the entity you deal with, your loan servicer, can be a private business.

## 5. Cost Estimates

The Bridges Graduate School of Cognitive Diversity in Education offers quality education programs while keeping its costs as low as possible for the students. Tuition is \$500 per Credit hour + \$30 / hour technology fee, + \$25 / hour Administrative fees. The chart below will help to explain the estimated program fees.

<b>Estimated Programmatic Costs And Fees</b>			
	Certificate - 1 year* 18 Credits	Masters - 2 years* 36 Credits	Doctorate - 3+ years* 60 credits
Total Credits @ \$500 / credit hour	\$9,000	\$18,000	\$30,000
Technology Fee \$30 / credit hour	\$540	\$ 1,080	\$1,800
Administrative fees \$25 / credit hour	\$450	\$900	\$1,500
<b>Total Costs</b>	<b>\$9,990</b>	<b>\$19,980</b>	<b>\$33,300</b>
<b>Residency Program costs</b>	You are responsible for your own transportation and housing costs during the summer residency program.		
<b>Total Minimum Estimated Programmatic costs</b>	<b>\$9,990</b>	<b>\$19,980</b>	<b>\$33,300</b>

\* - Individual costs may vary depending on the time to complete the program.

\* - textbooks are an additional cost that varies from course to course and program to program.

## 6. Application Processing Fee

A non-refundable fee of \$125 must accompany an application to The Bridges Graduate School for Cognitive Diversity in Education. It may not be applied toward other charges. Fees are waived for current students in good standing who are applying to another program at this institution.

## 7. Reinstatement Fee

The Bridges Graduate School of Cognitive Diversity in Education regulations require registration in each semester by all graduate degree and certificate students, with the exception of those students

on an approved leave of absence. All graduate students who fail to complete initial course registration by the end of the tenth (10th) day of classes of any semester will be dropped from active status and will be required to pay a penalty fee of \$65. The reinstatement fee is added to a student's bill along with any registration fee that has accrued. Students who do not register for longer than a year will be required to reapply for admission. A letter from the academic advisor justifying the use of previous coursework to satisfy current degree requirements is required to count previous coursework towards the new enrollment.

## **9. Refunds and Cancellations of Charges**

In order to be eligible for a refund or cancellation of charges, a student must officially drop all courses currently being taken for credit. The Bridges Graduate School for Cognitive Diversity in Education grants a full refund of fees to any student dismissed for academic deficiency or other cause, provided that the dismissal takes place prior to the start of classes. In certain other instances, including illness, full refunds or cancellations of charges may be made at the discretion of the Dean. A student who is (or is spouse of) a member of a military unit called into active service will receive a prorated refund or cancellation of charges based on her/his date of separation. The student in this situation must furnish a copy of the orders to active duty, showing this to be the reason for leaving the academic program. If a student cancels their enrollment prior to attending class, they are entitled to a full refund of all monies paid. If the *Enrollment Agreement* is cancelled, the school will refund the student any monies he/she paid, less a registration or administration fee not to exceed \$250.

## **J. Immunization Requirement**

All students born on or after January 1, 1957, are required to submit proof of immunization against measles, mumps, and rubella. All students must submit proof of immunization or decision not to obtain immunization. Students who do not submit proof of immunizations are not permitted to register. Contact Admissions to submit proof of immunizations.

## **K. Leave of Absence/Withdrawal from College**

The Application for Leave of Absence form can be obtained in the administrative office or by emailing the Dean of Graduate programs at [GradSchoolDean@Bridges.edu](mailto:GradSchoolDean@Bridges.edu). Matriculated students who wish to leave the school for personal or financial reasons may be granted leaves of absence up to two full years beyond the semester in which they were last registered. A leave will not be granted to study at another college or university. If withdrawing, or if the leave should extend beyond two years, the student will need to reapply for admission into his/her desired program. To withdraw without penalty after the 10th week of a semester, students need to file a petition with the office of the Dean.



## L. Library / Learning Resources

The Bridges Graduate School of Cognitive Diversity in Education offers a hybrid learning program using both residency with in-person instructor-led instruction and distance learning to optimize student learning. The majority of student learning and the majority of instruction is offered remotely using online resources. As such a physical library is not practical for most of the students most of the time. Thus, The Bridges Graduate School provides excellent library services through contract with Library Information & Resources Network (LIRN). Student registration for the network library will be provided in course materials. Our contract includes wonderful General Education (aka Multidisciplinary) resources. And Core bundles including Gale Virtual Reference Library (2500+ ebooks), Ebook Central Academic Complete (134,000+ ebooks), and Statista (a source for Infographics and Statistics).

Online Library Resources include Education Information Resources Center (ERIC <https://eric.ed.gov/>), American Psychological Association (APA <http://www.apa.org>), and EBSCO Information Services (<https://www.ebscohost.com/academic>) can also be used by graduate students. Specific library recommendations may be found in course syllabus and instructor directions.

Additionally, a qualified librarian is available. This librarian will assist students in finding relevant resources, appropriate books and journals and be available to answer questions that they may have about searching for materials. This service is provided by contract between the Bridges Graduate School and Library Information and Resources Network (LIRN). This service will be provided to enrolled students who will be given a link to the library with a username and password.

## M. Records Policy

It is the policy of The Bridges Graduate School of Cognitive Diversity in Education to maintain business, student and institutional records in accordance with Article 9 and all appropriate sections of the California codes. General guidelines for The Bridges Graduate School include:

The following things are prohibited:

- (j) In any manner make an untrue or misleading change in, or untrue or misleading statement related to, a test score, grade or record of grades, attendance record, record indicating student completion, placement, employment, salaries, or financial information, including any of the following:
  - (1) A financial report filed with the bureau.
  - (2) Information or records relating to the student's eligibility for student financial aid at the institution.
  - (3) Any other record or document required by this chapter or by the bureau.
- (k) Willfully falsify, destroy, or conceal any document of record while that document of record is required to be maintained by this chapter.

The following are required Student Records



- (a) The Bridges Graduate School shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in our institution.
- (b) The Bridges Graduate School shall maintain, for each student granted a degree or certificate by that institution, permanent records of all of the following:
  - (1) The degree or certificate granted and the date on which that degree or certificate was granted.
  - (2) The courses and units on which the certificate or degree was based.
  - (3) The grades earned by the student in each of those courses.

#### Required Institutional Records

The Bridges Graduate School shall maintain, for a period of not less than five years, at its principal place of business in this state, complete and accurate records of all of the following

##### 1| Page information:

- (a) The educational programs offered by the institution and the curriculum for each.
- (b) The names and addresses of the members of the institution's faculty and records of the educational qualifications of each member of the faculty.
- (c) Any other records required to be maintained by this chapter, including, but not limited to, records maintained pursuant to Article 16 (commencing with Section 94928).

#### Required Student Records.

- (a) The Bridges Graduate School shall maintain a file for each student who enrolls in the institution whether or not the student completes the educational service.
- (b) Each student file shall contain all of the following pertinent student records:
  - (1) Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance of transfer credits including the following:
    - (A) Verification of high school completion or equivalency or other documentation establishing the student's ability to do college level work, such as successful completion of an ability-to-benefit test;
    - (B) Records documenting units of credit earned at other institutions that have been accepted and applied by the institution as transfer credits toward the student's completion of an educational program;
    - (C) Grades or findings from any examination of academic ability or educational achievement used for admission or college placement purposes;
    - (D) All of the documents evidencing a student's prior experiential learning upon which the institution and the faculty base the award of any credit;
  - (2) Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student;
  - (3) Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;
  - (4) Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation; and
  - (5) In addition to the requirements of section 94900(b) of the Code, a transcript showing all of the following:

- (A) The courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal;
- (B) Credit awarded for prior experiential learning, including the course title for which credit was awarded and the amount of credit;
- (C) Credit for courses earned at other institutions;
- (D) Credit based on any examination of academic ability or educational achievement used for admission or college placement purposes;
- (E) The name, address, website address, and telephone number of the institution.
  - (6) For independent study courses, course outlines or learning contracts signed by the faculty and administrators who approved the course;
  - (7) The dissertations, theses, and other student projects submitted by graduate students;
  - (8) A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency;
  - (9) A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
  - (10) A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent;
  - (11) Copies of any official advisory notices or warnings regarding the student's progress; and
  - (12) Complaints received from the student.

#### Maintenance of Records.

- (a) The Bridges Graduate School shall maintain all records required. The records shall be maintained in the State of California. (b)(1) In addition to permanently retaining a transcript as required by section 94900(b) of the Code, Likewise The Bridges Graduate School shall maintain for a period of 5 years the pertinent student records described in Section 71920 from the student's date of completion or withdrawal.
  - (2) Notwithstanding (b)(1), Bridges shall maintain records relating to federal financial aid programs as provided by federal law. As Required.
- (c) A record is considered current for three years following a student's completion or withdrawal. A record may be stored on microfilm, microfiche, computer disk, or any other method of record storage only if all of the following apply:
  - (1) The record may be stored without loss of information or legibility for the period within which the record is required to be maintained by the Act;
  - (2) For a record that is current, the institution maintains functioning devices that can immediately reproduce exact, legible printed copies of stored records. The devices shall be maintained in reasonably close proximity to the stored records at the institution's primary administrative location in California. For a record that is no longer current, the institution shall be able to reproduce exact, legible printed copies within two (2) business days.
  - (3) Bridges will have personnel scheduled to be present at all times during normal business hours who know how to operate the above described devices and can explain the operation of the devices to any person authorized by the Act to inspect and copy records; and

(4) Any person authorized by the Act or this chapter to inspect and copy records shall be given immediate access to the document reproduction devices for the purpose of inspecting and copying stored records and shall, upon request, reimburse the institution for the reasonable cost of using the institution's equipment and material to make copies at a rate not to exceed ten cents (\$0.10) per page.

(d) The Bridges Graduate School shall maintain all academic and financial records required by the Act and this chapter in a manner secure from damage or loss. An acceptable manner of storage is in a lockable fire resistant cabinets.

(e) All records that the institution is required to maintain by the Act or this chapter shall be made immediately available by the institution for inspection and copying during normal business hours by the Bureau and any entity authorized to conduct investigations.

(f) If The Bridges Graduate School were to close, the institution and its Board are jointly and severally responsible to arrange at their expense for the storage and safekeeping in California of all records required to be maintained by the Act and this chapter for as long as those records must be maintained. The repository of the records shall make these records immediately available for inspection and copying, without charge except as allowed under subdivision (c)(4) of this section, during normal business hours by any entity authorized by law to inspect and copy records.

#### Additional Record-Keeping Requirements.

(a) The Bridges Graduate School shall collect and maintain records of student information to substantiate the data reported on the STRF Assessment Reporting Form and records of the student's' eligibility under the Fund. Such records shall include the following for each student:

- (1) Student identification number,
- (2) First and last names,
- (3) Email address,
- (4) Local or mailing address,
- (5) Address at the time of enrollment,
- (6) Home address,
- (7) Date enrollment agreement signed,
- (8) Courses and course costs,
- (9) Amount of STRF assessment collected,
- (10) Quarter in which the STRF assessment was remitted to the Bureau,
- (11) Third-party payer identifying information,
- (12) Total institutional charges charged, and
- (13) Total institutional charges paid.

(b) The Bridges Graduate School shall maintain the data required under this section in an electronic format that is readily available and open to inspection by the Bureau upon request. The institution shall make the records immediately available to a Bureau representative conducting a site inspection or, upon written request, shall provide a copy within 14 calendar days of the request. All records shall be provided to the Bureau in an intelligible and orderly manner and in an electronic format.

Custodian of Records:  
Henry J. Nicols - Dean of Graduate Programs  
[Henry.Nicols@bridges.edu](mailto:Henry.Nicols@bridges.edu)

Location of Records:  
Bridges Graduate School  
3921 Laurel Canyon Blvd.  
Studio City, California 91604  
818 506 1091

1. Financial Records are maintained in the Business Office in both an electronic version backed up in a duplicate hard drive in a lockable fire resistant cabinet.
2. Academic Records are maintained in the Office of the Dean in both an electronic version backed up in a duplicate hard drive in a lockable fire resistant cabinet.

## **N. Registration**

Students are expected to complete registration within two weeks after they become eligible to register and to attend the first meeting of all classes in which they have enrolled.

## **O. School Email Account**

Each student is assigned a school email account. Check your school mail account regularly, especially during registration. All correspondence to faculty members or Graduate School staff should be sent from your Bridges student Email account.

## **P. Student Rights, Non Discrimination Policy and Grievances**

### NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

The Bridges Graduate School for Cognitive Diversity in Education admits students of any race, color, national and ethnic origin, sexual preference, and gender identification to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, sexual preference, or gender identification in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

### **1. Complaints, Grievances, and Appeals**

The Bridges Graduate School of Cognitive Diversity in Education complies with California State Education regulations requiring that campuses have procedures in place for filing complaints and seeking resolution of perceived problems.

## 2. Student Complaints Regarding Discrimination

If the complaint involves alleged harassment or discrimination based on race, sex, ethnicity, national origin, sexual orientation, religion, age, disability, or marital or veteran status, the student should report the alleged acts of discrimination immediately to the Dean's office for confidential discussion of the alleged acts. Students have 90 days from the alleged act of discrimination or 90 days after receipt of a grade to file a complaint.

## 3. Student Complaints Regarding Academic Issues

The Bridges Graduate School seeks to resolve student grievances as promptly and informally as possible. No adverse action will be taken against any student initiating a complaint. Students who feel aggrieved regarding any aspect of the academic program have a right to request a resolution by bringing the matter to the attention of the Dean. If the perceived problem pertains to a grade or the conduct of a particular course, students should follow the student academic grievance procedures explained below. The procedures that follow pertain to alleged violations or misapplication of graduate school and/or course policies. They are also directed at a student grievance alleging that the student has been treated unfairly, in violation of established academic policy or practice. These procedures reflect the graduate school's commitment to a fair and prompt resolution of student academic grievances. These procedures begin with an informal process, but include a formal process that centers on hearings and recommended resolution of the grievance in a way that maximizes the opportunity for a full and impartial solution. Request to waive or otherwise alter university academic policies shall continue to be the province of the Dean of the Bridges Graduate School. The procedures below do not deal with grievances that are based on issues of sexual harassment or discrimination. Such grievances are handled through the office of the Provost.

[GradSchoolProvost@Bridges.edu](mailto:GradSchoolProvost@Bridges.edu) . Complaints that deal with other nonacademic issues are administered by the Dean's Office [GradSchoolDean@Bridges.edu](mailto:GradSchoolDean@Bridges.edu).

For academic grievances, students are advised to retain all documentation from the course, including (but not limited to) the syllabus, tests, quizzes, papers, and any graded evaluations. These materials are required to substantiate any grievance.

1. *Jurisdiction* - A grievance shall include, but not be restricted to, a complaint by a student:
  - a. That graduate school regulations and/or policies have been violated or misapplied to him or her.
  - b. That he or she has been treated unfairly, defined in terms of established academic policy or practice governing or affecting students at the graduate school.
2. *Time Limit* At the informal level before the fifth week of the following semester.
  - a. At the formal level before the 10th week of the following semester.
3. *Grievance Resolution Process* The process includes the possibility of hearings at two levels: the department and the school.

- a. A student with a complaint should attempt to resolve the complaint informally with the faculty or staff member involved. The assistance of the dean may be sought to resolve the dispute to the satisfaction of both parties.
4. A student must initiate the process no later than five weeks into the following semester. The student who is not able to achieve resolution with the instructor may initiate a formal grievance or grade appeal process no later than 10 weeks into the following semester by preparing a written statement, which includes:
  - a. A statement of the case in detail.
  - b. All information about the conference with the instructor.
  - c. A statement of the reasons the student believes he or she is aggrieved or, in the case of a grade, why it should be reconsidered.
  - d. All relevant supporting materials, which should be identified and listed in an index.
5. The student shall submit complete copies of the written statement and attachments to the chair of the department and the faculty member identified in the grievance. The dean shall carefully review the statement, confer with the student and instructor, and attempt to reach a resolution of the dispute. The dean may ask members of the department to serve as a committee to review the materials and assist him or her in reaching a decision. The dean's response must be made within 10 days of the date of the student's request.
6. The graduate school shall maintain adequate documentation about each formal complaint and its disposition for at least six years after final disposition of the complaint. If the dean chair is the party against whom the grievance is brought, the student should initiate a review at the provost's level, which follows.
  - a. If the matter is not resolved to the student's satisfaction, he or she may request a hearing at the provost level by writing to the provost of the school and forwarding the documentation to that office. The request must be made within 10 academic days of the receipt of the recommendation of the dean.
  - b. The provost or designee shall convene a three-person committee drawn from a panel of available faculty within 10 days. After the committee is constituted, the faculty member and the student have the right to review the committee membership and request alternate members in the event it is believed a member of the committee is not neutral. The committee shall meet and review the materials presented and solicit a response from the instructor to each count of the student's case. In the case of a grade appeal, the committee will familiarize itself with the standards and objectives of the course and evaluative material presented. Concerns shall be limited to consideration of the fairness of the application of the standards and objectives, and whether the standards and objectives were made known to the student in a reasonable manner. The difficulty of the standards shall not be an issue.
7. The burden of proof shall be on the student, who may be asked to appear before the committee.
8. In the case of a grade appeal, if the majority of the committee feels no case can be made, the original grade will remain. If it finds that the standards and objectives were not reasonably known to the student or were unfairly applied, it may recommend a different grade and give its



reasons for so recommending. The committee shall report its findings in writing to the student, the instructor, and the dean.

- a. If the panel recommends a different grade, the instructor shall have 10 working days from receipt of the panel's report to inform the dean of the school of the intent to change the grade. If necessary, the dean may direct that the grade be changed. A change of grade shall not be interpreted as an admission of unfairness in grading.
9. In the case of a grievance, if the majority of the committee members adjudge the grievance to be without foundation, written notification of their findings will be forwarded to the student, the instructor, and the dean of the school. If, in the judgment of the committee, there is a basis for the grievance, a written report will be forwarded to the dean of the school with specific recommendations for redress. Copies shall be forwarded to the student and the instructor.
  - a. The dean of the school will notify all parties of his or her final decision regarding the grievance within 10 working days of receipt of the committee's findings and recommendations.
  - b. The dean's office shall maintain adequate documentation about each formal complaint and its disposition for at least six years after the final disposition of the complaint.
10. *Committees* - Committee members shall be drawn from a list of faculty. In naming the committee to hear a grievance, the dean shall take care to ensure that no member has an interest in the case being heard.
11. *Confidentiality* - Once the grievance committee has been convened to hear a complaint, principals and committee members shall have the obligation to maintain the confidentiality of the proceedings and of all materials presented.
12. *Review*- This procedure must be reviewed after two years. The review process should identify any irregularities in grade changes. To facilitate this review, a copy of all documentation/findings at the formal level shall be retained in the department office.

#### **4. Student Complaints Regarding Non-academic Issues**

If the complaint involves non academic issues, the student should deal with procedures administered by the Dean. However, students are encouraged to seek resolution of the perceived problem directly before initiating processes that are more formal.

#### **5. Student or Staff Complaints Regarding Sexual Harassment**

Such grievances are handled through the office of the Provost. [GradSchoolProvost@Bridges.edu](mailto:GradSchoolProvost@Bridges.edu)

Where sexual harassment has occurred or is alleged to have occurred, the University will act to stop the harassment, prevent its recurrence, and discipline or take other appropriate action against those responsible. Please refer questions, issues and complaints to the Provost for immediate action.

## Q. Student Services Support and Job Placement

The Bridges Graduate School is truly a family like community. We are small enough to know everyone and to pay attention to the needs of our colleagues and students. We do provide a variety of student services mostly through the Dean's Office and the other on campus administrators. In general, the administrative staff interacts with students and provide them with administrative or personal guidance. Faculty and Administrators may meet with students who are struggling academically or who have other issues in their lives that they need to discuss with faculty or other staff. Administrators communicate information to students and work with them to solve problems related to their education. For further information or direction contact the Dean. Each student is assigned a faculty advisor who acts as a personal, professional, and academic coach as needed. Students with technology issues are encouraged to contact the technology department for immediate assistance. Finally, Bridges Academy specializes in individuals with learning differences. Thus The Bridges Graduate School has a wide variety of resources and the ability to provide expert services in almost all learning strategy issues.

Bridges Graduate school does not provide job placement services. However because our faculty has a wide network of professional colleagues it is our pleasure to assist and inform students of potential job and career opportunities. Bridges uses job placement in the field of Twice Exceptional education as a marker of our success. Student advisors play a key role in counseling advisees in employment potential and opportunities.

## R. Computer Literacy Assessment

### Computer Literacy

You need to have a basic knowledge of computer and Internet skills in order to be successful in an online course. Here are some of the highlights:

- Knowledge of terminology, such as *browser*, *IMHO*, *application*.
- Understanding of basic computer hardware and software; ability to perform computer operations, such as:
  - Using keyboard and mouse
  - Managing files and folders: save, name, copy, move, backup, rename, delete, check properties
  - Software installation, security and virus protection
  - Using software applications, such as Word, PowerPoint, Excel, email clients
  - Knowledge of copying and pasting, spell-checking, saving files in different formats
  - Sending and downloading attachments
- Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.
- Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers.



- Strong reading and writing skills. You need to have strong reading skills and be able to communicate effectively through writing. Most of the material in the online environment will come from your textbooks and written lectures, therefore strong reading and critical thinking skills are very important for success in an online course. Online students communicate through such text-based tools, as emails, discussion forums, chats and instant messaging. You need to feel comfortable expressing yourself in writing.
- Self-motivated and independent learner. While online courses can offer more flexibility in scheduling, they require more self-discipline and independence than on-campus courses. Some students can find this uncomfortable and not suitable for their learning style. They may miss the more typical face-to-face interaction with an instructor and peers, which helps to keep them on track. In the online environment, you have to be able to start and to work on tasks on your own, without someone keeping you focused, and you have to be self-disciplined in order to follow the class schedule and meet deadlines.
- Time commitment - Online classes take as much time as regular on-campus classes. You need to set aside sufficient time for study. Plan to spend at least as much time working on the assignments and studying as you would with a traditional course. Note that some students report spending even more time for online classes than for traditional ones. Time that you need to devote to a 3-credit course will be approximately 12 hours a week.
- Time management: log-in frequently and develop study schedules. Even though you may not have to "be" in class on some specific day and time, you still have to follow the course schedule provided by your instructor. Remember that online classes are not independent study courses; you are still required to "show up" and participate actively.
- Since online courses are both real time and asynchronous, they will continue developing and changing even if you are not online. You need to be online frequently enough and log in at least three to four times per week in order to keep up with the content flow, complete assignments, follow discussions and communicate with your classmates and instructor. Some courses may even require you to login every day.
- Never wait until the last minute to complete your assignments. You may have a technical problem or run out of time which will cause frustration. One of the major reasons for failing online classes is procrastination, since it is very easy to fall behind in the online environment. Make sure to set aside specific time on a regular basis to participate in your course. Schedule specific times to log in and to study.
- Active learner - Online students must be active learners, self-starters who are not shy or afraid to ask questions when they do not understand. Remember that you, not the instructor, must be in control of your learning process.
- Although you and your instructor will interact in person (online) on a regular basis, you need to "speak up" right away if you have problems and be as explicit as possible; otherwise there is no way others will know that something is wrong.
- Remember that your instructor is not the only source of information. Most of the time you will be able to post your question in the discussion forum and your classmates will help you as well.
- If you have technical difficulty, problems understanding course content or difficulty meeting the deadline, seek help right away and contact your instructor to make arrangements for additional

support and help.

## **Readiness Assessment**

Since our Instruction is provided via distance, online, real time and asynchronous learning, technology and self- regulation skills are very important. This a hybrid program, where instruction is provided in real time by a professor who is present online via video conferencing tools with the students in possibly remote locations. All students must have a computer capable of running the minimum required software and a reliable Internet service provider. The Bridges Graduate School will assist you with accessing the online platform used to support the online classroom instruction. Our most online platform is Google Classroom, and we make extensive use of Google Applications including Google Apps for Educators. All students are required to have an online meeting with the Dean of Graduate programs to assess their appropriate level of skill and support. **The dean will contact you on application to schedule this meeting.**

## **S. Transcripts**

Official transcripts are not issued directly to students but are forwarded, upon request, to authorities whom the student designates. Student copies may be ordered for personal use. A \$5 fee is charged for each transcript request. Photo identification is required when picking up student copies. Transcript request forms are available online at the address at the back of this catalog and in the Dean's office.

Transcripts will not be furnished for students who have incurred a financial obligation to the Graduate School..

Transcript requests sent by mail must include the student's name, current address, social security number, dates of attendance, graduation date (if applicable), name and address of the party to whom the transcript is to be sent, the student's signature authorizing release of the transcript, and a \$5 check or money order payable to The Bridges Graduate School. All checks or money orders must include the last four digits of the student's social security number.

Transcript requests by telephone or fax cannot be honored. Requests are filled in the order they are received. Sufficient time is necessary for processing. Requests for transcripts should be made well in advance (usually at least two weeks) of the date needed.

## **2. Federal Financial Aid**

Unaccredited institutions are not eligible for federal financial aid programs.

## **3. Financial Statement:**

There is no pending petition in bankruptcy, nor are we operating as a debtor in possession, nor have we filed a petition within the preceding 5 years, nor have we had a petition in bankruptcy filed under Chapter 11 of the United States Bankruptcy Code (11 U.S. C. Sec 1101 et seq.)

#### **4. Licensure & Accreditation**

There are no licensure exams for 2e or Twice Exceptional in the State of California. None of our Graduate programs lead to licensure or certification. Neither this institution or any of its degree programs are accredited by an accrediting agency recognized by the United States Department of Education. Unaccredited institutions are not recognized for some positions including but not limited to positions with the State of California. At this time the Bridges Graduate School is not accredited. A student in an unaccredited institution is not eligible to receive federal funds.

#### **5. Complaints about this institution**

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

#### **U. Questions Regarding this Catalog**

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the the Bureau for Private Postsecondary Education at

Bureau for Private Postsecondary Education

2535 Capitol Oaks Drive Suite 400

Sacramento, CA 95833

P.O. Box 980818

West Sacramento, CA 95798-0818

Web site Address: [www.bppe.ca.gov](http://www.bppe.ca.gov)

Telephone And Fax #s: (888) 370-7589 or by fax (916) 263-1897

(916) 431-6959 or by fax (916) 263-1897

## V. Online forms:

These forms can be printed out and completed by hand, or they can be downloaded for completion on your computer and submitted to the Graduate School via email.

1. Application for Study <http://tinyurl.com/BGSCD-Application>
2. Cancellation/Withdrawal/Drop <http://tinyurl.com/BGSCD-Cancel>
3. Catalog: <https://tinyurl.com/BGSCDWebCatalog>
4. Change of Address <http://tinyurl.com/BGSCD-ChangeAddress>
5. Degree Candidacy <http://tinyurl.com/BGSCD-DegreeCandidacy>
6. Enrollment Agreement <http://tinyurl.com/BGSCD-Enrollment>
7. Graduation Application <http://tinyurl.com/BGSCD-GradApp>
8. Grievance Report <http://tinyurl.com/BGSCD-Greivance>
9. Leave of Absence Request <http://tinyurl.com/BGSCD-LeaveRequest>
10. Plan of Study- Certificate <http://tinyurl.com/BGSCD-PlanStudyCert>
11. Plan of Study - Master <http://tinyurl.com/BGSCD-PlanStudyMasters>
12. Plan of Study - Doctorate <http://tinyurl.com/BGSCD-PlanStudyDoctorate>
13. Transcript Request <http://tinyurl.com/BGSCD-TranscriptRequest>
14. Transfer of Credit Request <http://tinyurl.com/BGSCD-Transfer>

## W. Bridges Graduate School Email Addresses

1. Admissions Office [Gradschooladmissions@Bridges.edu](mailto:Gradschooladmissions@Bridges.edu)
2. Dean of Graduate Studies [GradSchoolDean@Bridges.edu](mailto:GradSchoolDean@Bridges.edu)
3. Finance Office [GradSchoolFinance@Bridges.edu](mailto:GradSchoolFinance@Bridges.edu)
4. General Information [GradSchoolInfo@bridges.edu](mailto:GradSchoolInfo@bridges.edu)
5. Provost [GradSchoolProvost@Bridges.edu](mailto:GradSchoolProvost@Bridges.edu)
6. Registrar [GradSchoolRegistrar@Bridges.edu](mailto:GradSchoolRegistrar@Bridges.edu)

## X. Website Requirements:

The following items can also be found on our website. The web link is

<http://bridgesgraduateschool.com/>

1. School Catalog is posted on the website
2. School performance fact sheet will be posted. Criteria are now listed
3. Student brochures - are posted
4. Link to BPPE - is posted
5. Annual Report submitted to the BPPE - Pending Approval