Bridges Graduate School of Cognitive Diversity in Education

Catalog

Fall 2022
Spring 2023
Summer 2023

Catalog Applicable Dates
09/01/2022 - 08/31/2023
August 2022 Edition

Inside Cover

Bridges Graduate School of Cognitive Diversity in Education

3921 Laurel Canyon Blvd.
Studio City, CA 91604
(818) 506-1091
Office Hours: Monday-Friday 8:30 am-4:30 pm PCT
http://bridgesgraduateschool.com/

Catalog

09/01/2022 - 08/31/2023

This catalog is typically updated annually each year.
Revised August 2022

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Letter from the Chancellor

September 2022

As Chancellor of Bridges Graduate School I am proud to present to you the *2022-2023 Catalog*. It will help you learn more about Bridges Graduate School's unique programs all of which celebrate cognitive diversity and strength-based, talent -focused education in accordance with our mission to

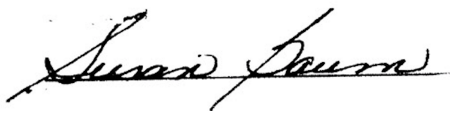
...advance the quality and equity of education for all. We promote and support the extraordinary diversity in human learning — educating students, parents, educators, and field leaders by promoting strengths and talents — and unlocking individual potential through our graduate programs. To achieve these ends, we cultivate knowledge of diverse world views and perspectives, as well as the skills, insights, and imagination required of scholars who will assume leadership roles as instructional leaders, researchers, administrators, and policymakers. Furthermore Bridges Graduate School is committed to providing intellectually engaging content and instruction through online, distance learning experiences where students feel connected, stimulated, and well-served.

When we opened our doors in 2019, we had no idea who would be interested in our programs, what their backgrounds would be, and what kinds of goals they envisioned and I cannot be more pleased with the quality of our students, what they have accomplished and their passionate commitment making the world a better place for bright and talented neurodiverse individuals. Our student body is composed of individuals from many walks of life. Among them are teachers, school directors, coordinators of programs for gifted students, special education teachers, psychologists, social workers, educational therapists, parents of cognitively diverse students and more. Such diversity in backgrounds brings a richness to our three unique programs where students often remark that they learn as much from the lived experiences of their peers as they do from their professors.

BGS is dedicated to providing high quality programs to its students. Thus, it is imperative to have courses taught by the experts in the field. For that reason, many members of our faculty are invited to teach specific courses related to their area of expertise. Considered visiting professors, they are leaders in the field of twice exceptionality and cognitive diversity and bring the latest research and fine practice to our program. In addition, we pride ourselves on our ability to connect our students with opportunities, internships, and professional experiences to make their academic journey rich, authentic, and valuable.

If you are already a part of our community - a student, a staff member or a faculty member you already know how immensely proud we are of the work that you. If you are considering joining the Bridges Graduate School I would encourage you to read through this catalog. Learn about our programs, our learning community and our philosophy of education. Read about our mission and vision. And then if you would like to celebrate strengths and talents, advance education, support diversity and cultivate knowledge to assume leadership talk to us.

We are doing it!



Susan Baum
Chancellor
Bridges Graduate School

Table of Contents

Letter from the Chancellor **5**

Academic Calendar 2022-2024
To download the calendar visit
https://graduateschool.bridges.edu/bridges-graduate-school-calendar/ **11**

I. Bridges Graduate School of Cognitive Diversity in Education **14**

A. Institution History **14**

B. Mission of the Bridges Graduate School **15**

C. Vision Statement of the Bridges Graduate School **15**

D. Goals and Outcomes **16**

Goal 1. Mastery of Content 16

Goal 2. Intellectual and Creative Skills 16

Goal 3. Personal and Social Responsibility 16

Goal 4. Cultivation of Emotional Intelligence 17

E. Our Programs - Method of Instruction & Standards **17**

Course Hour Calculations: 18

Practicum 18

Internship 18

Residency 19

Highly Qualified Faculty 19

Kinds of Educational Experiences 20

Capstone Project: Masters level 20

Comprehensive Exam 20

Capstone Project: Doctoral level 20

Time Limits 20

Opportunities for Gainful Employment 20

F. Steps for Students to Complete Their Programs **21**

1. Acceptance into the Graduate Program 21

2. Completion of Plan of Study with approval from the advisor 21

3. Application to Candidacy 21

Selection of Candidates and Notice of Acceptance or Denial 21

When to apply to Candidacy 22

What are the steps to Advance to Candidacy? 22

Filing for Graduation 22

II. Governing Board / Board of Trustees **23**

III. Advisory Board Members **24**

IV. Faculty & Staff **25**

V. Graduate School Course Catalog by Category **35**
A. Cognitively Diverse Learner 36
B. Innovative Education & Curriculum 37
C. Innovative Educational Leadership 38
D. Experiential Applications 38
E. Applied Research and Research Methodology 39
F. Seminars 39
G. Capstone Projects 39

VI. Program Descriptions and Admission Requirements **40**
A. The Certificate in Twice-Exceptional Education: Program and Curriculum **40**
Admission to the Certificate Program in Twice-Exceptional Education 40
Overview and Program Requirements 40
Mission 41
Vision 41
Program Outcomes 41
Program Design 42
Faculty Qualifications and responsibilities for Certificate Program 42
Program Specifics 43
Plan of Study 43
Plan of Study Certificate 44
Graduation requirements: 44
Course Sequence for the Certificate Program 45
Course Descriptions for Certificate Program 45
B. The Master of Education (M.Ed.) in Cognitive Diversity: Program and Curriculum **47**
Overview 47
Admission to The Master of Education Program (M.Ed.) 47
Mission 48
Vision 48
Program Outcomes 48
Faculty for Master of Education in Cognitive Diversity 49
Program Design 50
The M.Ed. Program in Cognitive Diversity - Requirements 50
Plan of Study Masters Degree 52
Graduation requirements 52
Course Sequence for The Master of Education (M.Ed.) in Cognitive Diversity 52
Course Descriptions for The Master of Education (M.Ed.) in Cognitive Diversity 54
Notice to Prospective Masters Degree Program Students 56
C. Doctor of Education in Cognitive Diversity (Ed.D.): Program and Curriculum **56**
Admission to The Doctor of Education Program (Ed.D.) 57
Overview and Program Requirements for the Ed.D. in Cognitive Diversity. 57
Mission of the Ed.D. Program 58

Vision 58
Program Philosophy and Guiding Principles 58
Program Goals and Outcomes 59
Three Frames of Study 61
Faculty Qualifications 61
Program Design 62
The Doctor of Education in Cognitive Diversity Program: Phases (I - III) and Benchmarks 62
Plan of Study 64
Disciplinary Understanding 65
Theory into Practice 65
Research Methods and Performance 65
Graduation Requirements 66
The Capstone Project 69
Course Descriptions of the Ed.D. Program 72
Comprehensive Examination 81
Capstone Project: Problem of Practice Research 84
Proposal Oral Defense Meeting 85
Benchmarks 86
Notice to Prospective Doctoral Degree Program Students 88

VII. Admissions 89
Application Requirements 89
Application Procedures 89
International Applicants 89
Application Deadline 90
Transfer of Credit 90
Acknowledgement of Prior Coursework Competencies 90
Admission of Candidate with a prior Doctoral Degree 90
Student Status 91
Matriculated Student 91
Non-matriculated Student 91
Special Student 91
Contingent Admission 91
International Students and Visas 91
Language Proficiency 92
Recommendation for Prospective Students 92

VIII. Grade Policies (GPA) 93
Purpose 93
Satisfactory Academic Progress (SAP) 93
Grading Policy 94
Letter Grading System 95
Auditing a Course 98

Feedback to students 98
Grade Submission Guidelines and Deadlines 98
Final Grade Auditing Policy 99
Transfer of Credit 99
Transfer Credit Policy 100
Transfer Credit 100
Transferability of Credits 101

IX. General Policies and Information 102
A. Academic Appeals: Waiver of Academic Regulations 102
B. Student Integrity, Academic Honesty, and Academic Misconduct 102
Student Code of Conduct 102
Academic Honesty and Misconduct 103
Academic Probation and Dismissal 107
Non-Academic Misconduct and Dismissal Policy 108
C. Advisement 108
D. Program Advisory Board 109
E. Attendance Policy / Required Registration 109
F. Change of Name, Address 110
G. Confidentiality and Privacy Policy 110
H. Doctoral Committee Selection Policy & Recommendations 111
I. Dropping Courses 112
J. Facilities 112
K. Classrooms, Equipment and Computers 113
L. Finances 113
1. Fees & Expenses 113
2. Financial Responsibility 114
3. Student Loans 114
4. Financial Aid 114
5. Cost Estimates 115
6. Application Processing Fee 116
7. Required Registration and Reinstatement Fee 116
8. Refunds and Cancellations of Charges 116
Cancellations 116
Refund Information 117
Schedule of Refunds—Fall and Spring 9-week Terms, effective 2023 118
Schedule of Refunds—Summer Residency 2 weeks 118
9. Leave of Absence 120
10. Discounted costs 121
11. Payment Options 121
12. Collections 122
N. Leave of Absence / Withdrawal from College / Readmission 123

O. Library / Learning Resources **123**
P. Records Policy **124**
Q. Nondiscrimination Policy **128**
R. Registration **129**
S. Student Identity Verification **129**
Proctored Exams: 130
T. School Email Account **130**
U. Student Rights and Responsibilities **131**
V. Complaints, Grievances, and Appeals **131**
1. Student Complaints Regarding Discrimination 131
2. Student Complaints Regarding Non-academic Issues 131
4. Student or Staff Complaints Regarding Sexual Harassment 132
5. Complaints about this institution 132
6. ADA Academic Accommodations Policy 132
W. Student Support Services and Job Placement **133**
X. Computer Literacy & Technology Requirements **134**
Computer Literacy 134
Technology Requirements & Readiness Assessment Test 135
Netiquette Guide For Online Programs 136
Y. Transcripts **139**
Z. Licensure & Accreditation **139**
Authorization: For Online Students from States Other Than California 140
AA. Complaints about this Institution 141
BB. Questions Regarding this Catalog **141**
CC. Online forms **141**
DD. Bridge Graduate School Administrators **142**
EE. Bridges Graduate School Email Addresses **142**
FF. Legal Control **142**
GG. BPPE Website & Required Financial Statement Requirements: **142**

Academic Calendar 2022-2024

To download the calendar visit

https://graduateschool.bridges.edu/bridges-graduate-school-calendar/

BRIDGES GRAD SCHOOL
EDUCATING THE EXCEPTIONAL²

2022 COURSE SCHEDULE

July

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July	
26-2	Summer Residency
3-9	Late Summer Break
10-16	Late Summer Break
17-23	Late Summer Break
24-30	Fall A Module 1
31-6	Fall A Module 2

August

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August	
31-6	Fall A Module 2
7-13	Fall A Module 3
14-20	Fall A Module 4
21-27	Fall A Module 5
28-3	Fall A Module 6

September

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

September	
28-3	Fall A Module 6
4-10	Fall A Module 7
11-17	Fall A Module 8
18-24	Fall A Module 9
25-1	Fall A Module 10

October

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October	
25-1	Fall A Module 10
2-8	Fall Break
9-15	Fall B Module 1
16-22	Fall B Module 2
23-29	Fall B Module 3
30-5	Fall B Module 4

November

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November	
30-5	Fall B Module 4
6-12	Fall B Module 5
13-19	Fall B Module 6
20-26	Fall B Module 7
27-3	Fall B Module 8

December

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December	
27-3	Fall B Module 8
4-10	Fall B Module 9
11-17	Fall B Module 10
18-24	Winter Break
25-31	Winter Break

BRIDGES GRAD SCHOOL
EDUCATING THE EXCEPTIONAL²

2023 COURSE SCHOOLE

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January	
1-7	Winter Break
8-14	Spring A Module 1
15-21	Spring A Module 2
22-28	Spring A Module 3
29-4	Spring A Module 4

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

February	
29-4	Spring A Module 4
5-11	Spring A Module 5
12-18	Spring A Module 6
19-25	Spring A Module 7
26-4	Spring A Module 8

March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March	
29-4	Spring A Module 8
5-11	Spring A Module 9
12-18	Spring Break
19-25	Spring Break
26-1	Spring B Module 1

April

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April	
26-1	Spring B Module 1
2-8	Spring B Module 2
9-15	Spring B Module 3
16-22	Spring B Module 4
23-29	Spring B Module 5
30-6	Spring B Module 6

May

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May	
30-6	Spring B Module 6
7-13	Spring B Module 7
14-20	Spring B Module 8
21-27	Spring B Module 9
28-3	Early Summer Break

June

S	M	T	W	T	F	S
				1	2*	3*
4	5	6	7	8	9*	10*
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June	
28-3	Early Summer Break
4-10	Early Summer Break
11-17	Early Summer Break
18-24	Summer Residency
25-1	Summer Residency
*2-3, 9-10	CDL 623/723 Intensive

July

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July	
25-1	Summer Residency
2-8	Late Summer Break
9-15	Late Summer Break
16-22	Late Summer Break
29-4	Late Summer Break
30-5	Fall A Module 1

August

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August	
30-5	Fall A Module 1
6-12	Fall A Module 2
13-19	Fall A Module 3
20-26	Fall A Module 4
27-2	Fall A Module 5

September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September	
27-2	Fall A Module 5
3-9	Fall A Module 6
10-16	Fall A Module 7
17-23	Fall A Module 8
24-30	Fall A Module 9

October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October	
1-7	Fall Break
8-14	Fall Break
15-21	Fall B Module 1
22-28	Fall B Module 2
29-4	Fall B Module 3

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November	
29-4	Fall B Module 3
5-11	Fall B Module 4
12-18	Fall B Module 5
19-25	Fall B Module 6
26-2	Fall B Module 7

December

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December	
26-2	Fall B Module 7
3-9	Fall B Module 8
10-16	Fall B Module 9
17-23	Winter Break
24-30	Winter Break
31-6	Winter Break

BRIDGES GRAD SCHOOL
EDUCATING THE EXCEPTIONAL²

2024 COURSE SCHEDULE

January

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January

31-6	Winter Break
7-13	Spring A Module 1
14-20	Spring A Module 2
21-27	Spring A Module 3
28-3	Spring A Module 4

February

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

February

28-3	Spring A Module 4
4-10	Spring A Module 5
11-17	Spring A Module 6
18-24	Spring A Module 7
25-2	Spring A Module 8

March

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March

25-2	Spring A Module 8
3-9	Spring A Module 9
10-16	Spring Break
17-23	Spring Break
24-30	Spring B Module 1
31-6	Spring B Module 2

April

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April

31-6	Spring B Module 2
7-13	Spring B Module 3
14-20	Spring B Module 4
21-27	Spring B Module 5
28-4	Spring B Module 6

May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31*	

May

28-4	Spring B Module 6
5-11	Spring B Module 7
12-18	Spring B Module 8
19-25	Spring B Module 9
26-1	Early Summer Break
*31-1, 7-8	CDL 623/723 Intensive

June

S	M	T	W	T	F	S
						1*
2	3	4	5	6	7*	8*
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June

26-1	Early Summer Break
*31-1, 7-8	CDL 623/723 Intensive
2-8	Early Summer Break
9-15	Early Summer Break
16-22	Summer Residency
23-29	Summer Residency
30-6	Late Summer Break

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. Institution History

Bridges Graduate School of Cognitive Diversity in Education was first conceptualized in 2005 when the CEO of Bridges Academy, a school for twice-exceptional (2e) students in grades 4-12, located in Studio City, California had an idea. Consequently, Carl Sabatino and Academic Advisor Dr. Susan Baum were hired by the Bridges Academy board to lead Bridges Academy. During the interview process the CEO was asked about the possibility of meeting the shortage of educators skilled and trained in 2e education by the addition of a graduate school that would specialize in cognitive diversity and 2e education. For 11 years the idea of the graduate school lay dormant but was always present in the mind of the CEO.

In 2016, Dr. Robin Schader, CEO Sabatino, and Dr. Susan Baum identified Henry Nicols, M.S., a professor and administrator with exceptional qualifications from Buffalo State SUNY, as a possible candidate to bring the idea of a graduate school to fruition.

In August of 2016 Henry Nicols was hired by Bridges Academy to proceed with the exploration and licensing of the graduate school. In August of 2016 Nicols began the formal application process by being trained by the California Bureau for Private and Postsecondary Education.

In February, 2017 during a retreat at Studio City, CA on the campus of Bridges Academy, the graduate school was conceptualized, designed, and planned.

An Advisory committee was formed from that retreat the members included:.

Carl Sabatino, CEO,

Henry Nicols, M.S. (Dean of BGS)

Robin Schader, Ph.D. Board of Directors Bridges Academy

Susan Baum, Ph. D. Chief Academic Officer, Bridges Academy

Karen Westberg, Ph.D. Professor, University of St. Thomas, Minnesota

Jann Leppien, Ph.D. Professor, Whitworth Center / Gifted Education, Idaho

Lisa Reid, Ed.D. Founder Reid Day School

Dr. Leslie Preuss (Child Psychologist)

Dr. Dan Peters (Summit Center) Psychologist

Rose Blucher, M.Ed. Prince George's County, MD Director of 2e

Chris Wiebe, Ed.D. Bridges Academy

Members of the Advisory Committee led by Dean Nicols and CAO Baum met frequently during 2017 and early 2018 to design the program and complete the application process for the State of California Bureau for Private and Postsecondary Education. In 2018, the Advisory Committee submitted the Application to the State of California Bureau of Private Postsecondary Education (BPPE) for a license to offer a Certificate in Twice Exceptional Education, a Master of Education, and a Doctorate of Education.

The idea for the graduate school was to raise the threshold of understanding of 2e and cognitive diversity and to provide a base of educators for future 2e educational needs in the United States and in the world. Bridges Graduate School is the first graduate school in the world to specialize in 2e / Cognitive Diversity. This idea of cognitive diversity and 2e is still largely unknown and frequently misunderstood.

Since opening its doors in 2019, Bridges Graduate School has attracted a diverse, international student body of innovative advocates committed to leading this change. Among them are teachers, school directors, coordinators of programs for gifted students, special education teachers, psychologists, social workers, educational therapists, parents of cognitively diverse students, and more. As Bridges Graduate School continues to grow, the closer the world becomes to meeting the needs of twice-exceptional students, and advancing equity for all.

B. 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. To achieve these ends, we cultivate knowledge of diverse world views and perspectives, as well as the skills, insights, and imagination required of scholars who will assume leadership roles as instructional leaders, researchers, administrators, and policymakers. Furthermore, Bridges Graduate School is committed to providing intellectually engaging content and instruction through online, distance learning experiences where students feel connected, stimulated, and well-served.

C. 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.

D. 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 the 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 emotionally regulated, demonstrate self-motivation, and manage relationships.

Outcomes: Graduates will be able to:

- 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.

E. 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 is 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. Bridges Graduate School uses the following definition when assigning appropriate course semester credit hours:

Semester credit hours shall be equivalent to the commonly accepted and traditionally defined units of academic measurement in accredited institutions. Academic degree or academic credit-bearing distance learning courses are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit[1]. This formula is typically referred to as the Carnegie unit and is used by the American Council on Education in its Credit Recommendation Evaluative Criteria.
[1]one credit/semester credit hour is 15 hours of academic engagement and 30 hours of preparation.

> Academic Engagement: may include, but is not limited to, submitting academic assignments, listening to class lectures or webinars (asynchronous and synchronous), taking an exam, interactive tutorial, computer-assisted instruction, attending a study group that is assigned by the institution, contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the academic subject studied in the course and laboratory work, externship, or internship.
>
> Preparation: is typically homework, such as reading and study time, completing assignments, and projects.

Link to the complete Credit Hours Policy

Practicum

All graduate students will participate in a 3-credit, 135-hour practicum experience which will include an on-campus or similar experience where they will work with twice-exceptional individuals. 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. 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.

Internship experiences are designed by students after they receive their Certificate in Twice Exceptional Education and attend an internship workshop overview given once a semester. Students discuss their goals and a concentration area in which they are developing expertise with their academic advisor. Together they discuss possibilities and available opportunities.

Residency

Research has shown that a residency program has many positive outcomes in Graduate Education.
Mainly:

- To have the chance to bond with classmates in a real-life setting.
- To participate in classroom activities such as hands-on labs and other group work that cannot be replicated online.
- To provide time for face-to-face networking with professors and department faculty.

These benefits align to the Mission, Vision, and Goals for our School and those of the Individual programs. These in-person experiences are an integral part of the BGS experience.

Residency requires that students attend a two week summer residency for one of more summers depending on their individual program. Attendance is defined as participation synchronously for all sessions of a class. This is where orientation / onboarding occurs.

Far different from the rest of our online program,which does not have the same synchronous requirement, residency is about being together in the learning community and participating in live class activities for the required number of class hours where you are working under the guidance of your professor. Some of this time may be spent listening to a lecture, engaging in class discussions, participating in breakout rooms in small groups, meeting with others and working on learning tasks.

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.
- Master 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 is 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. Master of Education (M.Ed.) in Cognitive Diversity must be completed in four years from the date of completion of the first class.
3. Doctor of 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.

F. Steps for Students to Complete Their Programs

1. **Acceptance into the Graduate Program**
2. **Completion of Plan of Study with approval from the 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.

Selection of Candidates and Notice of Acceptance or Denial

The Director of Admissions prescreens applicants to ensure suitability and alignment with Bridges Graduate School’s values regarding cognitive diversity and strength-based, talent focused education. Applications must be requested from the Admissions office. The registrar notifies applicants when their application is complete. The admissions committee of Bridges Graduate School meets monthly on the first Monday of each month when there are completed applications pending for admission. (A complete application includes the application, two completed reference responses for certificate or master’s applicants and three for doctoral applicants, officially sealed transcripts, and the $75 application fee.) Within 45 days of the completed application being submitted the Admissions Officer presents the candidate for review. The committee makes a decision to Accept or to Deny or to defer pending some additional action or review. The Director of Admissions notifies the candidate of that decision and any additional required action within 10 days of the admissions committee decision.

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 of Doctoral Studies.
5. The Dean's Office will review your Advancement to Candidacy, contact you and/or your advisor for any clarifications.
6. The Dean of Doctoral Studies Office will file the official Advancement to Candidacy document to be used to verify the 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 Application form one semester before the graduation date and submit it to the Dean of Doctoral Studies Office. This form may be obtained from the registrar or the Dean an online version of this form is contained on the website.

II. Governing Board / Board of Trustees

MARGIE POWER

Margaret A. Power is a proposal and business capture specialist, working as an independent consultant in Pasadena and previously as a senior proposal consultant with SM&A of Irvine. Her work focuses on high-dollar, high-technology business opportunities in aerospace, transportation, and information technology. She has spent much of her career in fast-growing startups, including a founding role in aerospace startup bd Systems, which grew from four people in 1982 to over 400 people and seven locations in 1999. bd Systems was profitable every year from inception, and was ultimately sold to SAIC. She has served on the Board as vice chair for development in 1999, as chair from 1999-2001, and as treasurer from 2001-2002. Margie's son Charles Jones is a Bridges alum (2005), a graduate of Berklee College of Music in Boston (2010), and a full-time working musician with Dopapod since college graduation.

Member of the Board since fall 2017.

EILEEN BRENNAN, J.D., R.N.

Eileen Brennan, an attorney-R.N., received her nursing degree from Mt. Saint Mary College, a B.A. from UCLA and her J.D. from Loyola Law School. She worked for 12 years in the ICU at Santa Monica Hospital specializing in medical trauma, neurology, and respiratory illnesses, and then practiced health law. She has a passionate interest in understanding and advocating for the academic needs of 2e students. From 2001-2008 she served in a number of capacities on the Board of Trustees of Bridges Academy, from chair of the Development Committee to co-chair of the Board. Her son, Griffin, is 2e and attended Bridges Academy from 2001-2008.

Member of the Board since fall 2017.

TIMOTHY C. REYNOLDS, M.D., F.A.C.P

Tim Reynolds received his M.D. from Harvard Medical School and has maintained a private practice specializing in internal medicine and environmental health since 1987. He served as an assistant clinical professor of medicine at UCLA from 1992 to 2001 and volunteered at the Venice Family Clinic from 1989-1999. He is a diplomat of the American Board of Internal Medicine, a fellow of the American College of Physicians, an associate member of the California Applicant Attorneys Association, and a member of the Soccer South Bay Referee Association. He sits on the Board of Directors of the AYSO

Region 69, has been a United States Soccer Federation referee since 2014 and a regional director of referee instruction, AYSO Region 69.

Member of the Board since fall 2017.

ALAN YELLIN, PH.D.

Alan Yellin is a licensed psychologist as well as licensed marriage and family therapist. He has been in practice for over forty years working with children, adolescents and adults. Dr. Yellin did his post-doctoral fellowship at Children's Hospital in Los Angeles. He has also worked at San Fernando Valley Child Guidance Agency and he is a certified parent trainer. In his practice he sees children with learning problems, anxiety, obsessive-compulsive disorder, fears and social skills issues. Dr. Yellin's practice includes working with adolescents and adults with depression, anxiety, obsessive-compulsive issues as well as issues around life passages.

Dr. Yellin has given many speeches on topics including enhancing self esteem in children; dealing with learning disabilities; reunification therapy; successful co-parenting; stages of development; sibling rivalry and others. Dr. Yellin has served on and was president of a school board which focused on children with learning disabilities. Dr. Yellin uses a combination of scientific data along with humor to help people achieve change. He is in a long-term happy marriage and has two grown children.

Member of the Board since fall 2019.

III. Advisory Board Members

- Mark Long, M.Ed., Principal of Penrith High School for the Gifted, Sydney, Australia
- Debbie Steinberg-Kuntz, MSW, LMFT
- Julie Skolnick, M.A., J.D., Founder of WIth Understanding Comes Calm
- Theresa Jackson, M.S., M.Ed. Supervisor of Talented & Gifted, Prince George's County, Maryland
- Max Melby, M.S., School Director, Arete Academy, Minneapolis, Minnesota
- Jacqui Byrne, B.A., Founder of the Flex School
- Rose Blucher, M.Ed., Director of Blucher Educational Services

IV. 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 and Staff for Bridges Graduate School

ARNSTEIN, Karen, Ph.D. **Core Faculty** Degree from the University of Denver	Karen B. Arnstein, Ed.D. is a former assistant professor of Educational Psychology at the University of Houston-Downtown. She received her doctorate in Curriculum & Instruction with a Specialization for the Gifted from the University of Denver. Prior to this, she worked with K-12 students and teachers for over a decade. Her research examined how parents, teachers, psychologists, and educational environments impact the developmental transitions of preadolescent twice-exceptional (2e) students. Karen has presented to audiences at local, state, national, and international conferences on topics including twice exceptionality, classroom supports, paradigm shifts in pedagogy, identification, creating inclusive classrooms, effective differentiation, parental experience of grieving, and the effects of subtle and overt communication on 2e students. She currently serves as a founding IRB Committee Member for Bridges Graduate School and as Secretary of the Board for SENG (Supporting Emotional Needs of the Gifted). Her parenting journey with her twice-exceptional teen and life journey with a profoundly gifted spouse, motivate her to bring awareness and change to create a more inclusive society for all people. **Areas of Expertise:** Gifted and Talented, Research Methods, Educational Theory, Curriculum & Instruction, Parenting, Twice Exceptionality, ADHD **Affiliation**: Bridges Graduate School of Cognitive Diversity in Education

BAUM,
Susan M., Ph.D.
Chancellor

Degree from the University of Connecticut

Professor Emeritus from College of New Rochelle

Susan Baum, Ph.D. is the Chancellor of the Bridges Graduate School for Cognitive Diversity in Education and Co- Director of the 2e Center for Research and Professional Development at Bridges Academy, a school for twice exceptional and. She is the author of many publications concerning the needs of special populations of gifted students including the award-winning 3rd edition of her seminal work *To be gifted and learning disabled*…. Her research and experience in the field of 2e education have earned her much recognition including the Distinguish Professional Alumni Award from the Neag School of Education & the Alexinia Baldwin Award from National Association for Gifted Students.

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 of Cognitive Diversity in Education, Chancellor

BERMAN,
Kristin, Ph.D.
Core Faculty

Degree from the University of Connecticut

Kristin Berman received her Ph.D. from University of CT in Educational Psychology specializing in Gifted Education. She has practiced as a teacher, college professor, professional developer, administrator, and parent advocate for gifted and twice exceptional children. Kristin was an Associate Professor in the masters program of the Graduate School of Education at The College of New Rochelle, NY for fourteen years. She served as Head of School at The Quad Preparatory School in New York City, a startup for twice exceptional children; and served as the Director of the Phoenix Elementary Division of Bridges Academy in Studio City, as well as Core Faculty of the Bridges Graduate School in Studio City CA. Kristin also held a position as Director of Talent Development and Enrichment in the New York City Public School District 10 implementing several initiatives. Her passion and research focus has been in arts in education. She has acted as a consultant for school districts nationally and internationally, taught masters courses for the State University of New York, Buffalo in American International Schools on five continents, and was part of a delegation to Bhutan to help start a national program in Special Education.

Kristin has had training in music, dance, and theater, and has worked with children and teachers throughout her career to bring these valuable art forms into their lives. She also loves animals, nature and travel.

Areas of Expertise: Gifted and Talented, Twice Exceptionality, Curriculum & Instruction, Parenting, Arts Integration

Affiliation: Bridges Graduate School of Cognitive Diversity in Education

COXON, Stephanie, B.A. **Registrar** Degree from New York University	Stephanie Coxon received her bachelor's degree from New York University in 2018, where she studied Linguistics, American Sign Language, and dance. After graduating she was awarded a Fulbright scholarship to teach English in the American Studies department at Ovidius University in Constanta, Romania. Upon returning home, she assisted Dr. Robin Schader in organizing the 2e Symposium held in October 2019. She currently serves as the registrar of Bridges Graduate School where she earned a Certificate in 2e Education. She is an avid dancer and traveler. She completed her registrar training through the American Association of Collegiate Registrars and Admissions Officers.

FUGATE, C. Matthew, Ph.D. **Provost** Degree from Purdue University	C. Matthew Fugate, Ph. D. is a nationally regarded educator in the field of gifted education and twice-exceptionality. His research has examined the relationship between working memory and levels creative thinking in gifted students with ADHD. He has also examined the coping mechanisms of twice-exceptional girls in secondary school as they navigate both their academic studies and interpersonal relationships. He has presented to national and international audiences. Matthew currently serves on the Board of the Texas Association for Gifted and Talented and as Chair of the Special Populations Network for the National Association for Gifted Children (NAGC). Additionally, he serves on the Editorial Board for the Journal for Education of the Gifted and is the Associate Editor of Teaching for High Potential. Matthew was named one of Variations magazine's "22 People to Watch in the Neurodiversity Movement" and received the Early Career Award from the NAGC Special Populations Network. He has published several articles, book chapters, and books related to his work. **Areas of Expertise:** Creativity, Equity and inclusion, Twice-exceptionality, Underserved populations, and Total School Cluster Grouping **Affiliation**: Bridges Graduate School of Cognitive Diversity in Education

HOUSAND, Brian, Ph.D. **Core Faculty** Degree from University of Connecticut	Dr. Brian Housand, is the coordinator of the Academically or Intellectually Gifted program at University of North Carolina Wilmington. Dr. Housand earned a Ph.D. in educational psychology at the University of Connecticut with an emphasis in both gifted education and instructional technology. He served two terms on the National Association for Gifted Children's Board of Directors as a Member-At-Large. Along with his wife Dr. Angela Housand and Dr. Joe Renzulli, he co-authored Using the Schoolwide Enrichment Model with Technology. He is also the author of Fighting Fake News! Teaching Critical Thinking and Media Literacy in a Digital Age. Brian has worked in education as a classroom teacher, a teacher of the gifted, and a university professor for over twenty years. As a speaker and consultant, he has presented in 40 states, Canada, Australia, South Korea, Kuwait, and Chilé. Brian is a lover of technology, Star Wars, all things Disney, video games, and fonts. He proudly identifies himself as a geek. You can learn more on his website at brianhousand.com and by following him on Twitter @brianhousand **Areas of Expertise:** Gifted and Talented Education, Instructional Technology, Creativity, Curiosity, Critical Thinking, and Media Literacy **Affiliation**: University of North Carolina Wilmington

KAUFMAN, Scott Barry, Ph.D. **Core Faculty** 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 **Affiliation**: Bridges Graduate School of Cognitive Diversity in Education

LAWSON-DAVIS, Joy, Ed.D. **Core Faculty** Degree from The College of William & Mary	I am a career educator focusing the last four decades on working to increase equity in gifted programs for underrepresented students, with a particular focus on culturally diverse students. I have served in multiple roles over my career including in higher education, State Agency, regional school for Gifted students. I have worked with school districts across the nation, and presented at conferences in Dubai, Istanbul, South Africa & the Caribbean. 2019 Special Populations Award (NAGC); 2019 Lifetime Achievement Award (SENG) **Areas of Expertise:** Gifted Education Equity & Diversity; Thrice Exceptional students; Parent & Family advocacy **Affiliation**: Bridges Graduate School of Cognitive Diversity in Education; Johns Hopkins; Creating Positive Futures.

LEPPIEN, Jann, Ph.D. **Core Faculty** 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 a 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**: Professor Emeritus, Whitworth University, formerly Endowed Chair of Gifted Education, Whitworth University

LIM, Lin, Ph.D. **Dean of Students and Communications** Degree from Boston University	Lin Lim, Ph.D., holds a doctorate in psychology from Boston University, an Academic Graduate Certificate in Mind, Brain and Education (Johns Hopkins University Graduate School of Education), and an Academic Graduate Certificate in Twice-exceptional Education (BGS). Her parenting journey with her two gifted outliers, one twice-exceptional and the other radically accelerated, drives her to create better understanding and nurturance for complex outliers across the lifespan. With a diverse academic background and wide experience across fields, Dr. Lim's current interests include interdisciplinary embodied complex dynamic systems thinking and practical applications around positive parenting, education, and human development. She founded Quark Collaboration Institute, a non-profit that focuses on human dignity and wellbeing across the lifespan for all. She is an active volunteer serving on the boards of several gifted-related non-profits - Supporting the Emotional Needs of the Gifted (SENG), Gifted Homeschoolers Forum (GHF), Gifted Education Family Network, and PGRetreat.org. She currently serves as the President of SENG through 2023. **Areas of Expertise:** Embodied Cognition, Multi-systems Framework, Brain-targeted Teaching (BTT), Attitudes and Beliefs, Interdisciplinary Human Developmental Science, Translational Neuroscience, Parenting, Diversity, and Asian Studies. **Affiliation**: Bridges Graduate School of Cognitive Diversity in Education, QuarkCollaboration.org, Zenliving.com

LIVAS, Graciela, Ed.D. **Planning & Accreditation Coordinator** Degree from Bridges Graduate School	Graciela Livas, Ed.D., brings over 17 years of teaching experience. She is currently serving as the director of Extended Learning at American School Foundation of Monterrey, Mexico. She is passionate about creating environments where learning is equitable for all, unique learning profiles and neurodiversity are celebrated, and awe, excitement, and student voice are brought back into learning. She holds a BS in Finance, a BA in Classical Ballet, a Masters in Education, and earned her doctoral degree in Cognitive Diversity at Bridges Graduate School in 2022. **Areas of Expertise:** Arts in Education, Twice-Exceptional Education, Leadership, Cross-Curricular Instruction **Affiliation**: Bridges Graduate School of Cognitive Diversity in Education - Planning & Accreditation Coordinator

NICOLS, Henry J.(Hank), M.S., Ed.D. hc **Chief Operating Officer** Degrees from Oneonta & Buffalo State SUNY and Bridges Graduate School hc	Henry (Hank) Nicols is the Chief Operating Officer of Bridges Graduate School and the former Dean of Graduate Programs. He is a retired adjunct professor from the International Graduate Program for Educators at Buffalo State SUNY. He spent nearly twenty years teaching graduate students in Africa, Asia, Europe, Central and South America. He has conducted significant social and emotional research and was the recipient of two U.S. Department, Office of Overseas School Grants to develop materials for International Schools. He is a popular and sought after keynote speaker and workshop leader at conferences and symposiums. As a former hospital administrator and retired Chief of Police he has significant organizational and leadership experience. **Areas of Expertise:** Research, Social and Emotional Needs, Conflict Management, Leadership, and Organizational Improvement. **Affiliation**: Bridges Graduate School of Cognitive Diversity in Education - Former Dean of Graduate Programs

RIVERA, Jade, Ed.D. **Core Faculty** Degree from Bridges Graduate School	Jade Rivera, Ed.D., graduated with a degree in Chemistry from The Evergreen State College in 2002. Shortly after, she was awarded the renowned Fulbright Scholarship for study in Thailand. After a brief, successful yet unfulfilling career as a chemist, she made a switch to alternative education and has been designing innovative learning environments ever since. In 2016 Jade was honored by the California Association for the Gifted for distinguished service on behalf of gifted and twice-exceptional children. More recently, she has been recognized as a 'person to watch in the 2e movement' by 2e News. Her newest publication, Could You Live Underwater: A Design Thinking and STEM Curriculum is available now. Jade earned her Ed.D. at Bridges Graduate School of Cognitive Diversity in 2022. It is her honor to continue on as a core faculty member at the same school, supporting others as they envision a strength-based world for neurodivergent humans. **Areas of Expertise:** Strength-based learning, Project-based Learning, Twice-Exceptionality, STEAM learning, Design Thinking, Curriculum Design, DEI in alternative learning environments, Education Entrepreneurship, Innovation and Design for Cognitive Diversity **Affiliation**: Bridges Graduate School of Cognitive Diversity in Education

ROBINSON, George J., Ph.D. **Dean of Evaluation and Institutional Research** Degree from The University of Connecticut	George J. Robinson Ph.D. teaches Creating Strength-based Talent-focused Schools. George has published journal articles on Gifted Ed, Differentiation, and Science Programs. He is a young adult author focusing on Environmental Issues and History. He has presided as Middle School Chair for the National Association for Gifted Children. George, a retired middle school and high school English and Gifted and Talented instructor, served as the assistant Dean of the College of New Rochelle's Graduate School, a differentiation Instructor for Renzulli Learning, a Director of a gifted elementary school, and an evaluator for multiple-year grants. **Areas of Expertise:** Gifted Ed, Differentiation, Writing, Program Development, Evaluation, Funding **Affiliation:** Bridges Graduate School of Cognitive Diversity in Education, Adjunct Professor of Writing Western Connecticut State University, New York State Teachers of English: Teacher of the Year

TETREAULT, Nicole A., Ph.D. **Core Faculty** Degree from California Institute of Technology	Nicole A. Tetreault, Ph.D., is a compassionate neuroscientist, author, meditation teacher, and international speaker on topics of neurodiversity, neurodevelopment, creativity, mental health, and wellness. Her book, *Insight into a Bright Mind*, explores groundbreaking research examining the experiences of unique, creative, and intense brains through interviews, storytelling, and literary science, while advocating for new directions of human diversity and neurodiversity. Nicole received her Ph.D. from Caltech in biology specializing in neurodevelopment and neurodegenerative disorders. As the founder of Awesome Neuroscience, she translates the most promising neuroscience and positive psychology for people to live their best life. Nicole has authored numerous academic papers on intelligence, autism, brain evolution, neuroinflammation, and behavior. Nicole leads a new generation of meditation practices by fusing modern discoveries in neuroscience with the ancient art of meditation. As recipient of the Milton Career Exploration Prize from Caltech, she founded the novel non-profit Beyond the Cell, a transformative program to rehabilitate incarcerated women through guided meditation, neuroscience, literature, and expressive writing. Nicole believes we have the ability to wire our minds for positive plasticity through compassion and wisdom and live the life we dream. **Areas of Expertise:** Neuroscience, Neurodiversity, Neurodevelopment, Physiology, Mental Health, Wellness, Meditation, Creativity, Writing, Research, and Complexities of Twice Exceptionality,Milton Career Exploration Prize Fellow

	Affiliation: Awesome Neuroscience, Beyond the Cell. PEN Los Angeles Committee

VARGAS, Kim, M.A. **Director of Admissions** Degree from California State University, LA	**Kim Vargas** is the admissions director for the Bridges Graduate School of Cognitive Diversity in Education and the Bridges Academy Online High School. She is a trained facilitator of SENG Model Parent Groups for parents of twice exceptional children. She received her bachelor's degree from USC Rossier School of Education and holds a masters degree in Special Education for Gifted and Talented from California State University of Los Angeles. Kim earned a credential in mild/moderate learning disabilities from California Polytechnic University at Pomona. Kim's teaching career spanned 26 years in public schools. She is currently in her last year of the doctoral program at the Bridges Graduate School.

WESTBERG, Karen, Ph.D. **Dean of Doctoral Studies** Degree from University of Connecticut	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 the *Journal of Creative Behavior* and *Gifted Child Quarterly*. Earlier in her career, she was a public school teacher. **Areas of Expertise:** Research methodology, Program evaluation and Measurement, Curriculum, Education of the Gifted and Talented **Affiliation**: Professor emerita from University of St. Thomas

WIEBE, Christopher, Ed.D. **Core Faculty** Degree from California State University, Los Angeles	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 the book *Twice Exceptional: Supporting and Educating Bright and Creative Students with Learning Difficulties*. **Areas of Expertise:** Leadership and change, Policy in Education, Twice Exceptional Education, Qualitative Research Methods **Affiliation**: Assistant Head: Director of Coordinated Programs and Services Bridges Educational Group

ZAKRESKI, Matthew, PsyD **Core Faculty** Degree from Widener University	Matthew Zakreski, PsyD, is an adjunct professor at Bridges Graduate School who has also taught at Goldey-Beacom College and Rider University. He graduated from Widener University's Institute for Graduate Clinical Psychology in 2016 with a PsyD. Dr. Matt has presented to audiences at local, state, national, and international conferences on topics including twice exceptionality, Social and Emotional Learning (SEL), creativity, identification and IQ testing, creating inclusive classrooms, misdiagnosis, parenting strategies, and the effects of asynchronous development. He currently serves as an academic advisor and dissertation committee member for Bridges Graduate School. He is also a member of SENG (Supporting Emotional Needs of the Gifted), the National Association for Gifted Children (NAGC), Pennsylvania Association for Gifted Education (PAGE), and the New Jersey Association for Gifted Children (NJAGC). Dr. Matt is a clinical psychologist and lives In New Jersey with his wife and two children. **Areas of Expertise:** Gifted and Talented, IQ Testing, ADHD, Creativity, Social and Emotional Learning, 2e, LGBTQ+

V. Graduate School Course Catalog by Category

Course Number Code

A. **CDL** Cognitively Diverse Learner
B. **IEC** Innovative Education & Curriculum
C. **IEL** Innovative Educational Leadership
D. **EXA** Experiential Application (including Practicum and Internships)
E. **RES** Applied Research
F. **SEM** Seminar
G. **CAP** Capstone Projects

Course numbers are determined by the following formulaic code. There may be exceptions.

CDL 511: Introduction to Cognitively Diverse Minds: A world of learning differences. =
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 complete list of the course offerings by category is available below. Full course details are available within each program description.

A. Cognitively Diverse Learner

Course	Course Name	Certificate Program	M.Ed. Program	Ed.D. Program
CDL 511	Introduction to Cognitively Diverse Minds: A World of Learning Differences	x	x	
CDL 611				x
CDL 512	Conceptions of Giftedness: From Theory to Practice	x	x	
CDL 612				x
CDL 513	Complexities of Twice Exceptionality	x	x	
CDL 613				x
CDL 700	Independent Study			x
CDL 703	Mindfulness Theory and Its Application to the 2e Student			x
CDL 623	Social and Emotional Diversity		x	
CDL 723				x
CDL 740	Cultural Diversity / Neurodiversity: Addressing The Needs Of 2e Culturally Diverse Students			x

B. Innovative Education & Curriculum

Course	Course Name	Certificate Program	M.Ed. Program	Ed.D. Program
IEC 511	Cognitive Diversity And the Strength-Based, Talent-Focused Education	x	x	
IEC 611				x
IEC 621	Foundations of Creativity		x	x
IEC 622	Innovative Uses for Technology		x	
IEC 722				x
IEC 700	Independent Study			x
IEC 732	Curriculum Leadership			x
IEC 733	Educational Leadership and Organizational Management Theory for Dynamic Schools			x
IEC 740	Cultural Diversity / Neurodiversity: Addressing The Needs Of 2e Culturally Diverse Students			x

C. Innovative Educational Leadership

Course	Course Name	Certificate Program	M.Ed. Program	Ed.D. Program
IEL 700	Independent Study			x
IEL 722	Creating Strength-Based, Talent- Focused Programs: Innovative Entrepreneurship for Cognitive Diversity			x
IEL 731	Talent Development for Diverse Minds: Programs and Strategies			x
IEL 732	Curriculum Leadership			x
IEL 733	Educational Leadership and Organizational Management Theory for Dynamic Schools			x
IEL 734	Program Evaluation And Modification			x
IEL 740	Cultural Diversity / Neurodiversity: Addressing The Needs Of 2e Culturally Diverse Students			x

D. Experiential Applications

Course	Course Name	Certificate Program	M.Ed. Program	Ed.D. Program
EXA 511	Practicum	x	x	
EXA 800	Clinical Practicum			x
EXA 850	Doctoral Internship			x

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

E. Applied Research and Research Methodology

Course	Course Name	Certificate Program	M.Ed. Program	Ed.D. Program
RES 711	Principles of Research Design			x
RES 621	Methods and Techniques of Educational Research		x	x
RES 721	Quantitative Methods			x
RES 722	Qualitative Methods			x

F. Seminars

Course	Course Name	Certificate Program	M.Ed. Program	Ed.D. Program
SEM 710	Doctoral Seminar #1			x
SEM 720	Doctoral Seminar #2			x

G. Capstone Projects

Course	Course Name	Certificate Program	M.Ed. Program	Ed.D. Program
CAP 622	Capstone Action Research Project		x	
CAP 991	Directed Research Part 1 - Proposal Development (1) IRB Training, Doctoral Advisor and Committee Selection			x
CAP 992	Directed Research Part 2: Proposal Defense and IRB approval (Chapters 1- 2). The Proposal defense cannot be scheduled until all coursework above is completed and a comprehensive exam is passed			x
CAP 993	Directed Research Part 3: Data Collection and Data Analysis (Chapters 3- 4)			x
CAP 994	Directed Research Part 4: (Chapter 5), Oral Defense - Paperwork Completion			x
CAP 995	Directed Research Part 4: Continuing Registration (as needed)			x

VI. 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 Director of Admissions 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 X: Computer Literacy Assessment.

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

This 15-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 understanding 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 two references from academic or professional sources and complete the online application form which can be requested by email from the Director of Admissions Kim.Vargas@Bridges.edu. There is a non-refundable application fee of $75.

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

"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. To achieve these ends, we cultivate knowledge of diverse world views and perspectives, as well as the skills, insights, and imagination required of scholars who will assume leadership roles as instructional leaders, researchers, administrators, and policymakers. Furthermore, Bridges Graduate School is committed to providing intellectually engaging content and instruction through online, distance learning experiences where students feel connected, stimulated, and well-served.

Vision

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.

Program Outcomes

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

Goal A. Recognize cognitive patterns of students with diverse minds (gifted and talented, attention deficit, Asperger syndrome, and specific learning disabilities).

Goal A Outcomes

1. See strengths associated with different kinds of minds.
2. See the impact of strengths, dispositions, personalities and advanced abilities.
3. Describe the twice exceptional students in terms of strengths and challenges
   a. Using intellectual assessments such as the *Wechsler Scale of Intelligence*.
      a. Understand the complexity of dual diagnosis of twice exceptional learners-- intellectually, socially, and emotionally.

Goal B. Understand the importance of identifying, and assessing strengths, talents, and interests as foundational to program development.

Goal B Outcomes

1. Realize the influence of positive psychology on diagnosis and treatment.
2. Become familiar with research supporting strength-based learning.
3. Gain skill in identifying and assessing strengths, talents, and interests.

Goal C. Design learning environments based on theories of strength based, talent focused education.

Goal C Outcomes

1. Recognize and respond to the intellectual needs of high ability students.

2. Implement strategies to create learning environments that are appropriate for twice exceptional students in terms of intellectual, social-emotional, and physical needs.

Goal D. Employ creative problem-solving practices skills to develop innovative solutions that support diverse learning and cognitive profiles.

Goal D Outcomes

1. Participate in problem solving meetings using the Multiple-Perspectives Model (MPM).
2. Use reflection to adapt instruction of twice-exceptional youngsters within an enriched environment.
    a. Acquire the knowledge and skills necessary to effectively advocate for the needs of twice exceptional learners in a professional and ethical manner.
    b. Participate in a team meeting around students and advocating for their needs.
    c. Develop talent plans for individual students.
    d. 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 15-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 or 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 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 the 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 Certificate

Plan of Study: Certificate Program in Twice Exceptional Education These courses must be taken in sequence.					
#	Course #	Course Name	Date	Grade	Credits
1	CDL 511	Introduction to Cognitively Diverse Minds: A World of Learning Differences			3
2	CDL 512	Conceptions of Giftedness: From Theory to Practice			3
3	CDL 513	Complexities of Twice Exceptionality			3
4	IEC 511	Cognitive Diversity and Strength-Based, Talent-Focused Education			3
5	EXA 511	Practicum			3
		Total required credits			**15**

Changes in this schedule can be made only with the Academic Advisors approval.
The admission requirements have been explained to me and I understand it is my obligation to read the Bridges Graduate Catalog and other documents supplied by Bridges Graduate School.
Google history saves a record of who approved this form and when.
Please indicate your approval below by entering your name and date in a font of your choice.

SAMPLE

Candidate _____ Date:_____

Academic Advisor _____ Date:_____

Graduation requirements:

Completion of a minimum of 15 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 Online	Spring Semester Online	Summer Semester In Residence (2 weeks)
1	**CDL 511**: Introduction to Cognitively Diverse Minds: A World of Learning Differences **CDL 512**: Conceptions of Giftedness: From Theory to Practice	**CDL 513**: Complexities of Twice Exceptionality **IEC 511:** Cognitive Diversity and Strength-Based, Talent-Focused Education	**EXA 511:** Practicum
	Total Credits: 6	**Total Credits: 6**	**Total Credits: 3**
At the end of Year 1 Certificate Students = 15 Credits			

Course Descriptions for Certificate Program

Cognitively Diverse Learner

CDL 511: Introduction to Cognitively Diverse Minds: A World of Learning Differences

This course offers an exploration of 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, and 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: Conceptions of Giftedness: From Theory to Practice

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: 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 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**

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

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 includes both assignments completed before arrival on campus and specific activities on campus during the residency experience. Candidates will present a study of a twice exceptional individual using the Suite of Tools Process during a study session, develop a personalized talent plan, report findings and recommendations to school or family. In addition, when on campus, candidates will attend seminars, observations, and workshops as well as develop and present a workshop to other professionals. Candidates will record insights, questions, and observations in the Practicum reflection log. **3 credits (135 hours)**

Total 15 credits for Certificate Program

B. The Master of Education (M.Ed.) in Cognitive Diversity: Program and Curriculum

Overview

This 30 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 2-week summer 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 be 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 the 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 Master of Education Program (M.Ed.)

Entry into the Master of 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 two references from academic or professional sources and complete the online application form which can be requested by email from the Director of Admissions Kim.Vargas@Bridges.edu. There is a non-refundable application fee of $75.

Mission

"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. To achieve these ends, we cultivate knowledge of diverse world views and perspectives, as well as the skills, insights, and imagination required of scholars who will assume leadership roles as instructional leaders, researchers, administrators, and policymakers. Furthermore, Bridges Graduate School is committed to providing intellectually engaging content and instruction through online, distance learning experiences where students feel connected, stimulated, and well-served.

Vision

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.

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.

Graduates will be able to:

Goal A. Recognize cognitive patterns of students with diverse minds (gifted and talented, attention deficit, Asperger syndrome, and specific learning disabilities).

Goal A Outcomes

1. See strengths associated with different kinds of minds.
2. See the impact of strengths, dispositions, personalities, and advanced abilities.
3. Describe the twice-exceptional students in terms of strengths and challenges using intellectual assessments such as the *Wechsler Scale of Intelligence.*
4. Understand the complexity of dual diagnosis of twice exceptional learners--intellectually, socially, and emotionally.

Goal B. Understand the importance of identifying, and assessing strengths, talents, and interests as foundational to program development.

Goal B Outcomes

1. Realize the influence of positive psychology on diagnosis and treatment.
2. Become familiar with research supporting strength-based learning.
3. Gain skill in identifying and assessing strengths, talents, and interests.

Goal C. Design learning environments based on theories of strength based, talent focused education.

Goal C Outcomes

1. Recognize and respond to the intellectual needs of high ability students.
2. Implement strategies to create learning environments that are appropriate for twice-exceptional students in terms of intellectual, social-emotional, and physical needs.

Goal D. Employ creative problem solving practices to develop innovative solutions that support diverse learning and cognitive profiles.

Goal D Outcomes

1. Conduct problem solving meetings using the Multiple Perspectives Model.
2. Develop a comprehensive strength-based plan to advance talents and support problematic weaknesses.

Goal E. Use systematic inquiry in evaluating the effectiveness of strength-based and talent-focused education.

Goal E Outcomes

1. Conduct Action Research Studies.
2. Interpret data and make recommendations based on systematic inquiry.
3. Examine information collected on students to interpret needs, challenges, and appropriate environments.

Goal 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.

Goal F Outcomes

1. Conduct a team meeting around students and advocate for their needs.
2. Develop written reports and student plans for individual students.
3. Respect confidentiality and show empathy and sensitivity when communicating information with families, other educators, and related services.

Faculty for Master of Education in Cognitive Diversity

The core faculty members are qualified to teach in the Master of Education Program. They helped define the Vision and Mission of the Master of 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 30-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 Master's 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 I: 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. 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 includes both assignments completed before arrival on campus and specific activities on campus during the residency experience. Candidates will present a study of a twice exceptional individual using the Suite of Tools Process during a study session, develop a personalized talent plan, report findings and recommendations to school or family. In addition, when on campus,

candidates will attend seminars, observations, and workshops as well as develop and present a workshop to other professionals. Candidates will record insights, questions, and observations in the Practicum reflection log. They will participate in a mini conference as workshop presenter and participant. Finally they will contribute to an advocacy initiative. These activities are designed for students to apply 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 15-credit Certificate in Twice-Exceptional Education, students complete advanced level courses in innovative curriculum and research. Upon completion of RES 621 students will present their proposal to their classmates and to their faculty committee consisting of their academic advisor, Capstone advisor and Practicum supervisor. When their proposal is approved by their committee, it is submitted to the IRB for approval. submit their Masters Project proposal to their capstone advisor for approval. Upon receiving approval from the IRB students must apply for graduation.

Phase 4: begins with enrollment in CAP 622 Capstone Project and Seminar. Under the guidance of their Capstone Advisor, students will implement their study, analyze results, draw conclusions, The students will write An Action Research Report and present their findings during the Masters Seminar held during Summer Residency 2, followed by graduation if all conditions are met. A description of the Capstone Project can be found here Description of Capstone

Plan of Study Masters Degree

BRIDGES GRAD SCHOOL
EDUCATING THE EXCEPTIONAL²

Capstone Action Research Title:

Plan of Study Masters Degree The first five courses must be taken in sequence. But courses 6 and 8 may be taken at any time.					
#	Course	Course Name	Date	Grade	Semester Credits
1	CDL 511	Introduction to Cognitively Diverse Minds: A World of Learning Differences.			3
2	CDL 512	Conceptions of Giftedness: From Theory to Practice			3
3	CDL 513	Complexities of Twice Exceptionality			3
4	IEC 511	Cognitive Diversity and Strength-Based, Talent-Focused Education			3
5	EXA 511	Practicum			3
6	IEC 621	Foundations of Creativity			3
7	RES 621	Methods and Techniques of Educational Research			3
8	IEC 622	Innovative Uses for Technology			3
9	CAP 622	Capstone Action Research Project			3
10	CDL 623	Social and Emotional Diversity			3
Minimum 30 Semester Hours					30

TOTAL: Minimum 30 S.H._____

Changes in this schedule [illegible] be made only with the Academic Advisor's approval.
The admission requirements have been explained to me and I understand it is my obligation to read the Bridges Graduate Catalog and other documents supplied by Bridges Graduate School.
Google history saves a record of [illegible] approved this form and when.
Please indicate your approval below by entering your name and date in a [illegible] of your choice.

Candidate _____ Date:_____

Peer Advisor _____ Date: _____

Academic Advisor _____ Date:_____

SAMPLE

Graduation requirements

30 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 Master of Education (M.Ed.) in Cognitive Diversity

<table>
<tr><th>Year</th><th>Fall Semester
On Line</th><th>Spring Semester
On Line</th><th>Summer Semester
In Residence
(2 weeks)</th></tr>
<tr><td>1</td><td>CDL 511: Introduction to Cognitively Diverse Minds: A World of Learning Differences

CDL 512: Conceptions of Giftedness: From Theory to Practice</td><td>CDL 513: Complexities of Twice Exceptionality

IEC 511: Cognitive Diversity and Strength-Based, Talent-Focused Education</td><td>EXA 511: Practicum</td></tr>
<tr><td></td><td>Total Credits: 6</td><td>Total Credits: 6</td><td>Total Credits: 3</td></tr>
<tr><td colspan="4">At the end of Year 1
15 total credits</td></tr>
<tr><td rowspan="2">2</td><td rowspan="2">IEC 621: Foundations of Creativity

RES 621: Methods & Techniques of Educational Research</td><td>IEC 622: Innovative Uses for Technology</td><td>CDL 623: Social and Emotional Diversity</td></tr>
<tr><td colspan="2">CAP 622: Capstone Action Research Project
Spring & Summer Class</td></tr>
<tr><td></td><td>Total Credits: 6</td><td>Total Credits: 6</td><td>Total Credits: 3</td></tr>
<tr><td colspan="4">At the end of Year 2
30 total credits</td></tr>
</table>

Course Descriptions for The Master of Education (M.Ed.) in Cognitive Diversity

CDL 511: Introduction to Cognitively Diverse Minds: A World of Learning Differences

This course offers an exploration of 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, and 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: Conceptions of Giftedness: From Theory to Practice

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: 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**

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, productivity, 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

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 includes both assignments completed before arrival on campus and specific activities on campus. Candidates will present a study of a twice exceptional individual using the Suite of Tools Process during a child study session, develop a personalized student talent plan, report findings and recommendations to school or family. In addition, when on campus, candidates will attend seminars, observations, and workshops as well as develop and present a workshop to other professionals. Candidates will record insights, questions, and observations in the Practicum reflection log. **3 credits**

IEC 621: Foundations of Creativity

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 the teacher as a 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 622: Master's Capstone Project). **3 credits**

IEC 622: Innovative Uses for Technology

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 623: 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**

CAP 622: Capstone Action Research 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 and by Bridges Graduate School's Institutional Review Board (IRB).

All data must be collected and organized before arriving on campus for Summer Residency 2 with their Action Research papers 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. Complete description of Capstone is here Description of Capstone **3 credits**

Notice to Prospective Masters Degree Program Students

This institution is provisionally approved by the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 (916) 574-8900 or (888) 370-7589 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 2021, and full accreditation by 2024.
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.

This statement is printed several times in this catalog and is required by the Bureau Of Private Postsecondary Education. A signed dated copy is included in the enrollment agreement.

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

This 60-credit hybrid program is specially designed for professionals who already have a Master's 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 of 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's 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's 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 an Ed.D. requires a minimum of a Master's 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 references from academic or professional sources and complete the online application form which can be requested by email from the Director of Admissions Kim.Vargas@Bridges.edu. There is a non-refundable application fee of $75.

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

"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. To achieve these ends, we cultivate knowledge of diverse world views and perspectives, as well as the skills, insights, and imagination required of scholars who will assume leadership roles as instructional leaders, researchers, administrators, and policymakers. Furthermore, Bridges Graduate School is committed to providing intellectually engaging content and instruction through online, distance learning experiences where students feel connected, stimulated, and well-served.

Vision

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.

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 pedagogical 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 committed to develop a professional knowledge base that integrates both practical and research knowledge and links theory with systemic and systematic inquiry.

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

Program Goals and Outcomes

The Doctor of Education in Cognitive Diversity degree 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 program goals and outcomes. Candidates will:

Goal A. Take a leadership role in recognizing, celebrating, and promoting positive education in response to the unique needs of cognitively/neurodiverse (twice-exceptional) learners.

Goal A Outcomes

1. 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.
2. Design innovative learning environments and curriculum based on theories of positive education and talent development to promote intellectual, social, and emotional growth.
3. Acquire the knowledge and skills necessary to effectively advocate for the needs of cognitively diverse learners.
4. Communicate through publications, professional development workshops, and conference presentations.

Goal 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.

Goal B Outcomes

1. Create innovative learning environments based on theories of positive education and talent development to promote intellectual, social, and emotional growth.
2. Effect positive change in diverse educational contexts by applying advanced theoretical perspectives to problems of practice.

Goal C. Lead multi-disciplinary teams to collect evidence and creatively problem solve approaches to meet the needs of cognitively/neuro diverse students.

Goal C Outcomes

1. Lead team meetings to analyze data to create meaningful and personalized strength-based, talent-focused plans for cognitively diverse persons.
2. Employ creative problem-solving practices and skills to develop innovative solutions to support diverse learning styles and cognitive profiles.
3. Participate with colleagues in broadening perspectives and improve educational outcomes for neurodiverse learners through a positive lens.

Goal D. Critique, understand, and conduct high quality education research and link it to policy and practice.

Goal D Outcomes

1. Use systematic inquiry to evaluate the effectiveness of innovative approaches and address problems of practice.
2. Identify issues of social justice and fairness within a learning environment and conduct inquiry to examine causes and suggest strategies for improvement.
3. Develop policy to support strength-based, talent-focused approaches to education.
4. Empower a community of professionals to effect innovative change for institutions that serve cognitively/neurodiverse learners.
    a. Submit grant proposals to sponsor research and program development.

All Program Outcomes align to Professional Standards of National Association for Gifted Children (NAGC), Council for Exceptional Children (CEC), CA Professional Standards for Education Leaders (CPSEL)

Three Frames of Study

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

1. **Cognitively Diverse Minds: The Complexity of 2e** in schools and society focusing on the celebration of cognitive / neurodiversity
2. **Leadership for Innovation** in policy development for innovative schools and programs
3. **Curriculum and Instruction for Innovation -** Implementation of strength-based, talent-focused pedagogy

These frames serve as lenses for understanding varying dimensions of issues facing the educational system. Students' coursework, readings, and assignments develop an understanding of these frames and their interconnection. Most students' Capstone Projects relate 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 or more of these fields: Education of the Gifted and Talented, Social and Emotional Learning, Counseling, Psychology, Special Education, Curriculum and Instruction, Educational Psychology, and 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 teaching will be required to participate in a three-day workshop on online teaching provided by the Provost's office or be provided a teaching assistant to support course delivery.

The core faculty members for the Doctor of Education Program have helped define the Vision and Mission of the Doctor of Education Program, develop program outcomes, and curriculum. Once these were determined, faculty members submitted drafts of syllabi in their area of expertise and made revisions according to the criteria established by the Academic Affairs Committee. Members of the core faculty will teach at least one course a year in the program and serve on the Advisory Committee for the Ed.D. Program.

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 in which 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 will use online tools to communicate and collaborate over their time in the program.

The highlights of the design include the following:

- 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.
- We boast an outstanding faculty who represent 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 in Cognitive Diversity Program: Phases (I - III) 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 the education of twice exceptional students with cognitive/neurodiversity.

Benchmarks: Phase I Review (18 credits).

- Personal statement of goals and desired internship experiences
- Awarded Certificate of Specialization in Twice Exceptional Education by successfully completing four core courses and a clinical practicum
- Plan of study submitted and approved through Year 2

Phase II: Completion of the research sequence (Years 2-3) and advanced courses in understanding neurodiverse 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.

This stage concludes with students completing CAP 991 and CAP 992, earning approval for their Proposal for the Problem of Practice by their committee and the IRB and passing the comprehensive exam.

Benchmarks: Phase II Review

- Completion of internship (3-9 credits as approved by advisor)
- Defense of Comprehensive Exams
- Selection of Doctoral Committee
- Proposal accepted by committee including positive review by the Institutional Review Board of the Graduate School (IRB)
- Course work completed except for CAP 993 & CAP 994 (Directed Research).

Phase III: Completion of the Capstone Problem of Practice Dissertation

This phase begins with advancement into dissertation candidacy and continues through the candidate's implementation of their Problem of Practice Capstone accordance the Guidelines set forth by the Bridges Graduate School. They will be guided by their Capstone advisor to complete the objectives stated in CAP 993 & CAP 994. 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 and described in the Problem of Practice Capstone Guidebook

Benchmarks: Phase III Review

- Completion of (CAP 993 & CAP 994) Problem of Practice
- Oral defense of project
- Final approval by Committee
- Upload project to dissertation site
- Review of transcript and requirement by Academic Provost for approval for graduation.
- Graduation

Curriculum Design

The curriculum design of 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 600 level. Doctoral students will have additional requirements in each of

these foundational courses to acculturate them to more advanced outcomes. These assignments may include, readings, preparing a manuscript for publication, or creating an annotated bibliography of scholarly work related to the course objectives.

The Plan of Study outlines the coursework, professional experiences, and 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 doctoral student and her academic advisor 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 a minimum of 60 credits beyond the Master's degree.
- Must Include at least 9 credits of advanced work (courses at 700 level) in a specialty area. related to the three alternatives listed above **or** an advanced internship experience **or** independent study work with a 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 Equity and Social justice** [JL1] **in Schools and Society focusing on the Celebration of Cognitive /neurodiversity. (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 600 level (**12 credits)** in the areas of cognitive diversity and a practicum experience **(3 credits)**.
- **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 in Directed Research. **12 credits.**

Plan Of Study Ed.D.

BRIDGES GRAD SCHOOL
EDUCATING THE EXCEPTIONAL²

Plan of Study Ed.D.
Courses 3-7 must be taken in sequence*
*This suggested sequence may be modified with the permission of your academic advisor

#	Course #	Course Name	Date	Grade	Credits
1	SEM 710	Doctoral Seminar #1			
2	RES 711	Principles of Research Design			
3	CDL 611	Introduction to Cognitively Diverse Minds: A World of Learning Differences			
4	CDL 612	Conceptions of Giftedness: From Theory to Practice			
5	CDL 613	Complexities of Twice Exceptionality			
6	IEC 611	Cognitive Diversity And the Strength-Based, Talent-Focused Education			
7	EXA 800	Clinical Practicum			
8	SEM 720	Doctoral Seminar #2			
9	IEC 621	Foundations of Creativity			
10	RES 721	Quantitative Methods			
11	IEL 722	Creating Strength-Based, Talent- Focused Programs: Innovative Entrepreneurship for Cognitive Diversity			
12	RES 722	Qualitative Methods			
13	CDL 723	Social and Emotional Diversity			
14	CAP 991	Directed Research Part 1 - Proposal Development (1) IRB Training, Doctoral Advisor and Committee Selection			
15	700 level Elective	Choose 1 as offered • CDL, IEC, IEL 700: Independent Study (with permission only) • CDL 703: Mindfulness Theory and Its Application to the 2e Student • IEC 722: Innovative Uses for Technology • IEC, IEL 731: Talent Development for Diverse Minds: Programs and Strategies • IEL 734: Program Evaluation And Modification • IEC, IEL 732 Curriculum Leadership • IEC, IEL 733: Educational Leadership and Organizational Management Theory for Dynamic Schools			

SAMPLE

Graduation Requirements

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

Course Sequence for The Doctor of Education (Ed.D.) Program

Year	Summer Semester In Residence (2 weeks)	Fall Semester On Line	Spring Semester On Line
1	**(Residency 1)** SEM 710: Doctoral Seminar #1 RES 711: Principles of Research Design	CDL 611: Introduction to Cognitively Diverse Minds: A World of Learning Differences. CDL 612: Conceptions of Giftedness: Theory to Practice	CDL 613: Complexities of Twice Exceptionality IEC 611: Cognitive Diversity and Strength-Based, Talent-Focused Education
	Total Credits: 6	**Total Credits: 6**	**Total Credits: 6**
		At the end of Year 1 Ed.D. Students = 18 Credits	
2	**(Residency 2)** **SEM 720:** Doctoral Seminar #2 (includes Problem of Practice and Internship Planning) **EXA 800**: Clinical Practicum	**IEC 621**: Foundations of Creativity **RES 721:** Quantitative Methods	**IEL 722**: Creating Strength-Based, Talent-Focused Programs: Innovative Entrepreneurship for Cognitive Diversity **RES 722:** Qualitative Methods
	Total Credits: 6	**Total Credits: 6**	**Total Credits: 6**
		At the end of Year 2 Ed.D. Students = 36 Credits	

3	**(Residency 3)** **CDL 723:** Social-Emotional Diversity **CAP 991**: Directed Research Part 1 - Proposal Development (1) IRB Training, Doctoral Advisor and Committee Selection	**Elective** 3 credits (700 level) **Elective** 3 credits (700 level) Proposal Defense Meeting	**EXA 850 Internship** (3 -9 Credits). (If 9 credits are desired over two semesters, the extra 6 credits can be substituted Total Credits 6. (Should be completed this semester) **Comprehensive Exams completed** (All coursework completed) **File for Candidacy** (Comprehensive exams passed and proposal approved) **CAP 992: Directed Research Part 2:** Proposal Defense and IRB approval (Chapters 1- 2). The Proposal defense cannot be scheduled until all coursework above is completed and a comprehensive exam is passed.
	Total Credits 6	**Total Credits: 6**	**Total Credits: 6**
At the end of Year 3 Ed.D. Students = 54 Credits All courses completed except Directed Research			
4	**CAP 993: Directed Research Part 3:** Data Collection and Data Analysis Chapters 3- 4)	**CAP 994: Directed Research Part 4:** (Chapter 5), Oral Defense - Paperwork Completion	**CAP 995: Directed Research Part 4:** Continuing Registration (as needed)
At the end of Year 4 **Ed.D. Students = 60 credits minimum** **Graduation**			

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.

Carnegie Standards	**Graduate School Guiding Principles**	**Graduate School Values**	**Ed.D. Program Outcomes** (See alignment of Program Outcomes to National Standards in Appendices A-D of Curriculum Overview Section)
Problem of Practice is based on an area of concern within the domain of cognitive diversity within the doctoral candidate's context.	1. Construct and apply knowledge to make a positive difference in the lives of cognitively/ neurodiverse individuals, their families, and the organizations and communities in which they live and work.	***Pursuit of Ideas*** • in-depth inquiry within a discipline or field ***Development of Expertise*** • as designers of new research, policy, and practices ***Cultivation Commitments*** • to address evolving issues in the education of underserved learners ***Engagement of Imagination*** • to identify novel ideas and important questions that shape the field	4 Critique, understand, and conduct high-quality education research and link it to policy and practice.
Problem is addressed by using relevant theories of leadership and review of literature of related issues, constructs, and theories.	Are grounded in research and develops a professional knowledge base that integrates both practical and research knowledge, [JL5] that links theory with systemic and systematic inquiry.	***Pursuit of Ideas*** • synthesis of concepts and principles across disciplines and fields ***Cultivation Commitments*** • to expand intellectual pursuits • to ensure professional ethics and responsibility	4. Critique, understand, and conduct high-quality education research and link it to policy and practice.

Application of appropriate models to address the Problems of Practice.	4. Creatively solve problems in field-based situations to analyze problems of practice and use multiple frames to develop meaningful solutions.	***Pursuit of Ideas*** • in-depth inquiry within a discipline or field ***Development of Expertise*** • as designers of new research, policy, and practice ***Cultivation Commitments*** • to ensure professional ethics and responsibility ***Engagement of Imagination*** • to generate innovative methods, practices, and solutions • to visualize future directions	4. Critique, understand, and conduct high-quality education research and link it to policy and practice.
Use of appropriate data collection methods and analysis techniques.	3. Use relevant pedagogical 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.	***Pursuit of Ideas*** • in-depth inquiry within a discipline or field ***Development of Expertise*** • as designers of new research, policy, and practice ***Cultivation Commitments*** • to ensure professional ethics and responsibility	4. Critique, understand, and conduct high-quality education research and link it to policy and practice.

Explain findings and issues that underlie problems and solutions.	4. 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[JL6].	***Pursuit of Ideas*** • 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	4. Critique, understand, and conduct high-quality education research and link it to policy and practice.

Suggest an action plan that is acceptable to stakeholders[JL7]	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	***Development of Expertise*** • 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	4 Critique, understand, and conduct high-quality education research and link it to policy and practice.

Course Descriptions of the Ed.D. Program

SEM 710: Doctoral Seminar #1

Doctoral seminar expands over a two-year period through two phases SEM 710 and SEM 720 and meets one full day per month over the course of fall and spring semesters. The seminar consists of two components: explorations of critical issues in the field of cognitive diversity and twice exceptional education and skill development laboratory. Seminar topics are introduced by guest speakers and the professor who will engage students in lively discussions as they explore, critique, and synthesize critical issues in the fields of cognitive diversity, neuroscience, psychology, and education such as advocacy, mental health, social, emotional, and cognitive development, positive and humanistic psychology. The writing laboratory component will support students in the development of their writing and communication skills, professional portfolio development, and identification of a problem of practice in the field of cognitive diversity over the course of two years. The expectation is that all students will have at least two manuscripts that they submit for publication by the end of the two years. **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 are 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 611: Introduction to Cognitively Diverse Minds: A World of Learning Differences
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 612: Conceptions of Giftedness: From Theory to Practice
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 613: 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

IEC: 611 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**

EXA 800: Clinical Practicum

Doctoral students will engage in a clinical experience under the supervision of an educational therapist and expert in gifted education. 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 includes both assignments completed before arrival on campus and specific activities on campus. Candidates will present a study of a twice exceptional individual using the Suite of Tools Process during a child study session, develop a personalized student talent plan, report findings and recommendations to school or family. In addition, when on campus, candidates will attend seminars, observations, and workshops as well as develop and present a workshop to other professionals. 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. This course is completed independently and in residence for a total of 135 hours. **3 credits**

SEM 720: Doctoral Seminar # 2

Doctoral seminar expands over a two-year period through two phases SEM 710 and SEM 720 and meets one full day per month over the course of fall and spring semesters. The seminar consists of two components: explorations of critical issues in the field of cognitive diversity and twice exceptional education and skill development laboratory. Seminar topics are introduced by guest speakers and the professor who will engage students in lively discussions as they explore, critique, and synthesize critical issues in the fields of cognitive diversity, neuroscience, psychology, and education such as advocacy, mental health, social, emotional, and cognitive development, positive and humanistic psychology. The writing laboratory component will support students in the development of their writing and communication skills, professional portfolio development, and identification of a problem of practice in the field of cognitive diversity over the course of two years. The expectation is that all students will have at least two manuscripts that they submit for publication by the end of the two years.

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**

IEC 621: Foundations Of Creativity
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 722: Creating Strength-Based, Talent- Focused Programs: Innovative Entrepreneurship for Cognitive Diversity
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 (1)
This is the first of a 4-course sequence leading to the completion of the capstone project. Dissertation preparation. This in-person course is designed to have students complete Chapters 1 and 2 of their Capstone Problem of Practice Dissertation or Project After completion of CAP 991, students meet independently with their Capstone advisor and committee to complete each of the following courses. There is a syllabus for each course. The advisor submits a grade of P, I, or F at the completion of the requirements in the syllabus for

that course. Each of the courses should not exceed one semester (A & B) but may be completed earlier. **3 Credits**

CDL 723: 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 the 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**

PROBLEM OF PRACTICE PROPOSAL DEFENSE--THIS IS DONE ONLINE WITH A COMMITTEE

CAP 992: Directed Research Part 2: Proposal Defense and IRB approval (Chapters 1- 2)
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 Completion, Proposal Defense, and IRB approval. **3 credits**

EXA 850: Doctoral Internship
Internship experiences are designed by students after they receive their Certificate in Twice-Exceptional Education and attend an internship workshop overview given once a semester. Students discuss their goals and a concentration area in which they are developing expertise with their academic advisor. Together they discuss possibilities and available opportunities. When the student has a focus or an idea, he or she makes an appointment with the Internship coordinator who will apprise the student of the process to be followed in securing the internship, completing the internship contract, and engaging in the internship. Specific information is found in the Internship Classroom.

** 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 for assistance.*

CAP 993: Directed Research Part 3: Data Collection and Data Analysis (Chapters 3- 4)
This is the third of a 4-course sequence leading to the completion of the problem of practice Research Study. This course should focus on Implementation, data collection, and Chapters 1-3 completed/ PoP project- implementation of project. **3 Credits**

CAP 994: Directed Research Part 4: (Chapter 5), Oral Defense - Paperwork Completion
This is the fourth of a 4-course sequence leading to the completion of the Problem of Practice Capstone dissertation or project including the Oral Defense. In this course students are to 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. With committee's approval students will schedule and participate in their oral defense of their Problem of Practice Capstone. **3 credits**

If more than a semester is needed to complete this requirement, students will need to register for CAP 995.

CAP 995: Directed Research Part 4: Continuing Registration (as needed)
This is a repeat of CAP 994 if more than a semester is needed for the completion of the Problem of Practice Capstone dissertation or project including the Oral Defense. In this course students are to 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. With committee's approval students will schedule and participate in their oral defense of their Problem of Practice Capstone. **3 credits**

ELECTIVES

Cognitively Diverse Minds: The Complexity of 2e (CDL).

CDL 700: Independent Study
Topics for exploration are decided between the candidate and the advisor relating to a specific area of interest in cognitive diverse learners. **1- 6 credits**

CDL 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: 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 the 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**

CDL 740: Cultural Diversity / Neurodiversity: Addressing The Needs Of 2e Culturally Diverse Students
This course will provide an opportunity to explore how societal response to culture impacts the lives of diverse learners with multiple exceptionalities. Major topics covered in the course include but are not limited to an examination of cultural difference, systemic biases, intersectionality, and other salient issues. Students will learn how developing culturally responsive instructional and support strategies will enhance the learning experience and school outcomes for 3e learners and provide substantive support for their families and other advocates.

Curriculum and Instruction for Innovation

IEC 622: Innovative Uses for Technology
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 700: Independent Study

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

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 the 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 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 740: Cultural Diversity / Neurodiversity: Addressing The Needs Of 2e Culturally Diverse Students
This course will provide an opportunity to explore how societal response to culture impacts the lives of diverse learners with multiple exceptionalities. Major topics covered in the course include but are not limited to an examination of cultural difference, systemic biases, intersectionality, and other salient issues. Students will learn how developing culturally responsive instructional and support strategies will enhance the learning experience and school outcomes for 3e learners and provide substantive support for their families and other advocates.

Leadership for Innovation

IEL 700: Independent Study
Topics for exploration are decided between the candidate and the advisor relating to a specific area of interest in cognitive diverse learners. **1-6 credits**

IEL 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 the 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**

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3 credits

IEL 733: 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 the 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 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 evaluation. 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 a hypothetical evaluation proposal. **3 credits**

IEL 740: Cultural Diversity / Neurodiversity: Addressing The Needs Of 2e Culturally Diverse Students

This course will provide an opportunity to explore how societal response to culture impacts the lives of diverse learners with multiple exceptionalities. Major topics covered in the course include but are not limited to an examination of cultural difference, systemic biases, intersectionality, and other salient issues. Students will learn how developing culturally responsive instructional and support strategies will enhance the learning experience and school outcomes for 3e learners and provide substantive support for their families and other advocates.

Comprehensive Examination

The purpose of the comprehensive examination is to (a) build professional capacity, (b) evaluate your preparedness to conduct an 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 a manner that is relevant, authentic, and 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 reflects a range of research traditions and
- a deep regard for the potential and limitations of the 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 five elements:

A. **Publishable Manuscript and Book Review.** 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. A second manuscript is a critical review of a book relevant to the field.

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.[JL8]

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, (c) compose scholarly prose that is genre-appropriate and clearly written for the intended audience., and produce materials that can advocate for cognitive diversity by creating awareness.

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 / Comprehensive Exam

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 could occur during the Summer Residency, typically in Year 3, or it can be conducted virtually.

Bridges Graduate School's Educational Doctorate Program uses a comprehensive exam, a qualifying exam and Problem of Practice Capstone Project dissertation to assess the degree to which students can provide theoretical rationale for their work. These rationales both in writing and during the oral segments of the comprehensive exam and the oral defense of the Problem of Practice proposals (qualifying exam) and dissertation allow faculty to assess students' mastery of content, analytic thinking skills and synthesis of ideas.. A panel of at least three faculty members are present at these oral defenses and questions the students about their arguments and understanding of the scholarly work in the field of study. In addition, students are expected to present scholarly arguments citing appropriate research support. These faculty members are those on the students' academic and capstone advisory committees and thus well-positioned to judge the degree to which students understand scholarly work in their area of study.

The purpose of the qualifying examination is to assess whether the student is capable of conducting graduate research based on evidence of critical thinking skills, understanding of the scientific method, and knowledge of relevant subject matter. At Bridges Graduate School, students' show these abilities by successfully defending their Capstone Problem of Practice Proposal. This occurs when their Capstone Primary Advisor and associate committee members deem the graduate student ready to present the proposal.Defense Meeting.

The committee of three advisors, as well as two readers should be involved. The student conducts a 20-30 minute overview of their Problem of Practice Study. The committee asks questions and engages in discussion around the implications and next steps for the work and the student. After the presentation, the committee will ask questions and make recommendations as necessary. Then determine the outcome

- Accept.

- Accept with minor revisions. The student will work with the major advisor to address the issues and resubmit it for approval signatures.
- Accept with significant revisions. The student makes the necessary revisions and resubmits to the Committee and Academic advisor for review.
- Not accept. The student is required to rewrite the proposal and with Advisory Committee approval resubmit it for a second defense with the full committee.

Once the student has completed all coursework, their comprehensive exam and successfully passed his qualifying exam (proposal defense), she applies for candidacy.

Capstone Project: Problem of Practice Research

The Problem of Practice (PoP) 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, policymakers, or researchers interested in educational leadership and policy.

In the 2nd summer of their program (beginning of Year 2), the doctoral student will register for Doctoral Seminar II where they will be guided in choosing a problem to be approved by their advisor and the course instructor. Coursework 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 Oral Defense Meeting

The Proposal Oral 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 slide presentation and verbally convey 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 Doctoral Studies of the Graduate School. Once approved, it is the responsibility of the doctoral candidate to submit their proposal protocol for research to the PoPInstitutional Review Board (IRB) through the Office of the Dean of Doctoral 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 of Doctoral Studies as it must be filed with the Proposal Approval Form.

Capstone Project

Students typically spend 2-4 months collecting data on their PoP. 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.

Similar to the PoP Proposal development, 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 PoP.

Problem of Practice 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.

There are four courses that guide students through the dissertation process.
These are taken as an independent study guided by their major Problem of Practice advisor.

- Proposal preparation and defense (CAP 991 & Cap 992)
- Implementation / data collection phase and completion of Chapter 1,2 of the dissertation (CAP 993)
- Data analysis and interpretation completion of Chapter 3, 4 (CAP 994)
- Findings and recommendations and completion of Chapters,5 and oral defense preparation (CAP 994)

Once the committee feels the student is ready for his or her defense, the student schedules the 90 minute meeting with the Dean of Doctoral Studies and committee members.

Defense Meeting

The committee of three advisors, as well as two readers should be involved. The student conducts a 20-30 minute overview of their Problem of Practice Study. The committee asks questions and engages in discussion around the implications and next steps for the work and the student. After the presentation, the committee will ask questions and make recommendations as necessary. Then determine the outcome

- Accept--
- Accept with minor revisions-- The student will work with the major advisor to address the issues and resubmit it for approval signatures.
- Accept with significant revisions-- The student makes the necessary revisions and resubmits to the Committee and Academic advisor for review.
- Not accept-- the student is required to rewrite the dissertation and with Advisory Committee approval resubmit it for a second defense with the full doctoral program committee.

Benchmarks

The pursuit of this degree program proceeds through four phases as outlined below. Each phase concludes with a series of benchmarks. This review is done by student's advisors at each stage.

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

Benchmarks:

Phase I Review (18 credits).

- Personal statement of goals and desired internship experiences (Student coursework submission) In student folder)
- Awarded Certificate in Twice-Exceptional Education by successfully completing four core courses and a clinical practicum (documented on transcript)
- Plan of study submitted and approved

Phase II: Completion of the research sequence (Years 2-3) and advanced courses in understanding neurodiverse 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 in an area of specialization through related elective courses, independent study(ies), or advanced internship as approved by their advisor.

Benchmarks: Phase II Review

- Approval of the Problem of Practice idea (Professor for SEM 720)
- Completion of internship plan (3-9 credits as approved by advisor)
- Defense of Comprehensive Exams (Fall semester, year 3)
- Selection of Doctoral Committee (shown on Plan of Study)

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) (filed with Provost)
- Acceptance into Candidacy by the Graduate School (letter from Provost)
- Course work completed except for Directed Research (Transcript)

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 accordance with the 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.

Benchmarks: Phase IV Review

- Completion of Problem of Practice Inquiry and announcement of oral defense date (submitted to Dean of Doctoral Studies for inclusion in student folder).
- Oral defense of project with final approval by Committee (approval page signed and submitted to Provost)

- Upload project to dissertation site
- Review of transcript and requirement by Provost for approval for graduation.
- Graduation (on transcript)

A final review is conducted by the registrar to assure coursework is completed, grade point average is at least 2.0, plan of study completed, and the documents required at the end of each phase are available and in the student's folder.

Notice to Prospective Doctoral Degree Program Students

This institution is provisionally approved by the Bureau for Private Postsecondary Education 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 (916) 574-8900 or (888) 370-7589 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 2021, and full accreditation by 2024.

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.

This statement is printed several times in this catalog and is required by the Bureau Of Private Postsecondary Education. A signed dated copy is included in the enrollment agreement.

VII. Admissions

The Admissions Policy is a complex and ever changing document dependent on Federal, State and Accreditation Standards. The best source of information on the current Admissions Policy is found at this link.

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 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 the 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

Application materials may be requested from the Director of Admissions.

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 Director of Admissions.

Students are notified of their acceptance or denial by the Director of Admissions via email within 45 calendar days of application completion.

International Applicants

Students who have earned any degree in a country other than the United States or Canada may be required to have their transcripts and or program assessed by an appropriate educational service for a comprehensive course-by-course evaluation, if required by the admissions committee. This report will determine if the student completed the equivalent of a U.S. degree. Prospective international applicants should contact the Director of Admissions with questions and for assistance.

Application Deadline

Application for graduate admission is ongoing, although prospective students are encouraged to apply *on or before April 1st.* See the Calendar in this catalog. Generally speaking, Doctoral students start their program of study in June of each year and Certificate and Masters students start in July.

Transfer of Credit

Students who wish to use transfer credits toward any of the graduate programs must make this request at the time of the initial application. The amount of graduate credit transferable into the master's or doctoral degree program from other accredited institutions is limited to nine-semester credits. Transfer credit is not accepted for the certificate program.

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 Director of Admissions.

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.

See additional information in the Transfer Credit Policy in Section VIII below.

Acknowledgement of Prior Coursework Competencies

If an applicant's previous graduate coursework includes any of the basic required courses in a plan of study, the applicant may request to substitute an elective course or courses for the same amount of credit. These requests are to be submitted in writing with the application and may be approved by the Academic Affairs Committee upon demonstration of competency in that area.

Admission of Candidate with a prior Doctoral Degree

Students who already hold a doctoral level degree are not admitted and duplication of degree or admission to a lesser degree is not permitted. However, in extraordinary circumstances, the candidate may request an exception from the Provost. The candidate must demonstrate that the second degree field of study and program are distinctly different from that of the original degree and that there is a professional or scholarly purpose that requires this second degree.

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 Director of Admissions.

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.

Contingent Admission

Official transcripts are required for admission to the Graduate program. In unusual and rare cases, students can be admitted to the program contingent upon receipt of the transcripts. But the official transcript must be received by the end of the first enrolled semester or the student is not permitted to register for the next academic semester. So, a maximum of 6 credits could be earned contingently. If no transcript is received by the end of the first semester, the student will be dismissed from the 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 and the United States Department of State web site at https://travel.state.gov/content/visas/en/study-exchange/student.html

Language Proficiency

All candidates to any educational program at The Bridges Graduate School are expected to be fluent in the English Language. Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:

Master's Degree or Certificate: A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet-Based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic Score Report; 100 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

Doctoral Degree: A minimum score of 65 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet-Based Test (iBT); 6.5 on the International English Language Test (IELTS); 58 on the Pearson Test of English Academic Score Report; 105 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

Any applicant with questions about English Language proficiency is encouraged to contact GradAdmissions@Bridges.edu for more information. See the Admissions Policy for additional information.

English language services, including instruction such as ESL, are not provided.

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's Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

VIII. Grade Policies (GPA)

Purpose

This policy will provide information on Satisfactory Academic Progress, our system for assigning letter grades, calculating Grade Point Averages (GPAs), changing grades, incomplete courses, and repeating courses.

Satisfactory Academic Progress (SAP)

SAP standards ensure that you are successfully completing your coursework within an expected timeframe. All students must meet SAP standards. If you fail to meet SAP standards, you will be subject to academic probation and your financial assistance may be impacted. If you do not return to good standing within the set timeframe, you will be suspended. Your academic performance must meet the SAP standards below.

SAP Criteria

Bridges Graduate School's Satisfactory Academic Progress Policy evaluates both the qualitative (grade-point average) and quantitative (credit hours completed) standards within the maximum timeframe for completion. The following three requirements must be met to maintain Satisfactory Academic Progress:

- Grade Point Average: Students must maintain a minimum cumulative GPA of 3.0.
- Completion Pace: Students must successfully earn at least 67% of the semester credit hours they attempt.*
- Maximum Timeframe: Students must successfully complete all program requirements within the maximum time frame:
    - Certificate in Twice-Exceptional Education: 2 years from the date of enrollment in the first course.
    - Master of Education (M.Ed.) in Cognitive Diversity: four years from the date of enrollment in the first course.
    - Doctor of Education in Cognitive Diversity (Ed.D.): six years from the date of enrollment in the first course.

*Completion pace is the percentage of semester credit hours completed divided by the semester credit hours attempted. Semester credit hours are considered earned when a student earns the following final course grade: a B- or above, S (Satisfactory), or SD (Satisfactory with Distinction). Semester credit hours are considered attempted but not earned when a student earns the following final course grade: C+ or below, I (incomplete), IP (In Progress), W (withdrawn), U (Unsatisfactory). When students repeat a course for grade improvement, the new grade earned replaces the previous grade for cumulative GPA

calculations, but both the original attempt and course repeat are included in completion pace calculations.

SAP Review and Academic Probation

Beginning with enrollment or matriculation and at the end of each semester, the Registra reviews students' progress. Students who are not meeting Satisfactory Academic Progress policy requirements are placed on Academic Probation and are required to meet with their Academic Advisor and the Provost to discuss steps the student must take to return to good standing. An Academic plan is put in place that is monitored by the Academic Advisor until the Student returns to good standing. While on Academic Probation, students are encouraged to seek academic support from the Provost's office. Academic Support available to students - which may be required or recommended depending on students' Academic Plan - include:

1. Recommending a study group within the Class at issue.
2. Seeking and being assigned to the school's Educational Therapist for Executive functioning advice and recommendations.
3. Attend office hours offered by the professor to set up a plan for success.
4. Determine a schedule for more frequent meetings with a Dean or Provost for time management assistance.
5. Working with an advisor with weekly meetings to stay on track.

Students who fail to improve their Satisfactory Academic Progress within one year of being placed on Academic Probation will be academically dismissed from the institution. Dismissed students who would like to return to their studies, must meet with the Provost to discuss readmission procedures. According to the Bridges Graduate School Readmission Policy

Readmitted students may be placed on a Readmission Contract to monitor their Satisfactory Academic Progress for the first semester. Students who fail to meet the terms of this contract will be dismissed from the School and will not be eligible for readmission. Readmission to Bridges Graduate School is not promised.

Exception to Satisfactory Academic Progress Policy

If students have circumstances that may warrant special consideration, they can submit an Exception Request Form to the Provost and Academic Advisor to request an exception to the academic disciplinary measures required as part of the Satisfactory Academic Progress Policy and this Grading Policy. In some extraordinary circumstances, and in accordance with the procedures outlined in the Exception to Satisfactory Academic Progress Policy, students may be granted an exception to the one-year academic dismissal requirement if they can demonstrate that they are making progress towards achieving Satisfactory Academic Progress prior to program completion.

Grading Policy

Purpose

This policy provides guidance on assigning letter grades, calculating Grade Point Average (GPA), changing grades, incomplete courses, and repeating courses.

Letter Grading System

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.

Standards for Student Achievement

Students must maintain a cumulative grade point average of at least a 3.0 on a 4.0 scale. No course may drop lower than B- to receive credit. Courses are given letter grades and qualitative equivalents as described below in the table below.

Grading System	
A= Superior	Passing Grades that impact CGPA and Completion Pace
A- = Above Average	
B+ = Above Average	
B = Average	
B- = Below Average	
C+ = Unacceptable	Failing Grades that impact CGPA and Completion Pace
C = Unacceptable	
D+ = Unacceptable	
D = Unacceptable	
D- = Unacceptable	
F = Failure or unofficial withdrawal	
P = Pass	Passing Grades that do not impact CGPA, but do impact Completion Pace
NP = Not Passed	Failing Grades/Designations that do not impact CGPA, but do impact Completion Pace

W = Withdrawn	Temporary or ancillary grade designations.
I = Incomplete	
IP = In Progress	
N = Administratively Pending	
NR = No Grade Reported	
NW = No Work Submitted	

P (Passed), and NP (Not Passed) grades are reserved for doctoral and master's capstone courses (indicated by the CAP course code), or other field experience, such as the doctoral internship, (EXA 850) that is not suitably evaluated using standard letter grades. P and NP 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 or other conflicts) and only when the instructor and the academic advisor or Provost has been properly notified and approves. The student must complete course requirements and the instructor must submit a grade change by the 10th week of the following semester or under special circumstances approved by the Provost and requested by the student, the student may choose to complete the course at the next regularly scheduled opportunity. There will be no additional tuition charge but the student will be required to pay fees for the second attempt at the same course. If these conditions are not met 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 Provost 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.

Grade Point Average (GPA) 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. 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:

Grade 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	

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 circumstances resulting in an incorrect grade, a request for a grade change must be submitted by the instructor, with full written justification, to the Provost. 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 Provost. The Provost must approve all grade changes and file the change in the student's record.

Repeating Courses

A student may repeat a given course once for which a grade of less than B- was earned. Courses with letter grades A through B- cannot be repeated. The repeated course must have the same prefix, number, title, and credit. The repeated course must be taken at The Bridges Graduate School. Students may repeat a maximum of two courses.

When a student successfully earns a passing grade (B- or above) in a repeat course, the passing grade will replace the original grade in CGPA calculations. Both attempts will be considered in Completion Pace calculations. For non-letter grade courses (graduate theses and field experiences), a passing grade of S will replace a U grade. In this case, the original U and the replacement S will have no impact on CGPA, but both attempts will be considered in Completion Pace calculations. All grades remain on the permanent transcript record.

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

Auditing a Course

Bridges Graduate school is committed to lifelong learning. We believe in the enhanced quality and experience of a collaborative learning environment, So with the permission of the Provost and the faculty member teaching the class it is possible for a Bridges Graduate School student to audit a class. Auditing a course means that a student in any program can attend class meetings and have access to course materials but they need not complete assignments and other coursework. The instructor will request the auditing student to participate in class as directed depending on the needs of the instructor. Their participation will be acknowledged with an "AU" on their transcript but they will not receive credit for the course. Auditing students must pay an Audit fee of 35% of the current tuition and fees to attend. With the instructor's and the Provost's approval graduates of the doctoral program of the BGS doctoral program are invited to participate without cost.

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 acknowledgment 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. A 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.

Grade Submission Guidelines and Deadlines

The instructor in charge of a course is responsible for determining the grade of each student in the course. The standards for evaluating student performance is based on the course description as approved by the appropriate course committee.

The instructor must submit their final grades to the Registrar within 10 business days of the last day of the course. Grades must be submitted by logging the students' grades on the grade sheet. The grade sheet is sent to the instructor by the Registrar two weeks prior to the first day of the course. Instructors are notified by the Registrar with the grade submission deadline on the last day of the course. Instructors must notify the Registrar via an email that their grades have been submitted on the grade sheet.

Professors are asked to utilize the features of Google Classroom.

Google Classroom gives instructors a repository for their course material. Some of the features inside Google Classroom include discussion boards, blogs, wikis, and journals, the ability to create assignments and assessments, weblinks, modules, embed videos or audio files, a home page with information, notifications, and other things for your student's use. There is a grade center and students have a page where they can view their posted grades, upcoming items, and schedules. Grades should not be submitted by email. Instructors must use the Google Classroom grading features. Final Grades must be submitted to the registrar within 10 day of the close of the course.

Final Grade Auditing Policy

Once final grades have been posted by the instructor, the Registrar conducts a formal audit of the final grades and is overseen by the Provost. The Registrar cross references the final grades posted by the instructor for the students to view in Google Classroom with the final grades the instructor submitted to the Registrar. The Registrar notifies the Provost of any discrepancies between the posted grades in Google Classroom and the final grades formally submitted to the Registrar.

Transfer of Credit

Students who wish to transfer credits toward any of the graduate programs must make this request at the time of the initial application. The amount of graduate credit transferable into the master's or doctoral program from other accredited institutions is limited to nine semester credits. Transfer credit is not accepted for the certificate program.

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. Transfer of courses completed after a student is admitted to a graduate program must be approved in advance in writing by the Provost.

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.

See additional information in the Transfer Credit Policy below.

Acknowledgement of Prior Coursework Competencies

If an applicant's previous graduate coursework includes any of the basic required courses in a plan of study, the applicant may request to substitute an elective course or courses for the same amount of credit. These requests are to be submitted in writing with the application and may be approved by the Academic Affairs Committee upon demonstration of competency in that area.

Admission of Candidate with a prior Doctoral Degree

Students who already hold a doctoral level degree are not admitted and duplication of degree or admission to a lesser degree is not permitted. However, in extraordinary circumstances, the candidate may request an exception from the Provost. The candidate must demonstrate that the second degree field of study and program are distinctly different from that of the original degree and that there is a professional or scholarly purpose that requires this second degree.

Transfer Credit Policy

An online copy of the catalog and transfer credit policy are available here: **https://graduateschool.bridges.edu/form-directory/**

Students who wish to use transfer credits toward any of the graduate programs must make this request at the time of the initial application.

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 Provost.

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

[SEE TRANSFER OF CREDIT REQUEST FORM]

Notice:

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

Transfer Credit

Students who wish to use transfer credits toward any of the graduate programs must make this request at the time of the initial application.

The application for transfer credit should be submitted to the Provost and should be accompanied by a copy of the official transcript obtained from the academic department or the Graduate School where the credit was earned. Only graduate work done in residence at another institution may be offered in partial fulfillment of Graduate requirements at Bridges Graduate School, provided it is approved by Provost.

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. No transfer credit hours are accepted for the certificate program. A maximum of 9 graduate-level credit hours of transfer work may be accepted towards the masters or the doctoral degree from an approved regionally or nationally accredited institution upon approval of the academic adviser or Provost. 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, or sealed electronically) 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	=	2/3 (.66) semester hour
2 quarter hours	=	1-1/3 (1.33) semester hours
3 quarter hours	=	2 semester hours

7. Transfer credit requests should be presented for consideration at the time the student applies for admission to the graduate school 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 of Education (M.Ed.), or the Doctor of Education (Ed.D.) will transfer.

IX. 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 the forms section in the back of the catalog. The Provost for the graduate school makes decisions on requests for waivers. The Provost's decision is final. A minimum of one month is necessary to process academic appeals.

B. Student Integrity, Academic Honesty, and Academic Misconduct

Student Code of Conduct

Bridges Graduate School of Cognitive Diversity in Education strives to be an institution of academic excellence. The Graduate School community is diverse by nature and those who choose to become a member of the school's community accept the responsibility of collaborating in order to attain the Graduate Schools' mission as an institution of higher learning. Each member of the community is expected to demonstrate respect for the objectives of the institution and the views shared within the Graduate School's community. In the work and drive to accomplish its goals, community members of Bridges Graduate School members aspire to maintain the following expectations:

1. Maintain and preserve academic integrity by avoiding all forms of intellectual and academic dishonesty.
2. Treat all others with dignity and respect.
3. Demonstrate respect towards the property and rights of others.
4. Demonstrate interest for the well-being and safety of all collaborators (Act with concern for the safety and well-being of all associates.)

Academic Honesty and 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
- A Dean who is appointed by the Provost I
- 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.

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 the 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 Provost 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 the 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 Provost 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 Provost 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 Provost a written request for review of the allegation of academic misconduct *within five (5) working days* of receipt of the Provost’s written notification.

4. The Provost *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 Provost. 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 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 the 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.

IV. 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 Provost. Copies of written permission must be filed in the Office of the Provost. 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 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.

Non-Academic Misconduct and Dismissal Policy

The Graduate School respects the right of students to conduct their own personal lives. This policy governs conduct only to the extent necessary to protect the integrity and proper functioning of the academic and non-academic activities of the Graduate School, the peaceful and safe enjoyment of Graduate School facilities by other members of the Graduate School and the public, the freedom of members of the Graduate School to participate reasonably in the programs of the Graduate School and in activities in or on the Graduate School's premises or to protect the property of the Graduate School or its members.

Professional standards and non-academic conditions that potentially limit admission or could result in dismissal from an Academic unit must be overseen by the Student Affairs Committee and approved by the Office of the Provost.

Students found in violation of the Student Code of Conduct will be considered for dismissal by the appropriate administrative body of the academic unit. Students under consideration for dismissal will be notified, in writing, of the time, date, and location where they may be heard by and present information to the decision making body. The student will be notified of the decision and, if dismissed, of their right to appeal the decision.

The Graduate School may also define standards of professional conduct for students in programs where these are appropriate, and this policy does not replace or supersede such standards. Where alleged conduct is prohibited conduct under this policy and standards of professional conduct in a program, the Graduate School will determine how the allegations will be addressed, which may include under this policy, the standards of professional conduct, or both with such modification to the procedure as appropriate provided they meet the requirements of procedural fairness in the Graduate School context.

Any conduct on the part of a student that has, or might reasonably be seen to have, an adverse effect on the integrity or the proper functioning of the Graduate School, or the health, safety, rights, or property of the University or its members and visitors, is subject to discipline under this policy.

C. Advisement

Bridges Graduate School uses an advisement team model using a combination of faculty and peer advisors. The Provost designates a member of the graduate faculty or a second year doctoral student to serve as an advisor to each of the students and to assist in planning and placement within the course of study of the academic program. The initial academic advisor will be either the Provost or the Chancellor. Additionally each student is then assigned a peer advisor. This peer advisor is a carefully selected second year doctoral student. It is the student's responsibility to seek a conference with the assigned advisor before registration, approval of a plan of study, application to degree candidacy, and application for graduation. If students have questions about their advisor they should contact the Provost.

D. Program Advisory Board

The program advisory board consists of one board for the three programs (Certificate, Master's, and Doctorate programs). This board is chaired by the Provost, and includes faculty advisors, staff and designated volunteer advisors selected by the Chancellor. This board will meet at the request and convenience of the Provost and will offer recommendations and suggestions to and about the respective programs as requested.

E. Attendance Policy / Required Registration

The Bridges Graduate School of Cognitive Diversity in Education requires registration in each semester by all graduate degree and certificate students, with the exception of those students on an approved leave of absence. 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 at their own expense.

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.

In a distance education context, logging into an online class is not sufficient, by itself, to demonstrate attendance by the student. Students must establish a record of

participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:

1. physically attending a class where there is an opportunity for direct interaction between the instructor and students;
2. submitting an academic assignment;
3. taking an exam, an interactive tutorial, or computer-assisted instruction;
4. attending a study group that is assigned by the school;
5. participating in an online discussion about academic matters or
6. initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

1. logging into an online class without active participation or
2. participating in academic counseling or advisement.

Students who have not established attendance/participation in online courses may have unexpected consequences including dismissal from the program.

F. Change of Name, Address

Students are responsible for notifying the Registrar'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.**

G. Confidentiality and Privacy Policy

Members of the Graduate School community are the creators and guardians of many types of information relevant to students, employees, alumni, donors, research sponsors, and others. These members are expected to comply with applicable legal, contractual, and policy obligations to maintain the confidentiality of personally identifiable information and to protect it from improper disclosure. To meet these responsibilities, members of the Graduate School community are expected to follow the School's document preservation and retention guidelines and maintain data security using electronic and physical methods.

Although the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), which is the federal law that protects the privacy of student education records does not directly apply to Bridges Graduate School since the institution is not eligible to participate in

federal funding programs, the School maintains compliance with the regulation. Students have the right to inspect, review, and request copies of their educational records maintained by Bridges Graduate School. The School may require reimbursement of costs to retrieve these records. The Provost and the Registrar comply with these regulations and ensure ongoing compliance.

H. Doctoral Committee Selection Policy & Recommendations

During the first year as a Doctoral Student, the Provost serves as a primary academic advisor to all Doctoral Students.

During the second year or after the student has completed a minimum of 15 Graduate Credits, with the approval of the Provost, Students are assigned a Doctoral advisor based on their interests, studies, and planned future work. Advisors are chosen partially based on the student's interest in curriculum, psychology, or leadership.

Working with that newly assigned advisor, each doctoral student will select a doctoral committee of at least three faculty members that must be approved by both the provost and the Doctoral Advisor.
Doctoral committee members must possess the appropriate credentials, scholarship, experience, and practice in the field of study and should be aligned with the student’s interest in curriculum, psychology, or leadership.

At least one and no more than two members of the doctoral committee should be members of the Bridges Graduate School faculty.

At least two members of the doctoral committee will have earned doctoral degrees from appropriately accredited institutions other than Bridges Graduate School.

All committee members must be qualified in the subject area of the dissertation or research project topic or the problem of practice. It is the responsibility of the Provost to ensure that doctoral committee members possess the appropriate credentials, scholarship, experience, and practice in the field of study.

Bridges Graduate School has final approval for students who nominate faculty or other members to the doctoral committee, which must be approved by the Provost and Dean of Doctoral Studies

The faculty member who has served as your advisor is considered the chair of the Committee. The chair will supervise your thesis, dissertation, or problem of practice work and will typically provide the facilities, support, and supervision necessary to conduct your research.

Students typically have a lot of flexibility when it comes to selecting members of the Committee. Any member of any graduate field may serve on the Committee, with occasional limits imposed on the faculty by the Provost. The Committee Chair must be from your graduate field curriculum, psychology, or leadership. The two other "minor" committee members may come from the Faculty of Bridges Graduate school or may serve as guest or adjunct faculty members. Of these two minor members, both should have a relationship with your field of study and one of them must also have a terminal degree in a related field of study. So, your committee could look like this:

Committee Chair:	Doctorate in your field of study
Member #2:	Doctorate in your field of study
Member #3:	Terminal degree or not in your field of study

Doctoral Committee Policy and Handbook.

I. 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 at 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 through attendance of the first class session or seven days after signing the enrollment agreement, whichever is later. After that date, refunds are processed in accordance with the Refund policy below.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.

J. 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 under its control. The Bridges Graduate School has no responsibility to find or assist a student in finding housing. Students are responsible for their own housing and living expenses while studying at Bridges. 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. Almost all students will need to stay off campus as dormitory space is very limited. Reasonable accommodations can be found nearby for $65 - $150 / night. Students are responsible for their own housing and living expenses while studying at Bridges.

K. 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.
(Technology is reviewed and the technology interview is a part of the online interview by an Admissions officer during the interview and application process.)

L. Finances

1. Fees & Expenses

The schedule of fees published in this catalog is 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 tuition payment is not received by the end of the course in which a student is enrolled, the following consequences take place:

a. The Registrar does not record the student's final course grade on their transcript until the tuition payment has been received.
b. The student is not permitted to register or enroll in any future courses without administrative approval. Contact the Registrar for more information.

3. Student Loans

The Bridges Graduate School does not offer or participate in a Student Loan Program. If the student obtains a loan to pay for an educational program through a third party, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds. 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:

A. 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.

A. 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.

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. Unaccredited institutions are not eligible for federal financial aid programs.

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. For students who sign enrollment agreements on or after January 1, 2023, OR whose enrollment period begins during the 2023 academic year, tuition is $525 per Credit hour + $31.50 / hour technology fee, + $26.25 / hour Administrative fees. The chart below will help to explain the estimated program fees.

For all students whose enrollment period began prior to January 1, 2023, please visit the following Program Costs page for cost estimates:
https://graduateschool.bridges.edu/courses-of-study/program/

Estimated Programmatic Costs And Fees Effective January 1, 2023 *Program costs prior to January 1, 2023 may be different			
	Certificate - 1 year* 15 Credits	**Masters - 2 years* 30 Credits**	**Doctorate - 3+ years* 60 credits**
Total Credits @ $525 / credit	$7,875	$15,750	$31,500
Technology Fee $31.50 / credit	$472.50	$945	$1,890
Administrative fees $26.25 / credit	$393.75	$787.50	$1,575
STRF Assessment Fee $2.50 per $1,000 of institutional charges is non-refundable	$22.50	$47.50	$95
Graduation Fee	$0	$300	$300
Total Costs	**$8,763.75**	**$17,830.00**	**$35,360.00**
Total Estimated cost per semester.	**$3,496.50**	**$3,496.50**	**$3,496.50**

3 Semesters / Year	2.5 semesters to completion.	5 semester minimum to completion.	10 Semesters minimum to completion.
Total Minimum Estimated Program costs	**$8,763.75**	**$17,830**	**$35,360**

* - 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.
* - STRF Fee: An STRF Fee is charged at the time of enrollment of $2.50 per $1,000 of institutional charges.
* - Graduation fee: A graduation fee of $300 is charged to Master's and Doctoral students in the final year of their program if they participate in the graduation ceremony or not. This fee covers the costs of the graduation and hooding ceremonies. It includes printing of the graduation program and invitations to the graduation and the diploma. It also includes the audit of the transcript and publishing the final project or dissertation on the website. It does not include the costs of graduation regalia or the costs for guests attending the hooding ceremony.

6. Application Processing Fee

A non-refundable fee of $75 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. Required Registration and Reinstatement Fee

The Bridges Graduate School of Cognitive Diversity in Education requires registration in each semester by all graduate degree and certificate students, with the exception of those students on an approved leave of absence. 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.

8. 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. Students withdrawing from a course are entitled to refund according to the policy below. In certain instances, including illness, full refunds or cancellations of charges may be made at the discretion of the Provost. A student who is (or is the 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.

Cancellations

STUDENT'S RIGHT TO CANCEL

1) A student has the right to cancel his or her enrollment 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 withdraw at any time; and you have the right to receive a pro rata refund if you have completed sixty (60) percent or less of the course.
2) If you are requesting to withdraw from the program after it has started, or a withdrawal is caused by you violating conduct as per the Catalog or Graduate School policies, a refund will be provided in accordance with the Refund Information provided below.
3) Cancellation occurs when the student provides a written notice of cancellation to GradSchoolRegistrar@Bridges.edu or to the following address: Bridges Graduate School, 3921 Laurel Canyon Blvd. , Studio City, CA 91604. This can be done by email or by hand delivery.
4) The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with the proper postage.
5) 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.

Refund Information

1) If a student cancels their enrollment within five calendar days after signing the agreement, they are entitled to a full refund of all monies paid.
2) If a student cancels their enrollment more than five days after signing the agreement and prior to attending class, they are entitled to a full refund of all monies paid minus:
   - The application/transfer fee of $75,
   - A registration or administration fee of $173.25, and
   - An STRF Fee of $2.50 per $1,000 of institutional charges.

The refund, if any, is to be paid within 30 days after the notice of cancellation is received.

3) 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. The refund is to be paid within 30 days of withdrawal.

Schedule of Refunds—Fall and Spring 9-week Terms, effective 2023	
9 Week Class 3 credits 45 Clock Hours	**Percent of Tuition Returned to the Student Minus the Application and/or Registration Fee AFTER**
Before Class Starts	100%
Week 1	80%
Week 2	60%
Week 3	40%
Week 4	20%
Week 5	10%
Week 6 - 9	0%

Schedule of Refunds—Summer Residency 2 weeks	
2 Week Class 3 Credits 45 Clock Hours	**Percent of Tuition Returned to the Student Minus the Application and/or Registration Fee AFTER**
Before Class Starts	100%
Day 1	80%
Day 2	60%
Day 3	40%
Day 4	20%
Day 5	10%
Day 6 -10	0%

*Refund amounts rounded up to the nearest $5.

For Capstone Projects, Doctoral Internships, Independent Studies, and other unique courses for which enrollment extends beyond one term, refunds are calculated based on the percentage of the contact hours completed. Students receive a pro-rata refund based on the percentage of contact hours completed, up to 60 percent of the course total.

For example, if the student completes:

5 weeks of a Fall or Spring 9 week course and paid $1,575 tuition, the student would receive a refund of $160. The computation is as follows:

(Tuition)	*X (% of tuition returned)*	*= Refund → Rounded up $5*
($1,575)	*X (.10)*	*= $157.50 → $160*

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:

1. The student notifies the institution in writing of the student's withdrawal in accordance with the terms of Section IV of the *Enrollment Agreement*.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 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:

   a. 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.
b. 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.
c. 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.
d. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
e. 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.
f. 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.
g. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Student consent and understanding of the refund policy is obtained through the signed Enrollment Agreement Form returned by the applicant to the school which includes the refund policy.

The graduate school follows the California Code of Regulations 5 CCR § 18805 refund policy.

9. Leave of Absence

The Application for Leave of Absence form can be obtained from the Registrar and will be approved by the Provost. 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.

10. Discounted costs

Discounted costs may be permitted for well-defined groups for specific and bona fide purposes.

a. Bridges Graduate School will consider discounts for groups of 5 or more students from an organization or school on request and with pre enrollment approval.
b. This discount must be in writing and agreed upon by all parties prior to enrollment.
c. The discount rate will expire at the end of the maximum time frame for the programs enrolled.
d. Discounted tuition is specifically offered for the purpose of supporting educational programs and to further the mission of Bridges Graduate School.
e. Discounts described above are not advertised in marketing materials, the catalog or the website. The information is provided by the Director of Admissions on request only.

Students are only enrolled for full program years. Because of the sequential nature of the educational program and course prerequisites it is necessary for students to enroll and participate in course work and on the two start dates: June: for new Doctor of Education students and July for new Master of Education and Certificate in Twice-Exceptional Education students.

Refunds are calculated on discounted tuition and fees using the same refund table as the regular tuition and fees refund. Refunds are calculated using a direct percentage of the funds collected and paid by the student.

For each trimester, the registrar bills all students at least one month before the first day of the semester. Students have the option to pay by credit card, check, or bank transfer. If the student is an employee of Bridges Academy, payment may be made by payroll deduction. The procedures for collecting payments are described below:

11. Payment Options

PAYMENT BY CREDIT CARD:
The registrar emails the student a secure online credit card authorization form with the amount due for tuition and fees. The student completes the form with their credit card information and receives a receipt of payment to their email address. The business manager forwards the student’s receipt of payment to the registrar. The registrar then logs the transaction on the

student's financial spreadsheet and files the form and receipt into their student file.

PAYMENT BY CHECK:
The registrar bills the student via email, and the student mails a check for their tuition and fees to the following address:

ATTN: Registrar
Bridges Graduate School
3921 Laurel Canyon Blvd
Studio City, CA 91604

The registrar scans the check to file in the student's file and gives the business manager the check. The business manager endorses and cashes the check. The registrar logs the check number and transaction on the student's financials spreadsheet and confirms receipt of payment with the student by emailing them a scanned copy of their check.

PAYMENT BY BANK TRANSFER:
The registrar bills the student via email and includes a pdf with the information needed for the student to complete the bank transfer. The business manager emails the registrar a screenshot of the bank transfer when the funds have been transferred. The registrar forwards the student the screenshot of the bank transfer and logs the transaction on the student's financials spreadsheet.

PAYMENT BY PAYROLL DEDUCTION:
Bridges Employees may opt to pay for their fees via payroll deduction. The registrar emails the student a secure online payroll deduction authorization form before the semester begins. The student fills it out and the registrar receives copy of their form submission via email. The registrar sends the completed form to the business manager, who schedules the deductions from the student's payroll. The registrar files the form in the student's file and logs the deduction schedule on their financials spreadsheet.

PAYMENT BY PAYPAL:
The registrar bills the student via email, and the student completes the transaction on PayPal using the following address businessofficegraduateschool@bridges.edu or by scanning Bridges Grad School's PayPal QR code. The student and business manager receive a receipt of the transaction. The business manager forwards the receipt to the registrar, who then files a copy in the student's financial file and logs it on the student's financial spreadsheet.

12. Collections

Bridges Graduate School students are required to submit payment for their upcoming coursework prior to the start of the semester. If payment in full is not possible, students can make arrangements to pay in installments by contacting the Registrar's Office. Fees are not charged for late payment or for financing (e.g. for paying in installments). If a student does not

pay their entire balance for the current semester, they will be disallowed from enrolling in future semesters until their balance is paid in full.

Bridges Graduate School discloses its tuition, cancellation, refund, and collection policies and procedures prior to student enrollment. All cancellations and refunds are processed promptly upon notification by the student in any manner. The Graduate School maintains student good will throughout the collections process and assures that students are aware of the responsibilities and obligations of both the institution and the student.

The Graduate School maintains student good will throughout the collections process and assures that students are aware of the responsibilities and obligations of both the institution and the student.

N. Leave of Absence / Withdrawal from College / Readmission

A leave of absence may be requested by email from the Provost or this form can be used. Application for Leave of Absence. 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. Leaves of Absence are approved by the Provost. 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 second session or second week of a class students need to file a request with the Provost.

To return to the Graduate School after withdrawing or being withdrawn it will be necessary to follow the requirements for readmission found in the Readmissions Policy.

O. 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, Bridges Graduate School provides library services through a contract with Library Information & Resources Network (LIRN). Student registration for the network library will be provided in course materials. Our contract includes 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 the course syllabus and instructor directions. Although our library is comprehensive and well stocked and funded we do not have the capacity to have access to every journal or article. At times it may be necessary for specific students to pay at a “PayWall” for individual access to some articles.

Suggestions and requests for the addition of journals and collections may be made through the Dean for Communications or the Bridges Graduate School Library google classroom.

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 the 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.

P. 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.

Record Retention Length Requirements

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. Records are to be retained for a minimum of ten years.

Administrative 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. Records are to be retained for a minimum of ten years.

Academic Records are maintained in the Office of the Registrar in both an electronic version backed up in a duplicate hard drive in a lockable fire resistant cabinet. Records are to be retained for a minimum of ten years.

Record Development and Retention Guidelines

General guidelines for The Bridges Graduate School include:

The following things are prohibited:
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.
4. 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:

1. 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.
2. The Bridges Graduate School shall maintain, for each student granted a degree or certificate by that institution, permanent records of all of the following:
    a. The degree or certificate granted and the date on which that degree or certificate was granted.
    b. The courses and units on which the certificate or degree was based.
    c. The grades earned by the student in each of those courses.
3. 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.

(a) 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 an 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 is 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.

The following are required Institutional Records:
The Bridges Graduate School shall maintain, for a period of not less than ten 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).
2. 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 permanently maintain the pertinent student records described in Section 71920 from the student's date of completion or withdrawal.

3. Notwithstanding (b)(1), Bridges shall maintain records relating to federal financial aid programs as provided by federal law. As Required.

4. 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:

(A) 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;

(B) 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.

(C) 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

(D) 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.

5. The Bridges Graduate School shall permanently 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 lockable fire resistant cabinets.

6. 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.

7. 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.

The following are additional Record-Keeping Requirements

1. 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:

(A) Student identification number,

(B) First and last names,
(C) Email address,
(D) Local or mailing address,
(E) Address at the time of enrollment,
(F) Home address,
(G) Date enrollment agreement signed,
(H) Courses and course costs,
(I) Amount of STRF assessment collected,
(J) Quarter in which the STRF assessment was remitted to the Bureau,
(K) Third-party payer identifying information,
(L) Total institutional charges charged, and
(M) Total institutional charges paid.

2. The Bridges Graduate School shall Permanently 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:
Stephanie Coxon - Registrar
Stephanie.Coxon@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 Registrar in both an electronic version backed up in a duplicate hard drive in a lockable fire resistant cabinet.

Q. Nondiscrimination Policy

Bridges Graduate School admits qualified students of any race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, veteran status, or marital status to all the rights, privileges, programs, and activities generally accorded or made available to students at the Graduate School. Consistent with its obligations under the law, in the administration of the Graduate School's programs and activities, Bridges Graduate School

prohibits unlawful discrimination on the basis of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity or expression, veteran status, marital status or any other characteristic protected by applicable law; Bridges Graduate School also prohibits unlawful harassment including sexual harassment and sexual violence. This policy applies to Bridges Graduate School programs and activities both on and off-campus, and in online forums.

The following person has been designated to handle inquiries regarding this nondiscrimination policy:

Bridges Graduate School's Provost
3921 Laurel Canyon Blvd, Studio City, CA 91604, United States
818.506.1091

R. 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.

S. Student Identity Verification

To verify student identity throughout their enrollment, BGS assigns students a unique username and password to access the Google Classroom LMS. Students must also submit a government-issued photo ID during the admissions process that remains in their student file and is used during proctored examinations to ensure students who enrolled are the same individuals who complete the coursework and earn credit. This information is used to create an official BGS student ID card. BGS uses presentations to faculty as opportunities to verify their identity. These proctored examinations provide faculty the opportunity to engage in meaningful discussions with students on their research and presentation topic(s).

Online Proctored Exam Process:

1. Students receive advanced notification of all proctored examinations through the course syllabus and that their government-issued photo ID must be provided.

2. Faculty initiate a password-protected Zoom session.

3. Students sign into the Zoom session using their BGS credentials.

4. Students display their government-issued photo ID on camera.

5. Faculty capture a screenshot of the students' faces and the government-issued photo IDs. Once confirmed, the faculty submits this verification to be filed and formally confirmed by the Registrar.

6. Students who are unable to present their government-issued photo IDs cannot participate in the presentation or the related instructional activity.

In-Residence Proctored Exam Process:

1. Students receive advanced notification of all proctored examinations through the course syllabus and that their government-issued photo ID must be provided.

2. Students present their government-issued photo ID to their faculty member who confirms the students' identity. Once confirmed, the faculty submits this verification to be filed and formally confirmed by the Registrar.

3. Students who are unable to present their government-issued photo IDs cannot participate in the presentation or the related instructional activity.

Proctored Exams:

<table>
<tr><td colspan="4">This table identifies the placement of formal proctored examinations.</td></tr>
<tr><th>Program</th><th>Certificate</th><th>Master of Education</th><th>Doctor of Education</th></tr>
<tr><td>Year 1</td><td>Practicum (EXA 511)</td><td>Practicum (EXA 511)</td><td>Clinical Practicum (EXA 800)</td></tr>
<tr><td>Year 2</td><td rowspan="4"></td><td>Oral defense of Capstone Project</td><td>Comprehensive Exam (depending on completion of core coursework)</td></tr>
<tr><td rowspan="2">Year 3</td><td rowspan="3"></td><td>Comprehensive Exam (depending on completion of core coursework)</td></tr>
<tr><td>Oral defense of Capstone Proposal</td></tr>
<tr><td>Year 4</td><td>Oral defense of Problem of Practice Capstone</td></tr>
</table>

T. 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.

U. Student Rights and Responsibilities

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 the administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

V. 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.

1. 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 Provost's office for a 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. See the Bridges Nondiscrimination Policy for more information.

2. Student Complaints Regarding Non-academic Issues

If the complaint involves non-academic issues, the student should deal with other procedures by making a complaint to the Provost, who will refer the case to an appropriate committee. However, students are encouraged to seek resolution of the perceived problem directly before initiating processes that are more formal.

The student who is not able to achieve resolution may file a grievance to initiate the formal process no later than 30 days after the occurrence of the alleged grievance by preparing a written statement, which includes:

1. A statement of the reasons the student believes he or she is aggrieved or, why the issue should be reconsidered.
2. All information about the prior meetings with the other party(ies).
3. Supporting materials, which should be identified and listed in an index.

The Provost will then refer the grievance to be heard by the Student Affairs Committee who will review the supporting evidence and may interview witnesses.

Following the review, the Student Affairs Committee will send a written recommendation to the Provost who will consider the grievance and the recommendations of the committee and will make the determination.

The Provost of the school will notify all parties of the decision regarding the grievance within 10 working days of receipt of the committee's findings and recommendations.

If the student disagrees with the decision of the Provost, an appeal may be requested by letter to the Chief Executive Officer who will review the supporting documentation and will make a final decision.

Confidentiality - Once the Student Affairs 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.

4. Student or Staff Complaints Regarding Sexual Harassment

Such grievances are handled through the office of the Provost.
GradSchoolProvost@Bridges.edu

Where sexual harassment has occurred or is alleged to have occurred, the Graduate School 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.

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 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 (916) 574-8900 or (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site: www.bppe.ca.gov

6. ADA Academic Accommodations Policy

Bridges Graduate School of Cognitive Diversity in Education (BGS) takes pride in its diverse populations and is committed to providing all students the opportunity to take full advantage of BGS programs and facilities. In keeping with this philosophy, BGS strives to eliminate academic barriers that may prevent qualified students with disabilities from obtaining an academic degree or professional certificate. Reasonable accommodations (e.g. auxiliary services or academic adjustments) are offered to provide students with disabilities an equal opportunity to participate in academic programs and to

promote and facilitate the integration of students with disabilities into academic life. BGS is committed to promoting and maintaining an accessible and inclusive learning environment for students with disabilities where they have the opportunity to perform at their highest academic potential.

In accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 (“ADA”), the ADA Amendments Act of 2008 (“ADAAA”), and Section 504 of the Rehabilitation Act of 1973 (“Section 504”), BGS has developed this Student Academic Accommodations Policy to set forth eligibility requirements, the process for students with disabilities to request and receive academic accommodations, and the processes for students and faculty to appeal accommodations decisions. Students with disabilities should initiate requests for accommodation; however, the accountability and responsibility of accommodations is shared among faculty, students, administrators, and staff. Reasonable accommodations for students with disabilities are designed to provide equal access in a manner that does not compromise essential elements of academic programs.

Here are links to the ADA Academic Accommodations Policy and the ADA Academic Accommodations Request form.

W. Student Support Services 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, students, faculty, staff and alumni. We do provide a variety of student services mostly through the Provost’s Office and the other on-campus administrators. In general, the administrative staff interacts with students and provides 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 Provost. 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, 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.

For information about Student Services, please contact the Registrar at GradSchoolRegistrar@Bridges.edu

X. Computer Literacy & Technology Requirements

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 a 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 the 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 on online classes than for traditional ones. The 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 log in 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.

Technology Requirements & Readiness Assessment Test

Since our Instruction is provided via distance, online, real-time synchronous and asynchronous learning, technology and self-regulation skills are very important.

This is a hybrid program, where instruction may be provided in real-time by a professor who is present in person or online via video conferencing with the students in remote locations. The program may include materials that are archived or recorded that are shared asynchronously with students attending on their individual schedules.

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 in accessing the online platform used to support online classroom instruction.

Our online platform is Google Classroom, and we make extensive use of Google applications including Google Apps for Educators. The online platform is supplemented with additional applications and resources as technology continues to rapidly change. All students are required to have an online meeting with the Director of Admissions to assess their appropriate

level of skill and support.

The Director of Admissions will contact you to schedule this meeting if it was not done during your pre-application meeting.

Netiquette Guide For Online Programs

In an online learning program, it is essential that the environments be welcoming sites where groups of participants share ideas and learn from the professor as well as from one another. It should be a place where everyone is encouraged to contribute and produce creative and thoughtful work. To make this happen we might be reminded of Abraham Maslow's.

Hierarchy of Needs necessary for Self-Actualization

As Maslow explains, people are not able to thrive unless certain needs are met. The bottom three shown on the chart above are basic and require attention. For example, if we are exhausted, hungry or thirsty, we will not be able to do our best work. If we are not in a physical environment that has the appropriate internet connection, we are challenged to even consider engaging. Meeting the physiological needs is obvious and should need no further discussion.

Finally, let us consider safety, especially psychological safety. To feel psychologically safe in an environment, it should be free from bullying, sarcasm, humiliation, rudeness, or comments of disrespect between and among faculty and students. There should be trust where questions can be asked without fear of ridicule, where mistakes are forgiven, and where everyone has a voice.

When the environment exudes a sense of safety, the activities required should give participants a sense of belonging. In such an environment, personal needs are considered

such as illness preventing a posting; such as common decency among participants showing concern for one another's welfare. Where group griping is discouraged and encouragement preferred, we experience a sense of belonging and loyalty.

We envision our learning community as one where all members of discussion groups are cordial to each other, complementary in their remarks and helpful in their suggestions. Only then can we expect the next level described by Maslow, which is a need of being -- one that all of us require -- the need for esteem. Each of us needs to feel respected and valued as a member of the class.

In our graduate school, we have the luxury of expertise from individuals coming from so many different backgrounds with diverse personal and professional experiences. **We are all enriched because each of us is here.** We expect all of us to contribute our gifts, knowledge, and wealth of experience to the class assignments and discussions. We, as a group, understand that the contributions of each of us will be woven together to form a group tapestry of understanding and creativity.
When this happens each of us is free to self-actualize, contribute, create, and grow.

CREATING THE LEARNING ENVIRONMENT

To enable this vision of self-actualization to occur, we have established these guidelines. It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY
Remember that your password is the only thing protecting you from pranks or more serious harm. Always use your Bridges Email Account to sign in to the course and to communicate with the instructors and administrators at Bridges Graduate School
• Don't share your password with anyone
• Change your password if you think someone else might know it
• Always log out when you are finished using the system

GENERAL GUIDELINES
When communicating online, you should always:
• Treat instructor with respect, even in email or in any other online communication
• Understand that the professor is there for you and will answer any questions
• Please always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms. unless specifically invited, don't refer to them by first name.
• Use clear and concise language
• Remember that all college level communication should have correct spelling and grammar
• Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
• Try to use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
• Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING

• Limit and possibly avoid the use of emoticons like :) or
• Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be offensive
• Be careful with personal information (both yours and others)
• Do not send confidential information via email

EMAIL NETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:
• Use a descriptive subject line
• Be brief
• Avoid attachments unless you are sure your recipients can open them
• Avoid HTML in favor of plain text
• End your message with your name and return email address
• Think before you send the email to more than one person. Does everyone really need to see your message? When an email is widely shared try to use the Bcc: to avoid inadvertently sharing other's emails.
• Be sure you REALLY want everyone to receive your response when you click, "reply all" The Use of Bcc: will help reduce unnecessary people being copied.
• Before you click the "forward" button be sure that the author intended that the information be shared.

MESSAGE BOARD NETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:
• Make posts that are on-topic and within the scope of the course material
• Take your posts seriously and review and edit your posts before sending
• Be as brief as possible while still making a thorough comment
• Always give proper credit when referencing or quoting another source
• Be sure to read all messages in a thread before replying and be timely. Posts that have aged may no longer be applicable when you reply.
• Don't repeat someone else's post without adding something of your own to it
• Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
• Always be respectful of others' opinions even when they differ from your own
• When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
• Do not make personal or insulting remarks
• Be open-minded
• Be flexible
• Be professional

Finally - Sharing Sensitive, Confidential or Secret information

A discussion board in a secure online course is not like a chat room, in that your colleagues, professors, and others have been accepted to an approved program by presenting much information and validating their credentials and their professional backgrounds. The discussion

boards and classroom environments are under the scrutiny of fellow students, the professor(s), and the administrative team. However, if you have angst, or are feeling uncomfortable in any way **do not share anything that makes you feel vulnerable.** The discussion boards and classroom environments are not a therapy session nor a substitute for counseling, where private information may be up for discussion. There is no demand for saying, writing, or recording anything that makes you uncomfortable.

If you have questions please contact the Provost.

Y. 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 Registrar's office.

Transcripts will not be furnished for students who have an outstanding 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 the 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.

Z. 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. Credentials earned from 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.

Authorization: For Online Students from States Other Than California

The U.S. Department of Education requires that any U.S. college or university offering online or distance programs to citizens in a state where it is not physically located meet those other states' requirements to legally offer postsecondary, online education to their residents. The regulations for authorization vary from state to state.

Bridges Graduate School, located in California can currently offer online programs to students residing in the following U.S. states and territories either through licensure, authorization, or exemption:

Licensed, Authorized, or Exempt States		
Arizona	Nebraska	South Dakota
California	New Hampshire	Tennessee
Colorado	New Jersey	Utah
Florida	New Mexico	Vermont
Hawaii	North Dakota	Virginia
Idaho	Ohio	Washington
Kentucky	Oklahoma	West Virginia
Louisiana	Pennsylvania	Wyoming
Maine	Rhode Island	
Missouri	South Carolina	

NOT Licensed, Authorized or Exempt States		
Alaska	Iowa	Nevada
Alabama	Kansas	New York
Arkansas	Maryland	North Carolina
Connecticut	Massachusetts	Oregon
Delaware	Michigan	Texas
District of Columbia	Minnesota	Wisconsin
Georgia	Mississippi	
Illinois	Montana	
Indiana		

If you become a Bridges Graduate School student and subsequently move to a new state, to avoid any interruptions in your enrollment status, you are responsible for ensuring Bridges Graduate School's program is approved in the new state. ***Rules and regulations vary by state and could change at any time.*** *All students must update Bridges Graduate School records regarding a change of address especially if moving to a different state.*

AA. 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 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 (916) 574-8900 or (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site: www.bppe.ca.gov

BB. 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:
Bureau for Private Postsecondary Education
1747 N. Market Blvd. Ste 225
Sacramento, CA 95834
(916) 574-8900 or (888) 370-7589

Web site Address:	www.bppe.ca.gov
Telephone And Fax #s:	(888) 370-7589 or by fax (916) 263-1897
	(916) 574-8900 or by fax (916) 263-1897

CC. Online forms

These forms are available on our website at https://graduateschool.bridges.edu/form-directory/. They 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
2. Cancellation/Withdrawal/Drop
3. Catalog
4. Change of Address
5. Degree Candidacy
6. Enrollment Agreement
7. Graduation Application
8. Grievance Report
9. Leave of Absence Request
10. Plan of Study- Certificate
11. Plan of Study - Master
12. Plan of Study - Doctorate
13. Transcript Request
14. Transfer of Credit Request

15. Independent Study Request
16. SPFS Forms

DD. Bridge Graduate School Administrators

Chancellor	Susan Baum	susan.baum@bridges.edu
Provost	Matthew Fugate	fugate.matthew@bridges.edu
Chief Operating Officer	Henry Nicols	henry.nicols@bridges.edu
Registrar	Stephanie Coxon	stephanie.coxon@bridges.edu

EE. Bridges Graduate School Email Addresses

1.	Admissions Office	Gradschooladmissions@Bridges.edu
2.	Finance Office	GradSchoolFinance@Bridges.edu
3.	General Information	GradSchoolInfo@bridges.edu
4.	Provost	GradSchoolProvost@Bridges.edu
5.	Registrar	GradSchoolRegistrar@Bridges.edu

FF. Legal Control

Bridge Graduate School of Cognitive Diversity in Education is a California not-for-profit corporation governed by a board of directors and officers. The Chancellor is Susan M. Baum, Ph.D.. The Chief Operating Officer is Henry Nicols and the Chair of the Board of Trustees is Margie Power.

GG. BPPE Website & Required Financial Statement Requirements:

Required 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.)

The following items can also be found on our website. The weblink is http://bridgesgraduateschool.com/

1. School Catalog is posted on the website
2. School performance fact sheet is posted on the web site.
3. Student brochures - are posted
4. Link to BPPE - is posted
5. Annual Report submitted to the BPPE each year.