# ADDENDUM A
## TO THE NATIONAL UNIVERSITY GENERAL **CATALOG 82**

**Effective Date March 1, 2019**

**National University Academic Headquarters**
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
(858) 642-8800

# MARYLAND REFUND POLICY

Students enrolled in online programs who reside in Maryland with receive the minimum tuition refunds in accordance with the Maryland Higher Education Commission requirements (specified in Title 13B.05.01.10 of the Code of Maryland Regulations).

- A. Except as provided in §B of this policy/regulation, an institution's refund policy shall conform to this regulation and the institution shall provide for refunds of tuition to Maryland students as provided in this regulation.

- B. If the University's refund policy is more beneficial to Maryland students, the institution will follow its refund policy and provide for refunds of tuition to Maryland students as provided in that policy.

- C. Minimum refund: The University will refund the applicable tuition refund to a Maryland student who drops, withdraws or is terminated after completing only a portion of a course/class:

**Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination**

| | Tuition Refund |
| --- | --- |
| Less than 10% | 90% refund |
| 10% up to but not including 20% | 80% refund |
| 20% up to but not including 30% | 60% refund |
| 30% up to but not including 40% | 40% refund |
| 40% up to but not including 60% | 20% refund |
| More than 60% | No refund |

A refund due to a Maryland student will be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.

- D. This refund policy is disclosed and acknowledged by students upon enrollment, and

- E. Documentation verifying student refunds in accordance with this policy is maintained.

## HENDERSON, NV CAMPUS ADDRESS

Effective May 1, 2019:
80 Seven Hills Drive #220 Henderson, NV 89052

## TECHNOLOGY FEES

### RN TO BSN PROGRAM

| | |
| --- | --- |
| NSG442 | $105.00 |
| NSG443 | $105.00 |
| NSG444 | $105.00 |

# SANFORD COLLEGE OF EDUCATION

## GRADUATE DEGREE

### MASTER OF EDUCATION IN INSPIRED TEACHING AND LEARNING WITH A PRELIMINARY MULTIPLE OR SINGLE SUBJECT TEACHING CREDENTIAL AND INTERNSHIP OPTION (CA)

*Academic Program Director: Clara Amador-Lankster; (310) 662-2139; camadorl@nu.edu*

The Master of Education in Inspired Teaching and Learning with a Multiple or Single Subject Teaching Credential and Internship Option is designed for candidates dedicated to inspiring all K-12 learners by ensuring social emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. Courses meet the new California Commission on Teacher Credentialing (CTC) Program Standards, including the new 45 Teaching Performance Expectations (TPEs), composing the TPEs six domains and Teaching Performance Assessments (TPA) associated with the revised 2.0 CalTPA model. This degree meets all CTC requirements for a Preliminary Multiple or Single Subject teaching credential and those requirements for a master's degree. Students in this degree complete a three-course emphasis in one of the following areas: Critical Thinking, English Language Learner Education, Inspired Teaching Practices or Social Emotional Learning.

**\*Please Note:** Students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) early (prior to Credential Area Methods coursework) into their programs to avoid interruptions to program progress and/or financial aid arrangements.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

**Note:** Candidates who ALREADY HOLD a Preliminary Multiple or Single Subjects Teaching Credential and desire an advanced degree should enroll in the Master of Science in Advanced Teaching Practices.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.

- Reflect critically about professional beliefs and practices in the application of teaching, learning principles, and research needed to inspire K-12 learners as well as being an inspired teacher.

**Degree Requirements**

To receive a Master of Education with California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential candidates must complete at least 67.5 quarter units of graduate credit, or Master of Education with California Inspired Teaching and Learning Preliminary Single Subject Teaching Credential, candidates must complete at least 63 quarter units of graduate credit. Students must complete 54 units in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

A number of requirements must be completed prior to beginning the credential courses (ITL 602), including the successful completion of the Credential Packet, which includes a number of requirements, such as cleared background clearance and negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

The CBEST and CSET must be passed prior to beginning the Multiple Subject or Single Subject Methods courses.

Each Teacher Education/credential course (ITL) includes a required 4-hour field experience in a K-12 classroom representing the candidates credential area and a diverse student population, with the exception of the clinical practice courses.

Candidates choosing the Internship option to obtain the Preliminary Multiple or Single Subject Teaching Credential will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential Information section of the catalog.

**Internship Option:** The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120 hours requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 602, ITL 604, ITL 606, ITL 608; pass CBEST; pass CSET; and have a school or district letter verifying a teaching position job offer as the "teacher of record". Or, if individuals come ready to start the program having already passed CBEST, passed CSET, and with a verification letter of employment as a "teacher of record"; then, they would complete the ITL 600 course. After which, they would return to the ITL 602, 604, 606, 608 sequence designed to provide a deeper understanding beyond the 120-hour minimum.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total: 189 hours).

This Internship Option requires the successful completion of the internship clinical practice experience (minimum 1 year).

The CA Commission on Teacher Credentialing requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take ITL 650A and ITL 651A, ITL 650B and ITL 651B. In the event, the intern has not met all program requirements during the first year and the intern's employment continues during the second year, for National University to provide additional ongoing support and supervision, the intern will be enrolled in ITL 650C and, if needed ITL 650D. To be granted an extension for the third year of the intern, and if the intern is still employed, then, for those interns who can document a medical emergency or other extreme circumstance(s), one (ITL 650E) or both (ITL 650E and ITL 650F) courses may be granted through the University's petition process, with decisions considered on a case-by-case basis.

Interns in the Early Completion Option (ECO) route are still required to receive the general support and supervision provided to all interns while they are serving on an Intern credential.

### Core Requirements

(17-19 courses; 63-67.5 quarter units)

Includes all foundation, credential area method courses, and those clinical practice courses granting graduate credit.

### Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 600        Becoming a Teacher

*All students must complete ITL 600 and complete the credential packet prior to beginning ITL 602.*

### Foundation Core Courses

(4 courses; 18 quarter units)

ITL 602        Context: Education in the U.S.
               *Prerequisite: ITL 600*
ITL 604        Learners and Learning I
               *Prerequisite: ITL 602*
ITL 606        Learners and Learning II
               *Prerequisite: ITL 604*
ITL 608        Design and Process of Teaching
               *Prerequisite: ITL 606*

*All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.*

### Multiple Subject Methods Courses

(6 courses; 27 quarter units)

**PRIOR** to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, and meet any other related program requirements.

ITL 510        Language-Literacy: Foundations
ITL 512        Language/Literacy: Strategies
               *Prerequisite: ITL 510*
ITL 514        Language-Literacy: Assessment
               *Prerequisite: ITL 512*
ITL 516        Mathematics Integrative Design
               *Prerequisite: ITL 514*
ITL 518        Science Integrative Design
               *Prerequisite: ITL 516*
ITL 530 *      Optimized Learning Community

* Upon issuance of the University Intern Credential, this course must be taken first.

**OR**

### Single Subject Methods Courses

(5 courses; 22.5 quarter units)

**PRIOR** to beginning any of the Single Subject Credential Area Methods courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, and meet any other related program requirements.

ITL 520        Academic Language & Literacy
ITL 522        Content Area Literacy
               *Prerequisite: ITL 520*
ITL 526        SS Integrated Design I
               *Prerequisite: ITL 522*
ITL 528        SS Integrated Design II
               *Prerequisite: ITL 526*
ITL 530 *      Optimized Learning Community

*Upon issuance of the University Intern Credential, this course must be taken first.

**AND**

### Clinical Practice Pathways: Student Teaching or Internship

(Student Teaching; 4 courses, 13.5 quarter units, or Internship; 4-8 courses, 13.5-31.5 quarter units)

Candidates will complete the clinical practice experience through student teaching or the internship. The clinical practice (K-12 classroom) experience courses (ITL 550A, ITL 550B, ITL 650A, ITL 650B, ITL 650C, ITL 650D, ITL 650E, ITL 650F) do NOT grant graduate credit.

### Student Teaching

(4 courses; 13.5 quarter units)

**PRIOR** to beginning any of the student teaching courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, complete all Multiple or Single Subject Credential Area Method courses, and submit a successful student teaching application. The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district.

The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms. Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units, each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A *  Student Teaching A
            *Corequisite: ITL 551A*
ITL 551A    Student Teacher Seminar A (2.25 quarter units)
            *Corequisite: ITL 550A*
ITL 550B *  Student Teaching B
            *Prerequisite: ITL 550A, Corequisite: ITL 551B*
ITL 551B    Student Teacher Seminar B (2.25 quarter units)
            *Prerequisite: ITL 551A, Corequisite: ITL 550B*

* Does NOT grant academic credit.

**OR**

### Internship

(4-8 courses; 13.5-31.5 quarter units)

**Prior** to beginning the intern courses below, the candidates must successfully complete all Core courses, pass CBEST, pass CSET, and meet all CTC requirements related to the University Intern Credential.

Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the CSET credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Interns need to be in good standing with the employer and National University for the duration of the active University Internship Teaching Credential.

The intern serves as the teacher of record in an approved K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn a multiple of single subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved CAS petition from National University documenting a medical emergency or other extreme circumstances necessitating an "exception to policy" and consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A *  CP Internship A: Year 1
            *Corequisite: ITL 651A*
ITL 651A    CP Intern Seminar A (2.25 quarter units)
            *Corequisite: ITL 650A*
ITL 650B *  CP Internship B: Year 1
            *Prerequisite: ITL 650A, Corequisite: ITL 651B*
ITL 651B    CP Intern Seminar B (2.25 quarter units)
            *Prerequisite: ITL 651A, Corequisite: ITL 650B*
ITL 650C *  CP Internship C: Year 2
            *Prerequisite: ITL 650B*
ITL 650D *  CP Internship D: Year 2
            *Prerequisite: ITL 650C*
ITL 650E *  CP Internship E: Year 3
            *Prerequisite: ITL 650D*
ITL 650F *  CP Internship F: Year 3
            *Prerequisite: ITL 650E*

* Does NOT grant academic credit.

Students must also enroll in one of the following emphasis:

## Emphasis in Critical Thinking

This emphasis is intended for teacher candidates and practicing teachers. The emphasis introduces candidates to critical literacy, transformative pedagogy, and the means for student empowerment. Candidates select and study a topic of interest in education through the lens of critical thinking theory. Candidates reflect on and critically evaluate their syllabi, course materials, and teaching approaches. Candidates learn and apply strategies to empower students to reflect, read, and write critically.

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Develop as critical thinkers.
- Empower their students as critical thinkers.
- Engage in transformative pedagogy.
- Create an action research study that applies critical thinking theory in their content area.

### Emphasis Requirements

(3 courses; 13.5 quarter units)

ITI 680    Self as a Critical Thinker
           *Prerequisite: ITL 600, ITL 602, ITL 604, and ITL 606*
ITI 682    Critical Thinking - Classroom
           *Prerequisite: ITI 680*
ITI 684    Applied Critical Thinking
           *Prerequisite: ITI 680 and ITI 682*

## Emphasis in English Language Learner Education

The Master of Education in Inspired Teaching and Learning Preliminary Multiple or Single Subject Teaching Credential with Emphasis in English Language Learner Education is designed to improve the quality of education for English Language Learners in grades K-12 in California public schools. Candidates will gain experience, professional knowledge and skills when identifying, examining, implementing and evaluating sustained best practices for the education of English Language Learners in public school classrooms through content learning and course-embedded research practicum I, II & III.

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Assess multiple theoretical frameworks and inclusion practices based on knowledge of Identity and Equity for the improvement of the education of K-12 English Language Learners.
- Design culturally responsive inter-disciplinary curricular unit(s) developed to support meaningful and sustained academic achievement for English Language Learners (ELLs) with the use of multiple of measures.
- Synthesize the findings and implications from an English Language Learner based inquiry project designed to investigate evidence-based curricular and instructional improvements for ensuring meaningful academic achievement and social-emotional thriving of K-12 English Language Learners (ELLs).

### Emphasis Requirements

(3 courses; 13.5 quarter units)

**Prior** to beginning any of the emphasis courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, and complete all Multiple or Single Subject Credential Area Method courses.

ITI 660    Identity, Inclusion and Equity
ITI 662    Linguistics- Academic Language
           *Prerequisite: ITI 660*
ITI 664    EL Achievement in Content Area
           *Prerequisite: ITI 662*

## Emphasis in Inspired Teaching Practices

Candidates explore a blending of current educational research theory with effective classroom application. Student-centered curricular practices are created using engaging instructional strategies, applying successful classroom management techniques, and adopting appropriate assessment procedures. Candidates explore a wide variety of Information Communication Technologies (ICT) digital tools and resources to become more competent users of learning technologies in their own instructional practices.

An overarching Inquiry-Based Research Proposal will be developed and written over the three courses of this emphasis. Candidates identify a research question, complete a Review of Literature, and design the data collection strategies. An overview of the completed proposal will be presented in a digital format along with the written document.

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Develop a standards-based, engaging content and assessment plan that includes strategies to help all students succeed.

- Evaluate a variety of instructional practices that facilitate the differentiation of instruction as applied to teaching, content development, classroom management and assessment.

- Create a personal inquiry document that demonstrates the mastery of Inspired Teaching Inquiry research skills supported by digital tools.

- Employ effective ICT (Information and Communication Technologies) in a multidisciplinary unit of study.

- Design an Action Research proposal, including a research question connected to Inspired Teaching Practices.

### Emphasis Requirements

(3 Courses, 13.5 units)

ITI 690     Inspired Teaching Inquiry
*Prerequisite: ITL 600, ITL 602, ITL 604 and ITL 606*
ITI 692     Inspired Student Learning
*Prerequisite: ITI 690*
ITI 694     Inspired Learning Technology
*Prerequisite: ITI 692*

## Emphasis in Social Emotional Learning

The Social Emotional Learning (SEL) emphasis provides current or future teachers with a foundation of social emotional learning theories and evidence-based practices to support the development of social emotional learning skills within classrooms. Candidates will have the opportunity to self-reflect on their own knowledge and skills and examine evidence-based strategies and interventions to support their role of a classroom teacher. Candidates will compose a full research proposal in the area of SEL to include research questions, literature review, methodology and reflection to support their work in making positive changes in their everyday practice.

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Evaluate social emotional learning theories and evidence-based practices.

- Self-reflect about own knowledge and skills of evidence-based practices.

- Create a full research proposal in the area of SEL to include research questions, literature review, methodology and reflection.

### Requirements for Emphasis

(3 courses; 13.5 quarter units)

ITI 670     Introduction to SEL
*Prerequisite: ITL 602, ITL 602, ITL 604 and ITL 606*
ITI 672     SEL in Action
*Prerequisite: ITI 670*
ITI 674     Research in SEL
*Prerequisite: ITI 672*

## MASTER OF ARTS IN DIGITAL JOURNALISM

Academic Program Director: Sara Kelly; (858) 642-8505; skelly@nu.edu

The goal of the Master of Arts in Digital Journalism is to prepare learners to become dynamic new media professionals capable of using emerging technologies to generate, create and disseminate news and analysis in a competitive, fast-moving global information environment. The changing nature of 21st century journalism requires professionals who are ready to answer the call for more highly skilled news and communication practitioners in the 24-hour information-on demand cycle. The program covers theoretical and practical approaches to news coverage and packaging and contemporary business and marketing models relevant to news organizations.

The entire program is offered online with coursework that marries non-traditional multimedia skills with professional journalistic practices, legal underpinnings and the ethics of traditional journalistic practice. Other classes include computer-assisted reporting, the business of journalism, producing online publications, investigative reporting and international reporting. In the capstone, students will be matched with mentors in professional media and communication fields based upon their interests. Students also create an electronic portfolio designed to help them gain employment and build their career as a professional journalist.

Graduates will acquire a host of intellectual, managerial and journalistic skills including: an understanding of emerging media business models; the ability to create original enterprise projects about public issues, events and individuals; the knowledge to engage in public journalism by conducting polling, interviewing and interactive audience research; the training to develop, implement and evaluate appropriate strategies of investigative journalism using the Web for both research and presentation; and professional instruction in the foundations of shoe-leather journalism, as well as story-generation and reporting.

Applicants must already possess a Bachelor of Arts degree and should be able to write in English at an advanced level and be flexible enough to learn the latest technological skills that new media professionals need to survive. Applicants must prove basic competency in digital video and audio skills or take JRN 502, Essential Digital Competencies prior to JRN 610 Backpack Digital Audio & Video. If a student's writing skills need improvement, he or she may be required to enroll in a remedial writing class before continuing in the program. Applicants for whom English is a second language are encouraged to take the Accuplacer English test. Contact the program lead faculty for more information.

### Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

- Develop digital informational content (text, graphics, audio, video) for dissemination across multiple media platforms.

- Evaluate the effect of information and knowledge management structures on accuracy and reliability in news media publications.

- Employ emerging media practices within ethical and legal boundaries.

- Create interactive online publications for a global audience.

- Evaluate contemporary business and marketing models used by media journalists to disseminate news products.

- Analyze news and information gathered from computer databases.

- Compare past and present trends in news writing, reporting, and editing.

### Degree Requirements

To receive a Master of Arts in Digital Journalism students must complete at least 58.5 quarter units of graduate work, of which a minimum of 49.5 quarter units must be taken in residence at National University. Students can transfer up to 13.5 quarter units at the graduate level from a regionally accredited institution provided the units have not been used to satisfy the requirements of an awarded degree and the Faculty Advisor determines the course content is applicable to the program. Students wishing to transfer credits into the program should contact the program Faculty Advisor. Refer to the section in the graduate admission requirements for additional specific information regarding application and evaluation. The capstone in this program will be developed individually with the Faculty Advisor.

## Program Prerequisites

(1 course; 1.5 quarter units)

JRN 502     Essential Digital Competencies (1.5 quarter units)

Students who feel they have met the competencies of this class should speak to the Faculty Advisor regarding the requirements needed to submit a waiver.

## Core Requirements

(13 courses; 58.5 quarter units)

| | |
|---|---|
| JRN 600 | The New News |
| JRN 605 | Advanced Non-Fiction Writing |
| JRN 610 | Backpack Digital Audio & Video |
| | *Prerequisite: JRN 502* |
| JRN 615 | International Reporting |
| JRN 620 | Online Publishing |
| JRN 630 | Professional Editing |
| JRN 645 | Marketing the News |
| JRN 650 | Computer-Assisted Research |
| JRN 655 | Communication Law |
| JRN 656 | Ethics in the New Media World |
| JRN 660 | Investigative Methods |
| JRN 670 | Producing Enterprise Projects |
| JRN 680 | Capstone Project |

# NEW COURSE DESCRIPTIONS

### ITI 670 Introduction to SEL

Prerequisites: ITL 600, ITL 602, ITL 604 and ITL 606

Analyze the components of social emotional learning (SEL). Compare theoretical orientations regarding the development of SEL in school aged children. Assess own level of social emotional functioning to improve their ability to provide comprehensive and effective services to students. Evaluate evidence base for social emotional learning interventions within an MTSS framework.

### ITI 672 SEL in Action

*Prerequisite: ITI 670*

An inquiry project focused on the support of current research on social emotional learning strategies, interventions, and practices for various age and grade levels will be completed. Collaboration strategies and partnerships within the school system, support staff, and community will be analyzed as a part of the inquiry process.

### ITI 674 Research in SEL

*Prerequisite: ITI 672*

Explore research designs that measure social emotional learning at the individual and school levels. Finalize a research proposal to investigate a current issue or problem related to social emotional learning. Evaluate strategies to apply social emotional learning research in everyday classroom teaching and practice.

### ITI 680 Self as a Critical Thinker

*Prerequisites: ITL 600, ITL 602, ITL 604 and ITL 606*

Focuses on critical thinking theory and pedagogy. Candidates reflect on and evaluate their own thinking about teaching, analyze critical thinking theory and research, select an action research topic within the area of critical thinking as applied to education, and create a research question within their topic of interest.

### ITI 682 Critical Thinking - Classroom

*Prerequisite: ITI 680*

Candidates focus on critical thinking within the classroom. Candidates evaluate lesson plans/learning maps from the perspective of critical thinking theory, create lesson plans that support their students' critical thinking skills, and use their literature review research to create an action research hypothesis and explore methodology.

### ITI 684 Applied Critical Thinking

*Prerequisite: ITI 680 and ITL682*

Candidates reflect on their own growth as teachers based on what they have learned about critical thinking. Candidates share their research proposals, critique peers' proposals, finalize their choices of methodology and data collection, and write a formal research proposal.

### ITI 690 Inspired Teaching Inquiry

*Prerequisites: ITL 600, ITL 602, ITL 604 and ITL 606*

Covers current theories and applications of evidence-based Inspired Teaching Practices in PK-12 education and includes developing a repertoire of technology-enhanced curricular tools. Candidates explore the process and application of action research resulting in the development of framing an instructional practices-based research topic and question through writing a literature review.

### ITI 692 Inspired Student Learning

*Prerequisite: ITI 690*

Increases student achievement by differentiating and matching each learner's unique characteristics and various curriculum components; how student-centered learning is enhanced through appropriate classroom management and effective curricular practices. Candidates finalize their research question, expand the literature review, and offer a rationale for their final proposal.

**ITI 694 Inspired Learning Technology**

*Prerequisite: ITI 692*

Explores and incorporates Information Communication Technologies (ICT) into instructional practices including curricular tools, apps, and web-based resources. Working collaboratively in teams, candidates create a multidisciplinary unit incorporating appropriate learning technologies. The Action Research Proposal is finalized and presented in video and written formats.