

**Inspired Teaching and Learning  
with a Preliminary Multiple or Single Subject  
Teaching Credential (CA)  
BA - MED**

[Degree  
Information](#)

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## Office of Diversity, Equity & Inclusion:

The Master of Education in Inspired Teaching and Learning program abides by the National University Equal Opportunity, Harassment and Nondiscrimination Policy, as found on the website and in the General Catalog. In addition, faculty are invested in the personal and professional growth of students and developing an understanding and appreciation for diversity is an important element of this growth. Diversity includes, but is not limited to race, color, national origin, ancestry, citizenship status, religion (including religious dress and grooming and having requested accommodation of bona fide religious belief or practice), military status, veteran status, marital status, registered domestic partner status, age, disability, protected medical condition, genetic information, political activity, sex/gender. Respect for diversity is embedded in the nature of the Master of Education in Inspired Teaching and Learning program at National University, and the Master of Education in Inspired Teaching and Learning program is committed to acknowledging and discussing diversity in general and as it relates to this course of study.

Appendix A illustrates how ideas and concepts associated with diversity, equity and inclusion are integrated into program curriculum. Students are expected to conduct themselves with professionalism and respect for all whom they connect and engage with during their educational experiences. National University offers programs in a wide variety of contexts. This is also true of the professional experiences you will encounter after graduation. As such, the importance of diversity can be seen in the actual diversity of our students, faculty, and administrators, as well as being evident throughout our curriculum, internships/practicums and educational outcomes.

It is our sincere hope that no member of our community experiences discrimination, harassment, misconduct or violence based on protected-class. However, should that occur, please know that any person may file an informational report (whether or not the person reporting is the person alleged to have experienced the conduct). A report may be made at any time (including during non-business hours) by choosing the appropriate reporting form at this link: [www.nu.edu/reportit](http://www.nu.edu/reportit), or in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator.

•Title IX Coordinator  
Heather Tyrrell

Office of Diversity, Equity & Inclusion  
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San Diego, CA 92123  
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# Welcome From Dean: Dr. Robert Lee

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# Welcome From Chair: Dr. Nilsa J. Thorsos

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Dear candidates seeking a teaching credential,

I welcome you to the Inspired Teaching and Learning (ITL) program in the Teacher Education Department (TED), Sanford College of Education (SCOE) at National University. You are joining an exciting and rigorous program that will provide an education to help you meet the expectations and opportunities you will encounter in your teaching career.

California has the highest number of students in public schools in the United States, with 5,852,544 students in K-12 classrooms. In addition, according to the California Department of Education (2022), 55. % of the students are described as Hispanic or Latinx, 20% as White-non-Hispanic, 9.5% as Asian; 4.7% as African American; 4.3% as two or more races non-Hispanic; 2.2% as Filipino; and 2.2 non reported. Our credential program's goal is to ensure you have current and appropriate skill sets to meet the needs of the diverse population of K-12 students in the classrooms. We hope your academic career at ITL will be fruitful and challenging.

The ITL program will offer you the support, challenges, and rewards expected from a high-quality academic program. The Teacher Education Department has several faculty members dedicated to providing student support. Remember, the course sessions are four weeks online. If you encounter challenges with the courses or online platform, do not hesitate to reach out for support, as time is of the essence in these four-week sessions.

I congratulate you thus far on your accomplishments. Your experience at National University and in the TED, Department will be as fulfilling for you as it is for us. We are looking forward to working with and supporting you.

Best Regards,

Nilsa J. Thorsos, Ph.D.  
Professor & Chair,  
Teacher Education Department

## **PRINCIPLE II: Ethical Conduct toward Practices and Performance**

The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence.

The professional educator endeavors to maintain the dignity of the profession by respecting and obeying the law, and by demonstrating personal integrity.

1. The professional educator applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications, and adheres to the terms of a contract or appointment.
2. The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.
3. The professional educator continues professional growth.
4. The professional educator complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.
5. The professional educator does not intentionally misrepresent official policies of the school or educational organizations, and clearly distinguishes those views from his or her own personal opinions.
6. The professional educator honestly accounts for all funds committed to his or her charge.
7. The professional educator does not use institutional or professional privileges for personal or partisan advantage.

## OVERVIEW

The professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students.

The professional educator acts with conscientious effort to exemplify the highest ethical standards.

The professional educator responsibly accepts that every child has a right to an uninterrupted education free from strikes or any other work stoppage tactics.

## PRINCIPLE I: Ethical Conduct toward Students

The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for their actions and choices. We strongly affirm parents as the primary moral educators of their children.

Nevertheless, we believe all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect-for the law, for human life, for others, and for self. The professional educator, in accepting his or her position of public trust, measures success not only by the progress of each student toward realization of his or her personal potential, but also as a citizen of the greater community of the republic.

1. The professional educator deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.
2. The professional educator does not intentionally expose the student to disparagement.
3. The professional educator does not reveal confidential information concerning students, unless required by law.
4. The professional educator makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.
5. The professional educator endeavors to present facts without distortion, bias, or personal prejudice

### **PRINCIPLE III: Ethical Conduct toward Professional Colleagues**

The professional educator, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession.

1. The professional educator does not reveal confidential information concerning colleagues unless required by law.
2. The professional educator does not willfully make false statements about a colleague or the school system.
3. The professional educator does not interfere with a colleague's freedom of choice and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

### **PRINCIPLE IV: Ethical Conduct toward Parents and Community**

The professional educator pledges to protect public sovereignty over public education and private control of private education. The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperative effort is essential among these groups to attain that goal.

1. The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.
2. The professional educator endeavors to understand and respect the values and traditions of the



The Association of American Educators is the largest national nonunion professional educators association. “AAE Code of Ethics for Educators” was developed by the Advisory Board and Executive Committee of AAE. Find out more about AAE, including how to become a member, at [www.aacteachers.org](http://www.aacteachers.org).



# Bachelor of Arts in Early Childhood Development with Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential (California)

## Overview

The Bachelor of Arts in Early Childhood Development with a California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential provides a broad, rigorous education that prepares candidates for a career as a teacher at early elementary grades. Candidates are introduced to essential knowledge, strategies, techniques and connections across the disciplines as applied to young children. Focus is on an enriched and thought-provoking curriculum incorporating content across subject areas, specific educational methodology courses and preparation for professional work as multiple subject teachers in elementary grades. All candidates must demonstrate subject-matter competency through a state-approved examination (CSET), appropriate degree or major in matching authorization area.

The credential is designed for teacher candidates who will be dedicated to inspiring K6 learners by ensuring for them: social-emotional thriving, meaningful academic achievement and an equitable and inclusive learning community.

For additional information on credential requirements, please see [the Sanford College of Education Credential Information](#) section and the [Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship option](#) sections of the catalog.

## What is the Multiple Subject Credential?

The Multiple Subject Teaching Credential authorizes the holder to teach in a self-contained classroom in grades PreK-12 or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting. The SB2042 credentials carry with them an authorization to teach English Language Learners both in the general education classroom and in designated classes.

**NOTE:** This coursework is taught at an undergraduate level and will **not** transfer as graduate level credit to National University or any other University. Grades earned credential courses will be calculated as part of the student's undergraduate grade point average.





## At a Glance

<b>Fees</b>	Courses may have additional fees, please refer to the catalog for further information.
<b>Clinical Practice Hours</b>	600
<b>Unit Hours</b>	<ul style="list-style-type: none"> <li>• 45 units must be completed in residence at National University</li> <li>• 76.5 of which must be completed at the upper-division level</li> <li>• a minimum 70.5 units of the University General Education requirements</li> </ul> <p>In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.</p>
<b>Number of Courses</b>	<ul style="list-style-type: none"> <li>• 4 Preparation for the Major courses</li> <li>• 23 Requirements for the Major: <ul style="list-style-type: none"> <li>• 9 Early Childhood Education Core Requirement courses</li> <li>• 1 Introductory Core course</li> <li>• 4 Foundation courses</li> <li>• 5 Methods courses</li> <li>• 4 Student Teaching courses</li> </ul> </li> </ul> <p>*Does not include required GE courses</p>
<b>Course Length</b>	4 weeks
<b>Time of Completion</b>	<b>Degree and Credential:</b> About 4 years <b>Credential Only:</b> About 1.5 Years
<b>Modalities</b>	Online, observation and clinical practice required at a K12 school for ITL courses and at a birth-TK school for ECE course
<b>Start Dates</b>	Monthly
<b>Preferred Course Sequence</b>	<ol style="list-style-type: none"> <li>1. Social Science courses should be taken first, can be taken in any order as pre-requisites allow.</li> <li>2. ITL 400 may be taken before English courses have been completed if student desires.</li> <li>3. Credential courses must be completed in sequence.</li> </ol>
<b>State Restrictions</b>	California residents ONLY

## Features & Benefits

Credential program requirements are included in the undergraduate degree requirements.

- The blended program can be completed faster than completing a traditional bachelors degree and pursuing a graduate level credential program.
- Credential course tuition is at the undergraduate level, saving the student money.

Completion of the Early Childhood Development requirements helps students prepare for the California Commission on Teacher Credentialing (CTC) Multiple Subject CSET.

- Students who complete the ECD requirements will be better prepared to take the CSET exam.

Early Childhood Development faculty are experienced teachers and published scholars in their fields. ITL faculty are current or former practitioners, who are energetic, engaging, and carry a wealth of knowledge and experience.

- Students will learn from faculty with real world experience.



# Program Learning Outcomes

1. Identify essential concepts, inquiry tools, structure of content areas and resources for early childhood education.

2. Develop oral, written, and technological skills for communicating with families and very young children.

3. Create environments that are healthy, respectful, supportive, and challenging for all children.

4. Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.

## Features and Benefits

Online coursework:

- Allows students to really focus on their in-person field experiences and student teaching.

Current, relevant, and engaging curriculum taught by real-life practitioners in the field:

- Students gain a solid foundation of early childhood which gives a wealth of knowledge about how to support children in the classroom.
- Students will be well prepared to be an effective teacher when you exit the program and enter the classroom!



# Program Learning Outcomes

1. Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.
2. Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.
3. Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.
4. Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.
5. Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.
6. Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.
7. Reflect critically about the application of the inspired teaching and learning principles.

The program courses provide a solid foundation and real-life application of the content knowledge, which provides a deep understanding and thus a well-prepared educator.

Students will truly understand theory, application, and research-based strategies to support their work with children and families.

Faculty are current or former practitioners, who are energetic, engaging, and carry a wealth of knowledge and experience. Faculty are supportive, passionate, and strive to help students be successful in the program and in the field.

# Career Options



## Possible Career Options

Graduates of the program who have been awarded a Multiple Subject Teaching Credential by the CTC can be employed as teachers at the elementary school level.

## Student Personas

- Has a passion for working with children in the early years/ elementary grades.
- Wants to make a meaningful impact in the lives of children and families in the field of education.
- Desire learn about the ways in which we can best support all children in our care, supporting all developmental domains, and providing the best care and education.

## IMPORTANT NOTE

Career outcomes are influenced by a number of factors. We should never guarantee and/or give the impression that a student will achieve specific career outcomes based on completing a degree program at NU.

# Bachelor of Arts in Interdisciplinary Studies with Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential (California)

## Overview

The Bachelor of Arts in Interdisciplinary Studies with a California Inspired Teaching Learning Preliminary Multiple Subjects Teaching Credential provides a broad, rigorous education preparing candidates for a teaching career at the elementary level. The program introduces candidates to essential knowledge, connections across the disciplines, and applies knowledge of life beyond the University. This degree program gives candidates an enriched and thought-provoking curriculum incorporating content across subjects. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a teacher. It is designed for multiple subject teacher candidates who will be dedicated to inspiring all PK12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple Subjects Teaching Credential.

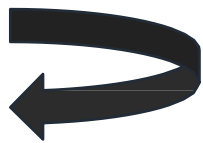
**\*Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement and Subject Matter Competency Requirement **PRIOR** to starting the multiple credential area method courses.

For additional information on credential requirements, please see [the Sanford College of Education Credential Information](#) section and the [Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship option](#) sections of the catalog.

## What is the Multiple Subject Credential?

The Multiple Subject Teaching Credential authorizes the holder to teach in a self-contained classroom in grades PreK-12 or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting. The Single Subject Teaching Credential authorizes the holder to teach in departmentalized classes in any subject within his/her authorized fields in grades PreK-12, or in classes organized primarily for adults. The SB2042 credentials carry with them an authorization to teach English Language Learners both in the general education classroom and in designated classes.

**NOTE:** This coursework is taught at an undergraduate level and will **not** transfer as graduate level credit to National University or any other University. Grades earned credential courses will be calculated as part of the student's undergraduate grade point average.



# Program Learning Outcomes

1. Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information.
2. Explain the integration of knowledge in a global context and engage in collaborative research across disciplines.
3. Identify and appreciate the cultural perspectives of world view.
4. Use information communications technology for knowledge sharing and the interdisciplinary approach.

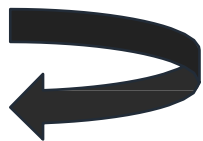
Faculty are current or former practitioners for teaching credential courses, who are energetic, engaging, and carry a wealth of knowledge and experience. Faculty are supportive, passionate, and strive to help students be successful in the program and in the field!

This program provides students with a broad, rigorous education and connections across the disciplines and application of knowledge to life beyond the University.

Upon completion of this program, students should be prepared for professional work in a changing cultural and economic environment.







# Program Learning Outcomes

1. Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
2. Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.
3. Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.
4. Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.
5. Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
6. Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.
7. Reflect critically about the application of the inspired teaching and learning principles.

Inspired Teaching and Learning coursework will have embedded fieldwork, designed to give students hands-on experience.

Each candidate also has a Credential Program Specialist available to them to help navigate the specifics of the state and university credentialing requirements.

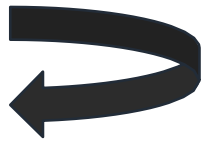
Students can request a school district to complete student teaching. The university will do its best to accommodate the request.

## At a Glance

<b>Fees</b>	Courses may have additional fees, please refer to the catalog for further information.
<b>Clinical Practice Hours</b>	600
<b>Unit Hours</b>	<ul style="list-style-type: none"> <li>• 45 units must be completed in residence at National University</li> <li>• 76.5 of which must be completed at the upper-division level</li> <li>• a minimum 70.5 units of the University General Education requirements</li> </ul> <p>In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.</p>
<b>Number of Courses</b>	<ul style="list-style-type: none"> <li>• 3 Preparation for the Major course</li> <li>• 25 Requirements for the Major: <ul style="list-style-type: none"> <li>• 6 Core Requirement courses</li> <li>• 5 Upper Division Electives</li> <li>• 1 Introductory Core course</li> <li>• 4 Foundation courses</li> <li>• 5 Methods courses</li> <li>• 4 Student Teaching courses</li> </ul> </li> </ul> <p>*Does not include required GE courses</p>
<b>Course Length</b>	4 weeks
<b>Time of Completion</b>	About 4 years
<b>Modalities</b>	Online, observation and clinical practice required at a K-12 school
<b>Start Dates</b>	Monthly
<b>Preferred Course Sequence</b>	<ol style="list-style-type: none"> <li>1. Preparations for the Major courses should be taken first, can be taken in any order as pre-requisites allow.</li> <li>2. ITL 400 may be taken before Interdisciplinary Studies courses have been completed if student desires.</li> <li>3. Credential courses must be completed in sequence.</li> </ol>
<b>State Restrictions</b>	California residents ONLY

[At a Glance/  
Features &  
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## Features & Benefits

Credential program requirements are included in the undergraduate degree requirements.

- The blended program can be completed faster than completing a traditional bachelors degree and pursuing a graduate level credential program.
- Credential course tuition is at the undergraduate level, saving the student money.

Completion of the program requirements satisfies the California Commission on Teacher Credentialing (CTC) requirements.

- Our university credentials one of the largest amounts of Candidates in CA. Second only to the combined CSU system.
- Students completing this course are supported by credentialing expert to guide them through the process.

Faculty are experienced teachers and published scholars in their fields, most holding EdDs. ITL faculty are current or former practioners, who are energetic, engaging, and carry a wealth of knowledge and experience.

- Students will learn from faculty with real world experience.





# Career Options

## Possible Career Options

K- 6 Elementary Teacher

## Student Personas

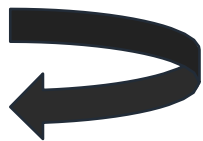
It is designed for multiple subject teacher candidates who will be dedicated to inspiring all PK12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities.

## IMPORTANT NOTE

Career outcomes are influenced by a number of factors. We should never guarantee and/or give the impression that a student will achieve specific career outcomes based on completing a degree program at NU.

At a Glance/Did  
you know?

[Career Options and  
Personas](#)





# Bachelor of Arts in English with Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

## Overview

The Bachelor of Arts in English with Inspired Teaching and Learning Preliminary Single Subject Credential provides a rigorous education preparing candidates for a career as a teacher of English at the middle and secondary school levels. The program stresses literary analysis, diversity, and critical thinking and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. Completion of the Bachelor of Arts in English also satisfies the California Commission on Teacher Credentialing (CTC) requirements for subject matter preparation in English; students who complete the English requirements will not be required to take the CSET exam. This program also prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as an English teacher. It is designed for teacher candidates who will be dedicated to inspiring all K-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The Education courses meet the CTC requirements for a Preliminary Single Subject Teaching Credential. For additional information on credential requirements, please see the Sanford College of Education's Credential Information section of the catalog.

\*Please Note: To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement and Subject Matter Competency Requirement PRIOR to starting the single credential area method courses. For additional information on credential requirements, please see the Sanford College of Education's Credential Information section of the catalog. For additional information on credential requirements, please see [the Sanford College of Education Credential Information](#) section and the [Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and](#)

## What is the Single Subject Credential?

The Single Subject Teaching Credential authorizes the holder to teach in departmentalized classes in any subject within his/her authorized fields in grades PreK-12, or in classes organized primarily for adults. The SB2042 credentials carry with them an authorization to teach English Language Learners both in the general education classroom and in designated classes. There is an application process for applying to student teaching (clinical practice).

**NOTE:** This coursework is taught at an undergraduate level and will **not** transfer as graduate level credit to National University or any other University. Grades earned credential courses will be calculated as part of the student's undergraduate grade point average.



# Program Learning Outcomes

1. Knowledgeably discuss major writers, works, movements, and periods of the British and American literary traditions.
2. Apply close reading skills to analyze literary and other texts.
3. Critically examine the relevance of variables of human diversity such as race, ethnicity, gender, class, and sexuality to the understanding and cultural significance of literature.
4. Apply relevant cultural and historical information in the analysis of literary texts.
5. Critically evaluate the assumptions and implications of major critical approaches to literature.
6. Analyze the significance of genre conventions to the meanings and effects of literary works.
7. Explain and defend their own criteria for evaluating works of literature.
8. Collaborate with others to develop more complicated interpretations or arguments.
9. Compose sophisticated written arguments about works of literature, incorporating appropriate close reading, research, and writing skills.

The program allows for meaningful interactions with peers through discussions and collaborative work.

Flexible requirements and sequencing allow for student choice of classes and flexible and efficient scheduling.

Students focus on building writing and critical thinking skills throughout the program.



# Program Learning Outcomes

1. Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.

2. Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.

3. Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.

4. Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.

5. Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.

6. Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.

7. Reflect critically about the application of the inspired teaching and learning principles.



## At a Glance

<b>Fees</b>	Courses may have additional fees, please refer to the catalog for further information.
<b>Clinical Practice Hours</b>	600
<b>Unit Hours</b>	<ul style="list-style-type: none"> <li>• 45 units must be completed in residence at National University</li> <li>• 76.5 of which must be completed at the upper-division level</li> <li>• a minimum 70.5 units of the University General Education requirements</li> </ul> <p>In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.</p>
<b>Number of Courses</b>	<ul style="list-style-type: none"> <li>• 1 Preparation for the Major course</li> <li>• 25 Requirements for the Major: <ul style="list-style-type: none"> <li>• 11 English Requirement courses</li> <li>• 1 Introductory Core course</li> <li>• 4 Foundation courses</li> <li>• 5 Methods courses</li> <li>• 4 Student Teaching courses</li> </ul> </li> </ul> <p>*Does not include required GE courses</p>
<b>Course Length</b>	4 weeks
<b>Time of Completion</b>	Master's: About 4 years Credential Only: About 1.5 years
<b>Modalities</b>	Online, observation and clinical practice required at a K12 school
<b>Start Dates</b>	Monthly
<b>Preferred Course Sequence</b>	<ol style="list-style-type: none"> <li>1. English courses should be taken first, can be taken in any order as pre-requisites allow.</li> <li>2. ITL 400 may be taken before English courses have been completed if student desires.</li> <li>3. Credential courses must be completed in sequence.</li> </ol>
<b>State Restrictions</b>	California residents ONLY

## Features & Benefits

Credential program requirements are included in the undergraduate degree requirements.

- For most students, the blended program can be completed faster than completing a traditional bachelors degree and pursuing a graduate level credential program.
- Credential course tuition is at the undergraduate level, saving the student money.

Completion of the English requirements also satisfies the California Commission on Teacher Credentialing (CTC) requirements for subject matter preparation in English.

- Students who complete the English requirements will not be required to take the CSET exam

English faculty are experienced teachers and published scholars in their fields, most holding PhDs. ITL faculty are current or former practioners, who are energetic, engaging, and carry a wealth of knowledge and experience.

- Students will learn from faculty with real world experience.

# Career Options



## Possible Career Options

This program is specifically designed for students interested in teaching middle or secondary school English/Language Arts in California public schools.

*Students interested in English but not in a teaching career path should consider the BA in English program.*

## Student Personas

- Enjoy reading and writing
- Work in schools and want to move into instructional positions
- Enjoy working with adolescents
- General interest in teaching

## IMPORTANT NOTE

Career outcomes are influenced by a number of factors. We should never guarantee and/or give the impression that a student will achieve specific career outcomes based on completing a degree program at NU.



# Bachelor of Arts in Social Science with Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

## Overview

The Bachelor of Art in Social Science with a Preliminary Single Subject Credential combines rigorous coursework in history and the social sciences as well as teacher education preparing candidates for careers as teachers of social studies and history at the middle and secondary school levels. The program introduces students to a variety of fields in the social sciences and concentrates on World History, U.S. History, and California History. Students examine worlds, times, places and cultures--including their own--in ways they have never considered and they develop strong skills in critical thinking, reading, writing, and researching. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a social science and history teacher. It is designed for teacher candidates who will be dedicated to inspiring all PK12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Single Subject Teaching Credential.

\*Please Note: To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement and Subject Matter Competency Requirement PRIOR to starting the single credential area method courses. For additional information on credential requirements, please see the Sanford College of Education's Credential Information section of the catalog.

For additional information on credential requirements, please see [the Sanford College of Education Credential Information](#) section and the [Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship option](#) sections of the catalog.

## What is the Single Subject Credential?

The Single Subject Teaching Credential authorizes the holder to teach in departmentalized classes in any subject within his/her authorized fields in grades PreK-12, or in classes organized primarily for adults. The SB2042 credentials carry with them an authorization to teach English Language Learners both in the general education classroom and in designated classes. There is an application process for applying to student teaching (clinical practice).

**NOTE:** This coursework is taught at an undergraduate level and will **not** transfer as graduate level credit to National University or any other University. Grades earned credential courses will be calculated as part of the student's undergraduate grade point average.

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# Program Learning Outcomes

1. Assess the significance of major trends in World History.
2. Assess the significance of major trends in U.S. History.
3. Analyze a variety of primary sources.
4. Analyze secondary sources for their arguments and use of supporting evidence.
5. Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.
6. Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.

Graduates will be able to intelligently discuss major trends in world and U.S. history and supporting evidence. As well as discuss current issues, new theories, and facts that help to shape history. They will also develop and understanding of social change in diverse societies.

Students gain experience assessing argumentation in history and the social sciences and interpreting primary sources.





# Program Learning Outcomes

1. Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.
2. Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.
3. Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.
4. Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.
5. Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.
6. Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.
7. Reflect critically about the application of the inspired teaching and learning principles.

The program prepares students to teach history or social studies at the elementary, middle, and high school levels.

Graduates will learn to use technology effectively to meet the need of all students. As well as support cognitive, social, physical, and emotional growth in the classroom.



## At a Glance

<b>Fees</b>	Courses may have additional fees, please refer to the catalog for further information.
<b>Clinical Practice Hours</b>	600
<b>Unit Hours</b>	<ul style="list-style-type: none"> <li>• 45 units must be completed in residence at National University</li> <li>• 76.5 of which must be completed at the upper-division level</li> <li>• a minimum 70.5 units of the University General Education requirements</li> </ul> <p>In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.</p>
<b>Number of Courses</b>	<ul style="list-style-type: none"> <li>• 9 Preparation for the Major courses</li> <li>• 25 Requirements for the Major: <ul style="list-style-type: none"> <li>• 11 Social Science Requirement courses</li> <li>• 1 Introductory Core course</li> <li>• 4 Foundation courses</li> <li>• 5 Methods courses</li> <li>• 4 Student Teaching courses</li> </ul> </li> </ul> <p>*Does not include required GE courses</p>
<b>Course Length</b>	4 weeks
<b>Time of Completion</b>	About 4 years
<b>Modalities</b>	Online, observation and clinical practice required at a K12 school
<b>Start Dates</b>	Monthly
<b>Preferred Course Sequence</b>	<ol style="list-style-type: none"> <li>1. Social Science courses should be taken first, can be taken in any order as pre-requisites allow.</li> <li>2. ITL 400 may be taken before English courses have been completed if student desires.</li> <li>3. Credential courses must be completed in sequence.</li> </ol>
<b>State Restrictions</b>	California residents ONLY

## Features & Benefits

Credential program requirements are included in the undergraduate degree requirements.

- The blended program can be completed faster than completing a traditional bachelors degree and pursuing a graduate level credential program.
- Credential course tuition is at the undergraduate level, saving the student money.

Completion of the Social Science requirements also satisfies the California Commission on Teacher Credentialing (CTC) requirements for subject matter preparation in Social Science.

- Students who complete the Social Science requirements will not be required to take the CSET exam.

Social Science faculty are experienced teachers and published scholars in their fields. ITL faculty are current or former practitioners, who are energetic, engaging, and carry a wealth of knowledge and experience.

- Students will learn from faculty with real world experience.

# Career Options

## Possible Career Options

Graduates of the program who have been awarded a Single Subject Teaching Credential by the CTC can be employed as History or Social Studies teachers at the elementary, middle, or high school level

## Student Personas

- Enjoy History or Social Studies
- General interest in teaching

## IMPORTANT NOTE

Career outcomes are influenced by a number of factors. We should never guarantee and/or give the impression that a student will achieve specific career outcomes based on completing a degree program at NU.

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# Undergraduate Admission Requirements

## ☐ **Freshman Applicants:** (no college credit)

- High School Diploma
- High School GPA of **2.0** or higher

## ☐ **Transfer Applicants:** (some regionally accredited college credit)

- Students with less than 90 transferable quarter units must have a cumulative GPA of **2.0 or higher** and submit **high school transcripts or GED**.
- Students with an associate degree OR 90 or more transferable quarter units must have a cumulative GPA of **2.0 or higher**.
- Students who have not attended a college for **five or more** years are exempt from the GPA requirement.
  - Years are counted based on Month/Year matriculation date.
  - Only applies to student being evaluated AFTER 07/01/2021.

☐ **EXCEPTION:** Exceptions may be possible for applicants with an undergraduate GPA less than a 2.0 (see LIGPA policy in Catalog 83F).

### **Official and Unofficial transcripts from all previous degree awarding institutions to include:**

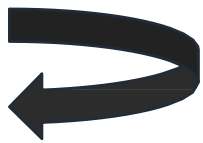
- Student's full name
- Name of school
- Course and/or term dates
- Earned and attempted credit totals
- Grade point average (GPA)
- Name of degree
- Degree conferral date (if applicable)
- All pages of the transcript

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# ITL Credential Admission Requirements and Process

## Admission Requirements

*In order to be admitted into the Program, Candidates must provide evidence/proof of the following:*

- ☐ **Negative TB test** results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).
- ☐ Proof of **Fingerprint Clearance** through the CTC.
- ☐ Proof of **Basic Skills Requirement** passage, attempt or registration
  - ☐ This can be met through several options (exams, course work, or a combination of exams and coursework)
- ☐ Proof of **Subject Matter Competency**.
  - ☐ This may be through CSET exams, or successful completion of coursework from a regionally accredited institution.

## Admission Process

Students enrolled in the Inspired Teaching and Learning (ITL) program must meet basic National University admissions *AND California Teacher Credentialing (CTC) requirements* **before** enrolling in Preliminary Multiple Subject or Single Subject Teaching Credential coursework.

1. Student is enrolled in desired program.

2. Student is scheduled for courses that do NOT require the Initial Programs Packet on file.

3. Student can access the **Credential Orientation Course**

4. **Submits** an Initial Program Requirements Packet **eForm** through the SOAR student Portal that is processed as "approved" by the Credentials Department.

5. Student can be scheduled for courses that require the Initial Programs Packet on file.

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# Initial Program Requirements Packet (AKA Credential Packet)

Once a student is enrolled in the program and completes the Credential Orientation courses, they will be able to submit the Initial Program Requirements Packet eForm through the SOAR student Portal which will be processed as “approved” by the Credentials Department. This eForm includes:

## 1. TB Test:

- Proof of Negative Tuberculosis or TB Risk Assessment with Certificate of Completion within 4 years.

## 2. CTC Clearance:

- Proof of Fingerprint Clearance through the CTC, viewable on their website.
- Verifies passing a background check.
- May be satisfied if the candidate holds a valid California permit or credential. If not, the candidate must obtain a Certificate of Clearance through the CTC.

## 3. Subject Matter Competency:

- Demonstrates the ability to teach in the specific area a candidate is seeking a credential
- May be met by:
  1. Completion of a subject matter program [approved by the CTC](#).
  2. Passage of subject matter examination(s) (the California Subject Examination for Teachers or CSET).
  3. Completion of appropriate baccalaureate or higher degree from a regionally accredited institution (More details on Subject Matter Competency Requirements page).
  4. Successful completion of coursework with a grade of “C” or better, taken at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements.
  5. Through a combination of coursework and CSET exam.

## Notes:

- Students who complete their packet prior to the completion of ITL 400 for Undergraduates will receive a **\$250 ITL scholarship**.
- Inspired Teaching and Learning coursework will have **embedded fieldwork**; in order to participate in these courses, the above items must all be on file with the approved eForm.
- The Credentials Department will NOT be processing any Credential Packets **submitted after 5 PM PST on the first Monday of class** for students wishing to enroll for the current term.
- Packets **cannot be expedited** for processing. Packets are processed in the order they are received.
- ALL required documents for the Credential Packet MUST be submitted for it to be processed.
- Advisors cannot submit Credential Packets on behalf of a student. Students must **submit the packet via e-form** in their Student Portal.

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# Basic Skills Requirements

## Overview

*Students enrolled in the Inspired Teaching and Learning (ITL) program must meet the Basic Skills Requirement prior to being scheduled for the Methods Courses. This requirement can be met in several ways.*

- Basic Skills demonstrates a candidate's proficiency in basic reading, writing, and math skills.

## Requirements

- Proof of passage of Basic Skills is not required for the Credential Packets for ITL Multiple and Single Subject Credential Programs.
- To submit proof, students must complete the 41-BSR Form eForm via the Student Portal.

## Options to demonstrate Competency

### EXAM:

- California Basic Educational Skills Test (CBEST).

OR

### UNDERGRADUATE COURSEWORK:

- Subjects in Reading, Writing, and Math.
- Courses must have been/ be taken towards a degree program with a grad of B or better.
- Official transcripts listing the coursework must be on file with the NU Records Department.

OR

### Combination of coursework and exams:

- Students must meet all three subject areas.

**Pease contact the Credentials Department for information on options to meet Basic Skills and Subject Matter requirement.**

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# Subject Matter Competency Requirements

## Overview

*Students enrolled in the Credential program must meet the Subject Matter Competency Requirement prior to being scheduled for the Methods Courses. This requirement can be met in several ways.*

- Demonstrates the ability to teach in the specific area a candidate is seeking a credential.

## Requirements

- Attempt, scheduled, passed exam, or proof of meeting the requirement is required for Credential Packet submission for Inspired Teaching and Learning Program
- To submit proof, students can:
  - Include with the Credential Packet
  - Send a PDF of exam score or degree evaluation to [credentials@nu.edu](mailto:credentials@nu.edu).
- Students who have official transcripts on file that demonstrate their bachelor degree meets subject matter competency for the desired subject area **at the time their Credential Packet is submitted**, the Credentials Department will reflect the requirement has been met on the students' file. *No action is required by the student.*

## Options to demonstrate Competency (5)

### 1. Exam

- California Subject Matter Examinations for Teachers (CSET).

### 2. Conferred Bachelor's Degree

- major in one of the single subject areas in which the CTC credentials candidates or a liberal studies degree.
- Official transcripts listing the degree must be on file with NU Records Department.

### 3. Subject Matter Program

- [Approved by the CTC](#)

### 4. Subject Matter Coursework

- Successful completion of coursework with a grade of "C" or better

### 5. Combination of the methods described in (1), (2), and (3)

- Has met or exceeded each of the domains of the subject matter requirements

Please refer to the Credentials Department for questions.

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# Master of Education in Inspired Teaching and Learning with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option (CA)

## Overview

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 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 Learner Equity and Academic Achievement, Inspired Teaching Practices or Social Emotional Learning.

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

\*\*This is an abridged version of our program policies and requirements. For further information please contact the academic advisors office and / or the credentials office.

For additional information on credential requirements, please see [the Sanford College of Education Credential Information](#) section and the [Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship option](#) sections of the catalog.

## What are the Single Subject and Multiple Subject Credentials?

The Multiple Subject Teaching Credential authorizes the holder to teach in a self-contained classroom in grades K-12 or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team-teaching setting. The Single Subject Teaching Credential authorizes the holder to teach in departmentalized classes in any subject within their authorized fields in grades PreK-12, or in classes organized primarily for adults. The SB2042 credentials carry with them an authorization to teach English Language Learners both in the general education classroom and in designated classes.



# Preliminary Single and Multiple Subject Teaching Credential Program Disclosures



The Master of Education in Inspired Teaching and Learning with a Preliminary Multiple and Single Subject Teaching Credential and Intern Option program is currently operating using credential guidelines for California only. Students who wish to use this program for credential in other states must contact the appropriate regulatory board for more information.



Candidates with international degrees who do not hold a U.S. bachelor's degree must receive an evaluation from a CTC-approved international evaluation agency before being admitted to the University and starting their first course.



Credential programs have time-sensitive requirements that must be met for admission, clinical practice, and completion. Candidates are encouraged to discuss individual completion goals and desired timelines with a Credential Program Specialist at the beginning of their program.



PRIOR to taking ITL 604, the candidate is required to submit a complete Credential Packet.



PRIOR to beginning any of the Methods courses, the candidate must have completed all Foundation courses, and met the Basic Skill and Subject Matter requirement.



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



There is an application process for applying to student teaching (clinical practice).



# Program Learning Outcomes

1. Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.

2. Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.

3. Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.

4. Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.

5. Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.

6. Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.

7. Reflect critically about professional beliefs and practices in the application of teaching, learning principles, and research needed to inspire K12 learners as well as being an inspired teacher.

National University credentials one of the largest amounts of candidates in CA, second only to the combined CSU system.

The program is grounded in providing real-world project experiences with the opportunity to acquire practical, hands-on knowledge.

**MED ITL w.  
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or Single Subject  
Teaching  
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## At a Glance

<b>Fees</b>	Courses may have additional fees, please refer to the catalog for further information.
<b>Clinical Practice Hours</b>	600
<b>Unit Hours</b>	<b>Master of Education with ITL Single Subject or Multiple Subject Credential:</b> 67.5- 85.5 quarter units <b>ITL Single Subject or Multiple Subject Credential:</b> 54- 72 quarter units
<b>Number of Courses</b>	<b>Master of Education with ITL Single Subject or Multiple Subject Credential:</b> 16 courses <ul style="list-style-type: none"> <li>• 1 Introductory Core Requirement</li> <li>• 3 Foundation Core Courses</li> <li>• 5 Methods Courses</li> <li>• 4 Student Teaching Courses OR 4-8 Internship courses</li> <li>• 3 Emphasis Courses</li> </ul> <b>ITL Single Subject or Multiple Subject Credential:</b> 13 courses <ul style="list-style-type: none"> <li>• 1 Introductory Core Requirement</li> <li>• 3 Foundation Core Courses</li> <li>• 5 Methods Courses</li> <li>• 4 Student Teaching Courses OR 4-8 Internship courses</li> </ul>
<b>Course Length</b>	4 weeks *Student Teaching: 16-18 weeks *Internship: Two fourth month courses
<b>Time of Completion</b>	About 1.5- 2 years
<b>Modalities</b>	Online, observation and clinical practice required at a K12 school
<b>Start Dates</b>	Monthly
<b>Preferred Course Sequence</b>	Credential courses must be completed in sequence.
<b>State Restrictions</b>	California residents ONLY

## Features & Benefits

The Master with Credential program has the SAME degree requirements as the sole graduate credential program with just THREE additional courses for the Emphasis.

- In as little as 3 extra months, students can get a masters degree with their credential.

This degree meets all CTC requirements for a Preliminary Multiple or Single Subject teaching credential and those requirements for a master's degree.

- Students can apply for their credential upon completion of the program.

Faculty are experienced teachers and published scholars in their fields, most holding PhDs. ITL faculty are current or former practitioners, who are energetic, engaging, and carry a wealth of knowledge and experience.

- Students will learn from faculty with real world experience.



# Graduate Admission Requirements

1. Hold a bachelor's degree or higher from a regionally accredited college or university with an overall **Grade Point Average of 2.5 or better**, or a Grade Point Average of **2.75 or higher within the last 90 quarter units**.

OR

2. Hold a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of **2.0 to 2.49** and a satisfactory score on one of the following tests::

- Minimum score of 550 on the Graduate Management Admission Test (**GMAT**)
- Minimum scores of 152 (verbal) and 147 (quantitative) on the Graduate Record Examination (**GRE**)
- Minimum score of 408-413 on the **Miller Analogies Test**
- An approved, standardized program-specific exam

OR

3. Hold a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.0 to 2.49 and have successfully completed at least **13.5 quarter units of graduate level coursework with grades of "B" or better** at a regionally accredited institution.

OR

4. Holders of a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.0 to 2.49 may be admitted on a probationary status. (See **LIGPA policy within current catalog**). Students who received their bachelor's degree more than five years prior and have not attended a college are exempt from this requirement.

***Students who have not attended a college for five or more years are exempt from the GPA requirement:***

- *Years are counted based on Month/Year matriculation date.*
- *Only applies to student being evaluated AFTER 07/01/2021.*

**Official transcripts from previous degree awarding institution to include:**

- Name of school
- Course and/or term dates
- Earned and attempted credit totals
- Grade point average (GPA)
- Name of degree
- Degree conferral date
- All pages of the transcript





# Career Options

## Possible Career Options

### Single Subject:

Teacher at the middle or high school level in their designated subject area

### Multiple Subject:

Teacher at the K-6 level

## Student Personas

Has a general interest in teaching and wants to make a meaningful impact in the lives of children and families in the field of education.

### Single Subject:

Has a passion for their subject area.  
Enjoys working with adolescents.

### Multiple Subject:

Has a passion for working with children in the early years/ elementary grades.  
Desire learn about the ways in which we can best support all children in our care, supporting all developmental domains, and providing the best care and education.

## IMPORTANT NOTE

Career outcomes are influenced by a number of factors. We should never guarantee and/or give the impression that a student will achieve specific career outcomes based on completing a degree program at NU.



# Emphasis Options

Each emphasis is 3 courses (13.5 Quarter Units) in length. Students must also enroll in one of the following

## Emphasis English Learn er Equity and Academic Achievement

The Master of Education in Inspired Teaching and Learning Preliminary Multiple and Single Subject Teaching Credential with Specialization in English Learner Equity and Academic Achievement **is designed to improve the quality of education for English 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 Learners** in public school classrooms through content learning and course- embedded research practicum I, II & III.

## Emphasis in Social Emotional Learning

The Social Emotional Learning (SEL) specialization resides in the Master of Education degree program. This 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.

## Emphasis in Critical Thinking

**This program is intended for teacher candidates and practicing teachers. 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.** \* The emphasis will refocus in fall 2023 /spring 2024 4 for STEM/STEAM

## 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.

# ITL Credential Admission Requirements and Process

## Admission Requirements

*In order to be admitted into the Program, Candidates must provide evidence/proof of the following:*

- ☐ **Negative TB test** results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).
- ☐ Proof of **Fingerprint Clearance** through the CTC.
- ☐ Proof of **Basic Skills Requirement** passage, attempt or registration
  - ☐ This can be met through several options (exams, course work, or a combination of exams and coursework)
- ☐ Proof of **Subject Matter Competency**.
  - ☐ This may be through CSET exams, or successful completion of coursework from a regionally accredited institution.

## Admission Process

Students enrolled in the Inspired Teaching and Learning (ITL) program must meet basic National University admissions *AND California Teacher Credentialing (CTC) requirements* **before** enrolling in Preliminary Multiple Subject or Single Subject Teaching Credential coursework.

1. Student is enrolled in desired program.

2. Student is scheduled for courses that do NOT require the Initial Programs Packet on file.

3. Student can access the **Credential Orientation Course**

4. **Submits** an Initial Program Requirements Packet **eForm** through the SOAR student Portal that is processed as "approved" by the Credentials Department.

5. Student can be scheduled for courses that require the Initial Programs Packet on file.

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# Initial Program Requirements Packet (AKA Credential Packet)

Once a student is enrolled in the program and completes the Credential Orientation courses, they will be able to submit the Initial Program Requirements Packet eForm through the SOAR student Portal which will be processed as “approved” by the Credentials Department. This eForm includes:

## 1. TB Test:

- Proof of Negative Tuberculosis or TB Risk Assessment with Certificate of Completion within 4 years.

## 2. CTC Clearance:

- Proof of Fingerprint Clearance through the CTC, viewable on their website.
- Verifies passing a background check.
- May be satisfied if the candidate holds a valid California permit or credential. If not, the candidate must obtain a Certificate of Clearance through the CTC.

## 3. Subject Matter Competency:

- Demonstrates the ability to teach in the specific area a candidate is seeking a credential
- May be met by:
  1. Completion of a subject matter program [approved by the CTC](#).
  2. Passage of subject matter examination(s) (the California Subject Examination for Teachers or CSET).
  3. Completion of appropriate baccalaureate or higher degree from a regionally accredited institution (More details on Subject Matter Competency Requirements page).
  4. Successful completion of coursework with a grade of “C” or better, taken at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements.
  5. Through a combination of coursework and CSET exam.

## Notes:

- Students who complete their packet prior to the completion of ITL 400 for Undergraduates will receive a **\$250 ITL scholarship**.
- Inspired Teaching and Learning coursework will have **embedded fieldwork**; in order to participate in these courses, the above items must all be on file with the approved eForm.
- The Credentials Department will NOT be processing any Credential Packets **submitted after 5 PM PST on the first Monday of class** for students wishing to enroll for the current term.
- Packets **cannot be expedited** for processing. Packets are processed in the order they are received.
- ALL required documents for the Credential Packet MUST be submitted for it to be processed.
- Advisors cannot submit Credential Packets on behalf of a student. Students must **submit the packet via e-form** in their Student Portal.

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# Basic Skills Requirements

## Overview

*Students enrolled in the Inspired Teaching and Learning (ITL) program must meet the Basic Skills Requirement prior to being scheduled for the Methods Courses. This requirement can be met in several ways.*

- Basic Skills demonstrates a candidate's proficiency in basic reading, writing, and math skills.

## Requirements

- Proof of passage of Basic Skills is not required for the Credential Packets for ITL Multiple and Single Subject Credential Programs.
- To submit proof, students must complete the 41-BSR Form eForm via the Student Portal.

## Options to demonstrate Competency

### EXAM:

- California Basic Educational Skills Test (CBEST).

OR

### UNDERGRADUATE COURSEWORK:

- Subjects in Reading, Writing, and Math.
- Courses must have been/ be taken towards a degree program with a grad of B or better.
- Official transcripts listing the coursework must be on file with the NU Records Department.

OR

### Combination of coursework and exams:

- Students must meet all three subject areas.

**Pease contact the Credentials Department for information on options to meet Basic Skills and Subject Matter requirement.**

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# Subject Matter Competency Requirements

## Overview

*Students enrolled in the Credential program must meet the Subject Matter Competency Requirement prior to being scheduled for the Methods Courses. This requirement can be met in several ways.*

- Demonstrates the ability to teach in the specific area a candidate is seeking a credential.

## Requirements

- Attempt, scheduled, passed exam, or proof of meeting the requirement is required for Credential Packet submission for Inspired Teaching and Learning Program
- To submit proof, students can:
  - Include with the Credential Packet
  - Send a PDF of exam score or degree evaluation to [credentials@nu.edu](mailto:credentials@nu.edu).
- Students who have official transcripts on file that demonstrate their bachelor degree meets subject matter competency for the desired subject area **at the time their Credential Packet is submitted**, the Credentials Department will reflect the requirement has been met on the students' file. *No action is required by the student.*

## Options to demonstrate Competency (5)

### 1. Exam

- California Subject Matter Examinations for Teachers (CSET).

### 2. Conferred Bachelor's Degree

- major in one of the single subject areas in which the CTC credentials candidates or a liberal studies degree.
- Official transcripts listing the degree must be on file with NU Records Department.

### 3. Subject Matter Program

- [Approved by the CTC](#)

### 4. Subject Matter Coursework

- Successful completion of coursework with a grade of "C" or better

### 5. Combination of the methods described in (1), (2), and (3)

- Has met or exceeded each of the domains of the subject matter requirements

Please refer to the Credentials Department for questions.

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# Single Subject Credential Options with NU:

The single subject credential coursework does not teach students the subject in which they are seeking a credential (ex: Math or English). However, National University is authorized to recommend students seeking the following single subject credential areas:

**Art**

**Music**

**Physical Education**

**Business**

**Mathematics**

**Science**

**English**

**Industrial and Technology  
Education**

**Social Science**

**Health Science**

**Home Economics**

**\*World Language**  
(example: Spanish, French, German,  
and more)  
•Excludes English Language Development  
(ELD)

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# California Credential Recommendation Requirements

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When an individual completes an approved program to earn a credential or permit through a California college or university, they must be formally recommended for the credential to the Commission on Teaching Credentialing (CTC). For NU to recommend a student to the CTC, the student must meet the following requirements:

- ✓ Valid fingerprint clearance through CTC
- ✓ Basic Skills requirement met
- ✓ Subject Matter Competency met
- ✓ Passage of TPA 2.0 Cycles 1 & 2 (or TPA 1.0 Tasks 1-4)
- ✓ US Constitution
- ✓ Infant, Child and Adult CPR
- ✓ For **graduate students**: All credential program coursework including clinical practice with **minimum 3.0 GPA** (D, F and U grades are not accepted).
- ✓ Zero Account Balance

Students with questions regarding recommendation requirements or alternative routes contact their Credential Specialist.

Commission **on**  
Teacher Credentialing

# Clinical Practice (Student Teaching)

*Below is a **general** overview of clinical practice policies and requirements. For more detailed information and/ or alternative options, please refer to the Sanford College of Education Credential Information section of the Catalog. Each program has its own section.*

## Time Commitment:

- **Full-time** student teaching assignment, about 40 hours per week.
- A minimum of **600 instructional hours**, which will take 16-18 weeks.
- Student Teaching is unpaid.

## Requirements:

- Clinical Practice/ Student Teaching is required for the Credential programs.
- Candidates will be placed in a Student Teaching assignment by the University.
- Student Teaching must be completed in a classroom, and with a district-employed teacher, matching the credential area congruent to the student's Subject Matter Competency.
- Clinical Practice requires impartial assessments and evaluations and as a result, students **cannot** participate in a school where family members work or attend.
- Must be completed in two different teaching settings, in two different grade spans.

## Alternatives:

- **Student Teaching Under Contract:** actively employed teachers can complete the requirements for his/her teaching credential while employed. All of the student teaching may be conducted in the candidate's classroom, assuming that the contract position is a match for the credential sought.
- **University Internship Program:** The University internship route provides an opportunity for candidates who have been offered employment to complete clinical practice, while employed in an appropriate position as a teacher of record. This experience is a partnership between the candidate, National University, and the employer meant to support the candidate in an environment similar to that authorized by the preliminary credential obtained at the end of the program.
- **Internship Early Completion Option (ECO):** The Early Completion Internship Option is intended to provide candidates with requisite skills and knowledge an opportunity to challenge the academic course- work portion of a Multiple or Single Subject Internship Program and demonstrate pedagogical skills through a performance assessment while in a University internship program. The Early Completion Internship Option (ECO) is available to candidates who have passed the appropriate National Evaluation Series (NES) Assessment of Professional Knowledge (APK) exam.

**Students with questions regarding clinical practice requirements or alternative routes should be referred to their Credential Specialist.**

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# Course Requirements

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Graduate Degree Requirements	
ITL 600: Becoming a Teacher <i>Students must complete this course and the credential packet before taking ITL 604.</i>	
ITL 604 Learners and Learning I	
ITL 606 Learners and Learning II	
ITL 608 Design and Process of Teaching	
Multiple Subject Methods Courses	Single Subject Methods Courses
ITL 510: Language-Literacy: Foundations	ITL 520: Academic Language & Literacy
ITL 512: Language/Literacy: Strategies	ITL 522: Content Area Literacy
ITL 516: Mathematics Integrative Design	ITL 526: SS Integrated Design I
ITL 518: Science Integrative Design	ITL 528: SS Integrated Design II
ITL 530: Optimized Learning Community	ITL 530: Optimized Learning Community
Clinical Practice Pathways	
Student Teaching	Internship
	* Students may be required to take up to 8 courses*
ITL 550A: Student Teaching A	ITL 650A: CP Internship A: Year 1
ITL 551A: Student Teacher Seminar A	ITL 651A: CP Intern Seminar A
ITL 550B: Student Teaching B	ITL 650B: CP Internship B: Year 1
ITL 551B: Student Teacher Seminar B	ITL 651B: CP Intern Seminar B
<b>Students must enroll in one of the following emphasis (3 courses): Critical Thinking, English Learner Equity and Academic Achievement, Inspired Teaching Practices, or Social Emotional Learning.</b>	





# Frequently Asked Questions

## Do I have to complete field experience and student teaching?

- Answer: Yes, the ITL courses require approximately 6 hours per course, then there is student teaching at the end of the program, which is approximately 600 hours/16-18 weeks of unpaid teaching.

## Is there is an application process for applying to student teaching (clinical practice)?

- Yes, refer to credential department—there is a packet and process required. The student teaching application must be done at least 3 months prior to the intended start of the placement. The application process requires medical tests (such as a negative TB test), background clearance, etc.

## Are there COVID19 Vaccine Exemptions?

- For any questions regarding COVID exemptions, they should reach out to [credentials@nu.edu](mailto:credentials@nu.edu). Please stress that the exemptions are for onsite National University classes only. For any field experience, clinical practice, internship, it will be up to the school (3rd party) to approve any exemptions. The 3rd party may also require regular COVID testing.
- On the COVID exemption form it states the following: Please note: Students in programs, such as healthcare-related and teacher credential programs are expected to adhere to the policies of the third-party facilities during placements. National University has no authority over the policies of any third-party entity or facility.

## How long does it take for a credentials packet to be approved by the credentials department?

- 5-7 business days.

## Do any NU Undergrad Degrees meet Subject Matter?

- If a student is pursuing a preliminary multiple subject, the degree must be in Liberal Studies. Our BAIS or Early Childhood degrees do not meet subject matter.
- If a student is enrolled in National University's BA in English or Social Science with the ITL credential, once they have their degree conferred, they will have a degree and meet subject matter in the area of their degree.

## What does NU have for those seeking a TK credential?

- Currently, NU doesn't offer a credential for this.

## What is a PIPS student?

- These students usually start as a substitute teacher & do well in their position. Then administration puts them in a role while working and getting credentialed.

# Contact Information

## [National University Credential Connection](#)

Credential Contacts	Email Address
Credentials Right Now	credentials@nu.edu
Credential Support	credsupport@nu.edu
Credential Processes	credentialproceses@nu.edu
Credentials Staff All	credentialevals@nu.edu
Graduate Credential Programs	graduatecredentialingprograms

# Frequently Used Acronyms and Phrases

## ITL:

- *Inspired Teaching and Learning*

## CSET:

- *California Subject Matter Examinations for Teachers*
- One method of satisfying the subject matter competence requirement

## CBEST:

- *California Basic Educational Skills Test*
- One method of satisfying the California Basic Skills requirement

## RICA:

- *Reading Instruction Competence Assessment*
- Ensures that California-trained candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (special education) possess the knowledge and skills important for the provision of effective reading instruction to students.

## CTC:

- *Commission on Teacher Credentialing*
- Serves as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California.

## Cal TPA:

- *Teaching Performance Assessment*
- Measure the candidate's knowledge, skills, and abilities in relation to California's Teaching Performance Expectations (TPEs), including demonstrating his/her ability to appropriately instruct all K-12 students in the state Academic Content Standards.

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