



ADDENDUM B
TO THE NATIONAL UNIVERSITY GENERAL **CATALOG 87**

National University
Spectrum Business Park
9388 Lightwave Ave,
San Diego, CA. 92123.

The following updates will take effect on April 1st, 2025.

Technology Fees and Policy Information

Technology Fees

BUS 485A	\$82.50
MTH 210	\$75.00
BIO 191A	\$71.50
BST 322	\$79.00
SOC 100	\$40.00

JFK School of Psychology and Social Sciences

Program Fee	Course	Fee
Master of Arts in Counseling Psychology MFT Program Fee	PSY 644C	\$455.00
Master of Arts in Counseling Psychology Tevera Program Fee	PSY 610	\$215.00
Master of Arts in Sport and Performance Psychology Specialization in Applied Mental Performance Tevera Program Fee	PSY 659A	\$215.00
Tevera Program Fee	ORI 70	\$215.00

[Click here](#) to view the tuition changes for the Individual Programs

Policy Information

Financial Aid and Scholarship Policy Changes	My Terms Policy Information Changes
--	---

Financial Aid and Scholarship

Satisfactory Academic Progress (SAP) Policy

Satisfactory Academic Progress (SAP) is the standard by which the University measures students' progress toward completion of a degree or certificate program. The components of SAP will vary based on the financial aid delivery model. Requirements include and applicability include:

Measurement	Who measure is applicable to
Grade Point Average (GPA)	All students
Course Completion Rate	Students in term-based programs
Maximum Timeframe	All Students

If at any time, a student is not meeting the minimum requirements for SAP, notifications will be shared through the learner messaging center. It is ultimately the student's responsibility to know these requirements, and failure to receive notification does not nullify the SAP status.

SAP Procedures

SAP Component Definitions

Program Grade Point Average (GPA) - A Cumulative Program GPA is calculated using only grades earned at the university for the student's current program of study. The minimum GPA requirement for undergraduate students is a 2.0. The minimum GPA requirement for graduate students is 3.0.

Course Completion Rate (Pace): Applies only to term programs – Students must earn a passing grade in two-thirds or no less than 66.66% of the course credit hours attempted toward completion of their program of study. The Course Completion Rate is calculated by dividing the cumulative number of credit hours successfully completed by the cumulative number of credit hours attempted. All courses count as attempted except for drops and withdrawals for Military Leave of Absence (“WL” grade). Only courses for which the student receives a passing grade count as completed.

SAP Maximum Timeframe -The SAP Maximum Timeframe to complete a program cannot exceed 150% of the published length of the student’s active program and is measured in credit hours. For example, if an undergraduate program consists of 120 credit hours, the student must successfully complete the program after attempting no more than 180 credit hours. See the Time Limits for Degree Completion section for the SAP Maximum Time to Completion breakdown.

Maximum Timeframe resets for SAP only if there has been a substantial change in degree programs defined in the substantial change definition in the Re-entry policy found in the catalog. A SAP Appeal will need to be filed for all program extensions when it has been determined that a student cannot complete their program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program.

Treatment of Courses and Credits

Course Repetitions - Only the most recent grade for a repeated course is counted in the Program GPA. All attempted courses are counted toward the Course Completion Rate and the SAP Maximum Timeframe for program completion.

Applied/Migrated Credits Within the University - All credits earned at the University that are accepted into the student’s current program of study are considered as both attempted and completed credits for calculation of the Course Completion Rate, are counted toward the SAP Maximum Timeframe and are included in Program GPA calculations.

If a comparison of the original program and the program the student is entering results in the determination of a substantial change by the Office of the Registrar, the student is considered to be starting a new program. In this case, SAP will restart. See the Re-entry policy for further information.

Transfer Credits From Another Institution - All accepted transfer credits from an outside institution transferred into the student’s current program of study are considered both attempted and completed credits for purposes of calculating the Course Completion Rate. Graduate transferred credits are not included in SAP Maximum Timeframe or Program GPA calculations. Undergraduate transfer credits are included in SAP Maximum Timeframe but not in Program GPA calculations.

Course Withdrawals - All courses from which a student withdraws after the end of the drop period receive a “W” on the student’s transcript. These courses considered attempted credits for calculation of the Course Completion Rate and are counted toward the SAP Maximum Timeframe.

Changing Programs - Students are only permitted to make a substantial program or degree change in accordance to University policy. If a comparison of the original program and the program the student is entering results in the determination of a substantial change, SAP will reset. The substantial change definition remains the same for all students who wish to change programs. Refer to the substantial program change section in the re-entry policy for more details.

Remedial Coursework – Remedial coursework will count toward all satisfactory academic progress measures that apply to the student based on their program of study.

SAP Evaluation Schedule

Undergraduate Programs – Students enrolled in non-term undergraduate programs are evaluated for SAP after every 18 quarter units/12 semester credit hours attempted in their programs.

Graduate Programs – Students enrolled in non-term graduate programs are evaluated for SAP after every 18 quarter units / 9 semester credit hours attempted in their programs.

Term-Based Programs– Students enrolled in term-based programs are evaluated for SAP after each term in their program.

SAP Evaluation Statuses

Good Standing – A student is in good standing if: 1) No grades have been posted yet, or 2) If SAP has not reached an evaluation point or 3) the student is meeting minimum SAP requirements at time of evaluation, or 4) Student regained Good Standing after being placed on Warning or Probationary period.

Academic/Financial Aid Warning – A student is in a Academic/Financial Aid Warning status when they are not maintaining Good Standing pursuant to the terms of this policy at the time of any SAP evaluation. Financial aid may be received while in this status. If SAP is regained by the next scheduled SAP evaluation period, the student is returned to Good Standing status.

Academic Probation – A student is in Academic probation status only if they were first placed on Academic/Financial Aid Warning and did not successfully return to good standing. Students in a probation status are not eligible for federal student aid unless they successfully appeal for reinstatement. See below for directions on the Appeal process. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will also remain eligible for federal financial aid. Failure to return to good standing will result in Academic Probation Two.

Financial Aid Probation – A student is in Financial Aid Probation status only if they were first placed on Academic Probation and received an Appeal approval to reinstate federal financial aid. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will also remain eligible for federal financial aid. Failure to return to good standing will result in Academic Probation Two.

Academic Probation Two – A student is in an Academic Probation Two status only if they were placed on an Academic/Financial Aid Probation and failed to regain Good Standing status before the next evaluation point. Students in Academic Probation Two are not eligible to receive federal financial aid. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status.

Probation: Max Timeframe – A student is placed on Probation: Max Timeframe when it is determined it is mathematically impossible to complete the program within 150% of the program length and the student has successfully appealed to establish a new max timeframe. Students must establish a plan and continue to meet the plan to remain eligible for financial aid. Students requiring a change to the established plan may request one through a subsequent appeal to the SAP Committee.

SAP (Academic) Dismissal – This status indicates a student was in a probationary SAP period and did not regain good standing by the next SAP evaluation. Students may not appeal the dismissal to return to the University under the same program but may potentially enroll in a substantially different program. Students who receive approval to return from academic dismissal are subject to the Re-entry policies and procedures. If it is determined that it is mathematically impossible for the student to regain good standing within the current program, the student may consider a different program. A student is allowed one substantial program change per degree level without the submission of a SAP appeal.

*To protect the integrity of the University, a student may also be Administratively Withdrawn. Refer to the Code of Conduct policy for further details.

** For students using educational benefits from the U.S. Department of Veterans' Affairs (VA), upon reaching SAP Academic Probation Two status, unsatisfactory progress will be reported to VA and educational benefits will be discontinued. Benefits may be resumed if the student reenrolls in the same program.

SAP Right to Appeal

Occasionally, a student's academic progress may be delayed by circumstances beyond their control. A student may appeal:

- For federal financial aid to continue after the student has been placed on Academic Probation, or
- For an extension when it has been determined that a student cannot complete their program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program.

Students able to regain good standing status who wish to appeal for any of the above reasons should access their SAP Appeal form through their learner portal checklist. The form must be thoroughly completed and include supporting documentation for review by the SAP Appeals Committee. Support is available by emailing student's Academic and Finance Advisor or saphelp@nu.edu. The SAP Appeal Committee is comprised of various University leaders who meet on a periodic basis to review student appeals. Committee appeal decisions are made within 15

business days of receipt and are final. Students may not submit a second appeal for the same situation without new information documenting any extenuating circumstances not previously disclosed.

For consideration, students should provide the following:

- An explanation and/or document that they have suffered from extenuating circumstances such as death of a relative, injury, disability, illness or other special circumstances;
- Specific information in the Appeal regarding why they failed to meet SAP;
- An explanation as to what has changed in the student's situation that will allow them to achieve SAP by the next evaluation point.

Note: Please refer to the Student Code of Conduct, and Attendance and Continuous Enrollment policies for information on administrative dismissals due to violation of academic and University policy.

Time Limits for Degree Completion

Students at the University are held to two standards regarding time to degree completion: Satisfactory Academic Progress and Academic Maximum Time Frame.

Satisfactory Academic Progress (SAP) is a standard by which the University measures students' progress toward completion of a degree or certificate program. The three components of SAP can include Grade Point Average (GPA), Course Completion Rate (pace), and SAP Maximum Time Frame. For Academic Maximum Time Frame, the University sets the deadline in calendar years from the first date of attendance in the degree program. SAP Maximum Time Frame rules will supersede Academic Maximum Time Frame when it comes to financial aid eligibility.

SAP Maximum Time to Completion

The SAP Maximum Time Frame to complete a program cannot exceed 150% of the published length of the students' active program and is measured in credit hours. This applies to graduate and undergraduate programs. For example, if a program consists of 120 semester credit hours, the student must successfully complete the program after attempting no more than 180 semester credit hours.

Students who are unable to complete his/her program within the SAP maximum time limits and need more time to complete his/her program may file a Satisfactory Academic Progress (SAP) appeal by following the procedures given in the Satisfactory Academic Progress (SAP) policy. SAP Maximum Timeframe extensions are determined on a case-by-case basis.

Academic Maximum Time to Completion

The University requires students to complete all degree or certificate program requirements within specific time limits as outlined in the Catalog to be eligible for graduation. Students who do not complete their degree or certificate program within the required time limits may be academically dismissed from the University. The program completion guidelines outline the maximum time frames allotted to students and do not supersede the obligation to maintain satisfactory academic progress through the student's program of study. Program completion deadlines are calculated based on the first date of attendance in the student's program. In extenuating circumstances, with accompanying documentation, Deans may approve an extension to the academic maximum time frame. Approved extensions may not exceed the requirements to maintain satisfactory academic progress.

Program Type	Academic Maximum Time Frame
Bachelor's Degrees	180 attempted semester credit hours
Certificate	2 years
Master's Degrees- 36 credit hours or less	5 years
Master's Degrees - More than 36 credit hours	6 years
Education Specialist Degree (EdS)	5 years
Juris Doctor	7 years

Doctoral Degrees - 60 credits hours or less	7 years
Doctoral Degrees - More than 60 credit hours	8 years

My Terms Program Information

Satisfactory Academic Progress (SAP) Policy

Satisfactory Academic Progress (SAP) is the standard by which the University measures students' progress toward completion of a degree or certificate program. The two components of SAP are Grade Point Average (GPA) and Maximum Timeframe. If at any time, a student is not meeting the minimum requirements for SAP, they will receive an email notification to the address on file. However, it is ultimately the student's responsibility to know these requirements, and failure to receive notification does not nullify the SAP status.

SAP Procedures

SAP Component Definitions

Program Grade Point Average (GPA) - A Cumulative Program GPA is calculated using only grades earned at the university for the student's current program of study. The minimum GPA requirement for undergraduate students is 2.0. The minimum GPA requirement for graduate students is 3.0.

SAP Maximum Timeframe -The SAP Maximum Timeframe to complete a program cannot exceed 150% of the published length of the student's active program and is measured in credit hours. For example, if an undergraduate program consists of 120 credit hours, the student must successfully complete the program after attempting no more than 180 credit hours. See the Time Limits for Degree Completion section for the SAP Maximum Time to Completion breakdown.

Maximum Timeframe resets for SAP only if there has been a substantial change in degree program. Refer to the substantial change definition in the Re-entry policy for more information. A SAP Appeal will need to be filed for all program extensions when it has been determined that a student cannot complete their program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program.

Treatment of Courses and Credits

Course Repetitions - Only the most recent grade for a repeated course is counted in the Program GPA. All attempted courses are counted toward the SAP Maximum Timeframe for program completion. Courses in progress at the end of a My Terms Period - Courses that are in progress at the time of SAP assessment shall be removed from the calculation as they will be captured upon completion

Dropped Courses - Courses dropped before the end of the drop period are not included in SAP calculations. Courses from which the student withdraws due to an approved Military Leave of Absence or for which an "NG" (No Grade) is granted are treated as dropped courses and are also excluded from SAP calculations.

Applied/Migrated Credits Within the University - All credits earned at the University that are accepted into the student's current program of study are counted toward the SAP Maximum Timeframe, and are included in Program GPA calculations.

If a comparison of the original program and the program the student is entering results in the determination of a substantial change by the Office of the Registrar, the student is considered to be starting a new program. In this case, SAP will restart. See the Re-entry policy for further information.

Transfer Credits From Another Institution - Graduate transferred credits are not included in SAP Maximum Timeframe or Program GPA calculations. Undergraduate transfer credits are included in SAP Maximum Timeframe but not in Program GPA calculations.

Course Withdrawals - All courses from which a student withdraws after the end of the drop period receive a "W" on the student's transcript. These courses are counted toward the SAP Maximum Timeframe.

Changing Programs - Students are only permitted to make a substantial program or degree change once per degree level in their tenure with the University. If a comparison of the original program and the program the student is entering results in the determination of a substantial change by the Office of the Registrar, SAP will restart. The substantial change definition remains the same for both re-entry and continuing students who wish to change programs. Refer to the substantial change section in the re-entry policy for more details.

Remedial Coursework – Remedial coursework will count toward all satisfactory academic progress measures that apply to the student based on their program of study.

SAP Evaluation Schedule

My Terms-based - Undergraduate Programs (BADMD and BAIMC) – Students enrolled are evaluated for SAP after their completion of their academic year. Students in Academic/Financial Aid Probation status are evaluated after one subscription period.

SAP Evaluation Statuses

Good Standing – A student is in good standing if: 1) No grades have been posted yet, or 2) If SAP has not been evaluated yet, or 3) Student is meeting minimum SAP requirements at time of evaluation, or 4) Student regained Good Standing after being placed on Academic Probation/Financial Aid Probationary period.

Academic Probation – A student is in a Academic Probation status when they did not meet Good Standing for the SAP evaluation period. Students in a probation status are not eligible for federal student aid unless they successfully appeal for reinstatement. See below for directions on the Appeal process. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will remain eligible for federal financial aid. Failure to return to good standing will result in Academic Probation Two.

Financial Aid Probation – A student is in Financial Aid Probation status only if they were first placed on Academic Probation and received an Appeal approval to reinstate federal financial aid. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will also remain eligible for federal financial aid. Failure to return to Good Standing will result in Academic Probation Two.

Academic Probation Two – A student is in an Academic Probation Two status only if they were placed on an Academic/Financial Aid Probation and failed to regain Good Standing status before the next evaluation point. Students in an academic probation two status are not eligible for federal financial aid. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status.

Probation: Max Timeframe – A student is placed on Probation: Max Timeframe when it is determined it is mathematically impossible to complete the program within 150% of the program length and the student has successfully appealed to establish a new max timeframe. Students must establish a plan and continue to meet the plan to remain eligible for financial aid. Students requiring a change to the established plan may request one through a subsequent appeal to the SAP Committee.

SAP (Academic) Dismissal – This status indicates a student was in a probationary SAP period and did not regain good standing by the next SAP evaluation. Students may not appeal the dismissal to return to the University. Students who receive approval to return from academic dismissal are subject to the Re-entry policies and procedures. If ever it is determined that it is mathematically impossible for the student to regain good standing within the current program, the student may consider a different program. A student is allowed one substantial program change per degree-level without the submission of a SAP appeal.

SAP Right to Appeal

Occasionally, a student's academic progress may be delayed by circumstances beyond their control. A student may appeal:

- For federal financial aid to continue after the student has been placed on Academic Probation, or
- For an extension when it has been determined that a student cannot complete their program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program

Students able to regain good standing status who wish to appeal for any of the above reasons should access their SAP Appeal form through their learner portal checklist. The form must be thoroughly completed and include supporting documentation for review by the SAP Appeals Committee. Support is available by emailing student's Academic and Finance Advisor or saphelp@nu.edu. The SAP Appeal Committee comprised of various University

leaders who meet on a periodic basis to review student appeals. Committee appeal decisions are made within 15 business days of receipt and are final. Students may not submit a second appeal for the same situation without new information documenting any extenuating circumstances not previously disclosed.

For consideration, students should provide the following:

- An explanation and/or document that they have suffered from extenuating circumstances such as death of a relative, injury, disability, illness or other special circumstances;
- Specific information in the Appeal regarding why they failed to meet SAP;
- An explanation as to what has changed in the student's situation that will allow them to achieve SAP by the next evaluation point.

Note: Please refer to the Student Code of Conduct, and Attendance and Continuous Enrollment policies for information on administrative dismissals due to violation of academic and University policy.

Time Limits for Degree Completion

Students at the University are held to two standards regarding time to degree completion: Satisfactory Academic Progress and Academic Maximum Time Frame.

Satisfactory Academic Progress (SAP) is a standard by which the University measures students' progress toward completion of a degree or certificate program. The two components of SAP are Grade Point Average (GPA) and SAP Maximum Time Frame. For Academic Maximum Time Frame, the University sets the deadline in calendar years from the first date of attendance in the degree program. SAP Maximum Time Frame rules will supersede Academic Maximum Time Frame when it comes to financial aid eligibility.

SAP Maximum Time to Completion

The SAP Maximum Time Frame to complete a program cannot exceed 150% of the published length of the students' active program and is measured in credit hours, this applies to graduate and undergraduate programs. For example, if a program consists of 120 semester credit hours, the student must successfully complete the program after attempting no more than 180 semester credit hours.

Students who are unable to complete his/her program within the SAP maximum time limits and need more time to complete his/her program may file a Satisfactory Academic Progress (SAP) appeal by following the procedures given in the Satisfactory Academic Progress (SAP) policy. SAP Maximum Timeframe extensions are determined on a case-by-case basis.

Academic Maximum Time to Completion

The University requires students to complete all degree or certificate program requirements within specific time limits as outlined in the Catalog to be eligible for graduation. Students who do not complete their degree or certificate program within the required time limits may be academically dismissed from the University. The program completion guidelines outline the maximum time frames allotted to students and do not supersede the obligation to maintain satisfactory academic progress through the student's program of study. Program completion deadlines are calculated based on the first date of attendance in the student's program. In extenuating circumstances, with accompanying documentation, Deans may approve an extension to the academic maximum time frame. Approved extensions may not exceed the requirements to maintain satisfactory academic progress.

Program Type	Academic Maximum Time Frame
Bachelor's Degrees	180 attempted semester credit hours
Certificate	2 years
Master's Degrees- 36 credit hours or less	5 years
Master's Degrees - More than 36 credit hours	6 years
Education Specialist Degree (EdS)	5 years
Juris Doctor	7 years

Doctoral Degrees - 60 credits hours or less	7 years
Doctoral Degrees - More than 60 credit hours	8 years

Program Terminations

Individual Model

Post-Baccalaureate Certificate in Education
Master of Education - Adult Learning and Workforce Education Specialization
Master of Education - Curriculum and Teaching Specialization
Master of Education - Global Training and Development Specialization
Master of Education - Instructional Leadership Specialization
Master of Education - International Education Specialization
Master of Education - Leadership in Higher Education Specialization
Master of Education - Online Teaching and Learning
Master of Education - Organizational Leadership Specialization
Master of Education - Reading Education Specialization
Post-Master's Certificate in Education
Education Specialist - Curriculum and Teaching Specialization
Education Specialist - Early Childhood Education Specialization
Education Specialist - English Language Learning Specialization
Education Specialist - General Education Specialization
Education Specialist - Instructional Leadership Specialization
Education Specialist - International Education and Globalization Specialization
Education Specialist - Leadership in Coaching and Sport Management Specialization
Education Specialist - Leadership in Higher Education Specialization
Education Specialist - Online Training and Leadership Specialization
Education Specialist - Organizational Leadership Specialization
Education Specialist - School Safety, Security and Emergency Management Specialization
Education Specialist - Social Emotional Learning Specialization
Education Specialist - Special Education Specialization
Education Specialist - Trauma-Informed Educational Practices Specialization
Education Specialist in Educational Leadership - Higher Education Specialization
Education Specialist in Educational Leadership – PK-12 Specialization
Doctor of Education - Curriculum and Teaching Specialization
Doctor of Education - Instructional Leadership Specialization
Doctor of Education - Organizational Leadership Specialization
Doctor of Philosophy in Education - Curriculum and Teaching Specialization
Doctor of Philosophy in Education - Instructional Leadership Specialization
Doctor of Philosophy in Education - Organizational Leadership Specialization

Course Terminations

Undergraduate Course Sunsets

Group Model

CEE 498 - Capstone Design Project I

CEE 499A - Capstone Design Project II

CEE 499B - Capstone Design Project III

CJA 448 - Violence and Society

CJA 490 - Guided Study

MUL 255 - Interactive Design

Graduate Course Sunsets

Group Model

CJA 628 - Critical Issues in CJ

CJA 641 - Comparative CJ Systems

CJA 670 - Violence and Victimization

ECO 607 - Eco. for Managerial Decisions

EDC 613A - Internship A

EDC 613B - Internship B

EID 650 - Media Rich Instruction

IBU 606 - Global Business

PED 618C-E - Practicum C-Extension

Individual Model

CMP-9700D Dissertation Prospectus

CT-5000 Curriculum and Instructional Strategies

CT-5003 Principles of Teaching and Learning

CT-5010 Teaching, Learning, and Assessment Strategies and Principles

CT-5011 Learning and Teaching Styles, Multiple Intelligences, and Ways of Learning

CT-5012 Teaching Foundations for Language and Literacy

CT-5013 The Classroom: Managing and Organizing for Student Achievement

CT-7000 Developing Instructional Strategies and Curriculum

CT-7100 Dispositions of Learner and Teacher

CT-7200 Design and Evaluation of Curriculum and Programs

CT-7300 Theories and Applications of Instructional Strategies

CT-7400 Assessment Practices

CT-7500 Advanced Capstone in Curriculum and Teaching

ED-5036 Innovation and Change

ED-5038 The Art and Science of Adult Education

ED-5041 Adult Learning Strategies to Improve Organizational Efficacy

ED-7055 Capstone Project in EDS-EDL

GTD-5000 Human Performance Improvement

GTD-5005 Intro to Successful GT Techniques

GTD-5007 The Role of Technology in the GT Marketplace

GTD-5011 Intro to Best Practices for Training and Presenting to International Audiences

GTD-5013 Evaluating Training Programs

GTD-5019 Trainer as Consultant in the Global Marketplace

ID-5040 Design Principles of Multimedia Learning

ID-5060 Authoring Tools for Design and Development

IE-5001 Intro to Global and Comparative Education

IE-5003 International Education Concepts and Theory

IE-5005 International Organizations in Global Education

IE-5007 Conflict Resolution in an International Context

IE-5013 Globalization and Educational Change

IE-5021 Education and National Development

IL-5000 Instructional Leader as Creator of Learning Culture

IL-5001 Instructional Leader as Advocate and Decision Maker

IL-5002 Instructional Leader as Community Conduit

LHE-5004 The Organization of Higher Education

LHE-5005 Exploring Legal Issues in Higher Education

LHE-5008 Financial Issues in Higher Education

LHE-5009 A History of Higher Education

LHE-5010 Topics in Higher Education

LHE-5011 Leadership for Higher Education

LHE-5013 The Community College

MSW-6012 Trauma in Social Work II

OL-5100 Resolving Conflict

OL-5101 Organizational Capacity
OL-5102 Applied Research for Organizational Leaders
OL-5103 Leading Change and Organizational Renewal
OTL -5004 Design for Online Teaching and Learning
OTL-5001 Intro to Principles and Practice in Online Teaching and Learning
OTL-5002 Intro to Online Teaching and Learning Instructional Strategies
OTL-5006 Adult Learning Theories
OTL-5007 Ethics and Legal Issues
OTL-5009 Mobile Devices for Online Teaching and Learning
PSY-8406 Multivariate Statistical Analysis
RDG-5000 Theoretical and Research Foundations of Language and Literacy
RDG-5001 Essential Elements of Elementary Reading and Writing
RDG-5002 The English Language: Etymology, Elements, and Implications
RDG-5003 Vocabulary Instruction and Development in PK12
RDG-5004 Reading Comprehension Instruction and Development: Skills and Strategies for PK12
RDG-5005 Assessment of Reading and Writing Proficiency for PK12
TIM-8550 Data Preparation Methods

Degree Information

Undergraduate Degrees

Group Model

Bachelor of Arts in Communication

Academic Program Director: Sara Kelly; skelly@nu.edu

The Bachelor of Arts in Communication prepares students for careers in professional communication, including leadership positions in corporate communication, public relations, advertising, and integrated marketing. The degree also prepares students for a wide range of careers and pursuits that require highly developed communication skills. After all, strong communication skills are sought after by hiring managers and can help job seekers stand out among otherwise well-qualified applicants in a crowded employment marketplace.

The Communication BA offers a unique blend of human and professional communication theory and skills so students learn to communicate appropriately and effectively in interpersonal, intercultural, organizational, and mediated settings. Graduates can apply the strategic thinking and message creation skills they acquire to work in most industries.

The program covers the theory and skills needed to employ organizational leadership to produce communication campaigns and materials, disseminated through traditional, digital, internet, social, and emerging media. Students learn through academic work, case studies, and hands-on experience, creating messages across media platforms. Completion of the program enables graduates to succeed in positions that require strategic thinking, planning, project management, content creation, and leadership.

The core Communication program broadly prepares students for one of two required concentrations: Strategic Communication and Creative Communication. Strategic Communication is a more professionally oriented four-course sequence that includes intensive training and experience in public relations, advertising, and marketing. The Creative Communication Concentration takes a broader approach, allowing students to choose four from nine courses in communication subject matter ranging from creative writing to video editing and from storytelling to communication technology.

Program Learning Outcomes:

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

- Develop communication campaign messaging strategies.
- Apply persuasion theory to communication campaigns and media messages.
- Develop multi-platform, multi-public message dissemination plans.
- Identify communication settings and apply appropriate theoretical precepts and practical skills to formulating messages.

Degree Requirements:

To receive a Bachelor of Arts in Communication, students must complete at least 180 quarter units as follows: 76.5 units must be completed at the upper-division level, and 45 units must be completed in online residence through National University. Students must also complete a minimum of 69 units of the University's General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

Prerequisites (2 courses; 9.0 quarter units)

Units: 9.00

ENG 102	Effective College English*	4.50
COM 103	Public Speaking*	4.50

* May be used to satisfy general education requirements.

Core Requirements (9 courses; 40.5 units)		Units: 40.50
COM 300	Interpersonal Communication Prerequisite: ENG 102	4.50
COM 305	Intercultural Communication Prerequisite: ENG 102	4.50
COM 310	Communication Theory Prerequisite: ENG 102	4.50
COM 315	Communication Research Methods Prerequisite: ENG 102	4.50
COM 334	Persuasion Prerequisite: ENG 102	4.50
COM 344	Organizational Communication Prerequisite: ENG 102	4.50
COM 394	Strategic Writing Prerequisite: ENG 102	4.50
COM 400	Mediated Messaging Prerequisite: COM 385, or COM 394	4.50
COM 499	Communication Program Capstone Prerequisite: COM 300; COM 305; COM 310; COM 315; COM 334; COM 344; COM 394; COM 400; Students also must complete one of the four-course concentrations, Strategic Communication (COM 404, COM 441, COM 442, COM 443) or Creative Communication (four choices from COM 402, ENG 301, ENG 302, ENG 367, ENG 369, ENG 375, MUL 345, MUL 365, MUL 390).	4.50

Upper-Division Concentration Requirements (4 courses, 18 quarter units)

Students will choose from one of the concentration areas listed below:

Concentration in Creative Communication

Academic Program Director: Sara Kelly; skelly@nu.edu

The Creative Communication Concentration allows students to choose four from nine courses in communication subject matter ranging from creative writing to video editing and from storytelling to communication technology.

Program Learning Outcomes:

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

- Clarify abstract concepts for specific audiences using words and images.
- Modify messages for various audiences using words and communication technologies.
- Apply narrative skills to define expectations in a management setting.

Degree Requirements:

To receive the concentration in Creative Communication, students complete 18 quarter units (4 courses) of Creative Communication offerings in addition to their core BA Communication requirements.

Before enrolling in courses for the Concentration in Creative Communication, please take careful note of prerequisites.

Preparation for the Concentration (0-2 courses; 0-9 quarter units)

Several courses in the Creative Communication Concentration have prerequisites. Students need ONLY take preparatory courses that apply to those prerequisites.

ENG 102	Effective College English	4.50
ENG 150	Intro to Creative Writing	4.50
ENG 201	Fiction Writing I Prerequisite: ENG 102	4.50
ENG 202	Poetry Writing I Prerequisite: ENG 102	4.50
ENG 240	Advanced Composition Prerequisite: ENG 102	4.50
ENG 334A	Technical Writing Prerequisite: ENG 102; (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)	4.50
MUL 201	Intro to Graphic Design Prerequisite: ENG 102	4.50
MUL 203	Intro to Visual Storytelling Prerequisite: ENG 102	4.50

Requirements for Concentration (4 courses; 18 quarter units)

Units: 18.00

Students select FOUR courses from:

ENG 302	Poetry Writing II Prerequisite: ENG 150, or ENG 202	4.50
COM 402	Communication Technologies Prerequisite: ENG 102	4.50
ENG 301	Fiction Writing II Prerequisite: ENG 150, or ENG 201	4.50
ENG 367	Editing Prerequisite: ENG 240	4.50
ENG 369	Storytelling for Leadership	4.50
ENG 375	Nature Writing Prerequisite: ENG 102; ENG 240, or ENG 334A	4.50
MUL 345	Applied Web Design Prerequisite: ENG 102; MUL 201; MUL 203; Recommended: Prior completion of: MUL 308; MUL 312; MUL 316; MUL 390	4.50
MUL 365	Digital Video Editing Prerequisite: ENG 102; MUL 201 and MUL 203; Recommended: Prior completion of: MUL 308; MUL 312; MUL 316; MUL 390; MUL 345; MUL 353; MUL 309	4.50
MUL 390	User Interface Design Prerequisite: ENG 102; MUL 201; MUL 203; Recommended: Prior completion of: MUL 308; MUL 312; MUL 316	4.50

Concentration in Strategic Communication

Academic Program Director: Sara Kelly; skelly@nu.edu

The Concentration in Strategic Communication is a professionally oriented four-course sequence that includes intensive training and experience in public relations, advertising, and marketing.

Program Learning Outcomes:

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

- Create content that fulfills strategic communication campaign objectives.
- Create strategic communication messages while working in a group.
- Apply research data to guide the development of strategic communication campaigns and messages.

Degree Requirements:

To receive the concentration in Strategic Communication, students complete 18 quarter units (4 courses) in Strategic Communication in addition to their core BA Communication requirements.

Requirements for Concentration (4 courses; 18 quarter units)

Units: 18.00

COM 404	Media Management <i>Prerequisite:</i> COM 400	4.50
COM 441	Communication Strategies <i>Prerequisite:</i> COM 334	4.50
COM 442	Communication Campaigns <i>Prerequisite:</i> COM 441	4.50
COM 443	Interactive & Mobile Campaigns <i>Prerequisite:</i> COM 442	4.50

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

Academic Program Director: Jessica Alvarado; jalvarado@nu.edu

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

Background Check

Agencies/schools collaborating with the Sanford College of Education to provide field experience, often require a background check and TB clearance prior to acceptance of a student into their facility. Candidates who do not have a Certificate of Clearance will not be able to attend the field experience component of the course and, therefore, will be unable to complete their program of study. Any fee or cost associated with background checks and TB testing is the responsibility of the student.

Note: ALL ECE prefix courses require a field experience in an approved setting. An approved setting is working with children from Birth to Age 5 in a general education, inclusive setting. Recommended sites are Early Head Start, Head Start, CA State Preschools and NAEYC accredited sites.

Students may be required to provide proof of current DTAP, MMR, and Flu vaccinations in order to complete their field work per SB792. Any fee or cost associated with this requirement is the responsibility of the student.

Please Note: To avoid interruption to program progress and/or financial aid arrangements, students need to satisfy/pass the Subject Matter Competency Requirements (e.g., CSET) **PRIOR** to starting the multiple credential

area method courses.

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

Program Learning Outcomes:

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

- Identify essential concepts, inquiry tools, structure of content areas and resources for early childhood education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for all children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.

Degree Requirements:

To receive a Bachelor of Arts in Early Childhood Development with a California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Candidates should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Credential Admissions Requirements:

Prior to enrolling into ITL402, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the multiple subject credential methods courses.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Preparation for Major (4 courses; 18 quarter units)

ECE 201	The Growing Child: Zero to 8	4.50
ECE 210	Child, Family, School and Comm	4.50
ECE 211	Diversity: Development & Ed.	4.50

HED 220	Health, Nutrition and Safety	4.50
---------	------------------------------	------

Requirements for the Major (9 courses; 40.5 quarter units)

Early Childhood Education Core Requirements

ECE 464	Ethical and Legal Issues	4.50
ECE 330	Early Cognition <i>Prerequisite: ECE 201; ECE 210; HED 220 and ECE 211</i>	4.50
ECE 410	Early Language and Literacy <i>Prerequisite: ECE 330</i>	4.50
ECE 415	Designing Emergent Curriculum <i>Prerequisite: ECE 330</i>	4.50
ECE 420	Nature, Numbers and Technology <i>Prerequisite: ECE 330</i>	4.50
ECE 430	Play as Pedagogy <i>Prerequisite: ECE 330</i>	4.50
ECE 440	Observing, Assessing & Plannin <i>Prerequisite: ECE 330</i>	4.50
ECE 443	Children with Special Needs <i>Prerequisite: ECE 330</i>	4.50
ECE 445	Strategies: Guiding Behaviors <i>Prerequisite: ECE 330</i>	4.50

All Early Childhood Education coursework has field experience component.

Undergraduate Credential Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential

Academic Program Director: Ida Randall; irandall@nu.edu

Students are required to take the courses in this sequence.

PRIOR to beginning any of the Multiple Subject Methods courses, the candidate must have completed all Foundation courses, and meet Subject Matter Competency.

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

Each credential course (ITL) includes a required 4-hour field experience in one or more K6 classrooms representing diverse student populations. The field experience is not associated with any clinical practice courses.

This coursework will **not** transfer as graduate level credit to National University or any other University as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average.

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 the application of the inspired teaching and learning principles.

Degree Requirements:

To receive the Multiple Subject Teaching Credential students must complete 14 courses, 58.5 quarter units.

Credential Admissions Requirements:

Prior to enrolling into ITL402, you will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Passage of Reading Instruction Competency Assessment (RICA)
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Introductory Core Requirement (1 course; 4.5 quarter units)

ITL 400	Becoming a Teacher	4.50
---------	--------------------	------

Students must complete ITL 400 and Credential Packet prior to beginning ITL 402.

Foundation Courses (4 courses; 18 quarter units)

ITL 402	Context: Education in the U.S. Prerequisite: ITL 400 and Students must complete the credential packet.	4.50
ITL 404	Learners and Learning I Prerequisite: ITL 402	4.50
ITL 406	Learners and Learning II Prerequisite: ITL 404	4.50
ITL 408	Design and Process of Teaching Prerequisite: ITL 406	4.50

Multiple Subject Credential Methods (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses, meet Subject Matter Competency, and meet any other related program requirements. This coursework will not transfer as graduate level credit to National University or any other University as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average.

ITL 516	Mathematics Integrative Design	4.50
ITL 518	Science Integrative Design Prerequisite: ITL 516	4.50
ITL 510	Language-Literacy: Foundations Prerequisite: ITL 518	4.50
ITL 512	Language/Literacy: Strategies Prerequisite: ITL 510	4.50
ITL 530	Optimized Learning Community	4.50

Student Teaching Requirements (4 courses; 13.5 quarter units)

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all Core, Multiple Subject Credential Area Method, and upper division courses, meet the Subject Matter Competency, and submit a complete 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 K12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the subject matter credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 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	4.50
ITL 551A	ITL Seminar A Corequisite: ITL 550A, or ITL 650A	2.25
ITL 550B	Student Teaching B Corequisite: ITL 551B; Prerequisite: ITL 550A	4.50
ITL 551B	ITL Seminar B Prerequisite: ITL 551A; Corequisite: ITL 550B, or ITL 650B	2.25

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

Academic Program Director: John Miller; jmiller@nu.edu, Ida Randall; irandall@nu.edu

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 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.

Program Disclosure Information

The Bachelor of Arts in English with ITL Single Subject Credential Program is currently operating using credential guidelines for **California only**.

For up-to-date information on program licensure eligibility requirements in a state, please visit:

- <https://www.nu.edu/licensuredisclosures>

Program Learning Outcomes:

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

- Knowledgeably discuss major writers, works, movements, and periods of the British and American literary traditions.
- Apply close reading skills to analyze literary and other texts.
- 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.
- Apply relevant cultural and historical information in the analysis of literary texts.
- Critically evaluate the assumptions and implications of major critical approaches to literature.
- Analyze the significance of genre conventions to the meanings and effects of literary works.
- Explain and defend their own criteria for evaluating works of literature.
- Collaborate with others to develop more complicated interpretations or arguments.
- Compose sophisticated written arguments about works of literature, incorporating appropriate close reading, research, and writing skills.

Degree Requirements:

To receive a Bachelor of Arts in English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California), candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level, and a minimum of 69 units of the university General Education. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

Credential Admissions Requirements:

Prior to enrolling into ITL402, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Total Requirements for the Major (11 courses; 49.5 quarter units) Preparation for the Major (1 courses; 4.5 quarter units)

LIT 100	Introduction to Literature* Prerequisite: ENG 102	4.50
---------	---	------

*May also be used to satisfy General Education requirements.

English Requirements (11 courses; 49.5 quarter units)

LIT 301	Writing for the English Major Prerequisite: LIT 100; ENG 240	4.50
TWO of the following four courses: LIT 311, LIT 312, LIT 321, or LIT 322. Of the TWO courses, ONE must be either LIT 311 or LIT 321.		
LIT 311	British Literature I Prerequisite: ENG 240 and LIT 100	4.50
OR		
LIT 312	British Literature II Prerequisite: ENG 240 and LIT 100	4.50
OR		
LIT 321	American Literature I Prerequisite: ENG 240 and LIT 100	4.50
OR		
LIT 322	American Literature II Prerequisite: ENG 240 and LIT 100	4.50
LIT 338	Shakespeare Prerequisite: ENG 240 and LIT 100	4.50
AND		
LIT 365	Contemporary Literary Theory Prerequisite: ENG 240 and LIT 100	4.50
AND		
ANY ONE additional Upper Division LIT Course		
Any ONE of the following THREE courses: LIT 410 or LIT 420 or LIT 460		
LIT 410	African American Literature Prerequisite: ENG 240 and LIT 100	4.50
OR		
LIT 420	U.S. Latino Literature Prerequisite: ENG 240 and LIT 100	4.50
OR		
LIT 460	Gender and Literature Prerequisite: ENG 240 and LIT 100	4.50
Any THREE of the following:		
COM 360	Representation in the Media Prerequisite: ENG 102	4.50
OR		
ENG 301	Fiction Writing II Prerequisite: ENG 150, or ENG 201	4.50
OR		
ENG 302	Poetry Writing II Prerequisite: ENG 150, or ENG 202	4.50
OR		
ENG 310	English Grammar Prerequisite: ENG 102	4.50
OR		
ENG 350	Fundamentals of Linguistics Prerequisite: ENG 102	4.50

OR ENG 375	Nature Writing Prerequisite: ENG 102; ENG 240, or ENG 334A	4.50
OR LIT 345	Mythology Prerequisite: ENG 240 and LIT 100	4.50
OR LIT 430	Children's Literature Prerequisite: ENG 240 and LIT 100	4.50
OR LIT 463	Contemporary World Literature Prerequisite: ENG 240 and LIT 100	4.50
Capstone Requirement LIT 498	English Capstone Course Prerequisite: Satisfactory completion of 8 upper-division ENG or LIT courses	4.50

Undergraduate Credential Inspired Teaching and Learning Preliminary Single Subject Teaching Credential

Academic Program Director: Ida Randall; irandall@nu.edu

Students are required to take the courses in this sequence.

PRIOR to enrolling into ITL402 candidates are required to submit the Initial Requirements e-form. this e-form includes but is not limited to, a background clearance and Negative TB test. To better understand these requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

PRIOR to beginning any of the Single Subject Methods courses, the candidate must have completed all Foundation courses.

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

Each credential course (ITL) below, includes a required 4-hour field experience in one or more (grades 7-12) classrooms representing the candidates single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

This coursework will **not** transfer as graduate level credit to National University or any other University as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average.

Program Learning Outcomes:

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

- Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

Degree Requirements:

In order to complete the Single Subject Teaching Credential requirements students must complete 14 courses, 58.5 quarter units.

Credential Admissions Requirements:

Prior to enrolling into ITL402, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Introductory Core Requirement (1 course; 4.5 quarter units)

ITL 400	Becoming a Teacher	4.50
---------	--------------------	------

Students must complete ITL400 and credential packet prior to beginning ITL402.

Foundation Courses (4 courses; 18 quarter units)

ITL 402	Context: Education in the U.S. Prerequisite: ITL 400 and Students must complete the credential packet.	4.50
ITL 404	Learners and Learning I Prerequisite: ITL 402	4.50
ITL 406	Learners and Learning II Prerequisite: ITL 404	4.50
ITL 408	Design and Process of Teaching Prerequisite: ITL 406	4.50

Single Subject Credential Methods (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Single Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses and meet any other related program requirements.

ITL 526	SS Integrated Design I	4.50
ITL 528	SS Integrated Design II Prerequisite: ITL 526	4.50
ITL 520	Academic Language & Literacy	4.50

	Prerequisite: ITL 528	
ITL 522	Content Area Literacy	4.50
	Prerequisite: ITL 520	
ITL 530	Optimized Learning Community	4.50

Student Teaching Requirements (4 courses; 13.5 quarter units)

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all Foundation, Single Subject Credential Area Method, and upper division courses, meet Basic Skills Requirement, and submit a complete 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 K12 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 K12 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	4.50
	Corequisite: ITL 551A	
ITL 551A	ITL Seminar A	2.25
	Corequisite: ITL 550A, or ITL 650A	
ITL 550B	Student Teaching B	4.50
	Corequisite: ITL 551B; Prerequisite: ITL 550A	
ITL 551B	ITL Seminar B	2.25
	Prerequisite: ITL 551A; Corequisite: ITL 550B, or ITL 650B	

Bachelor of Arts in Management

Academic Program Director: Leila Sopko; lsopko@nu.edu

The Bachelor of Arts in Management provides students a business related degree with an emphasis on managing organizations and personnel in a multicultural and global setting. To achieve maximum flexibility, the major in management program minimizes prerequisites, enabling students to take the required courses in any sequence. Students are also offered several areas of concentration.

Bachelor of Arts in Management Transition Programs

Students must complete graduate-level coursework taken as part of the BAM degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least a 3.00 to be eligible. Lastly, students must apply for and begin the appropriate Masters program within six months after completing their final BAM course. Students must complete their Masters program within four years with no break exceeding 12 months.

The Bachelor of Arts in Management/Master of Science in Marketing (BAM/MSMKT) Transition Program

Students in the BAM/MSMKT transition program may take one MSMKT class as an upper-division elective during the BAM. Students may choose MKT 602 (Marketing Management), or any Elective Requirements: MGT 603, MKT 653, IBU 637, SCM 610, IBU 641, MGT 604, COM 610, or IBU 645. The number of courses required to earn an MSMKT degree for transition program students is reduced from 10 to as few as 9 courses, depending on class selected and grade earned.

Program Learning Outcomes:

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

- Describe the basic functions of management on the operations of the organization.

- Employ management theories toward planning, organizing, leading and controlling organizations.
- Apply organizational theories to enact positive change.
- Explain the effect of international business environmental factors on the conduct of global business.
- Apply the principles of ethical decision-making in the everyday conduct of business.

Degree Requirements:

To receive a Bachelor of Arts in Management, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.

Preparation for the Major (3 courses; 13.5 quarter units)

ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50
LAW 204	Legal Aspects of Business I	4.50

* May be used to meet General Education requirements

Requirements for the Major (10 courses; 45 quarter units)

MGT 309	Prin. of Mgmt & Organizations	4.50
MKT 302A	Marketing Fundamentals	4.50
MGT 351	Process Improvement Management	4.50
BIM 400	Info Mgmt in Organizations	4.50
IBU 430	Survey of Global Business	4.50
	Prerequisite: ECO 203 and ECO 204	
LED 400	Introduction to Leadership	4.50
ODV 420	Organizational Behavior	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
MGT 480	Capstone: Strategic Bus Mgt	4.50
	Prerequisite: Complete all "Preparation for the Major" courses and all other courses listed as "Requirements for the Major."	

Upper-Division Electives (6 courses; 27 quarter units)

BAM students can choose Upper-Division electives ONLY from any of the concentrations listed below or appropriate elective courses to satisfy the total upper-division units for the degree in the following prefix areas: ACC, ADR, BKM, ECO, FIN, HRM, LAW, LED, MGT (except MGT 451), MKT, MNS, ODV, and PBM. Other options are invalid. Non-business Minors are prohibited from satisfying this requirement. BAM students CANNOT take MGT 451.

Concentration in Business Law

Academic Program Director: Bryan Hance; bhance@nu.edu

This concentration is designed for students undertaking the Bachelor of Business Administration (BBA) or BA Management (BAM) degree. The concentration will provide students who have an interest in a career in law, business or government, with an understanding of the complex legal issues that exist in today's business environment.

Prerequisite (1 course; 4.5 quarter units)

LAW 204	Legal Aspects of Business I	4.50
---------	-----------------------------	------

Requirements for the Concentration (6 courses; 27 quarter units)

Choose six courses from the following:

LAW 305	Legal Aspects of Business II <i>Prerequisite: LAW 204</i>	4.50
LAW 400	Current Legal Issues	4.50
LAW 440	Comparative International Law	4.50
LAW 445	Administrative Law for Business	4.50
LAW 455	Public Contracting	4.50
ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50

Concentration in Economics

Academic Program Director: Wali Mondal; wmondal@nu.edu

Economics is often called the foundation of business disciplines. This concentration is designed for those students who are interested in learning how a society makes economic decisions in allocating its scarce resources. Students will also learn how individuals, businesses and the government work together toward achieving the goals of a society. The concentration is designed for students who can progress to higher levels of economic knowledge after taking the principles of macroeconomics and the principles of microeconomics. The concentration has been designed to provide adequate levels of quantitative skills with a view to analyzing economic data. This analytical ability will help students succeed in graduate studies in all business disciplines including Finance, Management and Marketing. The concentration will also prepare students for a successful experience in the law school or other professional training.

Students earning a BAM degree with concentration in Economics may find a wide array of employment opportunities in local, state and federal government, in private sector, and in international organizations including the United Nations organizations and the Peace Corps.

For guidance and recommendations concerning the concentration in Economics, please contact the above-named Faculty.

Program Learning Outcomes:

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

- Apply ethical and legal principles to business environment
- Demonstrate skills and knowledge in the areas of business math, economics, accounting, finance, and operations management needed to make sound business decisions
- Apply knowledge in the fields of management, business knowledge management, and marketing to different business environments
- Integrate the knowledge acquired in the program to analyze a business, identify its strengths and weaknesses, and determine what changes can be made for improvement
- Conduct independent research relevant to business-related issues
- Demonstrate written and oral presentation skills expected of a business school graduate
- Develop a global business perspective based on the knowledge of foreign business environments and cultures

Degree Requirements:

Requirements for the Concentration (5 courses; 22.5 quarter units)

Core Requirements (3 courses; 13.5 quarter units)

ECO 301	Intermediate Microeconomics Prerequisite: ECO 203; ECO 204	4.50
ECO 302	Intermediate Macroeconomics Prerequisite: ECO 204	4.50
ECO 303	Data Analysis Prerequisite: ECO 203; ECO 204	4.50

Electives (2 courses; 9 quarter units)

Please select 2 courses from the following list

ECO 304	Economic Growth Prerequisite: ECO 203; ECO 204	4.50
ECO 410	Seminar on Capitalism Prerequisite: ECO 203; ECO 204	4.50
ECO 415	Labor Economics Prerequisite: ECO 203 and ECO 204	4.50
ECO 420	International Economics Prerequisite: ECO 203 and ECO 204	4.50
ECO 447	Money and Banking Prerequisite: ECO 203 and ECO 204	4.50

Concentration in Entrepreneurship

Academic Program Director: Syleecia Thompson; sthompson4@nu.edu

This concentration is designed for those students who seek to gain practical knowledge in starting, managing, or running a business. The concentration is aimed at providing students with the specialized knowledge of entrepreneurship, e-business, small business management, and family business. Entrepreneurship is one of the core concentrations in many schools of business. Completing this concentration will enable students to compete in the marketplace for employment or to start new business ventures.

According to the U.S. Department of Commerce, California is a leader in small business and family business. This concentration will enable students to gain knowledge on various aspects of small business and family business including venture capital, risk management, registration of new business, security issues, bankruptcy, estate planning, and philanthropy. This knowledge, combined with knowledge gained in the BBA program will significantly enhance the earning potential of a student. Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations regarding academic preparation for this concentration.

Program Learning Outcomes:

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

- Assess the various legal structures of small and family business and evaluate the feasibility of an entrepreneurial project by analyzing the organizational, marketing, and financial, aspects of a business concept.
- Apply the principles of e-commerce by developing a plan to integrate technology into a small or family business.
- Evaluate a family business with regard to its legal structure, management and leadership, and succession planning.

Requirements for the Concentration (4 courses; 18 quarter units)

MGT 481	Foundations of Entrepreneurshi	4.50
MGT 482	Small Business Management	4.50
MGT 483	E-Business	4.50
MGT 484	Family Business Management	4.50

Concentration in Human Resource Management

Academic Program Director: Bernadette Baum; bbaum@nu.edu

This concentration provides education, knowledge and skills that apply to every level of an organization. This degree program is excellent preparation for students attracted to a career in the increasingly important field of human resource management.

Program Learning Outcomes:

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

- Describe various types of compensation and incentive programs and their effectiveness in attracting, motivating, and retaining qualified individuals.
- Identify the responsibilities of managers and supervisors in the prevention of liability arising from employment relationships.
- Define the interrelationship of the three areas of HR development.
- Identify staffing needs and recruitment processes from information obtained from a job analysis.

Requirements for the Concentration (6 courses; 27 quarter units)

Students must successfully complete the following courses for a concentration in Human Resource Management. Students must complete at least four of the courses in residence at National University. It is recommended that students take these courses in the order listed below at or near the end of their program after completing the upper-division BA/Management core courses.

HRM 433	Pay & Benefits Administration	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
ODV 410	Workforce & Talent Management	4.50
HRM 432	Talent Acquisition: Onboarding	4.50

and two Upper-Division Elective courses in the following prefix areas: HRM, LED, ODV.

Concentration in Marketing

Academic Program Director: Paul Markham; pmarkham@nu.edu

This concentration is organized around a managerial framework that gives students an understanding of the concepts of marketing, as well as the application of these concepts in making decisions and managing marketing activities. There is a wide range of opportunities in marketing, including senior executive management, international marketing management, product management, marketing management, marketing research, pricing analysis, pricing manager, promotional management, advertising management, digital marketing management, and emerging position in technology-driven marketing science and channel management/business development.

Students must successfully complete the following courses for a concentration in marketing, with at least four of them in residence at National University. It is recommended that students take these courses toward the end of their program after completing the upper-division core courses in their program.

Program Learning Outcomes:

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

- Understand the core principles of contemporary and emerging marketing leadership, strategies and technologies.
- Apply traditional and emerging marketing concepts, including promotional strategies, to management decision making.
- Demonstrate a globally diverse mindset in applied marketing, with empathy towards local cultures.

Total Requirements for the Concentration (6 courses; 27 quarter units)

Units: 27.00

MKT 430	Intro to Global Marketing Prerequisite: MKT 302A	4.50
MKT 434	Marketing Research & Analytics Prerequisite: MKT 302A	4.50
MKT 450	Business Model Innovation Prerequisite: MKT 302A	4.50
MKT 458	New Product Management Prerequisite: MKT 302A	4.50
MKT 460	Consumer Behavior Prerequisite: MKT 302A	4.50
MKT 470	Services Marketing Prerequisite: MKT 302A	4.50

Concentration in Project Management

Academic Program Director: Robin Butler; rbutler2@nu.edu

This concentration is designed for students who seek specialized knowledge in the field of project management by preparing them for careers in industry. The undergraduate curriculum prepares people who choose a career in the discipline and elect to go on to their professional certification in Project Management and/or their MBA.

Project Management is one of the most emphasized management roles by organizations as a career path. The concentration can position a student to realize job opportunities that increase his or her potential for future earnings.

Program Learning Outcomes:

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

- Demonstrate the ability to utilize project management tools and techniques to best satisfy project requirements.
- Effectively apply the principles of scope management, risk management, cost planning and control, quality planning and management, resource allocation and management, time management and project scheduling, and change management in the project environment.

Requirements for the Concentration (6 courses; 27 quarter units)

Students must successfully complete the following courses for a concentration in Project Management. Students must complete at least five of the courses in residence at National University (two of which must be PMB 400 and PMB 410). It is recommended that students take the courses needed for the Concentration in Project Management at or near the end of their program.

Concentration Core Requirements (6 courses; 27 quarter units)

MGT 422	Team Bldg, Interpers Dynamics	4.50
PMB 400	Project Management Essentials	4.50
PMB 410	Project Planning and Control	4.50

	<i>Prerequisite: PMB 400</i>	
PMB 420	Program Management	4.50
	<i>Prerequisite: PMB 400</i>	
PMB 430	Project Accting Fundamentals	4.50
	<i>Prerequisite: PMB 400</i>	
PMB 440	Contract Management	4.50
	<i>Prerequisite: PMB 400</i>	

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

Academic Program Director: Lindsay Parker; lparker2@nu.edu

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.

Program Disclosure Information

The Bachelor of Arts in Social Science with an Inspired Teaching and Learning Preliminary Single Subject Credential Program is currently operating using credential guidelines for California only.

For up-to-date information on program licensure eligibility requirements for a state, please visit:
<https://www.nu.edu/licensuredisclosures/>

Program Learning Outcomes:

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

- Assess the significance of major trends in World History.
- Assess the significance of major trends in U.S. History.
- Analyze a variety of primary sources.
- Analyze secondary sources for their arguments and use of supporting evidence.
- Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.
- Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.
- Delineate the central demographic, economic, and political developments in the history of California from the eve of Spanish settlement to the present.

Degree Requirements:

To receive a Bachelor of Arts with a Major in Social Science with a Single Subject Teaching Credential (California), candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in

residence at National University, 76.5 of which must be completed at the upper-division level and a minimum 69 units of General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

Credential Admissions Requirements:

Prior to enrolling into ITL402, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Preparation for the Major (9 courses; 40.5 quarter units)

HIS 220A	United States History I Prerequisite: ENG 102	4.50
HIS 220B	United States History II Prerequisite: ENG 102	4.50
HIS 233	World Civilizations I Prerequisite: ENG 102	4.50
HIS 234	World Civilizations II Prerequisite: ENG 102	4.50
POL 100	Introduction to Politics Prerequisite: ENG 102	4.50
POL 201	American Politics Prerequisite: ENG 102	4.50
SCI 300	Geography	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50

Social Science Requirements (11 courses; 49.5 quarter units)

HIS 431	The Ancient World Prerequisite: ENG 102; HIS 233	4.50
HIS 432	The Classical World Prerequisite: ENG 102; HIS 233	4.50
HIS 433	The Post-Classical World Prerequisite: ENG 102; HIS 233	4.50
HIS 434	Modern World, 1500 to Present Prerequisite: ENG 102; HIS 234	4.50
HIS 400	Historical Theories & Methods Prerequisite: ENG 240	4.50
HIS 360	American Colonial Experience Prerequisite: ENG 102; HIS 220A	4.50

HIS 361	Making and Sundering of Union Prerequisite: ENG 102; HIS 220A	4.50
HIS 362	U.S. Between Wars, 1865-1917 Prerequisite: ENG 102; HIS 220B	4.50
HIS 363	U.S. Since World War I Prerequisite: ENG 102; HIS 220B	4.50
HIS 410	California History Prerequisite: ENG 102	4.50
HIS 499	Capstone Research Project Prerequisite: ENG 240 or equivalent; HIS 400 and completion of 31.5 quarter units of core courses in the major	4.50

Undergraduate Credential Inspired Teaching and Learning Preliminary Single Subject Teaching Credential

Academic Program Director: Ida Randall; irandall@nu.edu

Students are required to take the courses in this sequence.

PRIOR to enrolling into ITL402 candidates are required to submit the Initial Requirements e-form. this e-form includes but is not limited to, a background clearance and Negative TB test. To better understand these requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

PRIOR to beginning any of the Single Subject Methods courses, the candidate must have completed all Foundation courses.

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

Each credential course (ITL) below, includes a required 4-hour field experience in one or more (grades 7-12) classrooms representing the candidates single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

This coursework will **not** transfer as graduate level credit to National University or any other University as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average.

Program Learning Outcomes:

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

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

Degree Requirements:

In order to complete the Single Subject Teaching Credential requirements students must complete 14 courses, 58.5 quarter units.

Credential Admissions Requirements:

Prior to enrolling into ITL402, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Introductory Core Requirement (1 course; 4.5 quarter units)

ITL 400	Becoming a Teacher	4.50
---------	--------------------	------

Students must complete ITL400 and credential packet prior to beginning ITL402.

Foundation Courses (4 courses; 18 quarter units)

ITL 402	Context: Education in the U.S. Prerequisite: ITL 400 and Students must complete the credential packet.	4.50
ITL 404	Learners and Learning I Prerequisite: ITL 402	4.50
ITL 406	Learners and Learning II Prerequisite: ITL 404	4.50
ITL 408	Design and Process of Teaching Prerequisite: ITL 406	4.50

Single Subject Credential Methods (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Single Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses and meet any other related program requirements.

ITL 526	SS Integrated Design I	4.50
ITL 528	SS Integrated Design II Prerequisite: ITL 526	4.50
ITL 520	Academic Language & Literacy Prerequisite: ITL 528	4.50
ITL 522	Content Area Literacy Prerequisite: ITL 520	4.50
ITL 530	Optimized Learning Community	4.50

Student Teaching Requirements (4 courses; 13.5 quarter units)

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all Foundation, Single Subject Credential Area Method, and upper division courses, meet Basic Skills Requirement, and submit a complete 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 K12 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 K12 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	4.50
ITL 551A	ITL Seminar A Corequisite: ITL 550A, or ITL 650A	2.25
ITL 550B	Student Teaching B Corequisite: ITL 551B; Prerequisite: ITL 550A	4.50
ITL 551B	ITL Seminar B Prerequisite: ITL 551A; Corequisite: ITL 550B, or ITL 650B	2.25

Bachelor of Science in Computer Science

Status: *Historical-Review all addendums*

Academic Program Director: Alireza Farahani; afarahan@nu.edu

The Bachelor of Science in Computer Science Degree program provides a strong technical background for students planning to begin careers upon graduation and for those interested in Graduate Studies in Computer Science. Degree Requirements include: courses in Object Oriented Programming, Data Structures and Algorithms, Operating Systems, Computer Communication Networks, Software Engineering, and Computer Architecture, as well as Mathematics, Statistics, and the Natural Sciences. The program features a rigorous academic foundation that is complemented by realistic programming assignments. Emphasis is placed on developing both the technical and design skills necessary to begin and enhance an individual's career. Graduates of this program are well prepared for immediate employment in either the computer industry or many other businesses that increasingly rely on computer science.

The Bachelor of Science in Computer Science Program Educational Objectives are as follows.

Within a few years of graduation, graduates are expected to be:

- Engaged and active as responsible professionals pursuing diverse career paths or successfully continuing their education in graduate school;
- Participating in continuing education opportunities enabling them to understand and apply new ideas and technologies in the field of computing;
- Effective communicators and team members;
- Active contributors to their community and their profession.

Bachelor of Science in Computer Science/Master of Science in Computer Science (BSCS/MSCS) Transition Program

Students must complete graduate-level coursework taken as part of the BSCS degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least 3.00 to be eligible. Lastly, students must apply for and begin the MSCS program within six months after completing their final BSCS course. Students must complete their MSCS program within four years with no break exceeding 12 months.

Students may choose up to two (2) courses from the following course list: CSC 603 and CSC 605. The number of courses required to earn an MSCS degree for transition program students will be reduced from 13 to as few as 11, depending on the number of graduate classes completed within the BSCS with a grade of B or better.

Program Learning Outcomes:

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

- Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.

Degree Requirements:

To receive a Bachelor of Science in Computer Science, students must complete at least 180 quarter units to include a minimum of 69 units of the University General Education requirements; 76.5 quarter units must be completed at the upper-division level, and 45, including the senior project courses (CSC 480A, CSC 480B & CSC 480C), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the Degree. Students should refer to the section on Undergraduate Admission procedures for specific information on admission and evaluation.

Prerequisites for the Major (8 -9 courses; 36 - 37.5 quarter units)

Students must select one (1) Science related Lecture and one (1) Lab Course from Area F of the General Education for a total of 6 quarter units. The Course/Lab combination must be intended for Science and Engineering majors and develop an understanding of the Scientific Method (PHS104 and PHS104A or PHS130A are recommended).

MTH 215	College Algebra & Trigonometry* Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
OR		
MTH 216A	College Algebra I <i>Discontinued</i> Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	3.00
AND		
MTH 216B	College Algebra II <i>Discontinued</i> Prerequisite: MTH 216A	3.00
CSC 208	Calculus for Comp. Science I* <i>Historical-Review all addendums</i> Prerequisite: MTH 215, or MTH 216A and MTH 216B	4.50
CSC 242	Intro to Programming Concepts* Prerequisite: MTH 215	4.50
CSC 209	Calculus for Comp. Science II <i>Historical-Review all addendums</i> Prerequisite: CSC 208	4.50
CSC 252	Programming in C++*	4.50

	Prerequisite: CSC 242	
CSC 262	Programming in JAVA*	4.50
	Prerequisite: MTH 215	
CSC 220	Applied Probability & Stats. <i>Historical-Review all addendums</i>	4.50
	Prerequisite: CSC 208, or MTH 220; EGR 220	
CSC 272	Advanced Programming in Java <i>Historical-Review all addendums</i>	4.50
	Prerequisite: CSC 262	

* May be used to meet a General Education requirement.

Requirements for the Major (17 courses; 73.5 quarter units)

Students may take courses in any order if course prerequisites are satisfied.

CSC 310	Linear Algebra and Matrix Comp <i>Historical-Review all addendums</i>	4.50
	Prerequisite: CSC 252, or CSC 272	
CSC 331	Discrete Structures and Logic <i>Historical-Review all addendums</i>	4.50
	Prerequisite: CSC 252, or CSC 272	
EGR 320	Scientific Problem Solving <i>Historical-Review all addendums</i>	4.50
	Prerequisite: CSC 208, or EGR 220	
CSC 300	Object Oriented Design <i>Historical-Review all addendums</i>	4.50
	Prerequisite: CSC 252, or CSC 272	
CSC 335	Data Structures and Algorithms <i>Historical-Review all addendums</i>	4.50
	Prerequisite: CSC 300; CSC 331	
CSC 350	Computer Ethics	4.50
CSC 340	Digital Logic Design <i>Historical-Review all addendums</i>	4.50
	Prerequisite: CSC 331; Corequisite: CSC 340L	
CSC 340L	Digital Logic Design Lab <i>Historical-Review all addendums</i>	1.50
	Prerequisite: CSC 331; Corequisite: CSC 340	
CSC 338	Algorithm Design	4.50
	Prerequisite: CSC 335	
CSC 342	Computer Architecture <i>Historical-Review all addendums</i>	4.50
	Prerequisite: CSC 340 and CSC 340L	
CSC 400	OS Theory and Design	4.50
	Prerequisite: CSC 335	
CSC 422	Database Design	4.50
	Prerequisite: CSC 300	
CSC 436	Comp. Communication Networks <i>Historical-Review all addendums</i>	4.50
	Prerequisite: CSC 331	
CSC 430	Programming Languages	4.50
	Prerequisite: CSC 300	
CSC 480A	Computer Science Project I	4.50
	Prerequisite: Completion of requirements for the major and electives or permission of the program director.	
CSC 480B	Computer Science Project II	4.50
	Prerequisite: CSC 480A	
CSC 480C	Computer Science Project III	4.50
	Prerequisite: CSC 480B	

Approved Electives (4 courses; 18 quarter units)

The program requires 4 Upper Division Technical Electives. Students may customize and select four courses from the approved list below.

CSC 441	Web App Development Prerequisite: CSC 300 and CSC 422	4.50
CSC 443	Mobile App Development Prerequisite: CSC 300 and CSC 422	4.50
CSC 447	Software Testing & Automation Prerequisite: CSC 300	4.50
CSC 449	Software Engineering Prerequisite: CSC 300 and CSC 422	4.50
CSC 450	Artificial Intelligence Prerequisite: CSC 335	4.50
CIS 301	Mgmt Information Systems	4.50
CIS 310	Technology Project Management	4.50
CIS 320	Systems Analysis & Integration Prerequisite: CIS 301	4.50
CIS 475	Big Data and Cloud Computing Prerequisite: CSC 422	4.50
CIS 430	Web/EB Design & Development Prerequisite: CIS 350	4.50
CYB 331	Secure Linux System Admin Prerequisite: CYB 216	4.50
CYB 332	Secure Windows Administration Prerequisite: CYB 331	4.50
CYB 333	Security Automation Prerequisite: CYB 332	4.50

Students may select other courses as electives outside this list with approval from the CS Program Director.

Concentration in Artificial Intelligence Systems

Academic Program Director: Alireza Farahani; afarahan@nu.edu

The Artificial Intelligence Systems concentration within the Undergraduate Computer Science program provides comprehensive coverage of the AI field, blending theoretical knowledge with practical skills. This program equips students to design, implement, analyze, and deploy intelligent systems by focusing on the core principles and techniques of AI. The concentration explores current technologies, techniques, and tools for developing AI solutions across various application domains, while fostering a critical understanding of the importance of explainability in AI systems and their societal impact.

Program Learning Outcomes:

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

- Design, implement and deploy variety of AI systems
- Build and train AI models using neural networks
- Track and utilize current technical trends and approaches in the AI system development
- Discuss explainability and societal impact of AI system

Requirements for the Concentration in AI (4 courses; 18 quarter units)

Units: 18.00

CSC 448	Python Programming for AI Prerequisite: CSC 310 and CSC 220 and CSC 272, or CSC 252	4.50
CSC 446	AI & Machine Learning Prerequisite: CSC 448	4.50
CSC 453	Neural Network Design and Appl Prerequisite: CSC 448	4.50

CSC 457	Reinf Learn and Gen AI Prerequisite: CSC 453 and CSC 446	4.50
---------	--	------

Concentration in Software Development

Academic Program Director: Alireza Farahani; afarahan@nu.edu

This concentration builds student proficiency in design, implementation, testing, and management of large-scale, secure software systems. It covers the concepts and skills in constructing software from inception to deployment, using current industry practices and tools. The concentration examines processes and activities that go into each stage of the Software Development Lifecycle. The focus is on Web and Mobile Application Design, development tools, frameworks, and testing strategies.

Program Learning Outcomes:

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

- Describe, evaluate, and implement the processes and activities that go into engineering and building software systems.
- Design, develop, modify, and deploy software systems using relevant tools and technologies.
- Develop software testing plans and conduct automated software testing.

Degree Requirements:

This concentration requires completion of the four Technical Electives listed under the Program Description for a total of 18 quarter units.

Requirements for Area of Concentration (4 courses; 18 quarter units)		Units: 18.00
CSC 449	Software Engineering Prerequisite: CSC 300 and CSC 422	4.50
CSC 441	Web App Development Prerequisite: CSC 300 and CSC 422	4.50
CSC 443	Mobile App Development Prerequisite: CSC 300 and CSC 422	4.50
CSC 447	Software Testing & Automation Prerequisite: CSC 300	4.50

Bachelor of Science in Criminal Justice Administration

Academic Program Director: Damon Martin; dmartin@nu.edu

The Bachelor of Science in Criminal Justice Administration degree is designed to meet the educational and professional needs of individuals in law enforcement who are interested in professional development or career advancement. It also prepares individuals for challenging and dynamic careers in the justice system at the local, state, and federal levels. Individuals completing the program are prepared for entry- and advanced-level positions, teaching, or training assignments, private security employment, research, or employment as consultants within the field.

The major consists of upper-division courses that include basic forensic science, research methods, juvenile justice, corrections, criminology, leadership and management, civil and criminal investigations, court systems, criminal law, and a senior project supervised by full-time, associate, and select core adjunct faculty. Additionally, students select elective courses from psychology, sociology, addictive disorders, behavioral science, legal studies, information technology, and human resource management to provide a broader perspective in human behavior.

Pathway Programs:

Pathway Program: Bachelor of Science in Criminal Justice Administration (BSCJA) to Master of Criminal Justice Leadership (MCJL)

For students in the BS in Criminal Justice Administration/MCJL pathway program, the University will waive two graduate criminal justice (CJA) elective course(s) (CJA 528, CJA 541, or CJA 570) taken as part of the bachelor's degree for the master's program if the grade earned is a "B" or higher and graduate units will be awarded (Pathway Program: Bachelor of Science in Criminal Justice Administration (BSCJA) to Master of Criminal Justice Leadership (MCJL).

Pathway Program: Bachelor of Science in Criminal Justice Administration (BSCJA) to Master of Public Administration (MPA)

Students pursuing the MPA Program can take any **two MPA** courses, with the exception of PAD 631 and PAD 644.

Pathway Program: Bachelor of Science in Criminal Justice Administration (BSCJA) to Master of Forensic Sciences (MFS)

Students pursuing the MFS can choose any **two FSC** courses, which do not require a prerequisite.

Program Learning Outcomes:

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

- Apply biological, psychological, sociological, and economic explanations for criminal behavior from a variety of disciplines.
- Identify the causes and patterns of juvenile delinquency.
- Distinguish the leadership and management styles commonly employed in the Criminal Justice System.
- Demonstrate the criminal investigation process to include preliminary investigation, evidence collection and preservation, submission, and testimony in a courtroom.
- Explain the role of criminal sanctions in relationship to victims and offenders.
- Examine the importance of ethics when applied to all three branches of the criminal justice system.
- Analyze problems within the Criminal Justice System.

Degree Requirements:

To receive a Bachelor of Science in Criminal Justice Administration, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

Preparation for the Major (1 course; 4.5 quarter units)

CJA 230	Intro to Criminal Justice	4.50
OR		
CJA 229	Introduction to Policing	4.50

Note: CJA 229 is only available to students in defined, limited circumstances through an articulation agreement.

Requirements for the Major (9 courses; 40.5 quarter units)

CJA 351	Courts & the Judicial Process	4.50
CJA 431	Criminology	4.50
CJA 446	CJ Management and Leadership	4.50

CJA 457	Minorities/Crime/Soc. Justice	4.50
CJA 460	Principles of Investigation	4.50
CJA 352	Criminal Law and Procedure	4.50
CJA 340	Corrections	4.50
CJA 453	Ethics and the C J System	4.50
CJA 470	Criminal Justice Capstone **	4.50
Recommended: Prior completion of: all of the prior core courses. CJA 470 Capstone should be the final course in the BSCJA major.		
		4.50

Students who do not complete the Senior Project within the two month period are eligible, at the discretion of the instructor, to receive a grade of "IP" with a maximum of a one-time six month extension. Students who do not complete the project at the end of the extension period will need to retake CJA 470. No grade of "I" (Incomplete) can be given for this course.

** A two-month course that meets once per week for 4.5 quarter units. (Grading is by H, S, and U only.) Accelerated study is not permitted with CJA 470.

Upper-Division Electives (7 courses; 31.5 quarter units)

Students must complete a minimum of 7 courses (31.5 quarter units) of electives from the list below.

CJA 337	The Juvenile Offender	4.50
CJA 356	Criminal Evidence	4.50
CJA 400	Gangs in America	4.50
CJA 401	Criminal Intelligence	4.50
CJA 434	Survey of Forensic Sciences	4.50
CJA 441	Organized & White Collar Crime	4.50
CJA 443	Curr Issues in Law Enforcement	4.50
CJA 459	Crime and the Media	4.50
CJA 464	Constitutional Law for CJ	4.50
CJA 465	Practicum in Criminal Justice	1.50
CJA 467	Intl. & Domestic Terrorism	4.50
CJA 528	Critical Issues in CJ	4.50
CJA 541	Comparative CJ Systems	4.50
CJA 570	Violence and Victimization	4.50
CJA 540	International CJA Experience	4.50

Bachelor of Science in Electrical and Computer Engineering

Status: *Historical-Review all addendums*

Academic Program Director: Peilin Fu; pfu@nu.edu

The Electrical and Computer Engineering program involves the study of hardware, software, communications, and the interactions between them. Its curriculum focuses on the theories, principles, and practices of traditional electrical engineering and mathematics and applies them to the design of computers and computer-based devices. Electrical and Computer Engineering students study the design of digital hardware systems including communications systems, computers, and devices that contain computers. They study software development, focusing on software for digital devices and their interfaces with users and other devices. The program emphasizes a balanced approach between hardware and software, both built on an engineering and mathematics foundation. Currently, a dominant area within Electrical and Computer Engineering is embedded systems, the development of devices that have software and hardware embedded within. For example, devices such as cell

phones, digital audio players, digital video recorders, alarm systems, x-ray machines, and laser surgical tools all require integration of hardware and embedded software and all are the result of computer engineering. The undergraduate program is structured to establish analytical thinking and design skills in areas such as computer architecture, digital logic design, circuits analysis, computer communication networks, digital computer control, integrated circuit engineering, project management, VLSI design, digital signal processing and embedded systems.

In support of the mission of National University, the educational objective of the Electrical and Computer Engineering is to prepare graduate to achieve success in one or more of the following with a few years after graduation.

1. Succeed in pursuing chosen career path and demonstrate technical competence in utilizing electrical and computer engineering principles and skills in industry, academia or the public sector.
2. Engage in sustained learning through graduate education, professional development and self-study in engineering and other professionally related fields.
3. Function well on a diverse and multidisciplinary team with effective communication skills.
4. Exhibit leadership, high standards of ethical conduct and societal responsibility in the practice of engineering.

Program Learning Outcomes:

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

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Communicate effectively with a range of audiences.
- Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- Acquire and apply new knowledge as needed, using appropriate learning strategies.

Degree Requirements:

To receive a Bachelor of Science in Electrical and Computer Engineering, students must complete at least 180 quarter units to include a minimum of 69 units of the University General Education requirements; 76.5 quarter units must be completed at the upper-division level, and 45, including the senior project courses (CEE498A, CEE498B, and CEE498C), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Prerequisites for the Major (8 - 9 courses; 33 - 34.5 quarter units)

MTH 215	College Algebra & Trigonometry Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
OR		
MTH 216A	College Algebra I <i>Discontinued</i>	3.00

Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation

AND MTH 216B	College Algebra II <i>Discontinued</i> Prerequisite: MTH 216A	3.00
PHS 104	Introductory Physics Prerequisite: MTH 204, or MTH 215	4.50
PHS 104A	Introductory Physics Lab Prerequisite: PHS 104, or PHS 171 for Science Majors.	1.50
CSC 208	Calculus for Comp. Science I <i>Historical-Review all addendums</i> Prerequisite: MTH 215, or MTH 216A and MTH 216B	4.50
CSC 242	Intro to Programming Concepts Prerequisite: MTH 215	4.50
CSC 209	Calculus for Comp. Science II <i>Historical-Review all addendums</i> Prerequisite: CSC 208	4.50
CSC 252	Programming in C++ Prerequisite: CSC 242	4.50
CSC 220	Applied Probability & Stats. <i>Historical-Review all addendums</i> Prerequisite: CSC 208, or MTH 220; EGR 220	4.50

Requirements for the Major (24 Courses; 93 quarter units)

PHS 231	Calculus-based Physics 1 Prerequisite: PHS 104 and MTH 220, or CSC 208 and MTH 221, or CSC 209	4.50
PHS 232	Calculus-based Physics 2 Prerequisite: PHS 104 and PHS 231; MTH 220, or CSC 208; MTH 221, or CSC 209	4.50
CSC 310	Linear Algebra and Matrix Comp <i>Historical-Review all addendums</i> Prerequisite: CSC 252, or CSC 272	4.50
CSC 331	Discrete Structures and Logic <i>Historical-Review all addendums</i> Prerequisite: CSC 252, or CSC 272	4.50
CEE 300	Advanced Engineering Math <i>Historical-Review all addendums</i> Prerequisite: CSC 209 and CSC 310;	4.50
CSC 300	Object Oriented Design <i>Historical-Review all addendums</i> Prerequisite: CSC 252, or CSC 272	4.50
CEE 310	Circuit Analysis <i>Historical-Review all addendums</i> Prerequisite: CEE 300; Corequisite: CEE 310L	4.50
CEE 310L	Circuit Analysis Lab <i>Historical-Review all addendums</i> Corequisite: CEE 310	1.50
CSC 340	Digital Logic Design <i>Historical-Review all addendums</i> Prerequisite: CSC 331; Corequisite: CSC 340L	4.50
CSC 340L	Digital Logic Design Lab <i>Historical-Review all addendums</i> Prerequisite: CSC 331; Corequisite: CSC 340	1.50
CSC 350	Computer Ethics	4.50
CSC 342	Computer Architecture <i>Historical-Review all addendums</i> Prerequisite: CSC 340 and CSC 340L	4.50
CEE 420	Microelectronics <i>Historical-Review all addendums</i> Prerequisite: CEE 310; Corequisite: CEE 420L	4.50
CEE 420L	Microelectronics Lab <i>Historical-Review all addendums</i> Corequisite: CEE 420	1.50
CSC 436	Comp. Communication Networks <i>Historical-Review all addendums</i> Prerequisite: CSC 331	4.50

CEE 324	Linear Systems and Signals <i>Historical-Review all addendums</i> Prerequisite: CEE 310; Corequisite: CEE 324L	4.50
CEE 324L	Linear Systems and Signals Lab <i>Historical-Review all addendums</i> Corequisite: CEE 324	1.50
CEE 340	Embedded Systems <i>Historical-Review all addendums</i> Prerequisite: CSC 252 and CEE 420 and CSC 340; Corequisite: CEE 340L	4.50
CEE 340L	Embedded Systems Lab <i>Historical-Review all addendums</i> Corequisite: CEE 340	1.50
CEE 430	Digital Signal Processing <i>Historical-Review all addendums</i> Prerequisite: CEE 324	4.50
CEE 440	VLSI Design <i>Historical-Review all addendums</i> Prerequisite: CEE 420	4.50
CEE 498A	Capstone Design Project I Prerequisite: Complete all core courses except capstone courses OR permission by the program lead.	4.50
CEE 498B	Capstone Design Project II Prerequisite: CEE 498A	4.50
CEE 498C	Capstone Design Project III Prerequisite: CEE 498B	4.50

Bachelor of Science in Organizational Leadership

Academic Program Director: Steven Walker; swalker@nu.edu

The Bachelor of Science in Organizational Leadership provides students who are interested in starting, or who are currently working in, business enterprises with theoretical and applied knowledge of leadership theories and frameworks. Building understanding of the difference between leading small organizations and more traditional large corporations and agencies will be examined.

The premise that leadership is a process and can be learned through understanding theory, analyzing scenarios, case studies and complex problems will provide the opportunity for students to acquire their learning experientially.

The Bachelor of Science in Organizational Leadership is designed to give students the opportunity to develop the skills needed to be an effective leader in team and group settings within organizations. It is intended to help students move from an authoritarian paradigm to one of collaboration and integration.

Program Learning Outcomes:

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

- Apply a personal leadership approach.
- Identify challenges and advantages of diverse groups in organizations within a global environment.
- Analyze negotiating styles of leaders, using the concepts of leadership and power.
- Examine the strategies leaders use to motivate and evaluate members of groups and teams.
- Evaluate the ethical implications of leadership decisions and strategies.
- Analyze strategies and frameworks used by leaders to make decisions and initiate change in organizations.
- Explain how the classic studies have informed the understanding and application of leadership and organizational theory.
- Communicate orally and in writing using proper business communication formats.

Degree Requirements:

To receive a Bachelor of Science in Organizational Leadership, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

Requirements for the Major (14 courses; 63 quarter units)
Non-Leadership Requirements (4 courses; 18 quarter units)

LAW 204	Legal Aspects of Business I	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
OR		
ODV 400	Organizational Strat & Design	4.50
COM 334	Persuasion <i>Prerequisite: ENG 102</i>	4.50
OR		
COM 354	Professional Presentations <i>Prerequisite: ENG 102</i>	4.50

Leadership Requirements (10 courses; 45 quarter units)

LED 400	Introduction to Leadership	4.50
LED 410	Leading Diverse Groups & Teams	4.50
LED 420	Adaptive Leadership in Change	4.50
LED 430	Conflict/Negotiation for Ldrs	4.50
LED 440	Ldrship Overview of Org. Func.	4.50
LED 450	Advanced Group Dynamic Theory <i>Prerequisite: LED 400 and LED 410</i>	4.50
LED 460	Ethics and Decision Making	4.50
LED 470	Classic Studies of Leadership	4.50
LED 480	Research for Leaders <i>Prerequisite: LED 410 and LED 420</i>	4.50
LED 490	Leadership Capstone Project <i>Prerequisite: Completion of six of the preceding courses</i>	4.50

Upper Division Electives (3 courses; 13.5 quarter units)

Students select from upper-division courses with the following prefixes: ECE, ECO, FIN, HRM, MGT, ODV, and SOC.

Undergraduate Minors

Group Model

Minor in Criminal Justice Administration

Academic Program Director: Ponzio Oliverio; poliverio@nu.edu

The Minor in Criminal Justice Administration is designed to provide students with a selective overview of the criminal justice system.

Requirements for the Minor (6 courses; 27 quarter units)

To fulfill the requirements for the minor, students can take any six (6) courses listed as upper-division requirements for the major and beginning with CJA prefixes. (Prerequisites may be required depending on courses chosen.)

Undergraduate Credentials

Group Model

Undergraduate LVN "30-45 Unit" Option

Academic Program Director: Beverly Brownell; bbrownell@nu.edu

Licensed Vocational Nurses (LVNs) who desire to complete the minimum number of units required to take the licensure examination may apply for this option. LVNs who select the "30-45 Unit" Option method to satisfy the requirements for licensure as a Registered Nurse should consult the Academic Program Director of Nursing for an individual program consultation to discuss the advantages and disadvantages of this option.

Departmental Admission Requirements

To be eligible for admission to the "30-45 Unit" option, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process.
- Hold a current, active, unencumbered license to practice as a licensed vocational nurse.
- Have successfully completed the required preparation courses.
- Submit the appropriate nursing program application.
- For advising purposes only, complete the ACCUPLACER math and English tests.

After completing the interview process, successful candidates will be enrolled in classes as spaces become available.

LVNs/Medics accepted for admission to the NU 45 Quarter Unit LVN to RN Option may be eligible to challenge nursing courses by examination(s) or be considered for equivalency. Students will receive nursing course credits when their LVN/Core School transcripts equivalency criteria (time limit, credit, and content) are met. The time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Applicants will receive course credit and advanced placement for successfully challenged foundational courses. Co-requisite nursing courses will have to be challenged together. In order to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in the NU LVN - RN Option. The student who successfully challenges a course will receive a revised plan of study and must meet NU residency requirements.

Program Learning Outcomes:

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

- Develop a critical stance on professional issues related to nursing practice, education, and knowledge development by analyzing the historical and contemporary environments in nursing.
- Use computer technologies to augment productivity and to gain access to multiple informational resource services.

Degree Requirements:

Requirements for the LVN - RN Option course completion

No degree awarded, no certificate awarded.

To receive the "30-45 Unit Option", students must complete the quarter units as outlined below. The following courses are specific requirements of the CA BRN 16 CCR 1429.

Required Preparation (6 courses; 18 quarter units)

BIO 201	Human Anatomy and Physiol I Corequisite: BIO 191A, or BIO 201A; Recommended: Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A	4.50
BIO 201A	Human Anatomy and Physiol Lab Corequisite: BIO 201; Recommended: Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50
BIO 202	Human Anatomy and Physiol II Corequisite: BIO 202A, or BIO 192A; Prerequisite: BIO 201 and BIO 201A	4.50
BIO 202A	Human Antmy andPhysiol LabII Corequisite: BIO 202; Prerequisite: BIO 201; BIO 201A	1.50
BIO 203	Introductory Microbiology Corequisite: BIO 193A; BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.; Recommended: Prior completion of: BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A	4.50
BIO 203A	Introductory Microbiology Lab Corequisite: BIO 203; Recommended: Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A	1.50

Nursing Core Courses (6 courses; 22 quarter units) CA BRN 1429 Forty-Five (45)**Quarter Unit Option Required Courses**

NSG 330	Medical-Surgical Nursing II** Prerequisite: NSG 214; NSG 214A; Corequisite: NSG 330A	4.50
NSG 330A	Medical-Surgical II Clinical** Prerequisite: NSG 214; NSG 214A; Corequisite: NSG 330	3.50
NSG 335	Psychiatric-Mental Health Nur** Prerequisite: NSG 330; NSG 330A; Corequisite: NSG 335A	4.50
NSG 335A	Psych-Mental Health Clinical** Prerequisite: NSG 330; NSG 330A; Corequisite: NSG 335	3.50
NSG 340	Nursing Leadership/Management** Prerequisite: NSG 335; NSG 335A; Corequisite: NSG 340A	4.50
NSG 340A	Leadership/Management Clinical** Prerequisite: NSG 335; NSG 335A; Corequisite: NSG 340	1.50

Graduate Degrees**Group Model****Master in Criminal Justice Leadership**

Academic Program Director: Ponzio Oliverio; poliverio@nu.edu

The **Master's in Criminal Justice Leadership (MCJL)** is designed to provide students with the required knowledge and competence in leadership, ethics, and problem-solving skills in the challenging and demanding careers of Criminal Justice. Students completing the Master's in Criminal Justice Leadership program are exposed to both theoretical and applied models and concepts in criminal justice, as well as practical critical thinking methods. The Master's in Criminal Justice Leadership program integrates theory with practice to provide graduates with the skills and knowledge needed to address the complex issues and challenges of criminal justice in the 21st century. Students in this program develop leadership and ethical

problem-solving skills to develop strategies and solutions that are both practical and effective. Challenging and demanding careers in government at the local, state, and federal level in the areas of law enforcement, corrections, and the courts, as well as teaching and training assignments are possible for graduates with a Master's in Criminal Justice Leadership degree.

The **Master's in CJ Leadership with Emphasis in Conflict Resolution (MCJL/CR)** develops the knowledge, skills, and techniques necessary to address and manage conflicts effectively in various criminal justice contexts. Students are equipped with a thorough understanding of the dynamics of conflict and its resolution with a focus on ethical negotiation. These skills are related to leading and managing teams and will prepare students to operate as conflict resolution practitioners in diverse settings such as organizations, agencies, governments, and international arenas. **THE MCJL/CR PATHWAY IS CURRENTLY NOT ENROLLING STUDENTS**

Pathway Program: Bachelor of Science in Criminal Justice Administration (BSCJA) to Master of Criminal Justice Leadership (MCJL)

For students in the BS in Criminal Justice Administration/MCJL pathway program, the University will waive two graduate criminal justice (CJA) elective course(s) (528, 541, or 570) taken as part of the bachelor's degree for the master's program if the grade earned is a "B" or higher and graduate units will be awarded (Pathway Program: Bachelor of Science in Criminal Justice Administration (BSCJA) to Master of Criminal Justice Leadership (MCJL).

Bachelor of Science in Homeland Security and Emergency Management/Master of Criminal Justice Leadership (BS-HSEM/MCJL) Transition Program

Students who are currently enrolled in the Bachelor of Science in Homeland Security and Emergency Management program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BS-HSEM/MCJL transition program by asking their admission advisor to submit a plan change into the transition program and by taking any two MCJL classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MCJL program within six months of completing their BS-HSEM program. Students may choose up to two of the Graduate-level Criminal Justice courses, with the exception of CJA 690A and CJA 690B.

For students in the BS-HSEM/MCJL transition program, the University will waive two graduate-level criminal justice courses taken as part of the bachelor's degree, but these students must still meet the residency requirements for the MCJL.

Program Learning Outcomes:

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

- Apply critical thinking and problem-solving skills to real world criminal justice administration issues.
- Demonstrate critical thinking skills to differentiate leadership approaches utilizing current and emerging leadership theories and case studies.
- Analyze theoretical, criminological, and philosophical foundations of criminal justice administration.
- Evaluate the constitutional aspects of civil and criminal liabilities in modern society.
- Evaluate leadership theory and integrate diverse leadership perspectives into real world application.
- Appraise and determine what ethical and unethical conduct is.
- Develop oral, written, and technological communication for criminal justice professionals.

Degree Requirements:

To be awarded a **Master in Criminal Justice Leadership (MCJL)**, students must complete at least 49.5 quarter units of graduate work. A total of 9.0 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree, and provided the units have not been used to satisfy the requirements of an awarded degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

To be awarded a **Master in Criminal Justice Leadership with Emphasis in Conflict Resolution (MCJL/CR)**, students must complete at least 49.5 quarter units of graduate work. This program integrates three conflict resolution courses into the program in place of three criminal justice leadership electives. A total of 9.0 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree, and provided the units have not been used to satisfy the requirements of an awarded

degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation. **THE MCJL/CR PATHWAY IS CURRENTLY NOT ENROLLING STUDENTS**

Core Requirements (8 core courses; 36 quarter units)

Students must complete all courses.

CJA 605	CJ Theory, Practice & Policy	4.50
CJA 608	Leadership in CJ Recommended: Prior completion of: CJA 605	4.50
CJA 615	Legal Issues in CJ Recommended: Prior completion of: CJA 608	4.50
CJA 624	Professional Ethics in CJ Recommended: Prior completion of: CJA 615	4.50
CJA 630	Const Law & Criminal Procedure Recommended: Prior completion of: CJA 624	4.50
CJA 645	Advanced Criminological Theory Recommended: Prior completion of: CJA 630	4.50
CJA 690A	Capstone I Prerequisite: Students must have successfully completed three core courses in the MCJ program prior to being enrolled into CJA 690A.	4.50
CJA 690B	Capstone II Prerequisite: CJA 690A	4.50

Elective Requirements (3 courses, 13.5 quarter units)

Units: 13.50

CJA 528	Critical Issues in CJ	4.50
CJA 541	Comparative CJ Systems	4.50
CJA 570	Violence and Victimization	4.50

Master of Arts in Education

Academic Program Director: Thomas Reynolds; treynolds@nu.edu

The Master of Arts in Education (MAE) program is designed for individuals interested in non-credential professional growth and advancement in educational fields. Acknowledging the importance of customized study in the development of professional competencies, degree candidates complete a two course sequence that emphasizes plan of study customized designs and applications of practitioner research. In addition to the two required MAE courses, program candidates will designate an eight (8) course emphasis plan of study from approved emphasis area courses.

Note: The program is not designed for students seeking a credential.

Program Learning Outcomes:

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

- Integrate advanced approaches to instruction, assessment, and learning using digital tools and skills.
- Design learning experiences that include learner characteristics, principles of customized learning, and assessment as learning.
- Apply practitioner research methods to study and inform instruction in traditional and digital learning environments.
- Develop reflective practices that are grounded in current learning science research, professional ethics, and include pathways to continuous growth.

Degree Requirements:

To receive a Master of Arts in Education students must complete 45 quarter hours of graduate work. A total of 4.5 quarter units of transfer graduate credit may be granted if not used earning another advanced degree. An additional 11.25 units of graduate level credit may also be transferred through prior learning experience. All prior learning experience will be reviewed by the Sanford College of Education Prior Learning Experience Assessment Committee before accepted for transfer. Students must complete all courses with a minimum grade of B-. Students shall not select more than four (4) courses from any subject to fulfill the MAE course requirements. Students in a credential program, who no longer desire to earn the credential, may transfer courses into the MAE upon approval from the Academic Program Director.

Required Introduction Courses (1 course; 4.5 quarter units)

MAE 610	Plan of Study & Prac Research	4.50
---------	-------------------------------	------

Emphasis Requirements: (8 courses; 36 quarter units)

MAE program courses may be selected from any SCOE graduate level, non-credential course from the following list of courses. Students shall not select more than four (4) courses from any subject.

ARL 645	Dev. Fluency in Reading	4.50
ARL 646	Comprehension Strategies	4.50
ECE 650	The Early Childhood Educator	4.50
	Prerequisite: ATP 600, or MAE 610	
ECE 651	Current Issues in ECE	4.50
	Prerequisite: ATP 600, or MAE 610	
ECE 652	ECE Learning & Development	4.50
	Prerequisite: ATP 600, or MAE 610	
ECE 653	Best ECE Teaching Practices	4.50
	Prerequisite: ATP 600, or MAE 610	
ECE 654	Collaborative Partnerships	4.50
	Prerequisite: ATP 600, or MAE 610	
ECE 655	Inclusive ECE Practices	4.50
	Prerequisite: ATP 600, or MAE 610	
ECE 656	Foundations of Adult Learners	4.50
	Prerequisite: ATP 600, or MAE 610	
ECE 657	Foundations of ECE Advocacy	4.50
	Prerequisite: ATP 600, or MAE 610	
EDA 640	Introduction to H.E. Admin.	4.50
EDA 641	Leading and Managing Change	4.50
EDA 642	Policy & Accountability	4.50
EDA 643	Community Development in HE	4.50
EDA 644	Higher Education Law/Politics	4.50
EDA 645	Managing Finances & Operations	4.50
EDA 646	Strategic Planning & Analysis	4.50
EDA 648	Student Svcs & Enrollment Mgt	4.50
EID 600	Technology Foundations	4.50
EID 610	Instructional Design	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 620	Education, Theory & Technology	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 630	Media Based Learning Objects	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 640	Developing Online Courseware	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	

EID 655	AI to Support Learning Recommended Preparation: EID 600 with a minimum grade of C. NA	4.50
EID 660	Simulated Realities & Learning Recommended Preparation: EID 600 with a minimum grade of C.	4.50
EID 670	Technology and Leadership Recommended Preparation: EID 600 with a minimum grade of C.	4.50
EID 680	Instructional Eval. & Devl. Prerequisite: EID 600 with a minimum grade of C. ; EID 610 with a minimum grade of C. ; EID 620 with a minimum grade of C. ; EID 630 with a minimum grade of C. ; EID 640 with a minimum grade of C. ; EID 650 with a minimum grade of C. ; EID 660 with a minimum grade of C. ; EID 670 with a minimum grade of C.	4.50
ITI 660	Identity, Inclusion and Equity	4.50
ITI 662	Linguistics- Academic Language Prerequisite: ITI 660	4.50
ITI 664	EL Achievement in Content Area Prerequisite: ITI 662	4.50
ITI 670	Introduction to SEL Prerequisite: ITL 600; ITL 604; ITL 606	4.50
ITI 672	SEL in Action Prerequisite: ITI 670 minimum standards	4.50
ITI 674	Research in SEL Prerequisite: ITI 672	4.50
ITI 681	Interdisciplinary STEAM/STEM Prerequisite: ITL 600; ITL 604; ITL 606; ITL 608	4.50
ITI 683	Inst Strategies STEAM/STEM Prerequisite: ITI 681	4.50
ITI 685	Action Research in STEAM/STEM Prerequisite: ITI 681; ITI 683	4.50
ITI 690	Inspired Teaching Inquiry Prerequisite: ITL 600; ITL 604; ITL 606	4.50
ITI 692	Inspired Student Learning Prerequisite: ITI 690	4.50
ITI 694	Inspired Learning Technology Prerequisite: ITI 692	4.50
ITL 600	Becoming a Teacher	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II Prerequisite: ITL 604	4.50
ITL 608	Design and Process of Teaching Prerequisite: ITL 606	4.50

Notes: Courses with pre-requisites may not be taken without prior faculty permission.

Guided Study Option (0.5 - 6.0 quarter units)

MAE students can use MAE 691 to fulfill program emphasis requirements. Students may complete two MAE 691 guided studies using separate topics for a maximum of 12 credit hours. Students who transfer prior learning credit course work may take variable credits of MAE 691 to help meet the total degree unit requirements. In consultation with the program director, students will have an opportunity to select their course content from a variety of available topics. This course is only offered as an independent study request. Please contact your academic advisor in order to submit an independent study request.

Students may take a variable unit course to help meet the total degree unit requirements. The course is repeatable one time with a maximum of 12 credit hours applied to the 36 credit hours of MAE program plan emphasis requirements. In consultation with the program director, students will have an opportunity to identify and select an agreed upon topic. This course is only offered as an independent study request. Please contact your academic advisor in order to submit an independent study request.

Research Course (1 courses; 4.5 quarter units)

Master of Bilingual Education with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option with Bilingual Authorization (Spanish) (California)

Academic Program Director: Clara Amador-Lankster; camadorl@nu.edu

The Master of Bilingual Education with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option with Bilingual Authorization is designed for candidates dedicated to teaching all K-12 learners by ensuring social emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. Courses meet the California Commission on Teacher Credentialing (CTC) Program Standards, including the 45 Teaching Performance Expectations (TPEs), composing the TPEs six domains and Teaching Performance Assessments (TPA) associated with the revised CalTPA model.

The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple or Single Subject teaching credential. Candidates are required to successfully complete foundation courses, multiple or single subject credential method courses, bilingual methods courses and bilingual clinical practice path (student teaching or internship). The added Bilingual Authorization (SPANISH) meets all new Bilingual Program Standards and newly adopted Bilingual Teaching Performance Expectations (BTPEs) approved by CTC in December 2021.

Students in this Master's 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. This degree meets all CTC requirements for a Preliminary Multiple or Single Subject teaching credential, plus Bilingual Authorization (BILA) and those requirements for a master's degree.

***Please Note:** Students need to satisfy/pass the Subject Matter Competency Requirement (e.g., CSET) early (prior to Credential Area Methods coursework) in 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.

Program Learning Outcomes:

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

- 1. Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 2. Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 3. Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 4. Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.

- 5. Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 6. Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 7. Analyze and examine the philosophical, theoretical, historical, legal and legislative foundations of education policies, school programs and research on the effectiveness of Bilingual/Dual Language education and bilingualism in the United States.
- 8. Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.
- 9. Design learning experiences for all students that apply research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging and transliteracies as developmental linguistic processes including, but not limited to, cross-linguistic transfer, contrastive analysis, and language use.
- 10. Design bilingual instruction by planning, developing, implementing and assessing standards - aligned content instruction in English and target language which integrates knowledge of the linguistic repertoires and registers across contexts and content areas and transferability between primary and target language.
- 11. Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to students' transnational educational experiences, language proficiency and developmental levels in both languages, that promote student achievement across program models.
- 12. Demonstrate intercultural communication and interaction with families and communities that is linguistically and culturally responsive and affirming in order to empower families' leadership development for civic engagement in bilingual/dual language education schools.
- 13. Demonstrate the ability to propose inquiry and/or action-based research of applied practice in a chosen area of emphasis that extends candidates' professional learning.

Degree Requirements:

To receive a Master of Bilingual Education with a Preliminary Multiple Subject Teaching Credential and Internship Option with Bilingual Authorization, candidates must complete at least 85.5 quarter units of graduate credit, or Master of Bilingual Education with a Preliminary Single Subject Teaching Credential with Bilingual Authorization, candidates must complete at least 85.5 quarter units of graduate credit. Students must complete 63 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, 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 CSET must be passed prior to beginning the Multiple Subject or Single Subject Methods courses.

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

Candidates choosing the Bilingual Internship option to obtain the Preliminary Multiple or Single Subject Teaching Credential with Bilingual Authorization will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential Information section of the catalog and the specific requirements below for this program.

Credential Admissions Requirements:

Prior to enrolling into ITL604, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the multiple or single subject credential methods courses.
- Provide registration, attempt or proof of passage of the CSET Spanish III. Passage is required prior to Bilingual Authorization Methods courses.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Multiple Subject Credential only: Passage of Reading Instruction Competency Assessment (RICA)
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Bilingual 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 the completion of the foundation sequence of ITL 600, 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'.

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 bilingual 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 BIL 640A and BIL 541A, BIL 640B and BIL 541B. 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 BIL640C and 640D. While still employed, a bilingual intern candidate may be enrolled in BIL640E and 640F if a third year extension is granted with appropriate documentation of a medical emergency or other extreme circumstance(s), through the University's petition process, with decisions considered on a case-by-case basis.

Program Requirements (Multiple Subject 20 courses; 85.5 quarter units or Single Subject 20 courses; 85.5 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)

All students must complete ITL 600 and complete the credential packet prior to beginning ITL 604.

ITL 600

Becoming a Teacher

4.50

Foundation Core Courses (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II Prerequisite: ITL 604	4.50
ITL 608	Design and Process of Teaching Prerequisite: ITL 606	4.50

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

Multiple Subject Methods Courses (5 courses; 22.5 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 516	Mathematics Integrative Design	4.50
ITL 518	Science Integrative Design Prerequisite: ITL 516	4.50
ITL 510	Language-Literacy: Foundations Prerequisite: ITL 518	4.50
ITL 512	Language/Literacy: Strategies Prerequisite: ITL 510	4.50
ITL 530	Optimized Learning Community*	4.50

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

Multiple Subject Bilingual Methods Courses (4 courses; 18 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US Prerequisite: ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528	4.50
BIL 622	Dual Lang Teaching Methods Prerequisite: BIL 620	4.50
BIL 624	Span Lit Learn and Instruction Prerequisite: BIL 622	4.50
BIL 626	Sociolinguistics Bil Lang Edu Prerequisite: BIL 624	4.50

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 526	SS Integrated Design I	4.50
ITL 528	SS Integrated Design II Prerequisite: ITL 526	4.50
ITL 520	Academic Language & Literacy Prerequisite: ITL 528	4.50

ITL 522	Content Area Literacy Prerequisite: ITL 520	4.50
ITL 530	Optimized Learning Community*	4.50

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

Single Subject Bilingual Methods Courses (4 courses; 18 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US Prerequisite: ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528	4.50
BIL 622	Dual Lang Teaching Methods Prerequisite: BIL 620	4.50
BIL 624	Span Lit Learn and Instruction Prerequisite: BIL 622	4.50
BIL 626	Sociolinguistics Bil Lang Edu Prerequisite: BIL 624	4.50

Clinical Practice Pathways: Bilingual Student Teaching OR Bilingual Internship (Student Teaching - 4 courses; 13.5 quarter units OR Internship - 4-8 courses; 13.5–31.5 quarter units) Candidates will complete the bilingual clinical practice experience through student teaching or the internship.

The bilingual clinical practice (bilingual language K12 classroom) experience courses (BIL 540A, BIL540B, BIL 640A, BIL 640B) do NOT grant graduate credit.

Bilingual Student Teaching (4 courses; 13.5 quarter units)

PRIOR to beginning any of the Bilingual Student Teaching below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements and submit a successful student teaching application. The bilingual student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Bilingual student teaching placements in Bilingual/Dual Language K12 classrooms are made through a collaborative partnership of the university and respective school districts. The bilingual student teaching placements must align to the CSET credential sought. Bilingual student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated Bilingual/Dual Language K12 classrooms. Note: The two seminar courses below BIL 541A and BIL 541B are 2.25 quarter units each and will be taken concurrently with BIL 540A and BIL 540B respectively.

BIL 540A	Bilingual Student Teaching Corequisite: BIL 541A, or BIL 640A	4.50
BIL 541A	Bilingual Clinical Prac Sem Corequisite: BIL 540A, or BIL 640A	2.25
BIL 540B	Bilingual Student Teaching Corequisite: BIL 541B, or BIL 640B; Prerequisite: BIL 540A	4.50
BIL 541B	Bilingual Clinical Prac Sem Corequisite: BIL 540B, or BIL 640B; Prerequisite: BIL 541A	2.25

Bilingual Internship (4-8 courses; 13.5 – 31.5 quarter units)

PRIOR to beginning any of the Bilingual Authorization courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, pass CSET LOTE and meet all CTC requirements related to the University Intern Credential. Placement in a bilingual internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Bilingual intern placements must align to the CSET credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Bilingual 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 Bilingual/Dual Language 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 or single subject credential with a Bilingual Authorization.. 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: BIL 640E, BIL 640F, respectively. Note: The two seminar courses below BIL 541A and BIL 541B are 2.25 quarter units each and will be taken concurrently with BIL 640A and BIL 640B respectively.

BIL 640A	Bilingual Internship A Corequisite: BIL 540A	4.50
BIL 541A	Bilingual Clinical Prac Sem Corequisite: BIL 540A, or BIL 640A	2.25
BIL 640B	Bilingual Internship B Prerequisite: BIL 640A; Corequisite: BIL 541B, or BIL 640B	4.50
BIL 541B	Bilingual Clinical Prac Sem Corequisite: BIL 540B, or BIL 640B; Prerequisite: BIL 541A	2.25
BIL 640C	Bilingual Internship C Prerequisite: BIL 640A; BIL 640B	4.50
BIL 640D	Bilingual Internship D Prerequisite: BIL 640A; BIL 640B; BIL 640C	4.50
BIL 640E	Bilingual Internship E Prerequisite: BIL 640A; BIL 640B; BIL 640C; BIL 640D	4.50
BIL 640F	Bilingual Internship F Prerequisite: BIL 640A; BIL 640B; BIL 640C; BIL 640D; BIL 640E	4.50

Emphasis in STEAM (PK-6) and STEM (7-12) Education

Academic Program Director: Zhonghe Wu; zwu@nu.edu

This emphasis is intended for teacher candidates and practicing teachers. The focus is on interdisciplinary STEAM (PK-6) and STEM (7-12) education in PK-12 classrooms and how to empower interdisciplinary STEAM (PK-6) and STEM (7-12) students. Candidates select and study a topic in the interdisciplinary area of STEAM (PK-6) and STEM (7-12) education through the lens of STEAM (PK-6) and STEM (7-12) principles, standards, and programs. Candidates develop and evaluate interdisciplinary STEAM (PK-6) and STEM (7-12) teaching strategies and apply classroom practice strategies that allow students in PK-12 to become more deeply immersed in the STEAM (PK-6) and STEM (7-12) disciplines.

Program Learning Outcomes:

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

- Analyze principles, standards, and curriculum trends and challenges in interdisciplinary STEAM (PK-6) and STEM (7-12).
- Evaluate teaching strategies in interdisciplinary STEAM (PK-6) and STEM (7-12) education.

- Develop an action research proposal applying instructional strategies to improve STEAM (PK-6) and STEM (7-12) teaching and learning in PK-12 education.

Degree Requirements:

This emphasis consists of 3 courses for a total of 13.5 units.

Emphasis Requirements (3 courses; 13.5 quarter units)		Units: 13.50
ITI 681	Interdisciplinary STEAM/STEM Prerequisite: ITL 600; ITL 604; ITL 606; ITL 608	4.50
ITI 683	Inst Strategies STEAM/STEM Prerequisite: ITI 681	4.50
ITI 685	Action Research in STEAM/STEM Prerequisite: ITI 681; ITI 683	4.50

Emphasis English Learner Equity and Academic Achievement

Academic Program Director: Nilsa Thorsos; nthorsos@nu.edu

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.

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 Learners.
- Design culturally responsive inter-disciplinary curricular unit(s) developed to support meaningful and sustained academic achievement for English Learners (ELs) with the use of multiple measures.
- Synthesize the findings and implications from an English 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 Learners.

Specialization Requirements (3 courses; 13.5 quarter units)

ITI 660	Identity, Inclusion and Equity	4.50
ITI 662	Linguistics- Academic Language Prerequisite: ITI 660	4.50
ITI 664	EL Achievement in Content Area Prerequisite: ITI 662	4.50

Emphasis in Inspired Teaching Practices

Status: *Historical-Review all addendums*

Academic Program Director: Joanne Gilbreath; jgilbreath@nu.edu

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.

Degree Requirements:

The emphasis Inspired Teaching Practices requires 13.5 quarter units.

Emphasis Requirements (3 Courses, 13.5 units)

ITI 690	Inspired Teaching Inquiry Prerequisite: ITL 600; ITL 604; ITL 606	4.50
ITI 692	Inspired Student Learning Prerequisite: ITI 690	4.50
ITI 694	Inspired Learning Technology Prerequisite: ITI 692	4.50

Emphasis in Social Emotional Learning

Academic Program Director: Maggie Broderick; mbroderick@nu.edu

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.

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.

Degree Requirements:

The emphasis in Social Emotional Learning requires 13.5 quarter units.

Requirements for Specialization (3 courses; 13.5 quarter units)

ITI 670	Introduction to SEL Prerequisite: ITL 600; ITL 604; ITL 606	4.50
ITI 672	SEL in Action Prerequisite: ITI 670 minimum standards	4.50
ITI 674	Research in SEL Prerequisite: ITI 672	4.50

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

Academic Program Director: Torrence Temple; ttemple@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: English Learner Equity and Academic Achievement, Inspired Teaching Practices, Social Emotional Learning or STEAM (PK-6) or STEM (7-12) Education.

***Please Note:** Students need to satisfy/pass the 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.

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

Program Disclosure Information

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.

For up-to-date information on program licensure eligibility requirements for a state, please visit <https://www.nu.edu/licensuredisclosures/>

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 to make 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, or a Master of Education with California Inspired Teaching and Learning Preliminary Single Subject Teaching Credential, candidates must complete at least 67.5 quarter units. 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.

The Subject Matter must be met 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 and specific requirements below for this program.

Credential Admissions Requirements:

Prior to enrolling into ITL604, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the multiple or single subject credential methods courses.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Multiple Subject only: Passage of Reading Instruction Competency Assessment (RICA)
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

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 604, ITL 606, and ITL 608; meet Basic Skills; meet Subject Matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

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 551A, ITL 650B, and ITL 551B. 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 internship, 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.

Program Requirements (Multiple Subject 16 courses; 67.5 quarter units or Single Subject 16 courses; 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)

All students must complete ITL 600 and complete the credential packet prior to beginning ITL 604.

ITL 600	Becoming a Teacher	4.50
---------	--------------------	------

Foundation Core Courses (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50

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

Multiple Subject Methods Courses (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Core courses, meet basic skills, meet subject matter, and meet any other related program requirements.

ITL 516	Mathematics Integrative Design	4.50
ITL 518	Science Integrative Design <i>Prerequisite: ITL 516</i>	4.50
ITL 510	Language-Literacy: Foundations <i>Prerequisite: ITL 518</i>	4.50
ITL 512	Language/Literacy: Strategies <i>Prerequisite: ITL 510</i>	4.50

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

ITL 530	Optimized Learning Community*	4.50
---------	-------------------------------	------

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, meet basic skills, meet subject matter, and meet any other related program requirements.

ITL 526	SS Integrated Design I	4.50
ITL 528	SS Integrated Design II	4.50
	Prerequisite: ITL 526	
ITL 520	Academic Language & Literacy	4.50
	Prerequisite: ITL 528	
ITL 522	Content Area Literacy	4.50
	Prerequisite: ITL 520	
*Upon issuance of the University Intern Credential, this course must be taken first.		
ITL 530	Optimized Learning Community*	4.50

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 (K12 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, meet basic skills and subject matter, 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 K12 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 K12 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*	4.50
	Corequisite: ITL 551A	
ITL 551A	ITL Seminar A	2.25
	Corequisite: ITL 550A, or ITL 650A	
ITL 550B	Student Teaching B*	4.50
	Corequisite: ITL 551B; Prerequisite: ITL 550A	
ITL 551B	ITL Seminar B	2.25
	Prerequisite: ITL 551A; Corequisite: ITL 550B, or ITL 650B	

or

*Does NOT grant academic credit.

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, meet basic skills and subject matter, 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 subject matter of the credential or authorization area of 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 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 or 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 551A	4.50
ITL 551A	ITL Seminar A Corequisite: ITL 550A, or ITL 650A	2.25
ITL 650B	CP Internship B: Year 1* Corequisite: ITL 551B; Prerequisite: ITL 650A	4.50
ITL 551B	ITL Seminar B Prerequisite: ITL 551A; Corequisite: ITL 550B, or ITL 650B	2.25
ITL 650C	CP Internship C: Year 2* Prerequisite: ITL 650B	4.50
ITL 650D	CP Internship D: Year 2* Prerequisite: ITL 650C	4.50
ITL 650E	CP Internship E: Year 3* Prerequisite: ITL 650D	4.50
ITL 650F	CP Internship F: Year 3* Prerequisite: ITL 650E	4.50

*Does NOT grant academic credit.

Students must also enroll in one of the following emphases.

Emphasis in STEAM (PK-6) and STEM (7-12) Education

Academic Program Director: Zhonghe Wu; zwu@nu.edu

This emphasis is intended for teacher candidates and practicing teachers. The focus is on interdisciplinary STEAM (PK-6) and STEM (7-12) education in PK-12 classrooms and how to empower interdisciplinary STEAM (PK-6) and STEM (7-12) students. Candidates select and study a topic in the interdisciplinary area of STEAM (PK-6) and STEM (7-12) education through the lens of STEAM (PK-6) and STEM (7-12) principles, standards, and programs. Candidates develop and evaluate interdisciplinary STEAM (PK-6) and STEM (7-12) teaching strategies and apply classroom practice strategies that allow students in PK-12 to become more deeply immersed in the STEAM (PK-6) and STEM (7-12) disciplines.

Program Learning Outcomes:

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

- Analyze principles, standards, and curriculum trends and challenges in interdisciplinary STEAM (PK-6) and STEM (7-12).
- Evaluate teaching strategies in interdisciplinary STEAM (PK-6) and STEM (7-12) education.
- Develop an action research proposal applying instructional strategies to improve STEAM (PK-6) and STEM (7-12) teaching and learning in PK-12 education.

Degree Requirements:

This emphasis consists of 3 courses for a total of 13.5 units.

Emphasis Requirements (3 courses; 13.5 quarter units)		Units: 13.50
ITI 681	Interdisciplinary STEAM/STEM Prerequisite: ITL 600; ITL 604; ITL 606; ITL 608	4.50
ITI 683	Inst Strategies STEAM/STEM Prerequisite: ITI 681	4.50
ITI 685	Action Research in STEAM/STEM Prerequisite: ITI 681; ITI 683	4.50

Emphasis English Learner Equity and Academic Achievement

Academic Program Director: Nilsa Thorsos; nthorsos@nu.edu

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.

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 Learners.
- Design culturally responsive inter-disciplinary curricular unit(s) developed to support meaningful and sustained academic achievement for English Learners (ELs) with the use of multiple measures.
- Synthesize the findings and implications from an English 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 Learners.

Specialization Requirements (3 courses; 13.5 quarter units)

ITI 660	Identity, Inclusion and Equity	4.50
ITI 662	Linguistics- Academic Language Prerequisite: ITI 660	4.50
ITI 664	EL Achievement in Content Area Prerequisite: ITI 662	4.50

Emphasis in Inspired Teaching Practices

Academic Program Director: Torrence Temple; ttemple@nu.edu

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.

Degree Requirements:

The emphasis Inspired Teaching Practices requires 13.5 quarter units.

Emphasis Requirements (3 Courses, 13.5 units)

ITI 691	Inspired Teaching Inquiry Prerequisite: ITL 600; ITL 604; ITL 606	4.50
ITI 693	Inspired Student Learning Prerequisite: ITI 691	4.50
ITI 695	Inspired Learning Technology Prerequisite: ITI 693	4.50

Emphasis in Social Emotional Learning

Academic Program Director: Maggie Broderick; mbroderick@nu.edu

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.

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.

Degree Requirements:

The emphasis in Social Emotional Learning requires 13.5 quarter units.

Requirements for Specialization (3 courses; 13.5 quarter units)

ITI 670	Introduction to SEL Prerequisite: ITL 600; ITL 604; ITL 606	4.50
ITI 672	SEL in Action Prerequisite: ITI 670 minimum standards	4.50
ITI 674	Research in SEL Prerequisite: ITI 672	4.50

Master of Education in Special Education with Preliminary Education Specialist Credential Extensive Support Needs Teaching Credential with Internship option (California)

Academic Program Director: Sharen Bertrando; sbertrando@nu.edu

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Extensive Support Needs (ESN) program is designed to provide candidates with critical skills needed to teach in inclusive classrooms providing children with disabilities with extensive support. The program is designed for courses to be taken in sequential order and provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community. The program provides candidates with critical skills in laws and policies, positive behavior management and assessment needed to teach in inclusive classroom settings.

The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate education practices and provides strategies that can be immediately applied in teaching practices,

The M.Ed. in Special Education is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing (CCTC) approved for implementation in July 2022. This program also allows candidates to obtain a Preliminary Education Specialist Credential: ESN Credential with Intern Option (CA) as part of the master's degree. The Master of Education is ideal for educations looking to move into leadership roles or improve their own pedagogical practice.

Admission:

Complete the following requirements before starting the credential courses:

1. Complete the credential packet after being admitted to NU, ensuring it is completed by the end of SED 601.
2. Review graduate admission and application evaluation information in the Academic Information for Graduate Degree section of the Catalog.

Additional Resources:

1. **Complete the Credential Course Compass** to understand the program structure and course sequence. Link provided in Welcome Letter from NU.
2. **Attend Special Education Companion Hours**, held every third Thursday at 5 PM, to learn more about program-specific topics and connect with fellow students. These sessions are highly recommended. Link provided in SED 601 Student Resources.

Field Experience:

Field experience is a mandatory component of the Education Specialist Credential program. Each course requires a specific field experience in a K-12 classroom that aligns with the candidate's credential area and serves a diverse student population. Candidates will need to complete 200 hours of early fieldwork to fulfill the course requirements.

Potential Strategies to Find Field Placements:

- **Leverage Your Network:** Reach out to your professors, mentors, or colleagues for recommendations or connections to schools in your desired area.
- **Utilize School District Resources:** Many school districts have specific programs or initiatives that connect teacher candidates with field experience placements.
- **Online Platforms:** Explore online platforms or job boards that list teaching positions or volunteer opportunities in schools.
- **Contact Schools Directly:** Research schools in your area and contact them directly to inquire about field experience possibilities.

Clinical Practice:

Students can complete their clinical practice under a paid university internship, or through a student teaching placement.

The Internship is a partnership between the district employer, the university and the student.

Student Teaching arranged through a collaborative partnership of the university and respective school district for students to serve as a guest in a classroom, with in-class support.

Prerequisites for Student Teaching:

- Complete all program courses with a C or better grade (no D or F grades accepted)
- Candidate must maintain good academic standing with a minimum 3.0 GPA
- Meet subject matter requirements
- Demonstrate professional conduct and dispositions throughout the program.
- Successful submission of a student teaching application at least three months prior to the intended start of student teaching
- Attend a mandatory Student Teaching Orientation prior to the start of the semester

Student Teaching:

- Arranged through a collaborative partnership of the university and respective school district
- No virtual school placements or TK placements allowed
- Aligned to the credential sought
- Unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms

University Internship:

The internship is a collaborative effort between the employer, the university, and the student. Students pursuing the Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) can opt for a paid university internship. The CCTC mandates that all approved internship programs require at least 120 hours of pre-service coursework before becoming a teacher of record (4.5 quarter units are equal to 40 clock hours). These pre-service courses must be successfully completed prior to eligibility for completing the Internship option. To be eligible for the internship from NU, teacher candidates must complete specific coursework to be eligible, including SED 601, SED 615, SED 605, and ITL 604.

Internship Guidelines:

- NU must approve the internship placement prior to the start of employment contract.
- No virtual school placements or TK placements are allowed.
- Requires employment in an approved CA public school in partnership with National University.
- Must align with the subject matter or authorization area of the credential.
- Must comply with CTC and National University regulations.
- Candidate must maintain good standing with the employer.
- Candidate must maintain good academic standing with a minimum 3.0 GPA and no academic warnings, probations or dismissals.

- Candidate must demonstrate professional conduct and dispositions.
- Intern serves as the teacher of record in a K-12 classroom and is paid by the school or district.
- The University Internship Teaching Credential is valid for two years.
- Candidates must remain employed in the district and enrolled in National University's intern teacher credential program.
- Within two years, the candidate must earn a Mild Moderate Support Needs or Extensive Support Needs credential.

Internship Eligibility Process:

- Must have an approved Initial Requirements (packet) e-form on file which includes a Certificate of Clearance and proof of negative tuberculosis.
- Complete Preservice Courses with a 3.0 GPA (no D or F grades accepted)
- Meet Subject Matter Competency
- Meet U.S. Constitution
- Candidate must Maintain at least the required 3.0 GPA and be in good academic standing with no academic warnings, probations or dismissals.
- Account in good standing (no locks or outstanding balance)

Third-year Extension:

- If an intern is not able to complete their program in the two years allotted, they may be eligible to appeal for a third year.
- Requires CTC approval and an approved CAS petition from National University.
- Petition must document a medical emergency or other extreme circumstances.
- Interns must maintain at least the required 3.0 GPA, and be in good academic standing
- If approved, the intern will be required to complete the following support courses until credential is earned ESN 657C Internship C-F or MMS 627 C-F.
- No virtual school placements or TK placements allowed

GoReact:

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All students in the Special Education program will utilize GoReact during coursework and clinical practice. Student teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Students will need a subscription which covers all program and supervision classes. Please see the [Tuition and Fees section](#) of the catalog for the GoReact fees.

Program Disclosure Information:

The Master of Education in Special Education with a Preliminary Education Specialist Credential Extensive Support Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credential or licensing in other states must contact the appropriate regulatory board for more information.

For up-to-date information on program licensure eligibility requirements for a state, please visit <https://www.nu.edu/licensuredisclosures/>

Program Learning Outcomes:

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

- Integrate knowledge/skills to engage and support all extensive support needs students in learning
- Integrate knowledge/skills to create and maintain effective environments for learning for students with extensive support needs
- Synthesize and apply knowledge of how to organize subject matter for learning of students with extensive support needs
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with extensive support needs
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with ESN
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all learners with ESN

- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving students with extensive support needs
- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks
- Synthesize research methodology and findings as a professional educator, life-long learner, and scholar (consumer and producer of research)
- Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based educational literature

Degree Requirements:

To receive a Master of Education in Special Education with a Preliminary Education Specialist Credential Extensive Support Needs (ESN) candidates must complete at least 81 quarter units. A total of 13.5 quarter units of equivalent graduate work may be granted if completed with a grade of "B" or better (3.0 GPA) at another regionally accredited institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

Prior to enrolling into SED 615, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the credential methods courses.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Passage of Reading Instruction Competency Assessment (RICA)
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Total Degree Requirements (20-24 Courses; 81-90 quarter units)

Units: 49.50

Core Requirements Extensive Support Needs (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 615	Special Education Law Prerequisite: SED 601	4.50
SED 605	Class/Behavior Management Prerequisite: SED 615	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II Prerequisite: ITL 604	4.50
ITL 608	Design and Process of Teaching Prerequisite: ITL 606	4.50
SED 606	Health Care & Technology Sppt	4.50

	Prerequisite: SED 605; ITL 608	
SED 607	Language/Literacy Basics	4.50
	Prerequisite: SED 606	
SED 609	Lang & Lit Case Studies	4.50
	Prerequisite: SED 607	
ITL 516	Mathematics Integrative Design*	4.50
SED 610	Adv. Beh. Sppts. & SEL	4.50
	Prerequisite: ITL 516	

*Prerequisite requirement not applicable to students enrolled in Special Education programs.

Extensive Support Needs Specialized Requirements (3 courses; 13.5 quarter units). Units: 13.50

ESN 639	Fudtns for Instr. Assm. Coll	4.50
	Prerequisite: SED 610	
ESN 640	Assmnt & Differentiation	4.50
	Prerequisite: ESN 639	
ESN 641	Collab. & Case Mnemnt.	4.50
	Prerequisite: ESN 640	

Student Teaching Extensive Support Needs (4 courses; 9 quarter units) Units: 9.00

ESN 659A	Seminar A	2.25
	Prerequisite: ESN 641; Corequisite: ESN 655A, or ESN 657A	
ESN 655A	Student Teaching A	2.25
	Prerequisite: ESN 641; Corequisite: ESN 659A	
ESN 659B	Seminar B	2.25
	Prerequisite: ESN 659A; Corequisite: ESN 655B, or ESN 657B	
ESN 655B	Student Teaching B	2.25
	Prerequisite: ESN 655A; Corequisite: ESN 659B	

**OR
Internship Extensive Support Needs (4 courses; 9 quarter units) Units: 9.00**

ESN 659A	Seminar A	2.25
	Prerequisite: ESN 641; Corequisite: ESN 655A, or ESN 657A	
ESN 657A	Internship A	2.25
	Prerequisite: ESN 641; Corequisite: ESN 659A	
ESN 659B	Seminar B	2.25
	Prerequisite: ESN 659A; Corequisite: ESN 655B, or ESN 657B	
ESN 657B	Internship B	2.25
	Prerequisite: ESN 657A; Corequisite: ESN 659B	

Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units) Units: 9.00

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of ESN 657B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

ESN 657C	Internship C	2.25
	Prerequisite: ESN 657B	
ESN 657D	Internship D	2.25
	Prerequisite: ESN 657C	

ESN 657E	Internship E Prerequisite: ESN 657D	2.25
ESN 657F	Internship F Prerequisite: ESN 657E	2.25
Master's Capstone Requirements (2 eight week courses; 9 quarter units)		Units: 9.00
SED 697	Educational Research Prerequisite: ESN 639; ESN 640; ESN 641, or MMS 617; MMS 623; MMS 620	4.50
SED 698	Action Research Capstone Prerequisite: SED 697 with a minimum grade of C. Incompletes in SED 697 must be awarded a passing grade before enrolling in SED 698.	4.50

Master of Education in Special Education with Preliminary Education Specialist Credential Mild to Moderate Support Needs Teaching Credential with Internship option (California)

Academic Program Director: Sharen Bertrando; sbertrando@nu.edu

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) program is designed to provide candidates with critical skills needed to teach in inclusive classrooms serving children with disabilities. The program is designed for courses to be taken in sequential order. The program provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community. The program provides candidates with critical skills in laws and policies, positive behavior management and assessment needed to teach in inclusive classroom settings.

The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate educational practices and provides strategies that can be immediately applied in teaching practices,

The M.Ed. in Special Education is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing (CCTC) approved for implementation in July 2022. This program also allows candidates to obtain a Preliminary Education Specialist Credential: MMSN Credential with Intern Option (CA) as part of the master's degree. The Master of Education is ideal for educators looking to move into leadership roles or improve their own pedagogical practice.

Admission:

Complete the following requirements before starting the credential courses:

1. Complete the credential packet after being admitted to NU, ensuring it is completed by the end of SED 601.
2. Review graduate admission and application evaluation information in the Academic Information for Graduate Degree section of the Catalog.

Additional Resources:

1. **Complete the Credential Course Compass** to understand the program structure and course sequence. Link provided in Welcome Letter from NU.
2. **Attend Special Education Companion Hours**, held every third Thursday at 5 PM, to learn more about program-specific topics and connect with fellow students. These sessions are highly recommended. Link provided in SED 601 Student Resources.

Field Experience:

Field experience is a mandatory component of the Education Specialist Credential program. Each course requires a specific field experience in a K-12 classroom that aligns with the candidate's credential area and serves a diverse student population. Candidates will need to complete 200 hours of early fieldwork to fulfill the course requirements.

Potential Strategies to Find Field Placements:

- **Leverage Your Network:** Reach out to your professors, mentors, or colleagues for recommendations or connections to schools in your desired area.
- **Utilize School District Resources:** Many school districts have specific programs or initiatives that connect teacher candidates with field experience placements.
- **Online Platforms:** Explore online platforms or job boards that list teaching positions or volunteer opportunities in schools.
- **Contact Schools Directly:** Research schools in your area and contact them directly to inquire about field experience possibilities.

Clinical Practice:

Students can complete their clinical practice under a paid university internship, or through a student teaching placement.

The Internship is a partnership between the district employer, the university and the student.

Student Teaching arranged through a collaborative partnership of the university and respective school district for students to serve as a guest in a classroom, with in-class support.

Prerequisites for Student Teaching:

- Complete all program courses with a C or better grade (no D or F grades accepted)
- Candidate must maintain good academic standing with a minimum 3.0 GPA
- Meet subject matter requirements
- Demonstrate professional conduct and dispositions throughout the program.
- Successful submission of a student teaching application at least three months prior to the intended start of student teaching
- Attend a mandatory Student Teaching Orientation prior to the start of the semester

Student Teaching:

- Arranged through a collaborative partnership of the university and respective school district
- No virtual school placements or TK placements allowed
- Aligned to the credential sought
- Unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms

University Internship:

The internship is a collaborative effort between the employer, the university, and the student. Students pursuing the Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) can opt for a paid university internship. The CCTC mandates that all approved internship programs require at least 120 hours of pre-service coursework before becoming a teacher of record (4.5 quarter units are equal to 40 clock hours). These pre-service courses must be successfully completed prior to eligibility for completing the Internship option. To be eligible for the internship from NU, teacher candidates must complete specific coursework to be eligible, including SED 601, SED 615, SED 605, and ITL 604.

Internship Guidelines:

- NU must approve the internship placement prior to the start of employment contract.
- No virtual school placements or TK placements are allowed.
- Requires employment in an approved CA public school in partnership with National University.
- Must align with the subject matter or authorization area of the credential.
- Must comply with CTC and National University regulations.
- Candidate must maintain good standing with the employer.
- Candidate must maintain good academic standing with a minimum 3.0 GPA and no academic warnings, probations or dismissals.

- Candidate must demonstrate professional conduct and dispositions.
- Intern serves as the teacher of record in a K-12 classroom and is paid by the school or district.
- The University Internship Teaching Credential is valid for two years.
- Candidates must remain employed in the district and enrolled in National University's intern teacher credential program.
- Within two years, the candidate must earn a Mild Moderate Support Needs or Extensive Support Needs credential.

Internship Eligibility Process:

- Must have an approved Initial Requirements (packet) e-form on file which includes a Certificate of Clearance and proof of negative tuberculosis.
- Complete Preservice Courses with a 3.0 GPA (no D or F grades accepted)
- Meet Subject Matter Competency
- Meet U.S. Constitution
- Candidate must Maintain at least the required 3.0 GPA and be in good academic standing with no academic warnings, probations or dismissals.
- Account in good standing (no loans or outstanding balance)

Third-year Extension:

- If an intern is not able to complete their program in the two years allotted, they may be eligible to appeal for a third year.
- Requires CTC approval and an approved CAS petition from National University.
- Petition must document a medical emergency or other extreme circumstances.
- Interns must maintain at least the required 3.0 GPA, and be in good academic standing
- If approved, the intern will be required to complete the following support courses until credential is earned ESN 657C Internship C-F or MMS 627 C-F.
- No virtual school placements or TK placements allowed

GoReact:

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All students in the Special Education program will utilize GoReact during coursework and clinical practice. Student teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Students will need a subscription which covers all program and supervision classes. Please see the [Tuition and Fees section](#) of the catalog for the GoReact fees.

Program Disclosure Information:

The Master of Education in Special Education with a Preliminary Education Specialist Credential Mild to Moderate Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credentials or licensing in other states must contact the appropriate regulatory board for more information.

For up-to-date information on program licensure eligibility requirements for a state, please visit <https://www.nu.edu/licensuredisclosures/>

Program Learning Outcomes:

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

- Integrate knowledge/skills to engage and support all Mild/Moderate Support Needs Students in learning.
- Synthesize and apply knowledge of how to organize subject matter for learning of Students with Mild/Moderate Support Needs.
- Integrate knowledge/skills to engage and support all Mild/Moderate Support Needs Students in learning.
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with Mild/Moderate Support Needs.
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with Mild/Moderate Support Needs.
- Integrate knowledge to meet legal, ethical, and professional obligations to advocate for all learners with Mild/Moderate Support Needs.

- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving Students with Mild/Moderate Support Needs.
- Critique current research in Special Education Theory and Practices within inclusive and culturally responsive frameworks.
- Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based Education Literature.
- Synthesize Research Methodology and findings as a Professional Educator, Life-Long Learner, and Scholar (consumer and producer of research).

Degree Requirements:

To receive a Master of Education in Special Education with a Preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) candidates must complete at least 81 quarter units. A total of 13.5 quarter units of equivalent graduate work may be granted if completed with a grade of "B" or better (3.0 GPA) at another regionally accredited institution, as it applies to this degree and provided the units were not used in earning another advanced degree. The California Commission on Teacher Credentialing (CCTC) mandates that Interns as well as Student Teachers be supported during the internship or clinical practice experience. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

Credential Admissions Requirements:

Prior to enrolling into SED 615, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the credential methods courses.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Passage of Reading Instruction Competency Assessment (RICA)
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Total Degree Requirements (20-24 Courses; 81-90 quarter units)

Units: 49.50

Core Requirements Mild/Moderate (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 615	Special Education Law <i>Prerequisite: SED 601</i>	4.50
SED 605	Class/Behavior Management <i>Prerequisite: SED 615</i>	4.50
ITL 604	Learners and Learning I	4.50

ITL 606	Learners and Learning II Prerequisite: ITL 604	4.50
ITL 608	Design and Process of Teaching Prerequisite: ITL 606	4.50
SED 606	Health Care & Technology Sppt Prerequisite: SED 605; ITL 608	4.50
SED 607	Language/Literacy Basics Prerequisite: SED 606	4.50
SED 609	Lang & Lit Case Studies Prerequisite: SED 607	4.50
ITL 516	Mathematics Integrative Design*	4.50
SED 610	Adv. Beh. Sppts. & SEL Prerequisite: ITL 516	4.50

*Prerequisite requirement not applicable to students enrolled in Special Education programs.

Mild/Moderate Specialized Requirements (3 courses; 13.5 quarter units) Units: 13.50

MMS 617	Intro Assm, Collab, & Instrt Prerequisite: SED 610	4.50
MMS 620	Assmnt, Differentiation M/M Prerequisite: MMS 617	4.50
MMS 623	Collaboration & Case Mgmt Prerequisite: MMS 620	4.50

Student Teaching Mild/Moderate (4 courses; 9 quarter units) Units: 27.00-45.00

MMS 629A	Seminar A Prerequisite: MMS 623; Corequisite: MMS 625A OR; MMS 627A	2.25
MMS 625A	Student Teaching for M/M: A Prerequisite: MMS 623; Corequisite: MMS 629A	2.25
MMS 629B	Seminar B Prerequisite: MMS 629A; Corequisite: MMS 625B OR; MMS 629B	2.25
MMS 625B	Student Teaching for M/M: B Prerequisite: MMS 625A; Corequisite: MMS 629B	2.25

OR
Internship Mild/Moderate Needs (4 courses; 9 quarter units) Units: 9.00

MMS 629A	Seminar A Prerequisite: MMS 623; Corequisite: MMS 625A OR; MMS 627A	2.25
MMS 627A	Internship A Prerequisite: MMS 623; Corequisite: MMS 629A	2.25
MMS 629B	Seminar B Prerequisite: MMS 629A; Corequisite: MMS 625B OR; MMS 629B	2.25
MMS 627B	Internship B Prerequisite: MMS 627A; Corequisite: MMS 629B	2.25

Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units) Units: 9.00

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of MMS 627B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

MMS 627C	Internship C	2.25
MMS 627D	Internship D	2.25
MMS 627E	Internship E	2.25
MMS 627F	Internship F	2.25

Master's Capstone Requirements (2 eight week courses; 9 quarter units)

Units: 9.00

SED 697	Educational Research <i>Prerequisite: ESN 639; ESN 640; ESN 641, or MMS 617; MMS 623; MMS 620</i>	4.50
SED 698	Action Research Capstone <i>Prerequisite: SED 697 with a minimum grade of C. Incompletes in SED 697 must be awarded a passing grade before enrolling in SED 698.</i>	4.50

Master of Public Administration

Academic Program Director: Margaret Price; mprice@nu.edu

The Master of Public Administration (MPA) is designed for students who want to pursue a career in government management at the federal, state, or local level and nonprofit management. The program is delivered and maintained through designed structured learning objectives within each class, all of which are foundational to the culminating research activity. The degree provides a wide range of skills in financial management, budgeting, quantitative methods, urban planning and redevelopment, personnel policies, politics, and grant writing. The focus on continuous improvement of written and oral communication skills through course requirements utilizing case studies, research papers and oral presentations further strengthens the skills developed and mastered. The requirement for the MPA student to complete research in a Capstone Project further bridges theory and practice.

Program Learning Outcomes:

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

- Utilize critical thinking and research methods relevant to public administration in a multi-cultural environment.
- Evaluate the concept of new public management within a historical context.
- Analyze the impact of political influences on the public sector decision-making process.
- Analyze the division of power within American government as established by the U.S. Constitution.
- Describe, analyze, and evaluate the various approaches to managing government employees.
- Evaluate the effectiveness of public administration strategies for dealing with the media, community, and local government agencies.
- Evaluate the impact of public administration decisions on urban planning and redevelopment.
- Synthesize resources and approaches for developing grant proposals for community programs and services.

Degree Requirements:

To be awarded a Master of Public Administration, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

For students in the Bachelor of Public Administration/BS in Criminal Justice Administration/BS in Homeland Security and Emergency Management/BA Political Science/MPA transition program, the University will waive up to two public administration courses taken as part of the bachelor's degree (see BS in Bachelor of Public Administration/Criminal Justice Administration/BS in Homeland Security and Emergency Management/BA Political Science transition program), but these students must still meet the residency requirements for the MPA. The number of courses waived is dependent on the courses taken and grades earned in the transition program.

Core Requirements (8 courses; 36 quarter units)

PAD 620	Foundations of Public Admin	4.50
PAD 622	Seminar in Urban Affairs	4.50
PAD 626	Public Personnel Policy	4.50
PAD 627	Quantitative Methods	4.50
PAD 628	Ethics	4.50
PAD 631	Urban Planning & Redevelopment	4.50
PAD 632	Finance Mgt & Grant Admin	4.50
PAD 644	MPA Project	4.50

Program Electives (4 courses; 18 quarter units)

Students must complete four graduate courses from the following subject areas to meet the elective requirement: CJA, HUB, SCD, HRM, LED. Students who elect to have an area of specialization are not required to take additional elective requirements.

Specialization in Cybersecurity

Academic Program Director: Christopher Simpson; csimpson@nu.edu

Specialization in Cybersecurity

Description:

The purpose of the area of specialization in Cybersecurity is to provide students with the skills and theoretical concepts that will assist them when dealing with the risks of possible data theft in government or non-profit organizations. This area of specialization is designed to prepare diverse adult learners to become effective, change-oriented leaders who know how to keep data secure. This area of specialization is ideal for individuals who desire to study the latest trends to stay ahead of would-be cyber attackers.

As organizations are producing more and more data, the risks associated with possible data theft become even greater. Therefore, organizations must have leaders who know how to keep the data secure. Students in the Cybersecurity specialization will study the latest trends to stay ahead of would-be cyber attackers. Graduates will be well-prepared to anticipate and mitigate risks in managing and deploying data-intensive systems and to assume a variety of technology leadership roles in government and non-profit organizations.

The proposed MPA Specialization in Cybersecurity would consist of completing (3) Three CYB policy-oriented courses and (1) One HRM course, depending on whether they want to work on cybersecurity workforce-related development or cybersecurity policy development.

Program Learning Outcomes:

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

- Utilize critical thinking and research methods relevant to public administration in a multi-cultural environment.
- Evaluate the concept of new public management within a historical context.
- Analyze the impact of political influences on the public sector decision-making process.
- Analyze the division of power within American government as established by the U.S. Constitution.
- Describe, analyze, and evaluate the various approaches to managing government employees.
- Evaluate the effectiveness of public administration strategies for dealing with the media, community, and local government agencies.
- Evaluate the impact of public administration decisions on urban planning and redevelopment.
- Synthesize resources and approaches for developing grant proposals for community programs and services.

Specialization in Cybersecurity (4 courses, 18 quarter units)

Units: 18.00

CYB 612	Cybersecurity Policy Prerequisite: CYB 608	4.50
CYB 613	Governance in Cybersecurity Prerequisite: CYB 612	4.50
CYB 616	CybSec Program Management Prerequisite: CYB 613	4.50
<i>Choose one of the following:</i>		4.50
HRM 630	Legal, Ethical & Safety Issues	4.50
OR		
HRM 637	Workforce Plan, Dev & Outsourc	4.50

Specialization in Human Resource Management (class-based)

Academic Program Director: Bernadette Baum; bbaum@nu.edu

This graduate-level specialization focuses on the interrelationships between human resource capital, leadership, and the business organization. Students will explore all aspects of human resource management, and address the increasing human resource issues in the economy.

Program Learning Outcomes:

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

- Complete a job analysis of a specific job to be used for recruiting, selection, performance appraisal, training and compensation.
- Develop a recruiting plan and design a selection process for recruiting, interviewing, and selecting candidates for employment for jobs within an organization.
- Conduct a needs assessment and design a training program for current employees on a specific topic related to organizational goals.
- Assess benefits relevant to the employee population and organizational structure, and formulate a compensation system based upon merit, knowledge, and skill acquisition.
- Recognize, analyze, and effectively address ethical, legal and safety challenges faced in the workplace, and develop methods designed to prevent employer liability.

Total Specialization Requirements (3 courses; 13.5 quarter units)

HRM 630	Legal, Ethical & Safety Issues	4.50
HRM 637	Workforce Plan, Dev & Outsourc	4.50
HRM 667	Compensation & Benefits	4.50

Specialization in Organizational Leadership

Academic Program Director: Julia Buchanan; jbuchanan@nu.edu

The purpose of the area of specialization in organizational leadership is to provide students with the skills and theoretical concepts that will assist them when seeking promotions or positions in management and supervision. This area of specialization is designed to prepare diverse adult learners to become effective, change-oriented leaders in international society by adding distinctive and challenging curricula.

This area of specialization is ideal for individuals who desire to understand the technical and reflective processes that often accompany opportunities to exercise leadership in profit and not for profit organizations.

Program Learning Outcomes:

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

- Distinguish between multiple approaches for exercising leadership to promote innovation and confront complex organizational issues.
- Interpret organizational dynamics, group dynamics and engage in systems thinking in order to promote the development of a learning organization capable of innovation, adaptation, and orchestrating conflict.
- Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and global environment that supports operating in environments of diversity, uncertainty and unpredictability.
- Distinguish between the functions of authority, power, the practice of leadership, and utilize frameworks that serve organizational purposes.

Specialization Requirements (4 courses; 18 quarter units)**Units:** 18.00

LED 602	Developing Groups and Teams	4.50
LED 603	Leadership in the 21st Century	4.50
LED 604	Leading Change and Adaptation	4.50
LED 605	Conflict and Power Dynamics	4.50

Master of Science in Educational Administration with Preliminary Administrative Services Credential Option (California)

Academic Program Director: Donna Elder; delder@nu.edu

This program is designed for students who are interested in advancing their careers, not necessarily in the field of education. This MS degree program is completed without the preliminary credential option for those pursuing careers in the nonpublic education sectors. For students who want to pursue the credential option, please see the Sanford College of Education Credential Information section of the catalog.

Field Experience Requirements

EDA 600A is required for students completing the MS Educational Administration with the Preliminary Administrative Services Credential.

Students seeking a Master of Science in Educational Administration **only** should complete EDA 690A. Students in the Master's degree are required to demonstrate mastery of the program learning outcomes, through a field experience course. EDA 690A provides experience that meet their unique needs for obtaining the Master degree.

Program Learning Outcomes:

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

- Candidates will develop a process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.
- Candidates will practice their skills in the role of the instructional leader in the context of the stewardship of effective instructional practices.
- Candidates will apply knowledge they have learned to gain experience in the role of the instructional leader in the context of curriculum development, implementation, and assessment.
- Candidates will apply what they have learned to enhance their skills in the collaborative, ongoing processes of data-based school growth plans.
- Candidates will critique professional development systems for the purpose of developing professional growth opportunities for school teachers, staff, and administrators.
- Candidates will apply course learning activities to better understand the complex interaction of all of a school's complex systems and to promote overall teaching and learning.
- Candidates will design and apply methods in which a school can engage their communities to promote the shared vision.

- Candidates will select and research a topic related to educational leadership through the lens of a researcher.

Degree Requirements:

To receive a Master of Science in Educational Administration, students must complete at least 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Course equivalence cannot be granted for life experience.

To be successful in this program, it is highly recommended to take program coursework in the sequence described below.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Completed Verification of Employment
- Possess a valid Teaching or Services Credential (preliminary, clear, lifetime.) Preliminary credential is accepted for admittance but must be Clear for recommendation
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Possess a CA Clear, Life Teaching or Services Credential with a minimum of one year remaining on the document.
- All Credential Coursework completed with a 3.0 GPA (D, F, and U grades are not accepted)
- Verification of 5 years of teaching and/or services experience in the pre-requisite credential held
- Verification of Employment Form (CL-777)
- Passage of CalAPA Cycles 1, Cycle 2, and Cycle 3

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Requirements for the Major (10-12 courses; 45-49.5 quarter units)

EDA 652	Visionary Leadership	4.50
EDA 655	School Improvement Leadership	4.50
EDA 653	Curriculum Leadership	4.50
EDA 654	Instructional Leadership	4.50
Prerequisite: EDA 653; EDA 655		
EDA 600A	Applications in Leadership	4.50
Prerequisite: EDA 654		
OR		
EDA 690A	Master Guided Study*	4.50
Prerequisite: EDA 654 with a minimum grade of B. Meets min requirement for degree		
EDA 656	Professional Growth Leadership	4.50

EDA 657	Org/Systems Leadership	4.50
EDA 658	Community Leadership	4.50
ILD 625	Educational Research	4.50
EDA 637	Action Research	4.50
Prerequisite: ILD 625		

*This course is for only Master student without credential.

Internship Option (2 courses: 4.5 quarter units)

EDA 602A and EDA 602B are aligned to the Internship candidate needs during the time they are enrolled in the program.

EDA 602A	EDA Internship A Prerequisite: Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Services Internship credential.	2.25
EDA 602B	EDA Internship B Prerequisite: Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Internship credential; EDA 602A with a minimum grade of S. Students need to be successful in EDA 602A before moving into EDA 602B.	2.25

Master of Science in Educational Counseling w/ PPS Credential and CCCC Emphasis Option

Academic Program Director: Melanie Shaw; mshaw3@nu.edu

The Master of Science in Educational Counseling with PPS Credential degree provides the academic pathways for students who are committed to the professional practice of counseling in schools. The program is designed to prepare educational counselors to be reflective social justice leaders that advocate for positive institutional transformation that promotes anti-racist, just and equitable outcomes for all students. Students will be prepared to deliver culturally responsive services to a pluralistic society and will develop comprehensive counseling skills informed by theory, research and practice.

Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Provide appropriate proof of five-year California Certificate of Clearance
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Ricak Assessment with Certificate of Completion- Valid within four years
- All PPS School Counseling candidates must hold a baccalaureate degree from a regionally accredited college or university to be admitted.

Pupil Personnel Service School Counseling

The Pupil Personnel Services Credential - School Counseling (PPS-SC) provides the students with the acquired skills to become social justice leaders and competent school-based mental health professionals through a program of study aligned with the American School Counselor Association's (ASCA) National Standards. This pathway provides PPS candidates with the acquired skills, knowledge, and abilities to become a professional school counselor and involves a combination of coursework, practicum, and fieldwork.

Successful completion of this program of study leads to a master's degree with the Pupil Personnel Services Credential in School Counseling and a Child Welfare and Attendance (CWA) authorization. Credentials and authorizations are awarded through the California Commission on Teacher Credentialing (CCTC).

Students enrolled in the credential pathway are awarded the master's degree once they have successfully completed all the coursework, a capstone project, and the PRAXIS exam. All coursework must be completed prior to the PPS-SC credential recommendation. Course equivalence will not be granted for life experiences. This program is only available to California residents.

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

***State Credential Disclosure Information**

The Master of Science in Educational Counseling Program (PPS-SC) is currently operating using credential guidelines for California only. Students who wish to use this program for credentials in other states must contact the appropriate regulatory board for more information.

For up-to-date information on program licensure eligibility requirements for a state, please visit:
<https://www.nu.edu/licensuredisclosures/>

Additional fees

GoReact

All Educational Counseling students are required to utilize GoReact. GoReact is an online video coaching and collaboration platform designed to improve professional practices. Please see the [Tuition and Fees section](#) of the catalog for the GoReact fees.

Time2Track

Students seeking the PPS SC credential will also be required to utilize Time2Track. Time2Track is a web-based software tool that lets students easily track clinical practice activities and hours. Please see the [Tuition and Fees section](#) of the catalog for the Time2Track fees.

Field Experience Requirements

In addition to meeting the admissions requirements, in order to begin unpaid field experience hours, candidates must meet all admissions requirements and return the following 45 days prior to start:

- Agreement of file between the placement District, School or Agency and National University.
- Proof of meeting the Basic Skills Requirement.
- Internship (Field Experience) Application Form showing agreement between placement site and National University
- Complete all Core courses.
- Minimum 3.0 GPA (D, F and U grades are not accepted).
- Verification of zero account balance.

Recommendation Requirements

In addition to meeting the admission and field experience requirements, to be recommended for a Pupil Personnel Services: School Counseling Credential candidates must also complete and return the following:

- Passage of the ETS Praxis (#5422) examination in School Counseling (passing score is 146).
- Conferred Master's Degree in Educational Counseling.
- Submit written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Complete Program Evaluation Form-School Counseling.
- All credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted).
- Zero account balance.

All test results must remain valid in order to apply for credential, except for negative TB test results.

PUPIL PERSONNEL SERVICES CREDENTIAL: SCHOOL COUNSELING UNIVERSITY INTERNSHIP PROGRAM

The University internship route provides an opportunity for candidates who have been offered employment to complete clinical practice field work, while employed in an appropriate position as a school counselor. 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 credential obtained at the end of the program.

Candidates on probation or permanent academic probation are not eligible for a National University internship program. National University candidates who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program. Once intern eligible, candidates must apply for an Internship Credential which is valid for two years and issued specifically for the site of hire.

National University candidates who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program.

University Internship Prerequisite Requirements

- Proof of Fingerprint Clearance through the CTC.
- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).
- Completion of core EDC coursework.
- Minimum 3.0 GPA (D, F and U grades are not accepted).
- Zero account balance.
- Be enrolled in the Master of Science in Educational Counseling Program.

University Internship Eligibility Requirements

In addition to completion of all internship prerequisites, candidates are required to verify completion of the following Intern Eligibility:

- Verification of internship program prerequisites.
- Agreement on file between the employing District, School or Agency and National University.
- District or agency offer of employment for the intern as a full-time school counselor with a minimum of 10 hours per week.

Pupil Personnel Service School Counseling with Community College Counseling Emphasis

Students may opt to add on two additional courses (EDC614A and EDC614B) to earn the community college counseling emphasis pathway in addition to the Pupil Personnel Service School Counseling Credential pathway. In adding this option, the program will require 81 units of coursework to complete.

Program Learning Outcomes:

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

- Advocate for all PK-14 students by employing anti-racist practice within educational foundations, growth and development, learning theory, and academic achievement.
- Implement the basic foundations of school counseling professional standards.
- Perform as equitable driven leaders and promote social justice efforts to enhance inclusivity and access for all.
- Distinguish among major developmental theories of practice (personality, social, physical, emotional, and cognitive development) and chronological stages of human development that impact student academic development and life-long learning.
- Examine, assess, and construct academic, social, and emotional comprehensive development programs with research-based practices.
- Evaluate legal and ethical practices of professional school counseling.
- Evaluate and assess program development for equitable outcomes.
- Demonstrate competence in the application of research methods.

Degree Requirements:

To receive a Master of Science in Educational Counseling, students must complete at least 72 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work

completed at another accredited institution, as it applies to this degree if the units were not used in earning another advanced degree.

*If students opt to do both the Pupil Personnel Services School Counseling Credential Pathway and the Community College Counseling Emphasis pathway, a total of 81 quarter units of graduate work will be required. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another accredited institution, as it applies to this degree if the units were not used in earning another advanced degree.

*Coursework must have been completed within the ***past 5 years***. Course equivalence cannot be granted for life experience.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Provide appropriate proof of five-year California Certificate of Clearance
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Verification of ETS Praxis Professional School Counselor Exam
- Conferred master's degree from National University's Educational Counseling program.
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Requirements for the Major (15 courses; 72 quarter units)

All core courses must be completed before the commencement of the fieldwork/internship courses.

EDC 600	Foundations of Professional EC <i>Prerequisite:</i> 5 year CA Certificate of Clearance (CL-900) is needed before enrolling in the course.	4.50
EDC 601	EDC Equity Driven Leadership <i>Prerequisite:</i> EDC 600	4.50
EDC 602	Ethics&Legal Mandates for EC <i>Prerequisite:</i> EDC 601	4.50
EDC 603	SEL & Academic Development <i>Prerequisite:</i> EDC 602	4.50
EDC 604	Cultural Conscious Counseling <i>Prerequisite:</i> EDC 603	4.50
EDC 605A	Individual/Group Counseling <i>Prerequisite:</i> EDC 604	4.50
EDC 605B	Individual/Group Counseling <i>Prerequisite:</i> EDC 605A	4.50
EDC 606	Trauma Informed Counseling <i>Prerequisite:</i> EDC 605B	4.50
EDC 607	Current Trends in Schools	4.50

	Prerequisite: EDC 606	
EDC 608	College & Career Counseling	4.50
	Prerequisite: EDC 607	
EDC 609	EDC Evaluation and Assessment	4.50
	Prerequisite: EDC 608	
EDC 610	Intro EDC Research Methods	4.50
	Prerequisite: EDC 609	
EDC 611	Research in Schools	9.00
	Prerequisite: EDC 610	
EDC 612A	Fieldwork Experience A	4.50
	Prerequisite: EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611	
EDC 612B	Fieldwork Experience B	4.50
	Prerequisite: EDC 612A	

Emphasis in Community College Counseling

Academic Program Director: Melanie Shaw; mshaw3@nu.edu

The Master of Science in Educational Counseling with an Emphasis in Community College Counseling emphasizes the principles and practices of counseling within a community college environment. Students will gain the acquired skills to become social justice leaders, school-based mental health professionals, learning agents, student developers, and resource managers. This pathway offers students with acquired knowledge and professional skills comprehensive counseling, career guidance, and advisement services to students from diverse backgrounds for the purpose of developing and facilitating the attainment of their academic, vocational, and personal objectives.

Successful completion of this plan of study leads to a Master's Degree with an Emphasis in Community College Counseling. Students enrolled in the program are awarded the Master's Degree once they have successfully completed all the coursework, a capstone project, and a comprehensive exam. All coursework must be completed prior to degree recommendation. Course equivalence will not be granted for life experiences.

Additional fees

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practices. All Educational Counseling students are required to utilize GoReact. Please see the [Tuition and Fees section](#) of the catalog for the GoReact fees.

Program Learning Outcomes:

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

- Advocate for all PK-14 students by employing anti-racist practice within educational foundations, growth and development, learning theory, and academic achievement.
- Perform as equitable driven leaders and promote social justice efforts to enhance inclusivity and access for all.
- Distinguish among major developmental theories of practice (personality, social, physical, emotional, and cognitive development) and chronological stages of human development that impact student academic development and life- long learning.
- Evaluate legal and ethical practices of professional school counseling.
- Demonstrate competence in the application of research methods.

Degree Requirements:

Students must complete 72 quarter units of graduate work.

*Coursework must have been completed within the **past 5 years**. Course equivalence cannot be granted for life experience.

Community College Emphasis Requirements (2 courses; 9 quarter units)

Units: 9.00

EDC 614A	Exploration of CC Counseling Prerequisite: EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611	4.50
EDC 614B	Exploration of CC Counseling Prerequisite: EDC 614A	4.50

Master of Science in Learning Experience Design and Educational Technology

Academic Program Director: Scott Moss; smoss@nu.edu

The Master of Science in Learning Experience Design and Educational Technology (MSLEDET) is for students who want to enhance their curricular design skills for multimodal delivery. Students will iteratively apply the technology and tools relevant to delivering clear, compelling content to a variety of learning audiences. Students will be prepared to act as educational technology subject-matter-experts (SME)s and change agents within their current or future institutions. Students will be immersed in research supported design philosophies, taxonomies and frameworks. Students will evolve their ability to wield instructional and educational technology in order to craft media-rich learning environments that engage their learners, clearly communicate complex concepts and adhere to contemporary institutional and accessibility standards.

Graduates will be prepared to enter careers in the fields of K-12 education (public and private), Higher Education, military, medical and corporate training roles. Graduates will be prepared for the rapidly growing employment opportunities available to people skilled in applying emerging information and telecommunication technologies to solving instructional problems. These graduates will be capable of applying their instructional design knowledge and skills to any situation in which digital technologies hold the potential for improving instruction. This program emphasizes practical applications by offering extensive training with the research supported decision-making tools that employers can recognize and rely upon. The program culminates with a final research supported educational design project.

Program Technical Requirements

Students are expected to possess a current, reliable computer with access to reliable high speed Internet connections. A working camera/microphone/speaker system allows for reliable communication with faculty and peers. Access to a suite of office products (Microsoft, Apple, Google or other) is required. Students may choose to acquire other software on a case by case basis.

It is highly recommended that learners complete EID 600 Technology Foundations before enrolling in subsequent programmatic courses. EID 600 lays the foundational expectations of the program and models the skills needed to successfully complete this degree. This program was designed to be completed linearly. Deviation from that path should involve the expectation of previous learning or additional student support.

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practices. All MSDIET students are required to utilize GoReact. The fee is \$55 per year.

Program Learning Outcomes:

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

- Effectively filter online information.
- Synthesize contemporary design tools with extant learning theory and design principles.
- Design learning environments supported by learning theories by depicting diverse, ethical and inclusive imagery.

- Cultivate habits of mind conducive to prosocial ethics, social emotional learning, professional communication, and lifelong learning.
- Assemble a showcase portfolio synthesizing professional (instructional technology and educational design) skills supported by extant scholarship.

Degree Requirements:

To obtain a Master of Science in Learning Experience Design and Educational Technology, students must complete 45 quarter units of graduate work. Where appropriate, students can transfer a maximum of 4.5 quarter units of graduate work completed at another regionally accredited institution to meet stated requirements in the program if the units were not used toward a conferred degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Transfer Credits

Students who complete the MS-Learning Experience Design and Educational Technology program and enroll in the PhD or EDD in Instruction Design can transfer up to 6 semester credit hours toward the degree requirements. The following equivalences would be applied to satisfying these degree requirements.

- EID610 Instructional Design will transfer for ID-8900 Foundations of Instructional Design
- EID630 Media Based Learning Objectives will transfer for ID-8930 Interactive Media Design

Students must pass the courses with a B or better grade to receive transfer credit.

Core Requirements (10 courses; 45 quarter units)

EID 600	Technology Foundations	4.50
EID 610	Instructional Design*	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 620	Education, Theory & Technology*	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 630	Media Based Learning Objects*	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 640	Developing Online Courseware*	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 655	AI to Support Learning*	4.50
	Recommended Preparation: EID 600 with a minimum grade of C. NA	
EID 660	Simulated Realities & Learning*	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 670	Technology and Leadership*	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 680	Instructional Eval. & Devl.	4.50
	Prerequisite: EID 600 with a minimum grade of C. ; EID 610 with a minimum grade of C. ; EID 620 with a minimum grade of C. ; EID 630 with a minimum grade of C. ; EID 640 with a minimum grade of C. ; EID 650 with a minimum grade of C. ; EID 660 with a minimum grade of C. ; EID 670 with a minimum grade of C.	
EID 690	Capstone	4.50
	Prerequisite: EID 680 with a minimum grade of C. ALL PREVIOUS COURSEWORK should be completed.	

* It is highly recommended that learners complete EID 600 Technology Foundations before enrolling in subsequent programmatic courses. EID 600 lays the foundational expectations of the program and models the skills needed to successfully complete this degree. This program was designed to be completed linearly. Deviation from that path should involve the expectation of previous learning or additional student support.

Master of Science in Marketing

Academic Program Director: Jingyun Zhang; jzhang@nu.edu

National University's one-year Master of Science in Marketing Program will build marketing skills, enhance knowledge, and strengthen brand identity with workshop-style classes, experiential curriculum, and digital leadership. With the emergence of digital marketing technologies marketing has become a highly scientific, data-driven and interdisciplinary practice. The rapid growth in areas such as behavioral targeting, social media marketing, mobile marketing, demand generations, marketing analytics, marketing automation, and marketing operations has created a significant capability gap that has forced many companies to train IT staff to fill these marketing positions. The MS in Marketing program is designed to provide a flexible and well-rounded curriculum to accommodate students with diverse educational backgrounds and experiences. Students will receive in-depth training in all areas of marketing, including strategy, innovation, branding, social media, market research, buyer behavior, product management and international marketing.

Admissions Criteria:

1. Bachelors or higher degree from an accredited college or university;
2. Aptitude and ability to handle quantitative material
3. Communication skills and motivation.
4. Any exception to the above-mentioned requirements will need the approval of the Academic Program Director or the Chair of the Department;

Program Requirement:

Students must take the MKT 602 Marketing Management as the first course in the program. Any exception to this requirement of the program must be approved by the Academic Program Director or the Chair of the Department.

Basic Business Knowledge

Students enrolling in the MS in Marketing program are expected to have a basic understanding of business through undergraduate or graduate coursework. The International Accreditation Council for Business Education (IACBE) provides a requirement of basic business knowledge. Students holding business degrees from IACBE accredited institutions have satisfied this requirement; students who do not have a business degree or a degree from a Non-IACBE accredited institution may also have fulfilled much of this requirement. Advisors at NU can help you determine your fulfillment of this requirement.

The basic business knowledge includes:

- Markets and Organizations
- Business Statistics and Quantitative Methods
- Financial Accounting
- Economics

Basic business knowledge courses do not provide any credit for electives within the MS in Marketing degree. Students must meet the basic business knowledge requirements before taking any of the courses required in the program.

Master of Science in Marketing Transition Programs

Students must complete graduate-level coursework as part of the Bachelor of Arts in Management (BAM) or Bachelor in Business Administration (BBA) degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate GPA. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least a 3.0 to be eligible. Lastly, students must apply for and begin the appropriate Master's program within six months after completing their final BAM/BBA course. Students must complete their Master's program within four years with no break exceeding 12 months.

The Bachelor of Arts in Management/Master of Science in Marketing (BAM/MSMKT) Transition Program

Students in the BAM/MSMKT transition program may take one MSMKT class as an upper-division elective during the BAM. Students may choose MKT 602 (Marketing Management), or any Elective Requirements: MGT 603, IBU 637, SCM 610, IBU 641, MGT 604, COM 610, or IBU 645. The number of courses required to earn an MSMKT

degree for transition program students is reduced from 10 to as few as 9 courses, depending on class selected and grade earned.

The Bachelor of Business Administration/Master of Science in Marketing (BBA/MS-MKT) Transition Program

Students in the BBA/MSMKT transition program may take one MSMKT class as an upper-division elective during the BBA. Students may choose MKT 602 (Marketing Management), or any elective requirements: MGT 603, IBU 637, SCM 610, IBU 641, MGT 604, COM 610, or IBU 645. The number of courses required to earn an MSMKT degree for transition program students is reduced from 10 to as few as 9 courses, depending on class selected and grade earned.

Program Learning Outcomes:

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

- Analyze important terminology, concepts, principles, theories, analytic techniques, and facts used in the field of marketing for effective decision-making.
- Integrate Marketing with various functions of business organization to create, capture, and deliver value.
- Apply digital tools in developing marketing strategies, organizational communication, business operations, and customer relations.
- Apply ethical problems within marketing and business situations, choose a resolution, and justify that ethical choice.
- Develop a global strategic marketing plan that addresses the global forces in the business environment of a firm.

Degree Requirements:

To receive a Master of Science in Marketing, students must complete 45 quarter units of graduate work. A total of 4.5 quarter units of transferred, graduate credit may be granted for equivalent graduate work ended, as it applies to this degree and if the units not used in earning another advanced degree.

Requirements for Major (10 courses; 45 Quarter units)

Core Requirements (6 courses; 27 quarter units)

MKT 602	Marketing Management	4.50
MKT 620	Consumer Behavior	4.50
	Prerequisite: MKT 602	
MKT 631	Global Marketing	4.50
	Prerequisite: MKT 602	
MKT 634	Market Research	4.50
	Prerequisite: MKT 602	
MKT 651	Mobile Marketing	4.50
	Prerequisite: MKT 602	
MKT 660A	Strategic Marketing	4.50
	Prerequisite: MKT 602; MKT 620; MKT 631 and MKT 634	

Elective Requirements (4 courses; 18 quarter units)

Students must select four (4) of the following elective courses.

GBM 502	Global Business Strat Manag	4.50
MKT 523	Global Product Management	4.50
MKT 522	Advanced Digital Marketing	4.50
MKT 521	Strategic Marketing Management	4.50
BHE 502	Behavioral Eco in Global	4.50

BHE 501	Psychology of Economics	4.50
BHE 500	Managerial Economics and Lead	4.50
MGT 603	Business Operations Management	4.50
MKT 653	Social Media	4.50
	Prerequisite: MKT 602	
IBU 637	Comparative International Mgt	4.50
SCM 610	Supply Chain Collaboration	4.50
IBU 641	Topics in Int'l Business	4.50
MGT 604	Project and Program Management	4.50
COM 610	Integrated Marketing Comm	4.50
IBU 645	Intl Entrepreneurship Project	4.50

Specialization in Behavioral Economics (class-based)

Academic Program Director: Wali Mondal; wmondal@nu.edu

This specialization prepares students to understand individual and group deviations from economic theory as they relate to social, cultural, emotional, cognitive, and psychological factors. Focus on leadership and decision making. Decision making is explored in the context of managerial economic theory. Further, psychological aspects of economics are evaluated. Included is a consideration of global aspects of behavioral economics. Graduates are prepared to serve in a variety of fields involving leadership, economic decision making and complex analysis of human behavior.

Program Learning Outcomes:

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

- Analyze leadership decision making from the perspective of managerial economics.
- Evaluate the operation of psychological processes in economic principles.
- Assess behavioral economics concepts in global context.

Specialization Requirements (3 courses; 13.5 quarter units)

Units: 13.50

BHE 500	Managerial Economics and Lead	4.50
BHE 501	Psychology of Economics	4.50
BHE 502	Behavioral Eco in Global	4.50

Specialization in Strategic Marketing (class-based)

Academic Program Director: Paul Markham; pmarkham@nu.edu

The Strategic Marketing Specialization at the graduate level transcends traditional marketing by focusing on emerging trends in the 21st century in marketing management and marketing research. Students will focus on thought leadership-driven strategic marketing, encompassing contemporary and emergent marketing management methods, global product management, precision pricing, advanced promotional methods, and proven distribution techniques. At the conclusion, students will be well prepared for the marketing workforce of tomorrow.

Program Learning Outcomes:

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

- Evaluate marketing opportunities and successful strategies.
- Apply principles and theories of marketing strategies for management decision making.
- Synthesize varying marketing, operations, personnel and financial initiative.

Degree Requirements:

This specialization requires 3 courses at 9-semester graduate units at National University.

Total Specialization Requirements (3 courses; 13.5 quarter units)

Units: 13.50

MKT 521	Strategic Marketing Management	4.50
MKT 522	Advanced Digital Marketing	4.50
MKT 523	Global Product Management	4.50

Master of Science in School Psychology with Pupil Personnel Services Credential (California)

Academic Program Director: Elizabeth McEvoy-Rumbo; emcevoyrumbo@nu.edu

The Master of Science in School Psychology program trains candidates to be change agents in the Pk-12 setting through research, practice, and advocacy. The program's curriculum aligns with California Commission for Teacher Credentialing (CTC) standards and the National Association of School Psychologists (NASP) practice model domains. Candidates in this program are prepared for the position of school psychologist in the state of California. Candidates are encouraged to be active in the local, state, and national professional organizations to stay relevant in the field of school psychology. Candidates accepted into the program earn a graduate degree for the Master of Science in School Psychology and are recommended for a Pupil Personnel Services Credential in School Psychology. Successful completion of the program encompasses passing of all coursework, practicum and internship, a comprehensive exam, and receiving a score of 155 on the School Psychology PRAXIS exam.

The School Psychology program is offered as an online program. The online modality provides students with the ability to attend weekly recorded synchronous class sessions. Each course includes learning activities that are embedded within the online course shell. Candidates in the program are required to attend sixteen (16) mandatory all-day Saturday sessions for the four assessment courses held online via Zoom. The Saturday sessions provide candidates with the opportunity to engage in experiential training with assessment materials. In extenuating circumstances and with prior approval from the School Psychology Academic Program Director, exceptions may be granted for a candidate to miss an in-person Saturday session, which can be made-up through online synchronous or asynchronous attendance. Campus locations for the on-site Saturday sessions are Rancho Cordova, Fresno, Los Angeles, and San Diego. Fieldwork and practicum experiences will be on-site at schools.

Admission Requirements

Prospective School Psychology candidates must complete the application process prior to program entrance.

- Completed online application form
- An earned bachelor's degree from an accredited institution with a minimum of a 2.5 Grade Point Average
- Students must have a CL-900 fingerprint clearance on file with at least three years prior to expiration to be admitted to the program. In lieu of the CL-900, students may also submit a California Clear Credential or an Administrative Credential with at least three years prior to expiration.

Program Advisement

All School Psychology PPS candidates will be assigned to a Regional Lead. Candidates will meet with the Regional Lead to review progress in the program on an annual basis. All candidates are expected to communicate with their assigned Regional Lead at the following times: (1) upon admission into the program, (2) at the beginning of their practicum course, (3) prior to starting an internship, and (4) at the exit of the program.

Candidates are required to obtain a grade of "B" or higher to move forward in the program. Candidates who receive a grade of "B-" or below will be required to repeat the course (at the candidate's expense) and must meet with the Student Success Mentor and participate in a Candidate Assistance Plan (CAP) before continuing in the program. Candidates should understand that repeating a class may result in a significant delay in their program.

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

Practicum Prerequisites

In accordance with CTC standards, candidates must complete a minimum of 450-hour practica in a K-12 public

school setting. Course credit for practicum will be provided through enrollment in PED 618A, PED 618B, and PED 618C. A credentialed school psychologist (with a minimum of three years in the field post internship) must be at the same campus as the candidate to supervise and evaluate the candidate's performance. Candidates must successfully complete all prerequisite courses, with cleared and submitted fingerprints, and a passing score on the CBEST prior to starting practicum. Students are required to be at their practicum site a minimum of one full day for PED 618A and a minimum of two (2) full days a week during PED 618B and PED 618C.

Internship Prerequisites

Internship is the culminating experience in a school psychology training program. Candidates must complete all required practicum hours (450) and receive a passing grade in all practicum courses prior to starting internship. Candidates must complete the internship experience under the supervision of a credentialed and experienced (minimum of three years) school psychologist. In PED 642 and 646 (Internship I and II), candidates will complete their internship hours (1,200) and experiences only in public school-based settings, in accordance with CTC requirements. Candidate performance during internship will be evaluated by the site-based supervisor(s) and an assigned university supervisor.

Program Disclosure Information

Master of Science in School Psychology with Pupil Personnel Services Credential School Psychology program adheres to the credential guidelines for California only. Students who wish to use this program for employment and/or credentials in other states must contact the appropriate regulatory board in that state for more information.

For up-to-date information on program licensure eligibility requirements for the university, please visit: <https://www.nu.edu/licensuredisclosures/>. For up-to-date information on pupil personnel services credential for California preparation, please visit: [https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-\(CL-606C\)](https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-(CL-606C)).

Program Learning Outcomes:

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

- School Psychology candidates will demonstrate knowledge and skills in varied methods of assessment and data collection for the purpose of identifying strengths and needs, implementing evidence-based practices, progress monitoring, and evaluation at the student, classroom, and school-level.
- School Psychology candidates will demonstrate knowledge and skills in varied consultation methods, collaboration, and communication with all school-based stakeholders, families, and community agencies to effectively coordinate interventions and services across academic, social/emotional, and behavioral domains.
- School Psychology candidates will demonstrate knowledge and skills in direct academic interventions for children and families that consider the impact of culture, language, cognition, and social influences on academic skills and collaborate with others to implement evidence-based interventions and instructional strategies.
- School Psychology candidates through assessment, data collection methods and evidence-based strategies will demonstrate knowledge of direct interventions that focus on behavioral and social/emotional interventions for children and families in order to develop and implement mental health supports to promote social-emotional functioning and mental health.
- School Psychology candidates will demonstrate knowledge of school systems, programs, and services (direct and indirect services, school and systems structure, preventive and responsive services, dual language learners, multi-tiered systems of support, general and special education, technology resources and evidence-based school practices) that promote academic outcomes learning, social development, and mental health to create and maintain effective and supportive learning environments for children and others.
- School Psychology candidates will demonstrate knowledge of principles and research related to resilience and risk factors, mental health services, school response and recovery, discipline policies, evidence-based strategies for effective crisis response including treat and risk assessments to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors.
- School Psychology candidates will demonstrate evidence-based culturally responsive mental health and social-emotional counseling and interventions to enhance and support positive family-school interactions and facilitate strong family/school partnerships with the community.

- School Psychology candidates will demonstrate a social justice lens of equity and diversity for all students in schools and demonstrate skills of equitable practice through assessment, counseling, and intervention across general and special education settings.
- School Psychology candidates will demonstrate various data collection techniques and be knowledgeable about research design and analysis used in school settings to support evidence-based practices for the individual, group, and system.
- School Psychology candidates will demonstrate knowledge of special education law, ethics, professional practices, school psychology history, service models, professional standards, dispositions, and self-care.

Degree Requirements:

To receive a Master of Science in School Psychology, students must complete at least 94.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students are not awarded the master's degree until they have completed all graduate and credential coursework, including internship, and exit interview. Course equivalence cannot be granted for life experience. Students must complete all coursework with at least a B, GPA of 3.0 or better. Any lower grade mark, B- (2.7) or below, will require a student to take the course again until the minimum passing grade is obtained (B, 3.0).

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Provide appropriate proof of five-year California Certificate of Clearance
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Verification of ETS Praxis Professional School Psychology Exam
- Faculty Exit Interview
- Conferred master's degree from National University's Educational Counseling program.
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Total Unit Requirements (23 courses; 94.5 quarter units)

Units:

Candidates are required to complete a minimum of 450 hours and successfully pass PED 618A, PED 618B, and PED 618C prior to beginning their internship. Candidates must complete practicum experience under the supervision of a credentialed and experienced (three years in the field) school psychologist. Attendance is required online and/or face-to-face for all courses.

Core Requirements (20 courses; 81 quarter units)

Units: 81.00

Candidates are required to complete ALL 450 hours of practicum prior to starting their internship. Candidates must complete the practicum experience under the supervision of a credentialed and experienced (three-year) school psychologist.

PED 606	Foundations in School Psych	4.50
PED 608	Ethics and Dispositions Prerequisite: PED 606	4.50
PED 610	Tests and Measurements Prerequisite: PED 608	4.50
PED 612	Special Education and Law Prerequisite: PED 610	4.50
PED 614	Academic interventions Prerequisite: PED 612	4.50
PED 616	Cognitive Assessments Prerequisite: PED 614	4.50
PED 618A	Practicum A Prerequisite: PED 616	1.50
PED 620	Developmental Milestones Prerequisite: PED 616	4.50
PED 622	Consultation in Schools Prerequisite: PED 620	4.50
PED 624	Academic and Processing Asmnts Prerequisite: PED 622	4.50
PED 618B	Practicum B Prerequisite: PED 624	1.50
PED 626	Rdg Assessment & Intervention Prerequisite: PED 624	4.50
PED 628	Intro to Research Prerequisite: PED 626	4.50
PED 630	Behavior & SEL Interventions Prerequisite: PED 628	4.50
PED 618C	Practicum C Prerequisite: PED 630	1.50
PED 632	Social Emotional Assessments Prerequisite: PED 630	4.50
PED 634	Individual and Grp Counseling Prerequisite: PED 632	4.50
PED 636	Mental Health & Crisis Response Prerequisite: PED 634	4.50
PED 638	Childhood Dev. Disorders Prerequisite: PED 636	4.50
PED 640	Special Population Assessments Prerequisite: PED 638	4.50
Internship requirements (3 courses; 13.5 units)		Units: 13.50
PED 642	Internship I Prerequisite: PED 640	4.50
PED 644	Internship Seminar Corequisite: PED 642 <i>If a student has not been enrolled into PED 644 by completion of PED 642, it will be at the discretion of the faculty to enroll students during PED 646. Advisors should contact faculty prior to enrollment for approval.</i>	4.50
PED 646	Internship II Prerequisite: PED 642	4.50

Individual Model

Master of Education, MED - Leadership in Curriculum and Teaching

Graduate Credentials

Group Model

Clear Administrative Services Credential Induction Program (California)

Academic Program Director: Wayne Padover; wpadover@nu.edu

This program is to be developed from the Professional Administrative Services Credentials Standards adopted by California Commission for Teacher Credentialing (CTC) on February 13, 2014, which is an Administrator Induction Program (AIP) to support beginning school administrators in their administrative roles, to advance their knowledge and skills related to the California Professional Standards for Education Leaders (CPSEL), and to become effective school leaders and administrators that results in the success of all students. The program consists of four 4.5 qu courses spread over a two-year period as per Commission policy.

Program Learning Outcomes:

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

- Facilitate the development and implementation of a shared vision of learning and growth of all students.
- Develop a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
- Manage the organization to cultivate a safe and productive learning and working environment.
- Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
- Model professionalism, ethics, integrity, justice, and equity for faculty and staff.
- Influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Degree Requirements:

The program is for credentialing purposes, only. Once all four courses are successfully completed, the University can recommend the student to the Commission for a credential.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Valid Preliminary Administrative Credential
- Current employment in an appropriate Administrative Services position
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Preliminary Administrative Services Credential (with at least one year remaining on document)
- Two years of experience as an Administrator

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail

confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

(4 courses; 18 quarter units)

EDA 610	Induction Seminar	4.50
EDA 611	Pro Development Seminar I <i>Prerequisite: EDA 610 with a minimum grade of S. Must have the knowledge and skills gained in EDA 602 to be successful in this course. All courses in this program build upon the knowledge gained in the previous class.</i>	4.50
EDA 612	Pro Development Seminar II <i>Prerequisite: EDA 611 with a minimum grade of S. Courses in this program scaffold learning.</i>	4.50
EDA 613	Assessment Seminar <i>Prerequisite: EDA 612 with a minimum grade of S. Courses in the program scaffold knowledge.</i>	4.50

Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship Option (California)

Academic Program Director: Nilsa Thorsos; nthorsos@nu.edu

Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and internship option is designed for candidates who are dedicated to inspiring all K-12 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 Subject teaching credential. Candidates are required to successfully complete foundation courses, multiple subject credential method courses, and a clinical practice path (student teaching or internship).

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

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 604, ITL 606, ITL 608; meet basic skills; Subject Matter Competency; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

GoReact

>GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Inspired Teaching and Learning Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$55 per year.

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

Program Disclosure Information

The Preliminary Multiple 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.

For up-to-date information on program licensure eligibility requirements for a state, please visit: <https://www.nu.edu/licensuredisclosures/>

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 and learning principles needed to inspire K-12 learners as well as being an inspired teacher.

Degree Requirements:

To receive a California Preliminary Multiple Subjects Teaching Credential, candidates must complete at least 54 graduate units, 31.5 of which must be completed in residency to meet the residency requirement.

Additionally, the Subject Matter must be passed prior to beginning the Multiple Subject Credential Methods courses.

Each credential course (ITL) includes a required 4-hour field experience in one or more K-6 classrooms, representing a diverse K-12 student population, with the exception of the clinical practice courses.

Candidates choosing the Internship option with the Preliminary Multiple 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 and specific requirements below for this program.

Credential Admissions Requirements:

Prior to enrolling into ITL604, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the multiple or single subject credential methods courses.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Passage of Reading Instruction Competency Assessment (RICA)
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

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 the following pathway, complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; pass Basic Skills and Subject Matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

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 and maximum of 2 years). The CA Commission on Teacher Credentialing (CTC) 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 551A, ITL 650B and ITL 551B. If, by the end of the first year, the intern's employment continues and the program requirements have not been completely met, then, National University is required to provide additional ongoing support and supervision to the intern. Additionally, the intern will need be enrolled in ITL 650C and, if needed, ITL 650D. For the intern to continue for a third year, the Commission must approve an extension of the intern credential and National University must approve the intern's petition for an exception to policy. With the petition, the intern is required to document a medical emergency or other extreme circumstances necessitating an 'exception to policy'. The petition's approval is granted on a case by case basis and would require the intern to complete one or both courses of the following courses: ITL 650E, ITL 650F, respectively.

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.

Total Requirements for Credential (13 courses, 54 quarter units)
Introductory Core Course (1 course; 4.5 quarter units)

Units:

ITL 600	Becoming a Teacher	4.50
---------	--------------------	------

All students must complete ITL 600, and credential packet prior to beginning ITL 604.

Foundation Core Requirements (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50

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

Multiple Subject Methods Courses (5 courses; 22.5 quarter units)

ITL 516	Mathematics Integrative Design	4.50
ITL 518	Science Integrative Design <i>Prerequisite: ITL 516</i>	4.50
ITL 510	Language-Literacy: Foundations <i>Prerequisite: ITL 518</i>	4.50
ITL 512	Language/Literacy: Strategies <i>Prerequisite: ITL 510</i>	4.50
ITL 530	Optimized Learning Community*	4.50

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

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 (K12 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)

Student Teaching will be arranged by the university for candidates who have completed all program coursework and met all program/state requirements. Student Teaching is unpaid and composed of at least 600 instructional hours in designated K12 classrooms.

ITL 550A	Student Teaching A*	4.50
	Corequisite: ITL 551A	
ITL 551A	ITL Seminar A	2.25
	Corequisite: ITL 550A, or ITL 650A	
ITL 550B	Student Teaching B*	4.50
	Corequisite: ITL 551B; Prerequisite: ITL 550A	
ITL 551B	ITL Seminar B	2.25
	Prerequisite: ITL 551A; Corequisite: ITL 550B, or ITL 650B	

*Does NOT grant graduate credit

Internship (4–8 courses; 13.5–31.5 quarter units)

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 subject matter credential, be in compliance with the Commission on Teacher Credentialing, and meet National University's requirements. Interns need to be in good standing as a teacher of record with an approved school employer and enrolled in 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 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 multiple 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 petition from National University by documenting a medical emergency or other extreme circumstances necessitating an 'exception to policy'. 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*	4.50
	Corequisite: ITL 551A	
ITL 551A	ITL Seminar A	2.25
	Corequisite: ITL 550A, or ITL 650A	
ITL 650B	CP Internship B: Year 1*	4.50
	Corequisite: ITL 551B; Prerequisite: ITL 650A	
ITL 551B	ITL Seminar B	2.25
	Prerequisite: ITL 551A; Corequisite: ITL 550B, or ITL 650B	
ITL 650C	CP Internship C: Year 2*	4.50
	Prerequisite: ITL 650B	
ITL 650D	CP Internship D: Year 2*	4.50
	Prerequisite: ITL 650C	
ITL 650E	CP Internship E: Year 3*	4.50
	Prerequisite: ITL 650D	
ITL 650F	CP Internship F: Year 3*	4.50

*Does NOT grant academic credit.

Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship Option with Bilingual Authorization (Spanish) CALIFORNIA

Academic Program Director: Clara Amador-Lankster; camadorl@nu.edu

Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship option with Bilingual Authorization is designed for candidates who are dedicated to inspiring all K-12 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 Subject teaching credential. Candidates are required to successfully complete foundation courses, multiple subject credential method courses, bilingual methods courses and bilingual clinical practice path (student teaching or internship). The added Bilingual Authorization (SPANISH/ENGLISH) meets all new Bilingual Program Standards and newly adopted Bilingual Teaching Performance Expectations (BTPEs) approved by CTC in December 2021.

***Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass Subject Matter Competency Requirement (e.g., CSET), CSET LOTE (Subtest III) **PRIOR** to starting the Bilingual Authorization method courses.

Internship Option: The Commission on Teacher Credentialing (CTC) mandates that 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 604, ITL 606, ITL 608; pass CBEST; pass CSET; pass CSET LOTE and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

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

Program Learning Outcomes:

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

- Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs, Bilingual/Dual Language Classrooms.
- Analyze and examine the philosophical, theoretical, historical, legal and legislative foundations of education policies, school programs and research on the effectiveness of Bilingual/Dual Language education and bilingualism in the United States.
- Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.

- Design learning experiences for all students that apply research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging and transliteracies as developmental linguistic processes including, but not limited to, cross-linguistic transfer, contrastive analysis, and language use.
- Design bilingual instruction by planning, developing, implementing and assessing standards - aligned content instruction in English and target language which integrates knowledge of the linguistic repertoires and registers across contexts and content areas and transferability between primary and target language.
- Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to students' transnational educational experiences, language proficiency and developmental levels in both languages, that promote student achievement across program models.
- Demonstrate intercultural communication and interaction with families and communities that is linguistically and culturally responsive and affirming in order to empower families' leadership development for civic engagement in bilingual/dual language education schools.

Degree Requirements:

To receive a California Preliminary Multiple Subjects Teaching Credential with Bilingual Authorization, candidates must complete at least 72 graduate units, 31.5 of which must be completed in residency to meet the residency requirement.

The CSET (MS or SS) and CSET LOTE (Subtest III) must be passed prior to beginning the Multiple Subject Bilingual Authorization Credential Methods courses.

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

Candidates choosing the Bilingual Internship option to obtain the Preliminary Multiple Subject Teaching Credential with Bilingual Authorization will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential Information section of the catalog and specific requirements below for this program.

Credential Admissions Requirements:

Prior to enrolling into ITL604, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the multiple or single subject credential methods courses.
- Provide registration, attempt or proof of passage of the CSET Spanish III. Passage is required prior to Bilingual Authorization Methods courses.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Bilingual 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 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'.

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 bilingual internship clinical practice experience (minimum 1 year and maximum of 2 years).

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 BIL640A and BIL641A, BIL640B and BIL641B. 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 BIL640C, 640D. While still employed, a bilingual intern candidate may be enrolled in BIL640E and 640F when granted a third year extension with appropriate documentation of a medical emergency or other extreme circumstance(s) through the University's petition process, with decisions considered on a case-by-case basis.

Credential Requirements (17 - 21 courses; 72 - 90 quarter units)

Includes all ITL foundation core, credential area methods, bilingual methods courses and those bilingual clinical practice courses.

Introductory Core Course (1 course; 4.5 quarter units)

ITL 600	Becoming a Teacher	4.50
---------	--------------------	------

All students must complete ITL 600, and credential packet prior to beginning ITL 604.

Foundation Core Requirements (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II	4.50
	Prerequisite: ITL 604	
ITL 608	Design and Process of Teaching	4.50
	Prerequisite: ITL 606	

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

Multiple Subject Methods Courses (5 courses; 22.5 quarter units)

ITL 516	Mathematics Integrative Design	4.50
ITL 518	Science Integrative Design	4.50
	Prerequisite: ITL 516	
ITL 510	Language-Literacy: Foundations	4.50
	Prerequisite: ITL 518	
ITL 512	Language/Literacy: Strategies	4.50
	Prerequisite: ITL 510	
ITL 530	Optimized Learning Community*	4.50

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

Multiple Subject Bilingual Methods Courses (4 courses; 18 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US Prerequisite: ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528	4.50
BIL 622	Dual Lang Teaching Methods Prerequisite: BIL 620	4.50
BIL 624	Span Lit Learn and Instruction Prerequisite: BIL 622	4.50
BIL 626	Sociolinguistics Bil Lang Edu Prerequisite: BIL 624	4.50

Clinical Practice Pathways: Bilingual Student Teaching or Bilingual Internship (Student Teaching—4 courses; 13.5 quarter units or Internship—4-8 courses; 13.5–31.5 quarter units)

Candidates will complete the bilingual clinical practice experience through student teaching or the internship. The bilingual clinical practice (bilingual/dual language K12 classroom) experience courses (BIL 540A, BIL540B, BIL 640A, BIL 640B) do NOT grant graduate credit.

Bilingual Student Teaching (4 courses; 13.5 quarter units)

PRIOR to beginning any of the Bilingual Student Teaching below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements and submit a successful student teaching application. The bilingual student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Bilingual student teaching placements in Bilingual/Dual Language K12 classrooms are made through a collaborative partnership of the university and respective school districts. The bilingual student teaching placements must align to the CSET credential sought. Bilingual student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated Bilingual/Dual Language K12 classrooms. Note: The two seminar courses below BIL 541A and BIL 541B are 2.25 quarter units each and will be taken concurrently with BIL 540A and BIL 540B respectively.

BIL 540A	Bilingual Student Teaching Corequisite: BIL 541A, or BIL 640A	4.50
BIL 541A	Bilingual Clinical Prac Sem Corequisite: BIL 540A, or BIL 640A	2.25
BIL 540B	Bilingual Student Teaching Corequisite: BIL 541B, or BIL 640B; Prerequisite: BIL 540A	4.50
BIL 541B	Bilingual Clinical Prac Sem Corequisite: BIL 540B, or BIL 640B; Prerequisite: BIL 541A	2.25

OR Bilingual Internship (4-8 courses; 13.5 – 31.5 quarter units)

PRIOR to beginning any of the Bilingual Authorization courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, pass CSET LOTE and meet all CTC requirements related to the University Intern Credential. Placement in a bilingual internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Bilingual intern placements must align

to the CSET credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Bilingual 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 Bilingual/Dual Language 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 or single subject credential with a Bilingual Authorization. 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.

BIL 640A	Bilingual Internship A Corequisite: BIL 540A	4.50
BIL 541A	Bilingual Clinical Prac Sem Corequisite: BIL 540A, or BIL 640A	2.25
BIL 640B	Bilingual Internship B Prerequisite: BIL 640A; Corequisite: BIL 541B, or BIL 640B	4.50
BIL 541B	Bilingual Clinical Prac Sem Corequisite: BIL 540B, or BIL 640B; Prerequisite: BIL 541A	2.25
BIL 640C	Bilingual Internship C Prerequisite: BIL 640A; BIL 640B	4.50
BIL 640D	Bilingual Internship D Prerequisite: BIL 640A; BIL 640B; BIL 640C	4.50
BIL 640E	Bilingual Internship E Prerequisite: BIL 640A; BIL 640B; BIL 640C; BIL 640D	4.50
BIL 640F	Bilingual Internship F Prerequisite: BIL 640A; BIL 640B; BIL 640C; BIL 640D; BIL 640E	4.50

Inspired Teaching and Learning Preliminary Single Subject Teaching Credential and Internship Option (California)

Academic Program Director: Nilsa Thorsos; nthorsos@nu.edu

Inspired Teaching and Learning with a Single Subject Teaching Credential and internship option is designed for candidates who are dedicated to inspiring all K-12 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 Subjects teaching credential. Candidates are required to successfully complete foundation courses, single subject credential method courses, and a clinical practice path (student teaching or internship).

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

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. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; meet subject matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Inspired Teaching and Learning Student Teachers and University Interns are required to utilize GoReact

during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$55 per year.

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

Program Disclosure Information

The Preliminary 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.

For up-to-date information on program licensure eligibility requirements for a state, please visit <https://www.nu.edu/licensuredisclosures/>

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 and learning principles needed to inspire K-12 learners as well as being an inspired teacher.

Degree Requirements:

To receive a California Preliminary Single Subject Teaching Credential and Intern Option, candidates must complete at least 54 quarter units of graduate credit, 31.5 of which must be taken in residence at National University. The degree consists of those courses granting degree units in the: Core, Single Subject Credential Methods, Clinical Practice (student teaching or internship). Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

Additionally, the Subject Matter must be passed prior to beginning the Single Subject Credential Methods courses.

Each credential course (ITL) includes a required 4-hour field experience in one or more classrooms (grades 7-12) representing diverse student populations. The field experience requirement is associated with the clinical practice courses.

Candidates choosing the Internship option with the Preliminary 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 and specific requirements below for this program. Once the candidate is Intern Eligible, the Commission on Teacher Credentialing (CTC) mandates all approved internship programs require a minimum of 120 hours of pre-service coursework (ITL 600, ITL 604, ITL 606, ITL 608) prior to becoming eligible for the Internship Option.

Credential Admissions Requirements:

Prior to enrolling into ITL604, you will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the multiple or single subject credential methods courses.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

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. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; meet subject matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

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).

The Internship Option is designed to be completed within two years and the university may not extend intern documents beyond that time. The CA Commission on Teacher Credentialing (CTC) 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 551A, ITL 650B and ITL 551B. By the start of the second year, if the intern's employment continues and the program's requirements have not been met, then, the Commission requires National University to provide the intern with ongoing, K12 classroom-based support and supervision. Therefore, the intern will need be enrolled in ITL 650C and, if needed, ITL 650D. For the intern to continue for a third year, the Commission must approve an extension of the University Intern Credential and National University must approve the intern's petition for an exception to policy. For the petition, the intern is required to document a medical emergency or other extreme circumstances necessitating an 'exception to policy'. The petition's approval is granted on a case by case basis and would require the intern to complete one or both of the following courses: ITL 650E, ITL 650F, respectively.

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.

Credential Requirements (13 courses; 54 quarter units)

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

Introductory Core Requirements (1 course; 4.5 quarter units)

Students must complete ITL 600, and credential packet prior to beginning ITL 604.

ITL 600	Becoming a Teacher	4.50
Foundation Core Requirements (3 courses; 13.5 quarter units)		
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II	4.50
	Prerequisite: ITL 604	
ITL 608	Design and Process of Teaching	4.50
	Prerequisite: ITL 606	

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

Single Subject Credential Area 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, Basic Skills and Subject Matter, and meet any other related program requirements.

ITL 526	SS Integrated Design I	4.50
ITL 528	SS Integrated Design II	4.50
	Prerequisite: ITL 526	
ITL 520	Academic Language & Literacy	4.50
	Prerequisite: ITL 528	
ITL 522	Content Area Literacy	4.50
	Prerequisite: ITL 520	
ITL 530	Optimized Learning Community*	4.50

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

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 following clinical practice courses do NOT grant graduate credit (ITL 550A, ITL 550B, ITL 650A, ITL 650B, ITL 650C, ITL 650D, ITL 650E, ITL 650F).

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 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 K12 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 K12 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*	4.50
	Corequisite: ITL 551A	
ITL 551A	ITL Seminar A	2.25
	Corequisite: ITL 550A, or ITL 650A	
ITL 550B	Student Teaching B*	4.50
	Corequisite: ITL 551B; Prerequisite: ITL 550A	
ITL 551B	ITL Seminar B	2.25
	Prerequisite: ITL 551A; Corequisite: ITL 550B, or ITL 650B	

OR

*Does NOT grant academic credit.

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 K12 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 the 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 petition by National University by documenting a medical emergency or other extreme circumstances necessitating an 'exception to policy'. Consideration is 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 551A	4.50
ITL 551A	ITL Seminar A Corequisite: ITL 550A, or ITL 650A	2.25
ITL 650B	CP Internship B: Year 1* Corequisite: ITL 551B; Prerequisite: ITL 650A	4.50
ITL 551B	ITL Seminar B Prerequisite: ITL 551A; Corequisite: ITL 550B, or ITL 650B	2.25
ITL 650C	CP Internship C: Year 2* Prerequisite: ITL 650B	4.50
ITL 650D	CP Internship D: Year 2* Prerequisite: ITL 650C	4.50
ITL 650E	CP Internship E: Year 3* Prerequisite: ITL 650D	4.50
ITL 650F	CP Internship F: Year 3* Prerequisite: ITL 650E	4.50

*Does NOT grant academic credit.

Inspired Teaching and Learning Preliminary Single Subject Teaching Credential and Internship Option with Bilingual Authorization (Spanish) CALIFORNIA

Academic Program Director: Clara Amador-Lankster; camadorl@nu.edu

Inspired Teaching and Learning Preliminary Single Subject Teaching Credential and Internship option with Bilingual Authorization is designed for candidates who are dedicated to inspiring all K-12 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. Candidates are required to successfully complete foundation courses, multiple subject credential method courses, bilingual methods courses and bilingual clinical practice path (student teaching or internship). The added Bilingual Authorization (SPANISH/ENGLISH) meets all new Bilingual Program Standards and newly adopted Bilingual Teaching Performance Expectations (BTPEs) approved by CTC in December 2021.

***Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Subject Matter Competency Requirement (e.g., CSET), CSET LOTE (Subtest III) **PRIOR** to starting the Bilingual Authorization method courses.

Internship Option: The Commission on Teacher Credentialing (CTC) mandates that 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 604, ITL 606, ITL 608; pass CBEST; pass CSET; pass CSET LOTE and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

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

Program Learning Outcomes:

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

- 1. Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 2. Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 3. Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 4. Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 5. Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 6. Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs, Bilingual/Dual Language Classrooms.
- 7. Analyze and examine the philosophical, theoretical, historical, legal and legislative foundations of education policies, school programs and research on the effectiveness of Bilingual/Dual Language education and bilingualism in the United States.
- 8. Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.
- 9. Design learning experiences for all students that apply research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging and transliteracies as developmental linguistic processes including, but not limited to, cross-linguistic transfer, contrastive analysis, and language use.
- 10. Design bilingual instruction by planning, developing, implementing and assessing standards - aligned content instruction in English and target language which integrates knowledge of the linguistic repertoires and registers across contexts and content areas and transferability between primary and target language.
- 11. Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to students' transnational educational experiences, language proficiency and developmental levels in both languages, that promote student achievement across program models.
- 12. Demonstrate intercultural communication and interaction with families and communities that are linguistically and culturally responsive and affirming in order to empower families' leadership development for civic engagement in bilingual/dual language education schools.

Degree Requirements:

To receive a California Preliminary Single Subject Teaching Credential with Bilingual Authorization, candidates must complete at least 72 graduate units, 31.5 of which must be completed in residency to meet the residency requirement.

A number of requirements must be completed prior to taking ITL 600, which include the successful completion of the Credential Packet. The Packet 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 CSET (MS or SS) and CSET LOTE (Subtest III) must be passed prior to beginning the Multiple Subject Bilingual Authorization Credential Methods courses.

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

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

Bilingual 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 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'.

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 bilingual internship clinical practice experience (minimum 1 year and maximum of 2 years).

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 BIL640A and BIL641A, BIL640B and BIL641B. 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 BIL640C, 640D. While still employed, a bilingual intern candidate may be enrolled in BIL640E and 640F when granted a third year extension with appropriate documentation of a medical emergency or other extreme circumstance(s) through the University's petition process, with decisions considered on a case-by-case basis.

Credential Requirements (17 - 21 courses; 72 - 90 quarter units)

Includes all ITL foundation core, credential area methods, bilingual methods courses and those bilingual clinical practice courses.

Introductory Core Course (1 course; 4.5 quarter units)

ITL 600	Becoming a Teacher	4.50
---------	--------------------	------

All students must complete ITL 600, and credential packet prior to beginning ITL 604.

Foundation Core Requirements (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II	4.50
	Prerequisite: ITL 604	
ITL 608	Design and Process of Teaching	4.50
	Prerequisite: ITL 606	

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

Single Subject Methods Courses (5 courses; 22.5 quarter units)

ITL 526	SS Integrated Design I	4.50
ITL 528	SS Integrated Design II	4.50

	Prerequisite: ITL 526	
ITL 520	Academic Language & Literacy	4.50
	Prerequisite: ITL 528	
ITL 522	Content Area Literacy	4.50
	Prerequisite: ITL 520	
ITL 530	Optimized Learning Community*	4.50

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

Single Subject Bilingual Methods Courses (4 courses; 18 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US	4.50
	Prerequisite: ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528	
BIL 622	Dual Lang Teaching Methods	4.50
	Prerequisite: BIL 620	
BIL 624	Span Lit Learn and Instruction	4.50
	Prerequisite: BIL 622	
BIL 626	Sociolinguistics Bil Lang Edu	4.50
	Prerequisite: BIL 624	

Clinical Practice Pathways: Bilingual Student Teaching or Bilingual Internship (Student Teaching—4 courses; 4.5 quarter units or Internship—4-8 courses; 13.5–31.5 quarter units) Candidates will complete the bilingual clinical practice experience through student teaching or the internship.

The bilingual clinical practice (bilingual/dual language K12 classroom) experience courses (BIL 540A, BIL540B, BIL 640A, BIL 640B) do NOT grant graduate credit.

Bilingual Student Teaching (4 courses; 13.5 quarter units) PRIOR to beginning any of the Bilingual Student Teaching below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements and submit a successful student teaching application.

PRIOR to beginning any of the Bilingual Student Teaching below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements and submit a successful student teaching application. The bilingual student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Bilingual student teaching placements in Bilingual/Dual Language K12 classrooms are made through a collaborative partnership of the university and respective school districts. The bilingual student teaching placements must align to the CSET credential sought. Bilingual student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated Bilingual/Dual Language K12 classrooms.

BIL 540A	Bilingual Student Teaching	4.50
	Corequisite: BIL 541A, or BIL 640A	
BIL 541A	Bilingual Clinical Prac Sem	2.25
	Corequisite: BIL 540A, or BIL 640A	

BIL 540B	Bilingual Student Teaching Corequisite: BIL 541B, or BIL 640B; Prerequisite: BIL 540A	4.50
BIL 541B	Bilingual Clinical Prac Sem Corequisite: BIL 540B, or BIL 640B; Prerequisite: BIL 541A	2.25

OR Bilingual Internship (4-8 courses; 13.5 – 31.5 quarter units)

PRIOR to beginning any of the Bilingual Authorization courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, pass CSET LOTE and meet all CTC requirements related to the University Intern Credential. Placement in a bilingual internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Bilingual intern placements must align to the CSET credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Bilingual 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 Bilingual/Dual Language 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 or single subject credential with a Bilingual Authorization. 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.

BIL 640A	Bilingual Internship A Corequisite: BIL 540A	4.50
BIL 541A	Bilingual Clinical Prac Sem Corequisite: BIL 540A, or BIL 640A	2.25
BIL 640B	Bilingual Internship B Prerequisite: BIL 640A; Corequisite: BIL 541B, or BIL 640B	4.50
BIL 541B	Bilingual Clinical Prac Sem Corequisite: BIL 540B, or BIL 640B; Prerequisite: BIL 541A	2.25
BIL 640C	Bilingual Internship C Prerequisite: BIL 640A; BIL 640B	4.50
BIL 640D	Bilingual Internship D Prerequisite: BIL 640A; BIL 640B; BIL 640C	4.50
BIL 640E	Bilingual Internship E Prerequisite: BIL 640A; BIL 640B; BIL 640C; BIL 640D	4.50
BIL 640F	Bilingual Internship F Prerequisite: BIL 640A; BIL 640B; BIL 640C; BIL 640D; BIL 640E	4.50

Post-Credential Bilingual Authorization (Spanish) for Multiple Subject, Single Subject and/or Education Specialist Credential (California)

Academic Program Director: Clara Amador-Lankster; camadorl@nu.edu

This program is designed as a Bilingual Authorization to be added to an existing base credential for teachers holding Multiple Subject, Single Subject or Education Specialist (Moderate Support Needs and Extensive Support Needs) teaching credentials. Candidates must meet program admission requirements and complete a four-course sequence of Bilingual Methods courses plus one course on Bilingual Virtual Clinical Practice to be eligible for the added Bilingual Authorization (Spanish).

Program Learning Outcomes:

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

- I. Analyze and examine the philosophical, theoretical, historical, legal and legislative foundations of education policies, school programs and research on the effectiveness of Bilingual/Dual Language education and bilingualism in the United States.
- II. Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.
- III. Design learning experiences for all students that apply research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging and transliteracies as developmental linguistic processes including, but not limited to, cross-linguistic transfer, contrastive analysis, and language use.
- IV. Design bilingual instruction by planning, developing, implementing and assessing standards - aligned content instruction in English and target language which integrates knowledge of the linguistic repertoires and registers across contexts and content areas and transferability between primary and target language.
- V. Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to students' transnational educational experiences, language proficiency and developmental levels in both languages, that promote student achievement across program models.
- VI. Demonstrate intercultural communication and interaction with families and communities that are linguistically and culturally responsive and affirming in order to empower families' leadership development for civic engagement in bilingual/dual language education schools.

Degree Requirements:

To receive an added Bilingual Authorization (SPANISH/ENGLISH), candidates must complete at least 22.5 quarter units.

Prior to admission into this program, candidates must show proof of active CTC credential (Multiple Subject/Single Subject/Mild-Moderate/ Moderate Severe), current work assignment, and number of years working as a certificated teacher in public schools in California. Candidates must pass CSET LOTE (Subtest III) PRIOR to admission into the Post-Credential Bilingual Authorization program.

Each BIL Methods Course includes a required 4-hour field experience in a Bilingual/Dual Language K-12 classroom representing a diverse bilingual/multilingual student population.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Proof of Valid Multiple, Single or Education Specialist Credential
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Provide registration, attempt or proof of passage of the CSET Spanish III. Passage is required prior to Bilingual Authorization Methods courses.

Credential Recommendation Requirements

- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Bilingual Methods Courses (4 courses; 18 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete CSET LOTE (Subtest III) and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US Prerequisite: <i>ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528</i>	4.50
BIL 622	Dual Lang Teaching Methods Prerequisite: <i>BIL 620</i>	4.50
BIL 624	Span Lit Learn and Instruction Prerequisite: <i>BIL 622</i>	4.50
BIL 626	Sociolinguistics Bil Lang Edu Prerequisite: <i>BIL 624</i>	4.50

AND Bilingual Clinical Practice (1 course; 4.5 quarter units) Candidates will complete 24 hours of bilingual clinical practice experience virtually and/or remotely.

BIL 540C	Bil Virtual Clinical Practice* Prerequisite: <i>BIL 620; BIL 622; BIL 624; BIL 626</i>	4.50
----------	--	------

*The bilingual clinical practice course does NOT grant graduate credit.

Preliminary Administrative Services Credential Option (California)

Academic Program Director: Donna Elder; delder@nu.edu

This program is designed for students who are committed to improving education and who want to advance their careers by becoming public school administrators. For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

Program Learning Outcomes:

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

- Analyze the process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.
- Examine the role of the instructional leader in the context of the stewardship of effective instructional practices.
- Examine the role of the instructional leader in the context of curriculum development, implementation, and assessment.
- Analyze the collaborative, ongoing processes of data-based school growth plans.
- Critique systems for the provision of professional growth opportunities for school teachers, staff, and administrators.
- Examine the complex Interaction of all of a school's systems to promote teaching and learning.
- Analyze ways in which a school can engage their communities to promote the shared vision.

Degree Requirements:

To receive a Preliminary Administrative Services Credential (CA Option), students must complete at least 40.5 quarter units of graduate work.

To be successful in this program, it is highly recommended to take program coursework in the sequence described below.

Credential Admission Requirements

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Completed Verification of Employment
- Possess a valid Teaching or Services Credential (preliminary, clear, lifetime.) Preliminary credential is accepted for admittance but must be Clear for recommendation
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Possess a CA Clear, Life Teaching or Services Credential with a minimum of one year remaining on the document.
- All Credential Coursework completed with a 3.0 GPA (D, F, and U grades are not accepted)
- Verification of 5 years of teaching and/or services experience in the pre-requisite credential held
- Verification of Employment Form (CL-777)
- Passage of CalAPA Cycles 1, Cycle 2, and Cycle 3

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Requirements for Program (8 courses; 36 quarter units)

EDA 652	Visionary Leadership	4.50
EDA 655	School Improvement Leadership	4.50
EDA 653	Curriculum Leadership	4.50
EDA 654	Instructional Leadership	4.50
Prerequisite: EDA 653; EDA 655		
EDA 600A	Applications in Leadership	4.50
Prerequisite: EDA 654		
OR		
EDA 690A	Master Guided Study	4.50
Prerequisite: EDA 654 with a minimum grade of B. Meets min requirement for degree		
EDA 656	Professional Growth Leadership	4.50
EDA 657	Org/Systems Leadership	4.50
EDA 658	Community Leadership	4.50

Internship Option Requirements (2 courses; 4.5 quarter units)

EDA 602A and EDA 602B are aligned to the Internship Credential. Additional support for EDA Internship credential candidates.

EDA 602A	EDA Internship A	2.25
Prerequisite: Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Services Internship credential.		
EDA 602B	EDA Internship B	2.25
Prerequisite: Candidate must provide documentation showing appointment to an educational administration position requiring the		

*Administrative Internship credential; EDA 602A with a minimum grade of S.
Students need to be successful in EDA 602A before moving into EDA 602B.*

Preliminary Education Specialist Authorization: Extensive Support Needs Teaching Credential with Internship option (California)

Academic Program Director: Sharen Bertrando; sbertrando@nu.edu

The preliminary education specialist Extensive Support Needs (ESN) credential program is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing CCTC, approved in 2022. The program allows candidates to obtain a Preliminary Education Specialist Credential: ESN Credential with Intern Option (CA). The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have extensive learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate education practices and provides strategies that can be immediately applied in teaching practices.

The preliminary education specialist Extensive Support Needs (ESN) credential program is designed for courses to be taken in sequential order and provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community.

Admission

Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SED 601. Further information regarding graduate admission and evaluation can be found in the academic Information for Graduate Degree section of the Catalog. To earn a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete the core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements.

Field Experience

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population.

Clinical Practice

Candidates must complete one of two clinical practice options: Student Teaching or Internship option.

Student Teaching requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 14 courses.

Internship is an alternative credential path which is a cooperative effort between a school district and an institution of higher education. The program allows credential candidates to be employed while completing a credential program. The Internship program is a minimum of 8 months in length. Participants serve as the 'teacher of record' under an internship credential.

CCTC Mandates that Interns as well as Student Teachers be supported during the internship or clinical practice experience.

Internship Option

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Extensive Support Needs (ESN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601, SED 615, SED 605, and ITL 604.**

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming a teacher of record (4.5 quarter units are equal to 40 clock hours). These pre-service courses must be successfully completed prior to eligibility for completing the Internship option.

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

Program Disclosure Information

The Preliminary Education Specialist Credential Extensive Support Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credential or licensing in other states must contact the appropriate regulatory board for more information.

For up-to-date information on program licensure eligibility requirements for a state, please visit <https://www.nu.edu/licensuredisclosures/>

Program Learning Outcomes:

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

- Integrate knowledge/skills to engage and support all extensive support needs students in learning.
- Integrate knowledge/skills to create and maintain effective environments for learning for students with extensive support needs.
- Synthesize and apply knowledge of how to organize subject matter for learning of students with extensive support needs.
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with extensive support needs
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with ESN.
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all learners with ESN.
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving students with extensive support needs.
- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks.

Degree Requirements:

The Preliminary Education Specialist Credential Extensive Support Needs (ESN) program is designed to address the new Education Specialist Standards, including the new 52 Teacher Performance Expectations, Teacher Performance Assessment, and the California Standards for Teacher Performance. In addition, this program adheres to the CCTC Universal Teaching Performance Expectations (TPEs) composing the TPEs' six domains and Teacher Performance Assessment (TPAs) associated with the new Education Specialist CALTPA model. The TPEs and TPAs form the backbone of the program and are translated into the Program Learning Outcomes. To earn a Preliminary Education Specialist Credential, candidates are required to successfully complete the core courses, the specialization (advanced) courses, a clinical practice path to supervised teaching (student teaching or internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements. 18 courses: (72 quarters)

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

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

Credential Admissions Requirements:

Prior to enrolling into SED 615, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the credential methods courses.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Passage of Reading Instruction Competency Assessment (RICA)
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Total Degree Requirements (18 - 22 Courses; 72-81 quarter units)

Units: 49.50

Core Requirements Extensive Support Needs (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 615	Special Education Law <i>Prerequisite: SED 601</i>	4.50
SED 605	Class/Behavior Management <i>Prerequisite: SED 615</i>	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50
SED 606	Health Care & Technology Sppt <i>Prerequisite: SED 605; ITL 608</i>	4.50
SED 607	Language/Literacy Basics <i>Prerequisite: SED 606</i>	4.50
SED 609	Lang & Lit Case Studies <i>Prerequisite: SED 607</i>	4.50
ITL 516	Mathematics Integrative Design*	4.50
SED 610	Adv. Beh. Sppts. & SEL <i>Prerequisite: ITL 516</i>	4.50

*Pre-requisite requirement not applicable to students enrolled in Special Education programs.

Extensive Support Needs Specialized Requirements (3 courses; 13.5 quarter units).

Units: 13.50

ESN 639	Fudtns for Instr. Assm. Coll <i>Prerequisite: SED 610</i>	4.50
ESN 640	Assmnt & Differentiation <i>Prerequisite: ESN 639</i>	4.50

ESN 641	Collab. & Case Mnemnt. Prerequisite: ESN 640	4.50
Student Teaching Extensive Support Needs (4 courses; 9 quarter units)		Units: 9.00
ESN 659A	Seminar A Prerequisite: ESN 641; Corequisite: ESN 655A, or ESN 657A	2.25
ESN 655A	Student Teaching A Prerequisite: ESN 641; Corequisite: ESN 659A	2.25
ESN 659B	Seminar B Prerequisite: ESN 659A; Corequisite: ESN 655B, or ESN 657B	2.25
ESN 655B	Student Teaching B Prerequisite: ESN 655A; Corequisite: ESN 659B	2.25
OR		Units: 9.00
Internship Extensive Support Needs (4 courses; 9 quarter units)		Units: 9.00
ESN 659A	Seminar A Prerequisite: ESN 641; Corequisite: ESN 655A, or ESN 657A	2.25
ESN 657A	Internship A Prerequisite: ESN 641; Corequisite: ESN 659A	2.25
ESN 659B	Seminar B Prerequisite: ESN 659A; Corequisite: ESN 655B, or ESN 657B	2.25
ESN 657B	Internship B Prerequisite: ESN 657A; Corequisite: ESN 659B	2.25
Additional Clinical Support (1- 4 courses; 2.25 - 9 quarter units)		Units: 9.00
CTC mandates that interns and student teachers must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of ESN 655B or ESN 657B, will be required to enroll in additional clinical supervision support classes until all hours are satisfied.		
ESN 657C	Internship C Prerequisite: ESN 657B	2.25
ESN 657D	Internship D Prerequisite: ESN 657C	2.25
ESN 657E	Internship E Prerequisite: ESN 657D	2.25
ESN 657F	Internship F Prerequisite: ESN 657E	2.25

Preliminary Education Specialist Authorization: Mild to Moderate Support Needs Teaching Credential with Internship option (California)

Academic Program Director: Sharen Bertrando; sbertrando@nu.edu

The preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) program is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing CCTC. Approved in 2022. The program allows candidates to obtain a Preliminary Education Specialist Mild to Moderate Support Needs: (MMSN) Credential with Intern Option (CA). The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate educational practices and provides strategies that can be immediately applied in teaching practices.

The preliminary credential Mild to Moderate Support Needs (MMSN) program is designed for courses to be taken in sequential order and provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community.

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

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

Admission

Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SED 601. Further information regarding graduate admission and evaluation can be found in the academic Information for Graduate Degree section of the Catalog. To earn a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete the core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements.

Field Experience

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population.

Clinical Practice

Candidates must complete one of two clinical practice options: student teaching or internship option.

Student Teaching requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 14 courses.

Internship Option

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601, SED 615, SED 605, and ITL 604.**

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming a teacher of record (4.5 quarter units are equal to 40 clock hours). These pre-service courses must be successfully completed prior to eligibility for completing the Internship option.

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

Program Disclosure Information

The preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) program is currently operating using credential guidelines for California only. Candidates who wish to use this program for credentials or licensing in other states must contact the appropriate regulatory board for more information.

For up-to-date information on program licensure eligibility requirements for a state, please visit <https://www.nu.edu/licensuredisclosures/>

Program Learning Outcomes:

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

- Integrate knowledge/skills to engage and support all mild/moderate support needs students in learning.

- Integrate knowledge/skills to create and maintain effective environments for learning for students with mild/moderate support needs.
- Synthesize and apply knowledge of how to organize subject matter for learning of students with mild/moderate support needs.
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with mild/moderate support needs.
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with mild/moderate support needs.
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all learners with mild/moderate support needs.
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving students with mild/moderate support needs.
- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks.

Degree Requirements:

The Preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) program is designed to address the new Education Specialist Standards, including the new 40 Teacher Performance Expectations, Teacher Performance Assessment, and the California Standards for Teacher Performance. In addition, this program adheres to the CCTC Universal Teaching Performance Expectations (TPEs) composing the TPEs' six domains and Teacher Performance Assessment (TPAs) associated with the new CALTPA model. The TPEs and TPAs form the backbone of the program and are translated into the Program Learning Outcomes. To earn a Preliminary Education Specialist Credential, candidates are required to successfully complete the core courses, the specialization (advanced) courses, a clinical practice path to supervised teaching (student teaching or internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements. 18 courses: (72 quarters)

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

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

Credential Admissions Requirements:

Prior to enrolling into SED 615, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the credential methods courses.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Passage of Reading Instruction Competency Assessment (RICA)
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Total Degree Requirements (20-22 Courses; 76.5 - 81quarter units) **Units: 49.50**

Core Requirements Mild/Moderate (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 615	Special Education Law <i>Prerequisite: SED 601</i>	4.50
SED 605	Class/Behavior Management <i>Prerequisite: SED 615</i>	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50
SED 606	Health Care & Technology Sppt <i>Prerequisite: SED 605; ITL 608</i>	4.50
SED 607	Language/Literacy Basics <i>Prerequisite: SED 606</i>	4.50
SED 609	Lang & Lit Case Studies <i>Prerequisite: SED 607</i>	4.50
ITL 516	Mathematics Integrative Design	4.50
SED 610	Adv. Beh. Sppts. & SEL <i>Prerequisite: ITL 516</i>	4.50

Mild/Moderate Specialized Requirements (3 courses; 13.5 quarter units) **Units: 13.50**

MMS 617	Intro Assm, Collab, & Instrt <i>Prerequisite: SED 610</i>	4.50
MMS 620	Assmnt, Differentiation M/M <i>Prerequisite: MMS 617</i>	4.50
MMS 623	Collaboration & Case Mgmt <i>Prerequisite: MMS 620</i>	4.50

Student Teaching Mild/Moderate (4 courses; 9 quarter units) **Units: 13.50**

MMS 629A	Seminar A <i>Prerequisite: MMS 623; Corequisite: MMS 625A OR; MMS 627A</i>	2.25
MMS 625A	Student Teaching for M/M: A <i>Prerequisite: MMS 623; Corequisite: MMS 629A</i>	2.25
MMS 629B	Seminar B <i>Prerequisite: MMS 629A; Corequisite: MMS 625B OR; MMS 629B</i>	2.25
MMS 625B	Student Teaching for M/M: B <i>Prerequisite: MMS 625A; Corequisite: MMS 629B</i>	2.25

OR **Units: 9.00**
Internship Mild/Moderate Support Needs (4 courses; 9 quarter units)

MMS 629A	Seminar A <i>Prerequisite: MMS 623; Corequisite: MMS 625A OR; MMS 627A</i>	2.25
MMS 627A	Internship A	2.25

	Prerequisite: MMS 623; Corequisite: MMS 629A	
MMS 629B	Seminar B	2.25
	Prerequisite: MMS 629A; Corequisite: MMS 625B OR; MMS 629B	
MMS 627B	Internship B	2.25
	Prerequisite: MMS 627A; Corequisite: MMS 629B	

Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units)

Units: 9.00

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of MMS 627B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

MMS 627C	Internship C	2.25
MMS 627D	Internship D	2.25
MMS 627E	Internship E	2.25
MMS 627F	Internship F	2.25

Doctoral Degrees

Individual Model

[Doctor of Education, EdD - Leadership in Curriculum and Teaching](#)

[Doctor of Education in Instructional Design, EdD-ID](#)

[Doctor of Philosophy in Education, PhD-ED - Leadership in Curriculum and Teaching](#)

Courses

Group Model

CEE 498A Capstone Design Project I (4.50)

Prerequisite: Complete all core courses except capstone courses OR permission by the program lead.

Duration: 4

This sequence of three capstone courses provides students with an opportunity to apply the knowledge and skills acquired throughout their undergraduate studies to a real-world engineering design or research project. In the first course of this sequence, under the guidance of a faculty advisor, students will work in teams to select the project, identify the project needs, develop engineering requirements with realistic constraints, and complete a functional design for the project. Grading is H/S/U only. The course is eligible for an In Progress (IP) grade.

CEE 498B Capstone Design Project II (4.50)

Prerequisite: CEE 498A

Duration: 4

In the second course of this three-course series, students complete the design, refine the specifications, implement, and test the design under the mentorship of a faculty advisor. Evaluation is based on a pass/fail system, and the course allows for an In Progress (IP) grade option.

CEE 498C Capstone Design Project III (4.50)

Prerequisite: CEE 498B

Duration: 4

In the third course of a three-course sequence, students finalize the design and build a prototype. With the mentoring of the faculty, each group of the students completes the written report, delivers a presentation and demonstration of their capstone design project to a panel of expert judges. Grading is H/S/U only. The course is eligible for an In Progress (IP) grade.

CJA 528 Critical Issues in CJ (4.50)

Duration: 4

A focus on contemporary issues related to problem-oriented policing (POP) and community-oriented policing (COP). Other topics include morale, motivation, retention, selection, recruitment, standards and training, evidence, arrest, lethal force, victim-witness, police reserves, and the cooperation of citizens in law enforcement by the criminal justice manager.

CJA 541 Comparative CJ Systems (4.50)

Duration: 4

This course compares the American criminal justice system with other systems around the world. Students will evaluate the systems of law, police, courts, and corrections in 30 different countries and examine the diversity that exists in the world's legal systems. The course also examines and compares American and foreign justice policies.

CJA 570 Violence and Victimization (4.50)

Duration: 4

This course examines the causes of criminal victimization and looks at theories associated with violent victimization. It analyzes the offender-victim relationship, and presents ideas on preventing violence, and on responding to criminal victimization.

COM 499 Communication Program Capstone (4.50)

Prerequisite: COM 300; COM 305; COM 310; COM 315; COM 334; COM 344; COM 394; COM 400; Students also must complete one of the four-course concentrations, Strategic Communication (COM 404, COM 441, COM 442, COM 443) or Creative Communication (four choices from COM 402, ENG 301, ENG 302, ENG 367, ENG 369, ENG 375, MUL 345, MUL 365, MUL 390).

Duration: 4

Students assemble and create materials necessary to produce an ePortfolio that demonstrates their research, analysis, strategic thinking, content production, and campaign evaluation skills. The ePortfolio demonstrates the student's experience and capabilities. It will be an asset in the job search and in career advancement. Grading is S or U only.

CSC 446 AI & Machine Learning (4.50)

Prerequisite: CSC 448

Duration: 4

An introduction to problem-solving using modern artificial intelligence techniques. The course explores the latest challenges in the theory, practice, applications, and implications of AI in the modern world with a focus on data science and machine learning algorithms and applications. Examines the role of heuristics in problem-solving. Concepts such as agents, production systems, and natural language communication are studied.

CSC 448 Python Programming for AI (4.50)

Prerequisite: CSC 310 and CSC 220 and CSC 272, or CSC 252

Duration: 4

A comprehensive review of programming concepts using Python tailored for Artificial Intelligence applications, emphasizing the use of Python for statistical analysis and optimization problems. Coverage of Python data structures and related operations. An examination of object-oriented and functional-style programming in Python. The use of Python's libraries to perform complex data manipulations and statistical calculations. Coverage of key optimization techniques used in Artificial Intelligence to solve real-world problems.

CSC 453 Neural Network Design and Appl (4.50)

Prerequisite: CSC 448

Duration: 4

An in-depth coverage of neural networks and deep learning focusing on three major types of networks: Artificial Neural Networks (ANNs), Recurrent Neural Networks (RNNs), and Convolutional Neural Networks (CNNs). A study of foundational principles and techniques behind neural network architectures, including their design, training, and optimization. Application of neural networks and Python libraries to classification, regression, natural language processing, speech recognition and image recognition problems.

CSC 457 Reinf Learn and Gen AI (4.50)

Prerequisite: CSC 453 and CSC 446

Duration: 4

This course covers the foundational concepts and algorithms in reinforcement learning, including policy optimization, Q-learning, and deep reinforcement learning techniques. The course also examines generative AI, exploring techniques such as Generative Adversarial Networks (GANs) and Variational Autoencoders (VAEs). The review and use of current tools and libraries in practical projects.

EID 655 AI to Support Learning (4.50)

Recommended Preparation: EID 600 with a minimum grade of C. NA

Duration: 4

In EID 655, participants will explore Artificial Intelligence's effective and ethical uses in education and training. They will integrate AI with learning theories and design principles, evaluate AI's role as a thought partner in instructional design, and address flaws in AI systems. The course culminates in a major project, where participants design an inclusive, AI-supported learning environment.

EID 660 Simulated Realities & Learning (4.50)

Recommended Preparation: EID 600 with a minimum grade of C.

Duration: 4

This course offers a deep dive into the tools, theory, and practice of immersive technologies like Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR), alongside AI-assisted development tools. You will explore how these tools can be used to design and implement interactive learning environments that address real-world educational and training challenges. The course emphasizes the creation of immersive learning spaces that foster learner engagement, scalability, and personalized learning experiences.

EID 670 Technology and Leadership (4.50)

Recommended Preparation: EID 600 with a minimum grade of C.

Duration: 4

This course prepares graduates for roles as educational technology subject-matter experts and institutional change agents. Students will analyze issues surrounding the choosing, adoption, rollout and sustainability of new educational technologies. Teams of students will conduct a needs assessment as the basis for drafting technology plans.

ESN 639 Fudtns for Instr. Assm. Coll (4.50)

Prerequisite: SED 610

Duration: 4

Candidates will learn the basics of identifying the unique abilities of the students with extensive support needs and build individualized curricula aligned with state-wide standards. An emphasis is placed on providing access to equitable opportunities to build on individual strengths, such as sensory, motor, language, cognitive development, by employing research-based and high-leverage intervention practices in a collaborative format.

ITL 510 Language-Literacy: Foundations (4.50)

Prerequisite: ITL 518

Duration: 4

Research-based theories, methods, and strategies aligned to K-12 CA's Common Core Standards and ELA/ELD frameworks. Principles needed to teach foundational reading, writing, listening, speaking, and language for all learners, including English speakers, English learners, standard English learners, students with exceptionalities, and students with other learning needs.

ITL 516 Mathematics Integrative Design (4.50)

Duration: 4

Analysis of how elementary children think and learn mathematics. Research-based approaches enabling students to think critically and develop math proficiency. Developmentally appropriate instructional strategies for an integrative approach to teaching mathematics using content areas of visual and performing arts, social science, and STEM.

ITL 520 Academic Language & Literacy (4.50)**Prerequisite:** ITL 528

Duration: 4

Single subject teacher candidates utilize research-based methods aligned with CA's Common Core Standards and ELA/ELD frameworks. Applies principles and strategies needed to teach grades 9-12 content-based language/literacy instruction for English speakers, English learners, Standard English learners, and students with exceptionalities and other learning needs.

ITL 526 SS Integrated Design I (4.50)

Duration: 4

Instructional design principles for teaching in grades 7-12. Strategies for designing short and long-term curriculum/instruction/assessment aligned with content standards. Evidence-based research appropriate for the application the CA Common Core and academic standards across the various single subject content areas.

ITL 551A ITL Seminar A (2.25)**Corequisite:** ITL 550A, or ITL 650A

Duration: 8-9

Seminar concurrently taken with ITL 550A, Student Teaching A or ITL 650A CP Internship A. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 1. Grading is S, U or In Progress (IP).

ITL 551B ITL Seminar B (2.25)**Prerequisite:** ITL 551A; **Corequisite:** ITL 550B, or ITL 650B

Duration: 8-9

Seminar concurrently taken with ITL 550B, Student Teaching B or ITL 650B CP Internship B. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 2.

MMS 617 Intro Assm, Collab, & Instrt (4.50)**Prerequisite:** SED 610

Duration: 4

This course provides candidates with knowledge in identifying students with mild/moderate disabilities and their needs for service delivery, placement, IEP development and instruction. The course will address how to apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments and how to apply evidenced-based high leverage practices with a range of student needs. Candidates will recognize how mild/moderate disabilities affect students in their ability to learn the California core curriculum. In addition, candidates will examine effective strategies to coordinate and collaborate with paraprofessionals and other adults in the classroom.

SED 605 Class/Behavior Management (4.50)**Prerequisite:** SED 615

Duration: 4

This course will address how to design ways to establish, maintain, and monitor inclusive learning environments by using an array of positive behavior supports ensuring each student is treated fairly and respectfully by adults and peers, thrives through social-emotional growth, and expresses appropriate developmental and individual responsibility.

SED 615 Special Education Law (4.50)**Prerequisite:** SED 601

Duration: 4

This course provides a comprehensive overview of the professional, legal, and ethical practices for educators. Candidates explore in-depth federal/case law that contribute to the placement, instruction, and service delivery in addition to the privacy issues in special education. The course addresses federal and state courts' interpretation of statutes and regulations of special education service delivery, IEPs, transition plans, and related services for learners with mild to moderate support needs and with extensive support needs.

Individual Model

BUS 7102 - Applied Doctoral Studies in Bu

COUN 6100 - Theories/ Models of Counseling

CT 5000 - Curr. and Instr. Strategies
LCT 5000 - Curriculum and Instructional Strategies
LCT 5001 - Principles of Teaching and Learning
LCT 5002 - Instructional Leader as Creator of Learning Culture in Curriculum and Teaching
LCT 5003 - Teaching, Learning, and Assessment Strategies and Principles
LCT 5004 - The Classroom: Managing and Organizing for Student Achievement and Engagement
LCT 5005 - Instructional Leader as Advocate and Decision Maker in Curriculum and Teaching
LCT 7000 - Developing Instructional Strategies and Curriculum
LCT 7100 - Dispositions of Learner and Teacher
LCT 7200 - Design and Evaluation of Curriculum and Programs
LCT 7300 - Theories and Applications of Instructional Strategies
SE 5001 - Assessment in Special Edu.
SE 5002 - Instruct Stdnts. w Specific LD
SEL 7100 - Foundations of Social Emotional Learning
SEL 7200 - Implementing SEL in Multimodal Classrooms
TIM 8340 - Secure Software Development