



POLICIES AND PROCEDURES

Virginia Refund Policy

Students are accepted and registered for classes with the understanding that they will attend the entire course. Faculty contracts, the commitment of space, and other University resources are made on that assumption, creating financial obligations that students who withdraw must share. National University’s refund policy reflects this position. Students may withdraw themselves from class prior to midnight of the ninth (9th) day of the session by contacting their admissions advisor.

To accurately count session days, note that the first day of a session—not the actual day a student attends class—counts as day one of that session. The University counts calendar days rather than business days for determining refunds. As such, if the first day of the session is a Monday, the student would need to withdraw prior to midnight of the following Tuesday, the ninth day of that session.

If a student does not complete a course, a tuition refund is made according to the following schedule, which is based upon a 28-day month.

Students who withdraw from a course prior to midnight of the:

- Prior to midnight (PST) of the ninth (9th) day of the session will receive a 100 percent refund
- Prior to midnight (PST) of the fourteenth (14th) day of the session will receive a 50 percent refund
- Prior to midnight (PST) of the twenty-first (21st) day of the session will receive a 25 percent refund

Students who withdraw from a course after midnight of the seventeenth (17th) day of the session will not receive a refund.

Students must have a credit balance in their account to receive a refund. Refunds, depending on the verification of funds, are processed and mailed within fifteen (15) days from the later of:

- a. The date from when a student cancels enrollment
- b. The date from when the institution terminates a student’s enrollment
- c. The last day of an authorized leave of absence (if the student fails to return after this period)
- d. The last day of attendance of a student

All refunds are mailed to the student’s home address. Students must make sure that the address on file is correct.

TEACHER EDUCATION CREDENTIAL PROGRAM INFORMATION

Teaching Performance Assessment (TPA)

The California Commission on Teacher Credentialing (CTC) requires all (BA and graduate-level) Multiple and Single Subject Teaching Credential candidates to pass a Teaching Performance Assessment (TPA). National University uses the CalTPA model, including 1.0 and 2.0. Candidates starting or re-enrolling into their teacher preparation program on September 1, 2017 and after will complete CalTPA 2.0. Candidates enrolled in their credential program prior to September 1, 2017, will complete CalTPA 1.0.

CalTPA Model 2.0

This TPA Model is composed of two cycles, scored anonymously by Assessors calibrated by the CTC, and is not expected to be available for submission until September 2018. Candidates must pass Cycle 1 and Cycle 2 during their clinical practice experiences (student teaching or internship). Candidates submit both Cycles through a CTC port in conjunction with Pearson. Cal TPA 2.0 fee information is not available at this time, but is expected to be released by the CTC prior to September 2018.

CalTPA Model 1.0

This TPA model is only available to candidates who enrolled prior to September 1, 2017 and is composed of four tasks, scored anonymously by calibrated Assessors:

- Task 1: Subject-Specific Pedagogy
- Task 2: Designing Instruction
- Task 3: Assessing Learning
- Task 4: Culminating Teaching Experience

National University administers this TPA program requiring candidates to submit their tasks through Taskstream (www.taskstream.com). Candidates are required to open an account and purchase a subscription. Taskstream subscription costs vary depending upon the length of subscription selected, however it is recommended candidates purchase a \$49 one-year subscription. For each submission made, including resubmissions, candidates will be charged a National University assessment fee.

TPA Fee Structure:

- Task 1: \$65
- Task 2: \$65
- Task 3: \$65
- Task 4: \$110*

*Task 4 requires a higher fee because of the length of the task.

SANFORD COLLEGE OF EDUCATION

UNDERGRADUATE DEGREES

BACHELOR OF ARTS

MAJOR IN EARLY CHILDHOOD DEVELOPMENT WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

*Academic Program Director: Jessica Alvarado; (858) 642-8360; jalvarado@nu.edu
 Credential Program Director: Patricia Dickenson; (818) 809-6017; pdickenson@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.

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.

Please Note: To avoid interruption to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and 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 70.5 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for Major

(4 courses; 18 quarter units)

- ECE 201 The Growing Child: Zero to 8
ECE 210 Child, Family, School and Comm
ECE 211 Diversity: Development & Ed.
HED 220 Health, Nutrition and Safety

Core Program Requirements

(24 courses; 103.5 quarter units)

Requirements for Major

(9 courses; 40.5 quarter units)

- ECE 464 Ethical and Legal Issues
Prerequisite: HED 220
- ECE 330 Early Cognition
Prerequisite: ECE 201, ECE 210, HED 220, and ECE 211
- ECE 410 Early Language and Literacy
Prerequisite: ECE 330
- ECE 415 Designing Emergent Curriculum
Prerequisite: ECE 330
- ECE 420 Nature, Numbers and Technology
Prerequisite: ECE 330
- ECE 430 Play as Pedagogy
Prerequisite: ECE 330

ECE 440 Observing, Assessing & Plannin
Prerequisite: ECE 330 and ECE 415

ECE 443 Children with Special Needs
Prerequisite: ECE 330

ECE 445 Strategies: Guiding Behaviors
Prerequisite: ECE 330, ECE 415, and ECE 430

INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Students are required to take the courses in this sequence.

PRIOR to taking ITL 402, the candidate is required to submit a complete Credential Packet. This packet 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 Multiple Subject Methods courses, the candidate must have completed all Foundation courses, passed CBEST (California Basic Educational Skills Test) and passed CSET (California Subject Examination Test).

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 K-6 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.

Teacher Credential CORE Requirements

Multiple Subject Teaching Credential

(15 courses; 63 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400 Becoming a Teacher

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. <i>Prerequisite: ITL 400 and students must complete the credential packet</i>
ITL 404	Learners and Learning I <i>Prerequisite: ITL 402</i>
ITL 406	Learners and Learning II <i>Prerequisite: ITL 404</i>
ITL 408	Design and Process of Teaching <i>Prerequisite: ITL 406</i>

Multiple Subject Credential Methods

(6 courses; 27 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses, pass CBEST, pass CSET, 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 510	Language-Literacy: Foundations
ITL 512	Language/Literacy: Strategies <i>Prerequisite: ITL 510</i>
ITL 514	Language-Literacy: Assessment <i>Prerequisite: ITL 512</i>
ITL 516	Mathematics Integrative Design <i>Prerequisite: ITL 514</i>
ITL 518	Science Integrative Design <i>Prerequisite: ITL 516</i>
ITL 530	Optimized Learning Community

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, pass CBEST, pass CSET, and submit a successful student teaching application.

The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms.

Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A	Student Teaching A <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B	Student Teaching B <i>Prerequisite: ITL 550A</i> <i>Corequisite: ITL 551B</i>
ITL 551B	Student Teacher Seminar B (2.25 quarter units) <i>Prerequisite: ITL 551A</i> <i>Corequisite: ITL 550B</i>

MAJOR IN ENGLISH WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Credential Program Director: Patricia Dickenson; (818) 809-6017; pdickenson@nu.edu

Academic Program Director: John Miller; (714) 429-5146; jmiller@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, critical thinking and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. This program 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. 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 (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) **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 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.
- Evaluate the relationship of marginalized or oppositional voices to the evolution of literary traditions and histories.
- Analyze literary works within their historical and cultural contexts.
- Analyze works of literature in the context of the conventions and histories of their genres.
- Analyze the use and effects of literary and rhetorical features of literary texts.
- Identify major critical approaches to the interpretation of literature.
- Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.

Degree Requirements

To receive a Bachelor of Arts in English with 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 70.5 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for Major

(1 course; 4.5 quarter units)

LIT 100* Introduction to Literature
Prerequisite: ENG 100 and ENG 101

* May also be used to satisfy General Education requirements.

Requirements for Major

(25 courses; 108 quarter units)

English Requirements

(11 courses; 49.5 quarter units)

Choose any **four (4)** of the following **five (5)** survey courses:

- LIT 311 British Literature I
Prerequisite: LIT 100 and ENG 240
- LIT 312 British Literature II
Prerequisite: LIT 100 and ENG 240
- LIT 321 American Literature I
Prerequisite: LIT 100 and ENG 240
- LIT 322 American Literature II
Prerequisite: LIT 100 and ENG 240
- LIT 360 Literary Theory
Prerequisite: LIT 100 and ENG 240

Choose any **one (1)** of the following **three (3)** courses:

- LIT 410 African American Literature
Prerequisite: LIT 100 and ENG 240
- LIT 420 U.S. Latino Literature
Prerequisite: LIT 100 and ENG 240
- LIT 460 Gender and Literature
Prerequisite: LIT 100 and ENG 240

and

ALL of the following courses:

- ENG 350 Fundamentals of Linguistics
Prerequisite: ENG 100 and ENG 101
- LIT 338 Shakespeare
Prerequisite: LIT 100 and ENG 240
- LIT 365 Contemporary Literary Theory
Prerequisite: ENG 240 and LIT 100
- LIT 463 20th Century World Literature
Prerequisite: LIT 100 and ENG 240
- LIT 498 English Capstone Course
Prerequisite: Satisfactory completion of 8 Upper-Division LIT courses

and

Any **one (1)** additional Upper-Division Literature (LIT) course from available offerings.

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Students are required to take the courses in this sequence.

PRIOR to taking ITL 402, the candidate is required to submit a complete Credential Packet. This packet 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, passed CBEST (California Basic Educational Skills Test) and passed CSET (California Subject Examination Test).

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 candidate's 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 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 w/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.

Teacher Credential CORE Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400 Becoming a Teacher

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

ITL 404 Learners and Learning I

Prerequisite: ITL 402

ITL 406 Learners and Learning II

Prerequisite: ITL 404

ITL 408 Design and Process of Teaching

Prerequisite: ITL 406

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, pass CBEST, pass CSET, and meet any other related program requirements.

ITL 520 Academic Language & Literacy

ITL 522 Content Area Literacy

Prerequisite: ITL 520

ITL 526 SS Integrated Design I

Prerequisite: ITL 522

ITL 528 SS Integrated Design II
Prerequisite: ITL 526

ITL 530 Optimized Learning Community

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, pass CBEST, pass CSET, 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 K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms.

Note: The two seminar courses below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A Student Teaching A
Corequisite: ITL 551A

ITL 551A Student Teacher Seminar A (2.25 quarter units)
Corequisite: ITL 550A

ITL 550B Student Teaching B
Prerequisite: ITL 550A
Corequisite: ITL 551B

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

BACHELOR OF ARTS IN HEALTH SCIENCES WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Academic Program Director: Alba Diaz; (858) 309-3497; adiaz@nu.edu
Credential Program Director: Patricia Dickenson; (818) 809-6017; pdickenson@nu.edu

The Bachelor of Arts in Health Sciences with a California Inspired Teaching in Learning Preliminary Single Subject Credential provides a broad-based foundation in the liberal arts and sciences and a fundamental knowledge of health education and prepares a candidate for a career as a teacher in the middle and secondary school levels. The students are required to think critically, write clearly, and speak articulately. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a health science teacher. It is designed for teacher candidates who will be dedicated to inspiring all PK-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.

***Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) **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 Learning Outcomes

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

- Demonstrate knowledge of developmentally appropriate grade level health education content domains.

- Describe the relationship of personal, family, school, community, cultural and environmental factors as related to health behavior and physical, emotional, and mental well-being.
- Identify cognitive, social, and physical characteristics, growth, and development of healthy adolescents, at-risk adolescents and those who have health problems.
- Examine components of research-based health education and health promotion programs/practices including coordinated school health programs.
- Discuss the evolving role of a health science teacher as a culturally responsive health educator, counselor, advocate, and resource for individuals, families, and communities.
- Analyze the role of mass media, technology and the Internet in promoting physical, mental and emotional health literacy and behaviors.
- Utilize health promotion materials, lessons, and programs to reduce health risk behavior and increase positive health behaviors.
- Discuss the personal, social, and legal requirements and appropriate prevention and intervention strategies in providing a safe, inclusive school environment.

Degree Requirements

To receive a Bachelor of Arts in Health Sciences with an Inspired Teaching and Learning Preliminary Single Subject Credential (California), candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. All undergraduate students must complete a minimum 70.5 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for Major

(11 courses; 46.5 quarter units)

- CHE 101* Introductory Chemistry
Recommended Preparation: MTH 204 or MTH 215 or MTH 216A and MTH 216B
- PSY 100* Introduction to Psychology
- SOC 100* Principles of Sociology
Prerequisite: ENG 100 and ENG 101
- COH 100* Personal Health
- MTH 204* Mathematics for Science
Prerequisite: MTH 12A and MTH 12B or Accuplacer test placement
- MTH 209A* Fundamentals of Mathematics I
Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
- COM 220* Media Literacy
- BIO 100* Survey of Bioscience
- BIO 100A* Survey of Bioscience Lab (1.5 quarter units)
Prerequisite: BIO 100 for non-science majors (GE) or BIO 163 for science majors
- BIO 110 Introduction to Human Biology
- SOC 344 Marriage, Sex and the Family
Prerequisite: ENG 100 and ENG 101

* May be used to meet a General Education requirement.

Requirements for Major

(25 courses; 108 quarter units)

Health Science Requirements

(11 courses; 49.5 quarter units)

COH 320 Chronic & Communicable Disease
Prerequisite: ILR 260

COH 321 Health Behavior
Prerequisite: ILR 260

COH 416 PH & Physical Activity
Prerequisite: COH 401

COH 317 Public Health Nutrition
Prerequisite: ENG 100
Recommended Preparation: COH 100

COH 318 Drug Use and Abuse
Prerequisite: ENG 100
Recommended Preparation: COH 100

COH 319 Human Sexuality
Prerequisite: ENG 100
Recommended Preparation: COH 100

COH 420 Health of Vulnerable Groups

HED 311 Health Literacy

HED 414 Violence & Bullying Prevention

HED 308 Mental and Emotional Health
Recommended: Prior completion of: COH 318

HED 351 Coordinated School Health
Prerequisite: COH 100
Recommended Prior completion of: COH 321

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Students are required to take the courses in this sequence.

PRIOR to taking ITL 402, the candidate is required to submit a complete Credential Packet. This packet 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, passed CBEST (California Basic Educational Skills Test) and passed CSET (California Subject Examination Test).

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 candidate's single subject 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 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 w/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.

Teacher Credential CORE Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400 Becoming a Teacher

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

ITL 404 Learners and Learning I
Prerequisite: ITL 402

ITL 406 Learners and Learning II
Prerequisite: ITL 404

ITL 408 Design and Process of Teaching
Prerequisite: ITL 406

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, pass CBEST, pass CSET, and meet any other related program requirements.

ITL 520 Academic Language & Literacy

ITL 522 Content Area Literacy
Prerequisite: ITL 520

ITL 526 SS Integrated Design I
Prerequisite: ITL 522

ITL 528 SS Integrated Design II
Prerequisite: ITL 526

ITL 530 Optimized Learning Community

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, pass CBEST, pass CSET, and submit a successful student teaching application.

The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must

align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms.

Note: The two seminar courses below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A Student Teaching A
Corequisite: ITL 551A

ITL 551A Student Teacher Seminar A (2.25 quarter units)
Corequisite: ITL 550A

ITL 550B Student Teaching B
Prerequisite: ITL 550A
Corequisite: ITL 551B

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

MAJOR IN INTERDISCIPLINARY STUDIES WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Credential Program Director: Patricia Dickenson; (818) 809-6017; pdickenson@nu.edu

Academic Program Director: Joshua Olsberg; (559) 256-4908; jolsberg@nu.edu

The Bachelor of Arts in Interdisciplinary Studies with a California Inspired Teaching in Learning Preliminary Multiple Subjects Teaching Credential provides a broad, rigorous education preparing candidates for a teaching career at the elementary level. The program introduces candidates to essential knowledge, connections across the disciplines, and applies knowledge of life beyond the University. This degree program gives candidates an enriched and thought-provoking curriculum incorporating content across subjects. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a teacher. It is designed for multiple subject teacher candidates who will be dedicated to inspiring all PK-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 Subjects Teaching Credential.

***Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (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:

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

Degree Requirements

To receive a Bachelor of Arts in Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subjects 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 and 76.5 of which must be completed at the upper-division level, including a minimum 70.5 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. All candidates must meet California's Basic Skills Requirement and Subject Examination for Teachers (CSET) prior to starting the multiple subject credential method courses.

Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation as well as the Sanford College of Education Credential Information section of the catalog. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for Major

(3 courses; 13.5 quarter units)

LIT 100* Introduction to Literature
Prerequisite: ENG 100 and ENG 101

HIS 410 California History
Prerequisite: ENG 100 and ENG 101

MTH 209A* Fundamentals of Mathematics I
Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B

* May be used to meet a General Education requirement.

Requirements for Major

(26 courses; 112.5 quarter units)

Interdisciplinary Study Core Requirements

(6 courses; 49.5 quarter units)

BIS 301 Intro to Interdisc. Studies

ENG 350 Fundamentals of Linguistics
Prerequisite: ENG 100, and ENG 101

MTH 301 Fundamentals of Mathematics II
Prerequisite: MTH 209A or Accuplacer test placement evaluation

ART 329 World Art
Prerequisite: ENG 100 and ENG 101

BIS 401 Interdisciplinary Practice: In
Prerequisite: BIS 301 and four additional courses from the major

BIS 499 Interdisciplinary Studies Proj

Upper-Division Requirements

(5 courses; 22.5 quarter units)

COH 320 COM 380 Democracy in the Info. Age
Prerequisite: ENG 100 and ENG 101

HIS 320 Culture of Global Capitalism
Prerequisite: ENG 100 and ENG 101

SCI 300 Geography

BIS 405 Genetic Anthropology
Prerequisite: BIS 301
Recommended Prior completion of: MTH 215

MTH 410 Technology in Math Education
Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301

INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Students are required to take the courses in this sequence.

PRIOR to taking ITL 402, the candidate is required to submit a complete Credential Packet. This packet 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 Multiple Subject Methods courses, the candidate must have completed all Foundation courses, passed CBEST (California Basic Educational Skills Test) and passed CSET (California Subject Examination Test).

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 K-6 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.

Teacher Credential CORE Requirements

Multiple Subject Teaching Credential

(15 courses; 63 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400 Becoming a Teacher

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

ITL 404 Learners and Learning I

Prerequisite: ITL 402

ITL 406 Learners and Learning II

Prerequisite: ITL 404

ITL 408 Design and Process of Teaching

Prerequisite: ITL 406

Multiple Subject Credential Methods

(6 courses; 27 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses, pass

CBEST, pass CSET, 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 510 Language-Literacy: Foundations

ITL 512 Language/Literacy: Strategies
Prerequisite: ITL 510

ITL 514 Language-Literacy: Assessment
Prerequisite: ITL 512

ITL 516 Mathematics Integrative Design
Prerequisite: ITL 514

ITL 518 Science Integrative Design
Prerequisite: ITL 516

ITL 530 Optimized Learning Community

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, pass CBEST, pass CSET, and submit a successful student teaching application.

The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms.

Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A Student Teaching A
Corequisite: ITL 551A

ITL 551A Student Teacher Seminar A (2.25 quarter units)
Corequisite: ITL 550A

ITL 550B Student Teaching B
Prerequisite: ITL 550A
Corequisite: ITL 551B

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

STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS) CONCENTRATION

A concentration in STEM provides students with the depth and breadth of knowledge in science, technology, engineering and mathematics that prepares them to be successful in a digital classroom. Students will define, create and model team building and problem based learning in an interdisciplinary environment that demonstrates an understanding of the integration of knowledge within and across the disciplines.

Program Learning Outcomes

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

- Demonstrate how to integrate Science, Technology, Engineering, and Mathematics (STEM) to meet the needs of all learners
- Create and model interdisciplinary learning environments that reflect team building and problem based learning using technology.

Requirements for Concentration

(5 courses; 22.5 quarter units)

- SCI 400 History of Science
Prerequisite: One 4.5 quarter unit science course from the natural sciences.
- TED 306 21st Century Teaching Methods
- MTH 410 Technology in Math Education
Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301
- BIS 405 Genetic Anthropology
Prerequisite: BIS 301
Recommended Prior completion of: MTH 215
- TED 351 Teaching STEM Methods
Prerequisite: TED 305 or TED 306 or TED 320

Note: Students will need a Taskstream account for portfolio work. Please refer to your Academic Program Director for more information (including fees).

MAJOR IN MATHEMATICS WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Academic Program Director: Igor Subbotin; (310) 662-2150; isubboti@nu.edu
Credential Program Director: Patricia Dickenson; (818) 809-6017; pdickenson@nu.edu

The Bachelor of Arts in Mathematics with an Inspired Teaching and Learning Preliminary Single Subject Credential provides a rigorous education preparing candidates for a career as a teacher of Mathematics at the middle and secondary school levels. The program stresses foundation in mathematics and its application. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a mathematics teacher. It is designed for teacher candidates who will be dedicated to inspiring all PK-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.

***Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) **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 Learning Outcomes

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

- Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations
- Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines
- Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics
- Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication
- Develop fundamental knowledge in geometry
- Model real world problems with a variety of algebraic and transcendental functions
- Use advanced statistics and probability concepts and methods

Degree Requirements

To receive a Bachelor of Arts in Mathematics with an 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 70.5 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. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major

(6 courses; 27 quarter units)

- MTH 210* Probability and Statistics
Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
- MTH 215* College Algebra & Trigonometry
Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B

or

- MTH 216A* College Algebra I (3 quarter units)
Prerequisite: Accuplacer test placement evaluation MTH 12A and MTH 12B

and

- MTH 216B* College Algebra II (3 quarter units)
Prerequisite: MTH 216A
- MTH 220* Calculus I
Prerequisite: MTH 215 or Accuplacer test placement or MTH 216B

or

- CSC 208* Calculus for Comp. Science I
Prerequisite: MTH 215
- MTH 221 Calculus II
Prerequisite: MTH 220
- MTH 222 Calculus III
Prerequisite: MTH 221
- MTH 223 Calculus IV
Prerequisite: MTH 222

* May be used to meet a General Education requirement.

Requirements for Major

(23 courses; 99 quarter units)

Mathematics Requirements

(9 courses; 40.5 quarter units)

- MTH 311 Topics from Geometry
Prerequisite: MTH 215, MTH 216B or Accuplacer test placement
- MTH 325 Discrete Mathematics
Prerequisite: MTH 215 or MTH 216A and MTH 216B
- or
- CSC 331 Discrete Structures and Logic
Prerequisite: CSC 252 and CSC 310
- MTH 411 Number Theory
Prerequisite: MTH 215 or MTH 216B or MTH 301
- MTH 435 Linear Algebra
Prerequisite: MTH 220 and MTH 325

- MTH 416 Algebraic Structures
Prerequisite: MTH 435 and MTH 325
- MTH 417 Foundations of Geometry
Prerequisite: MTH 216A and MTH 216B or MTH 215 and MTH 311
- MTH 418 Statistical Analysis
Prerequisite: MTH 210 and MTH 220
- MTH 412 History of Mathematics
Prerequisite: MTH 215 or MTH 301 or MTH 216A and MTH 216B
- MTH 410 Technology in Math Education
Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Students are required to take the courses in this sequence.

PRIOR to taking ITL 402, the candidate is required to submit a complete Credential Packet. This packet 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, passed CBEST (California Basic Educational Skills Test) and passed CSET (California Subject Examination Test).

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 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 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 w/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.

Teacher Credential CORE Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400 Becoming a Teacher

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

ITL 404 Learners and Learning I

Prerequisite: ITL 402

ITL 406 Learners and Learning II

Prerequisite: ITL 404

ITL 408 Design and Process of Teaching

Prerequisite: ITL 406

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, pass CBEST, pass CSET, and meet any other related program requirements.

ITL 520 Academic Language & Literacy

ITL 522 Content Area Literacy

Prerequisite: ITL 520

ITL 526 SS Integrated Design I

Prerequisite: ITL 522

ITL 528 SS Integrated Design II

Prerequisite: ITL 526

ITL 530 Optimized Learning Community

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, pass CBEST, pass CSET, and submit a successful student teaching application.

The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms.

Note: The two seminar courses below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A Student Teaching A
Corequisite: ITL 551A

ITL 551A Student Teacher Seminar A (2.25 quarter units)
Corequisite: ITL 550A

ITL 550B Student Teaching B
Prerequisite: ITL 550A
Corequisite: ITL 551B

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

MAJOR IN SOCIAL SCIENCE WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Credential Program Director: Patricia Dickenson; (818) 809-6017; pdickenson@nu.edu

Academic Program Director: Ryan Jordan; (858) 642-8123; rjordan@nu.edu

The Bachelor of Arts in Social Science with an Inspired Teaching and Learning 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 PK-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.

***Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) **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 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 in Social Science with an 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 70.5 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for Major

(9 courses; 40.5 quarter units)

HIS 220A* United States History I

Prerequisite: ENG 100 and ENG 101

HIS 220B* United States History II

Prerequisite: ENG 100 and ENG 101

HIS 233* World Civilizations I

Prerequisite: ENG 100 and ENG 101

HIS 234* World Civilizations II

Prerequisite: ENG 100 and ENG 101

POL 100* Introduction to Politics

Prerequisite: ENG 100 and ENG 101

POL 201* American Politics

Prerequisite: ENG 100 and ENG 101

SCI 300* Geography

ECO 203* Principles of Microeconomics

ECO 204* Principles of Macroeconomics

*May be used to meet a General Education requirement

Requirements for Major

(25 courses; 108 quarter units)

Social Science Requirements

(11 courses; 49.5 quarter units)

HIS 431 The Ancient World

Prerequisite: ENG 100, ENG 101, and HIS 233

HIS 432 The Classical World

Prerequisite: ENG 100, ENG 101, and HIS 233

HIS 433 The Post-Classical World

Prerequisite: ENG 100, ENG 101, and HIS 233

HIS 434 Modern World, 1500 to Present

Prerequisite: ENG 100, ENG 101, and HIS 234

HIS 400 Historical Theories & Methods

Prerequisite: ENG 240

HIS 360 American Colonial Experience

Prerequisite: ENG 100, ENG 101, and HIS 220A

HIS 361 Making and Sundering of Union

Prerequisite: ENG 100, ENG 101, and HIS 220A

HIS 362 U.S. Between Wars, 1865-1917

Prerequisite: ENG 100, ENG 101, and HIS 220B

HIS 363 U.S. Since World War I

Prerequisite: ENG 100, ENG 101, and HIS 220B

HIS 410 California History

Prerequisite: ENG 100 and ENG 101

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

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Students are required to take the courses in this sequence.

PRIOR to taking ITL 402, the candidate is required to submit a complete Credential Packet. This packet 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, passed CBEST (California Basic Educational Skills Test) and passed CSET (California Subject Examination Test).

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 candidate's single subject 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 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 w/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.

Teacher Credential CORE Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400 Becoming a Teacher

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

ITL 404 Learners and Learning I

Prerequisite: ITL 402

ITL 406 Learners and Learning II

Prerequisite: ITL 404

ITL 408 Design and Process of Teaching

Prerequisite: ITL 406

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, pass CBEST, pass CSET, and meet any other related program requirements.

ITL 520 Academic Language & Literacy

ITL 522 Content Area Literacy

Prerequisite: ITL 520

ITL 526 SS Integrated Design I

Prerequisite: ITL 522

ITL 528 SS Integrated Design II

Prerequisite: ITL 526

ITL 530 Optimized Learning Community

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, pass CBEST, pass CSET, and submit a successful student teaching application.

The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms.

Note: The two seminar courses below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A Student Teaching A

Corequisite: ITL 551A

ITL 551A Student Teacher Seminar A (2.25 quarter units)

Corequisite: ITL 550A

ITL 550B Student Teaching B

Prerequisite: ITL 550A

Corequisite: ITL 551B

ITL 551B Student Teacher Seminar B (2.25 quarter units)

Prerequisite: ITL 551A

Corequisite: ITL 550B

MAJOR IN SPANISH WITH OPTIONAL INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Academic Program Director: Luis Acebal; (530) 226-4003; lacebal@nu.edu

Credential Program Director: Patricia Dickenson; (818) 809-6017;

pdickenson@nu.edu

The Bachelor of Arts with a Major in Spanish consists of intensive proficiency-oriented coursework in Spanish language acquisition, as well as instruction in essential knowledge and understanding of history, culture, geography, and politics of the region. The program prepares students for a variety of career paths in government, military, business, and education. Each student has the option of choosing to complete seven courses of upper-division electives or pursuing an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California).

***Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) **PRIOR** to starting the single credential area method courses.

Program Learning Outcomes

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

- Develop oral, written and reading proficiency in Spanish
- Read and interpret representative texts and cultural productions in Spanish.
- Develop analytical and critical skills that build from textual, cultural and linguistic analysis to the exploration of society
- Translate and interpret to and from Spanish.

- Differentiate the major aspects of Latin American and Hispanic culture and civilization from pre-Columbian times to the present
- Demonstrate familiarity with the history and culture of the Spanish speaking world.
- A comprehensive familiarity with the history and culture of the region

Degree Requirements

To receive the Bachelor of Arts Degree with a Major in Spanish, students must complete at least 180 quarter units as listed 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 70.5 units of General Education requirements. The following courses are degree requirements. In the absence of transfer credit, general electives may be necessary to satisfy the total units required for the degree. Students should refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation.

Preparation for Major

(5 courses; 22.5 quarter units)

SPN 100* Beginning Spanish I

SPN 101* Beginning Spanish II
Prerequisite: SPN 100

SPN 200* Intermediate Spanish I
Prerequisite: SPN 101

SPN 201 Intermediate Spanish II
Prerequisite: SPN 200

LIT 100* Introduction to Literature
Prerequisite: ENG 100 and ENG 101

*May be used to meet a General Education requirement

Spanish Requirements

(9 courses; 40.5 quarter units)

SPN 300 Advanced Spanish I
Prerequisite: SPN 201

SPN 301 Advanced Spanish II
Prerequisite: SPN 300

SPN 310 Literary Readings in Spanish
Prerequisite: LIT 100 and SPN 301

SPN 330 Intro Lat Am Cultures
Prerequisite: SPN 301

SPN 350 Film and Culture
Prerequisite: SPN 301

SPN 420 Literature and Culture I
Prerequisite: SPN 310 and SPN 330

SPN 430 Literature and Culture II
Prerequisite: SPN 420

SPN 450 Identity and Multiculturalism
Prerequisite: SPN 310 and SPN 330

SPN 499 Spanish Capstone
Prerequisite: SPN 430

Upper-Division Electives

(7 courses; 31.5 quarter units)

The following are strongly recommended:

HIS 345 Latin American Studies
Prerequisite: ENG 100 and ENG 101

HIS 434 Modern World, 1500 to Present
Prerequisite: ENG 100, ENG 101, and HIS 234

LIT 360 Literary Theory
Prerequisite: LIT 100 and ENG 240

LIT 365 Contemporary Literary Theory
Prerequisite: ENG 240 and LIT 100

LIT 420 U.S. Latino Literature
Prerequisite: LIT 100 and ENG 240

LIT 460 Gender and Literature
Prerequisite: LIT 100 and ENG 240

LIT 463 20th Century World Literature
Prerequisite: LIT 100 and ENG 240

LIT 480 Literature of the Americas
Prerequisite: LIT 100 and ENG 240

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Students are required to take the courses in this sequence.

PRIOR to taking ITL 402, the candidate is required to submit a complete Credential Packet. This packet 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, passed CBEST (California Basic Educational Skills Test) and passed CSET (California Subject Examination Test).

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 candidate's single subject 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 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 w/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.

Teacher Credential CORE Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400 Becoming a Teacher

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

ITL 404 Learners and Learning I

Prerequisite: ITL 402

ITL 406 Learners and Learning II

Prerequisite: ITL 404

ITL 408 Design and Process of Teaching

Prerequisite: ITL 406

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, pass CBEST, pass CSET, and meet any other related program requirements.

ITL 520 Academic Language & Literacy

ITL 522 Content Area Literacy

Prerequisite: ITL 520

ITL 526 SS Integrated Design I

Prerequisite: ITL 522

ITL 528 SS Integrated Design II

Prerequisite: ITL 526

ITL 530 Optimized Learning Community

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, pass CBEST, pass CSET, and submit a successful student teaching application.

The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms.

Note: The two seminar courses below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A Student Teaching A

Corequisite: ITL 551A

ITL 551A Student Teacher Seminar A (2.25 quarter units)

Corequisite: ITL 550A

ITL 550B Student Teaching B

Prerequisite: ITL 550A

Corequisite: ITL 551B

ITL 551B Student Teacher Seminar B (2.25 quarter units)

Prerequisite: ITL 551A

Corequisite: ITL 550B

GRADUATE DEGREES

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

Academic Program Director: Clara Amador-Lankster; (310) 662-2139; camador1@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 area of M.Ed. specialization in the English Language Learner Education.

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

Internship Option

The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120-hours requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 602, ITL 604, ITL 606, ITL 608; pass CBEST; pass CSET; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'. Or, if individuals come ready to start the program having already passed CBEST, passed CSET, and with a verification letter of employment as a 'teacher of record'; then, they would complete the ITL 600I (8-weeks) course. After which, they would return to the ITL 602, ITL 604, ITL 606, ITL 608 sequence designed to provide a deeper understanding beyond the 120-hour minimum.

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

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

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about professional beliefs and practices in the application of teaching, learning principles, and research needed to inspire K-12 learners as well as being an inspired teacher.

Degree Requirements

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

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

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

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

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

Internship Option

The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120-hours requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 602, ITL 604, ITL 606, ITL 608; pass CBEST; pass CSET; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'. Or, if individuals come ready to start the program having already passed CBEST, passed CSET, and with a verification letter of employment as a 'teacher of record'; then, they would complete the ITL 600I (8-weeks) course. After which, they would return to the ITL 602, ITL 604, ITL 606, ITL 608 sequence designed to provide a deeper understanding beyond the 120-hour minimum.

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

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

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

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

Core Requirements

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

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

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 600 Becoming a Teacher

or

ITL 600I* Becoming an Intern

Prerequisite: Must have passed CBEST and CSET with a letter from a school and/or district administrator verifying a teaching position as the 'teacher of record'.

* This is a two-month course and meets the 120 hour pre-service requirement.

All students must complete ITL 600 or ITL 600I, and complete the credential packet prior to beginning ITL 602.

Foundation Courses

(4 courses; 18 quarter units)

ITL 602 Context: Education in the U.S.

Prerequisite: ITL 600 or ITL 600I and students must complete credential packet

ITL 604 Learners and Learning I

Prerequisite: ITL 602

ITL 606 Learners and Learning II

Prerequisite: ITL 604

ITL 608 Design and Process of Teaching

Prerequisite: ITL 606

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

Multiple Subject Credential Methods

(6 courses; 27 quarter units)

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

ITL 510 Language-Literacy: Foundations

ITL 512 Language/Literacy: Strategies

Prerequisite: ITL 510

ITL 514 Language-Literacy: Assessment

Prerequisite: ITL 512

ITL 516 Mathematics Integrative Design

Prerequisite: ITL 514

ITL 518 Science Integrative Design

Prerequisite: ITL 516

ITL 530* Optimized Learning Community

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

OR

Single Subject 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, pass CBEST, pass CSET, and meet any other related program requirements.

ITL 520 Academic Language & Literacy

ITL 522 Content Area Literacy
Prerequisite: ITL 520

ITL 526 SS Integrated Design I
Prerequisite: ITL 522

ITL 528 SS Integrated Design II
Prerequisite: ITL 526

ITL 530* Optimized Learning Community

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

AND

Clinical Practice Pathways: Student Teaching or Internship

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

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

Student Teaching

(4 courses; 13.5 quarter units)

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, complete all Multiple or Single Subject Credential Area Method courses, and submit a 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 K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms.

Note: The two seminar courses below, ITL 551A and ITL 551B, are 2.25 quarter units, each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A* Student Teaching A
Corequisite: ITL 551A

ITL 551A Student Teacher Seminar A (2.25 quarter units)
Corequisite: ITL 550A

ITL 550B* Student Teaching B
Prerequisite: ITL 550A
Corequisite: ITL 551B

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

* Does NOT grant graduate credit.

OR

Internship

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

PRIOR to beginning the intern courses below, the candidates must successfully complete all pre-service requirements, pass CBEST, pass CSET, and meet all CTC requirements related to the University Intern Credential.

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

The intern serves as the teacher of record in an approved K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn 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 CAS petition to 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 550A* Student Teaching A
Corequisite: ITL 551A

ITL 651A CP Intern Seminar A (2.25 quarter units)
Corequisite: ITL 650A

ITL 650B* CP Internship B: Year 1
Prerequisite: ITL 650A
Corequisite: ITL 651B

ITL 651B CP Intern Seminar B (2.25 quarter units)
Prerequisite: ITL 651A
Corequisite: ITL 650B

ITL 650C* CP Internship C: Year 2
Prerequisite: ITL 650B

ITL 650D* CP Internship D: Year 2
Prerequisite: ITL 650C

ITL 650E* CP Internship E: Year 3
Prerequisite: ITL 650D, For those interns, who can document a medical emergency or other extreme circumstances, they will be required to submit an 'exception to policy'. Petitions will be considered on a case by case basis. If approved by the department chair, the intern will be required to complete ITL 650E; it is a four-month course requiring the intern to have supervision from university and district-employed representatives.

ITL 650F* CP Internship F: Year 3
Prerequisite: ITL 650E, Interns who have received approval for an "exception to policy", will be required to take ITL 650F will receive appropriate supervision from university and district-employed representatives

* Does NOT grant graduate credit.

Students must also enroll in the following specialization:

SPECIALIZATION IN ENGLISH LANGUAGE LEARNER EDUCATION

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

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

Program Learning Outcomes

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

- Assess multiple theoretical frameworks and inclusion practices based on knowledge of Identity and Equity for the improvement of the education of K-12 English Language Learners.
- Design culturally responsive inter-disciplinary curricular unit(s) developed to support meaningful and sustained academic achievement for English Language Learners (ELLs) with the use of multiple of measures.

- Synthesize the findings and implications from an English Language Learner based inquiry project designed to investigate evidence-based curricular and instructional improvements for ensuring meaningful academic achievement and social-emotional thriving of K-12 English Language Learners (ELLs).

Specialization Requirements

(3 courses; 13.5 quarter units)

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

- ITI 660 Identity, Inclusion and Equity
Prerequisite: ITL 518 or ITL 528
- ITI 662 Linguistics- Academic Language
Prerequisite: ITI 660
- ITI 664 EL Achievement in Content Area
Prerequisite: ITI 662

CREDENTIAL

INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL AND INTERNSHIP OPTION (CALIFORNIA)

Academic Program Director: Clara Amador-Lankster; (310) 662-2139; camador1@nu.edu

Inspired Teaching and Learning 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 introductory and 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 Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) **PRIOR** to starting the multiple subject credential area method courses.

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about professional beliefs and practices in the application of teaching, learning principles, and research needed to inspire K-12 learners as well as being an inspired teacher.

Degree Requirements

To receive a 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.

A number of requirements must be completed prior to taking ITL 600 or ITL 600I, which include the 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.

Additionally, the CBEST and CSET must be passed prior to beginning the Multiple Subject Credential Methods courses.

Each Teacher Education/Credential course (ITL) includes a required 4-hour field experience in a K-12 classroom representing the multiple subject credential area and a diverse student population, with the exception of the clinical practice 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 602, ITL 604, ITL 606, ITL 608; pass CBEST; pass CSET; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

OR, if individuals come ready to start the program having already passed CBEST, passed CSET, and with a verification letter of employment as a 'teacher of record'; then, they would complete the ITL 600I (8-weeks) course. After which, they would return to the ITL 602, ITL 604, ITL 606, ITL 608 sequence designed to provide a deeper understanding beyond the 120-hour minimum.

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

This Internship Option requires the successful completion of the internship clinical practice experience (minimum 1 year 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 651A, ITL 650B and ITL 651B. 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.

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

Credential Requirements

(13 courses; 54 quarter units)

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

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 600 Becoming a Teacher

or

ITL 600I* Becoming an Intern
Prerequisite: Must have passed CBEST and CSET with a letter from a school and/or district administrator verifying a teaching position as the 'teacher of record'.

* This is a two-month course and meets the 120 hour pre-service requirement.

All students must complete ITL 600 or ITL 600I, and credential packet prior to beginning ITL 602.

Foundation Core Requirements

(4 courses; 18 quarter units)

ITL 602 Context: Education in the U.S.
Prerequisite: ITL 600 or ITL 600I and students must complete credential packet.

ITL 604 Learners and Learning I
Prerequisite: ITL 602

ITL 606 Learners and Learning II
Prerequisite: ITL 604

ITL 608 Design and Process of Teaching
Prerequisite: ITL 606

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

Multiple Subject Methods Courses

(6 courses; 27 quarter units)

ITL 510 Language-Literacy: Foundations

ITL 512 Language/Literacy: Strategies
Prerequisite: ITL 510

ITL 514 Language-Literacy: Assessment
Prerequisite: ITL 512

ITL 516 Mathematics Integrative Design
Prerequisite: ITL 514

ITL 518 Science Integrative Design
Prerequisite: ITL 516

ITL 530* Optimized Learning Community

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

AND

Clinical Practice Pathways: Student Teaching or Internship

(Student Teaching: 4 courses; 13.5 quarter units)

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

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

Student Teaching

(4 courses; 13.5 quarter units)

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 K-12 classrooms.

ITL 550A* Student Teaching A
Corequisite: ITL 551A

ITL 551A Student Teacher Seminar A (2.25 quarter units)
Corequisite: ITL 550A

ITL 550B* Student Teaching B
Prerequisite: ITL 550A
Corequisite: ITL 551B

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

* Does NOT grant graduate credit

OR

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 CSET 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 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 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
Corequisite: ITL 651A

ITL 651A CP Intern Seminar A (2.25 quarter units)
Corequisite: ITL 650A

ITL 650B* CP Internship B: Year 1
Prerequisite: ITL 650A
Corequisite: ITL 651B

ITL 651B CP Intern Seminar B (2.25 quarter units)
Prerequisite: ITL 651A
Corequisite: ITL 650B

ITL 650C* CP Internship C: Year 2
Prerequisite: ITL 650B

ITL 650D* CP Internship D: Year 2
Prerequisite: ITL 650C

ITL 650E* CP Internship E: Year 3
Prerequisite: ITL 650D, For those interns, who can document a medical emergency or other extreme circumstances, they will be required to submit an 'exception to policy'. Petitions will be considered on a case by case basis. If approved by the department chair, the intern will be required to complete ITL 650E; it is a four-month course requiring the intern to have supervision from university and district-employed representatives.

ITL 650F* CP Internship F: Year 3
Prerequisite: ITL 650E, Interns who have received approval for an 'exception to policy', will be required to take ITL 650F will receive appropriate supervision from university and district-employed representatives

* Does NOT grant graduate credit.

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL AND INTERNSHIP OPTION (CALIFORNIA)

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

Inspired Teaching and Learning Preliminary 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 introductory and 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 Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) **PRIOR** to starting the single subject credential area method courses.

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about professional beliefs and practices in the application of teaching, learning principles, and research needed to inspire K-12 learners as well as being an inspired teacher.

Degree Requirements

To receive a California Preliminary Single Subject Teaching Credential and Intern Option, candidates must complete at least 49.5 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.

A number of requirements must be completed prior to taking ITL 600 or ITL 600I, including 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.

Additionally, the CBEST and CSET must be passed prior to beginning the Single Subject Credential Methods courses.

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

Internship Option

The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120-hours requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 602, ITL 604, ITL 606, ITL 608; pass CBEST; pass CSET; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

OR, if individuals come ready to start the program having already passed CBEST, passed CSET, and with a verification letter of employment as a 'teacher of record'; then, they would complete the ITL 600I (8-weeks) course. After which, they would return to the ITL 602, ITL 604, ITL 606, ITL 608 sequence designed to provide a deeper understanding beyond the 120-hour minimum.

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

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 651A, ITL 650B and ITL 651B. 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, K-12 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.

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

Credential Requirements

(12 courses; 49.5 quarter units)

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

Introductory Core Course

(1 course; 4.5 quarter units)

ITL 600 Becoming a Teacher

or

ITL 600I* Becoming an Intern

Prerequisite: Must have passed CBEST and CSET with a letter from a school and/or district administrator verifying a teaching position as the 'teacher of record'.

* This is a two-month course and meets the 120 hour pre-service requirement.

All students must complete ITL 600 or ITL 600I, and credential packet prior to beginning ITL 602.

Foundation Core Requirements

(4 courses; 18 quarter units)

ITL 602 Context: Education in the U.S.

Prerequisite: ITL 600 or ITL 600I and students must complete credential packet

- ITL 604 Learners and Learning I
Prerequisite: ITL 602
- ITL 606 Learners and Learning II
Prerequisite: ITL 604
- ITL 608 Design and Process of Teaching
Prerequisite: ITL 606

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

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, pass CBEST, pass CSET, and meet any other related program requirements.

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

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

AND

Clinical Practice Pathways: Student Teaching or Internship

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

Candidates will complete the clinical practice experience through student teaching or the internship. The 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 K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms.

Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units, each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

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

* Does NOT grant graduate credit.

OR

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Internship Option

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

PRIOR to beginning the intern courses below, the candidates must successfully complete all Core courses, pass CBEST, pass CSET, and meet all CTC requirements related to the University Intern Credential. Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the CSET credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Interns need to be in good standing with the employer and National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn 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 651A

ITL 651A CP Intern Seminar A (2.25 quarter units)
Corequisite: ITL 650A

ITL 650B* CP Internship B: Year 1
Prerequisite: ITL 650A
Corequisite: ITL 651B

ITL 651B CP Intern Seminar B (2.25 quarter units)
Prerequisite: ITL 651A
Corequisite: ITL 650B

ITL 650C* CP Internship C: Year 2
Prerequisite: ITL 650B

ITL 650D* CP Internship D: Year 2
Prerequisite: ITL 650C

ITL 650E* CP Internship E: Year 3
Prerequisite: ITL 650D, For those interns, who can document a medical emergency or other extreme circumstances, they will be required to submit an "exception to policy". Petitions will be considered on a case by case basis. If approved by the department chair, the intern will be required to complete ITL 650E; it is a four-month course requiring the intern to have supervision from university and district-employed representatives.

ITL 650F* CP Internship F: Year 3
Prerequisite: ITL 650E, Interns who have received approval for an "exception to policy", will be required to take ITL 650F will receive appropriate supervision from university and district-employed representatives

* Does NOT grant academic credit.

NEW COURSES

COURSE DESCRIPTIONS

ITI – INSPIRED TEACHER INQUIRY

ITI 660 Identity, Inclusion and Equity

Prerequisite: ITL 518 or ITL 528

Typologies and characteristics of English Learners; grounded knowledge of learners and their families in schooling contexts. Research focused on inclusion and equity practices for English Learners.

ITI 662 Linguistics- Academic Language

Prerequisites: ITI 660

Language, language structure and linguistics as related to English Learners. Language conventions, academic content obligatory/compatible vocabulary, effective expression and wide reading/writing of multiple texts.

ITI 664 EL Achievement in Content Area

Prerequisites: ITI 662

Cognitive load and language challenge(s) for K-12 English Learners. Content area learning informed by disciplinary and multidisciplinary knowledge. Academic achievement for English Learners using multiple assessment measures. Alignment with the CA-CCSS and the California ELA/ELD framework.

ITL – INSPIRED TEACHING AND LEARNING

ITL 400 Becoming a Teacher

BA credential program requirements; K-12 school and classroom experiences; and observational skills in K-12 classrooms. Principles sustaining an inspired teacher mindset. Electronic showcase reflecting professional growth throughout the program. Grading is S, U or In Progress (IP).

ITL 402 Context: Education in the U.S.

Prerequisites: ITL 400 and students must complete the credential packet.

Examines historical, socio-political, cultural, and economic influences, as well as technological and other innovations on the evolution of education in the U.S. and globally. Considers the impact of legal mandates and other influential factors on the profession; identifies necessary knowledge, skills, and dispositions of an inspired professional educator.

ITL 404 Learners and Learning I

Prerequisites: ITL 402

Examines psychological, socio-cultural, linguistic, and other factors influencing development, learning, and the full range of learners, including English Learners, standard-English learners, students with exceptionalities, and students with other needs. Considers a variety of data to identify appropriate strategies and community-based resources to support all learners and their families.

ITL 406 Learners and Learning II

Prerequisites: ITL 404

Examines theories and research regarding typical and atypical child and adolescent development and learning. Considers various data collection and assessment techniques which guide the selection of effective instructional strategies, practices, resources, and technologies to create environments that support the full range of learners and provide equitable access to the curriculum.

ITL 408 Design and Process of Teaching

Prerequisites: ITL 406

Candidates integrate principles of learning theories and factors influencing human development when designing instruction and evaluating instructional effectiveness. Candidates will utilize a four-stage cyclical model of planning, teaching, analyzing and reflecting in the process of learning-and-teaching to ensure all students equitable access to the curriculum.

ITL 490 Guided Study

(variable units)

Individual study course under the direction of a specified instructor. Requires prior approval of ITL lead faculty. Grading is S, U or In Progress (IP).

ITL 510 Language-Literacy: Foundations

Prerequisite: Complete all introductory foundation and method courses, pass CBEST, and pass CSET

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. Grading is S, U or In Progress (IP).

ITL 512 Language/Literacy: Strategies

Prerequisites: ITL 510

Complex strategies for teaching reading, writing, listening, speaking, and language development. Research-based practices aligned to CA's Common Core Standards and ELA/ELD frameworks. Language and literacy strategies for all learners, including English speakers, English learners, Standard English learners, students with exceptionalities, and students with other learning needs in the K-8 classroom.

ITL 514 Language-Literacy: Assessment

Prerequisites: ITL 512

Teacher candidates synthesize knowledge of socio-cultural, linguistic, and individual factors affecting K-12 student's language and literacy levels. Candidates administer and interpret informal and formal assessments; and use data to design, modify, and deliver a comprehensive, integrated language and literacy program of instruction.

ITL 516 Mathematics Integrative Design

Prerequisites: ITL 514

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 518 Science Integrative Design

Prerequisites: ITL 516

Candidates apply developmentally appropriate practices in designing an integrative approach to science instruction. Utilizes a variety research-based approaches supporting critical thinking and problem-solving skills. Analyzes how K-8 children learn science and other subject-matter utilizing an inquiry model. Integrates health science, physical education and STEM to support conceptual understanding and skills.

ITL 520 Academic Language & Literacy

Prerequisite: Complete all introductory foundation and method courses, pass CBEST, and pass CSET

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 522 Content Area Literacy

Prerequisites: ITL 520

Single subject teacher candidates utilize research-based methods aligned with CA's Common Core Standards and ELA/ELD frameworks to teach content-based instruction based on the language proficiency and literacy needs of English speakers, English learners, Standard English learners, and students with exceptionalities and other learning needs needed to sustain academic achievement.

ITL 526 SS Integrated Design I

Prerequisites: ITL 522

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 528 SS Integrated Design II

Prerequisites: ITL 526

Integrative instructional design models, approaches, and research in designated content areas. Analysis and reflection focused on teaching practices and beliefs. Learning Map design and implementation principles.

ITL 530 Optimized Learning Community

Research-based strategies and models managing an equitable and inclusive K-12 learning environments. Social-emotional growth, development, and individual responsibility. Positive interventions and supports, restorative justice, and conflict resolution practices. Prevention of common classroom problems. Effectively work with challenging students. Establishment of safe classroom and school environments to prevent bullying. Grading is S, U or In Progress (IP).

ITL 550A Student Teaching A

Corequisites: ITL 551A

First half (8-9 weeks) of student teaching experience. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California K-12 classroom corresponding to the designated CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 550B Student Teaching B

Prerequisites: ITL 550A

Corequisites: ITL 551B

Second half (8-9 weeks) of student teaching experience. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California K-12 classroom corresponding to the designated CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 551A Student Teacher Seminar A

(2.25 quarter units)

Corequisites: ITL 550A

Seminar concurrently taken with ITL 550A, Student Teaching 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 Student Teacher Seminar B

(2.25 quarter units)

Prerequisites: ITL 551A

Corequisites: ITL 550B

Seminar concurrently taken with ITL 550B, Student Teaching B. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 2. Grading is S, U or In Progress (IP).

ITL 600 Becoming a Teacher

Graduate level credential program requirements; K-12 school and classroom experiences; and observational skills in K-12 classrooms. Principles sustaining an inspired teacher mindset. Electronic showcase reflecting professional growth throughout the program.

ITL 600I Becoming an Intern

Prerequisite: Must have passed CBEST and CSET with a letter from a school and/or district administrator verifying a teaching position as the 'teacher of record'.

Foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English learners as required by CTC to become intern eligible. Course requires completion of 120 hours of contact time with course instructor and K-12 students to apply acquired knowledge and skills.

ITL 602 Context: Education in the U.S.

Prerequisite: ITL 600 or ITL 600I and Students must complete credential packet
Examines historical, socio-political, cultural, and economic influences, as well as technological and other innovations on the evolution of education in the U.S. and globally. Considers the impact of legal mandates and other influential factors on the profession; identifies necessary knowledge, skills, and dispositions of an inspired professional educator.

ITL 604 Learners and Learning I

Prerequisites: ITL 602

Examines psychological, socio-cultural, linguistic, and other factors influencing development, learning, and the full range of learners, including English Learners, standard-English learners, students with exceptionalities, and students with other needs. Considers a variety of data to identify appropriate strategies and community-based resources to support all learners and their families.

ITL 606 Learners and Learning II

Prerequisites: ITL 604

Examines theories and research regarding typical and atypical child and adolescent development and learning. Considers various data collection and assessment techniques guiding the selection of effective instructional strategies, practices, resources, and technologies needed to create environments supporting the full range of learners and provide equitable access to the curriculum.

ITL 608 Design and Process of Teaching

Prerequisites: ITL 606

Candidates integrate principles of learning theories and factors influencing human development when designing instruction and evaluating instructional effectiveness. Candidates will utilize a four-stage cyclical model of planning, teaching, analyzing and reflecting in the process of learning-and-teaching to ensure all students equitable access to the curriculum.

ITL 650A CP Internship A: Year 1

Prerequisite: Pass CBEST, pass CSET, and meet all Intern eligibility requirements

Corequisite: ITL 651A

First half (4 months) of intern experiences as a teacher of record in year one's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 650B CP Internship B: Year 1

Prerequisites: ITL 650A

Corequisites: ITL 651B

Second half (4 months) of intern experiences as a teacher of record in year one's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 650C CP Internship C: Year 2

Prerequisites: ITL 650B

First half (4 months) of intern experiences as a teacher of record in year two's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 650D CP Internship D: Year 2

Prerequisites: ITL 650C

Second half (4 months) of intern experiences as a teacher of record in year two's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 650E CP Internship E: Year 3

Prerequisites: ITL 650D; Requires the intern to have supervision from university and district-employed representatives.

First half (4 months) of intern experiences as a teacher of record in year three's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 650F CP Internship F: Year 3

Prerequisites: ITL 650E; Requires the intern to have supervision from university and district-employed representatives

Second half (4 months) of intern experiences as a teacher of record in year three's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 651A CP Intern Seminar A

(2.25 quarter units)

Corequisites: ITL 650A

Meets concurrently with ITL 650A CP Internship A: Year 1. Interns reflect as the teachers of record in their K-12 classrooms and apply the six Teaching Performance Expectation (TPEs) composing the 45 TPE Elements needed to pass CalTPA Cycle 1. Grading is S, U or In Progress (IP).

ITL 651B CP Intern Seminar B

(2.25 quarter units)

Prerequisites: ITL 651A

Corequisites: ITL 650B

Seminar concurrently taken with ITL 650B CP Internship B. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 2. Grading is S, U or In Progress (IP).

ITL 690 Guided Study

(variable units)

Individual study course under the direction of a specified instructor. Requires prior approval of ITL lead faculty. Grading is S, U or In Progress (IP).