



GENERAL INFORMATION

Tuition

Tuition rates in effect as of July 1, 2015.

Table with 2 columns: Degree level and Tuition rate. Undergraduate: \$354 per quarter unit. Graduate: \$406 per quarter unit.

*Tuition for 500-level courses is charged according to students' degree programs.

Tuition is due and payable prior to the first class session of each course. Tuition not fully paid when due is subject to a late fee.

If a tuition payment check is returned due to insufficient funds, the University reserves the right to drop all current and future classes for that student. Students will be notified of this action and assessed a return check charge.

The University reserves the right to modify tuition at any time. Students whose employers have entered into a contractual agreement with the University may be eligible for reduced tuition.

SCHOOL OF EDUCATION

Terminated Credentials/Programs/Specialization

Associate of Arts, Major in School-Site Paraprofessional Clear Administrative Services Credential

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SCHOOL COUNSELING/PSYCHOLOGY

Modified Program

MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY WITH PPSP CREDENTIAL

Faculty Advisor: Linda Smedley; (310) 662-2148; lsmedley@nu.edu

The Department of Pupil Personnel Services-School Psychology offers a graduate degree leading to the Master of Science in School Psychology and a recommendation for a Pupil Personnel School Psychology credential (PPSP).

Students taking courses online are advised that there is a program requirement for students to meet on 16 Saturdays onsite to engage in experiential, hands-on training for the 4 assessment courses: PED 671-674.

Candidates enrolled in the degree and credential program are not awarded the master's degree until they have completed all coursework including practicum and internship and successful completion of the PRAXIS exam.

Applied Behavior Analysis Information

The School Psychology program includes five of the six applied behavior analysis (ABA) courses approved by the Behavior Analyst Certification Board (BACB) for meeting the academic requirements for taking the Board Certified Behavior Analyst (BCBA) exam.

an optional course to fully meet the BACB academic requirements. Specific information about the requirements for becoming BCBA-certified can be found at www.bacb.com.

Required CBA Learning Module Subscription

Students are required to purchase a subscription to the CBA Learning Module Series from Behavior Development Solutions (BDS) at www.behaviordevelopment-solutions.com.

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

Program Learning Outcomes

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

- Analyze consultative/collaborative relationships with school staff, parents, and community agencies in support of student success. Evaluate various methods of assessment in order to make data-based decisions. Examine societal influences on academic and social behavior. Analyze how systemic school approaches can affect student outcomes. Appraise principles related to prevention in the context of their ability to improve services provided to students. Examine strategies related to family systems that support student success. Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students. Compare and contrast current research methodologies used in school psychology and related fields. Conduct research using relevant design, statistics, measurements, data analysis, and program evaluation methods to improve student outcomes. Interpret the ethical, legal, and professional standards necessary to engage in sound decision making. Design a crisis intervention plan that includes responses that address both individual and school-wide emergency concerns.

Degree Requirements

To receive a Master of Science in School Psychology, students must complete at least 90 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree.

Core Requirements (20 courses; 90 quarter units)

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

PED 680	Roles, Issues and Ethics
PED 665	Test and Measurements
ABA 600	Basics of Behavior Analysis
PED 671	Cognitive Assessment <i>Prerequisite: PED 665, PED 680</i>
ABA 601	Assessment in ABA <i>Prerequisite: ABA 600</i>
PED 672	Psycho-Academic Assessment <i>Prerequisite: PED 671 with a minimum grade of B</i>
ABA 602	Processes of ABA <i>Prerequisite: ABA 601</i>
PED 667	Developmental Psychopathology
PED 673	Social/Emotional Assessment <i>Prerequisite: PED 672 with a minimum grade of B</i>
ABA 603	Applications of ABA <i>Prerequisite: ABA 602</i>
CED 601	Consultation in the Schools <i>Prerequisite: CED 610</i>
PED 674	Special Populations Assessment <i>Prerequisite: PED 673 with a minimum grade of B</i>
ABA 604	Advanced Applications I <i>Prerequisite: ABA 603</i>
CED 610	Adv Coun Theories & Methods <i>Prerequisite: CED 600 or PED 667</i>
PED 678	Practicum in School Psychology <i>Prerequisite: PED 673, PED 671, PED 672</i>
PED 625	Research Methods in Education <i>Prerequisite: PED 665 with a minimum grade of B</i>
PED 637	School Psychology Research <i>Prerequisite: PED 625</i>
PED 685	Internship Seminar <i>Prerequisite: Students must have completed all program core requirements (except PED 625 and PED 637), 450 hours of practicum, eligible to be enrolled in the internship and have permission of the faculty advisor.</i>
PED 689	School Psych Internship I <i>Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor.</i>
PED 690	School Psychology Intern II <i>Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor.</i>

**Optional Electives
(2 courses; 9 quarter units)**

ABA 606 Ethics for Behavior Analysts

ABA 607 ABA Intensive Practicum
Prerequisite: Permission of Program Lead Faculty

**New Credential
Professional Administrative Services Credential Program**

Faculty Advisor: Wayne Padover; (310) 662-2140; wpadover@nu.edu

This program is to be developed from the Professional Administrative Services Credentials Standards adopted by California Commission for Teacher Credentialing

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

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

Program Learning Outcomes

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

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

**Program Requirements
(4 courses; 18 quarter units)**

EDA 610 Induction Seminar

EDA 611 Pro Development Seminar I
Prerequisite: EDA 610 with a minimum grade of S

EDA 612 Pro Development Seminar II
Prerequisite: EDA 611 with a minimum grade of S

EDA 613 Assessment Seminar
Prerequisite: EDA 612 with a minimum grade of S

**Modified Graduate Certificate
Applied Behavior Analysis**

Faculty Advisor: William Matthew; (661) 864-2367; wmatthew@nu.edu

The six-course sequence in applied behavior analysis is designed to prepare candidates for the national certification examination sponsored by the Behavior Analyst Certification Board (BACB). Upon successful completion of National University's six course sequence, the candidate will receive a certificate of completion from National University, but this is not professional certification by the Behavior Analyst Certification Board (BACB) and does not entitle candidates to claim they are Board Certified Behavior Analysts (BCBAs). Information about becoming certified through the BACB can be found at www.bacb.com.

Required CBA Learning Module Subscription

Students are required to purchase a subscription to the CBA Learning Module Series from Behavior Development Solutions (BDS) at www.behaviordevelopmentsolutions.com. This program is in addition to the required textbook(s), and will be used throughout the program. The current cost of this program is offered at a substantial discount to NU students.

Program Learning Outcomes

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

- Evaluate data and information from applied behavior analysis procedures, and synthesize in graphic, textual, and oral formats.
- Integrate overall practice guidelines, code of ethics, and laws in applied behavior management.
- Critique relevant research literature and use idiographic research methods to solve behavior problems.
- Use multiple data sources and points of view in the design, implementation, and evaluation of analytic goals.
- Apply methods of applied behavior analysis to practice.

Degree Requirements (6 courses; 27 quarter units)

- ABA 600 Basics of Behavior Analysis
- ABA 601 Assessment in ABA
Prerequisite: ABA 600
- ABA 602 Processes of ABA
Prerequisite: ABA 601
- ABA 603 Applications of ABA
Prerequisite: ABA 602
- ABA 604 Advanced Applications I
Prerequisite: ABA 603
- ABA 606 Ethics for Behavior Analysts

Optional elective (1 course; 4.5 quarter units)

- ABA 607 ABA Intensive Practicum
Prerequisite: Permission of Program Lead Faculty

DEPARTMENT TEACHER EDUCATION

Modified Specialization

MASTERS OF ARTS IN TEACHING WITH SPECIALIZATION IN APPLIED BEHAVIOR ANALYSIS (ABA)

Faculty Advisor: William Matthew; (661) 864-2367; wmatthew@nu.edu

The six-course sequence in applied behavior analysis is designed to prepare candidates for the national certification examination sponsored by the Behavior Analyst Certification Board (BACB). Upon successful completion of National University's six course sequence, the candidate will receive a certificate of completion from National University. This is not professional certification by the BACB and does not entitle candidates to claim they are Board Certified Behavior Analysts (BCBAs). Information about becoming certified through the BACB can be found at www.bacb.com.

Required CBA Learning Module Subscription

Students are required to purchase a subscription to the CBA Learning Module Series from Behavior Development Solutions (BDS) at www.behaviordevelopmentsolutions.com. Individual subscriptions are required. The BDS program is in addition to the required textbook(s), and will be used throughout the ABA program. National University students receive a substantial cost reduction for this subscription.

Program Learning Outcomes

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

- Evaluate data and information from applied behavior analysis procedures, and synthesize in graphic, textual, and oral formats.
- Apply methods of applied behavior analysis to practice.
- Integrate overall practice guidelines, code of ethics and laws in applied behavior analysis.
- Critique relevant research literature and use idiographic research methods to solve behavior problems.
- Use multiple data sources and points of view in the design, implementation, and evaluation of analytic goals.

Requirements for Specialization (6 courses; 27 quarter units)

- ABA 600 Basics of Behavior Analysis
- ABA 601 Assessment in ABA
Prerequisite: ABA 600
- ABA 602 Processes of ABA
Prerequisite: ABA 601

ABA 603 Applications of ABA
Prerequisite: ABA 602

ABA 604 Advanced Applications I
Prerequisite: ABA 603

ABA 606 Ethics for Behavior Analysts

DEPARTMENT OF SPECIAL EDUCATION

New Program

MASTER OF SCIENCE IN SPECIAL EDUCATION WITH SPECIALIZATION IN LANGUAGE AND ACADEMIC DEVELOPMENT

Faculty Advisor: Joan Sebastian; (858) 642-8006; jsebasti@nu.edu

The Master of Science in Special Education is designed for educators and other professionals who want to gain knowledge and skills in working with students who have disabilities and other special needs. Students will learn about educational learning problems and teaching strategies to enhance the performance of students. The Program is aligned with the Education Specialist Authorizations and standards of the California Commission on Teacher Credentialing.

Program Learning Outcomes

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

- Demonstrate competence in the application of research methods including critiquing and synthesizing current educational literature.
- Demonstrate appropriate standards of conduct; practice within legal and ethical parameters.
- Develop skills to become a change agent and advocate for exceptional individuals, including diverse learners.
- Demonstrate an understanding of federal and state laws, legislation and judicial decisions regarding exceptional individuals.
- Demonstrate competence in instructional design including adaptations required to assist diverse special education learners achieve the state standards for curriculum.
- Demonstrate competence in positive behavioral support.
- Demonstrate expertise in use of adaptive and augmentative technology.
- Demonstrate the knowledge, skills and dispositions to actively and creatively engage and support all students in learning.
- Strive to become a continuous learner, a scholar, a collaborative community service member and a responsible citizen.

Degree Requirements (16 courses; 72 quarter units)

To receive a Master of Science in Special Education students must complete at least 72 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Course equivalence cannot be granted for life experience. Students must complete all coursework with a GPA of 3.0 or better within seven years. Any courses taken more than seven years ago must be repeated.

Core Requirements (12 courses; 54 quarter units)

TED 602 Educational Foundations

SPD 604 Psychological Fdns of Educ.

TED 606 Equity and Diversity

SPD 608 Exceptionalities

TED 621A Lang. Dev. Methods: Elem. Sch.
Prerequisite: SPD 604, SPD 608, TED 602, TED 606 and Pass CBEST and CSET

or

TED 623	Lang. Dev. Methods: Secondary <i>Prerequisite: SPD 604, SPD 608, TED 602, TED 606 and Pass CBEST and CSET</i>
TED 621B	Reading/Lang. Arts Methods <i>Prerequisite: TED 621A</i>
SPD 614	Classroom and Behavior Mgmt
SPD 616	Law, Collaboration & Transition
SPD 622	Assessment <i>Prerequisite Candidates must complete 8 core courses prior to taking this course.</i>
SPD 628	Teaching Reading/Lang Arts <i>Prerequisite: SPD 622</i>
SPD 695	Understanding Edu. Research
SPD 696	Capstone Project <i>Prerequisite: SPD 695</i>

SPECIALIZATION IN LANGUAGE AND ACADEMIC DEVELOPMENT

Faculty Advisor: Joan Sebastian; (858) 642-8006; jsebasti@nu.edu

The Language and Academic Development specialization prepares educators to address the language development needs of a large number of P-12 students with disabilities who have difficulty in the following areas: language development, social communication, school readiness skills, literacy development, and with academic competencies across the curriculum in listening, speaking, reading, writing as well as communication and language literacy skills.

Program Learning Outcomes

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

- Analyze the implications of the characteristics of students with language and academic development needs including academic competencies across the curriculum in listening, speaking, reading, writing and who demonstrate lack of communication and language literacy skills to access and benefit from academic instruction.
- Analyze students' language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics as it relates to the acquisition of academic knowledge and skills.
- Differentiate between language disorders, disabilities, and language difference in order to identify and utilize current research based strategies, methods, and materials for the development of fluent reading in students across ages and across an array of environments, including speakers of English and English Language learners.
- Assess the impact of sensory deficits on the development and application of language, verbal and non-verbal communication abilities and needs in order to identify and implement effective intervention techniques for social communication and activities to engage students with communication disabilities in classroom and social activities.
- Utilize and interpret a variety of assessments for students with communication disabilities in order to collaborate with educators and parents to make educational decisions based on the data and apply instructional models and strategies that align with ongoing assessment results.
- Select and implement evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially designed curricula and methods for language and literacy development, quantitative reasoning, and reading/language arts instruction to enable individuals to access the core curriculum.

Requirements for Specialization (4 courses; 18 quarter units)

LAD 632	Speech & Language Development
LAD 633	Academic Language Assessment
LAD 634	Curriculum and Instruction

LAD 635 Intensive Lang. Intervention

New Credential

PRELIMINARY EDUCATION SPECIALIST AUTHORIZATION TEACHING CREDENTIAL: LANGUAGE AND ACADEMIC DEVELOPMENT

Faculty Advisor: Bonnie Plummer; bplummer@nu.edu

The Preliminary Education Specialist Authorization Teaching Credential is designed to address both the Education Specialist Standards and the program specific standards, including the Teaching Performance Expectations and California Standards for the Teaching Profession.

Program Learning Outcomes

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

- Integrate professional, legal, and ethical practices when instructing students with disabilities.
- Teach students who are diverse learners including those who are English language learners. Communicate effective case management and collaborative practices with parents, professionals, and other stake holders, in order to facilitate access to the core curriculum for students with disabilities.
- Assess students using a variety of standardized and non-standardized assessments in order to make appropriate educational decisions for students with disabilities
- Develop evidence-based curriculum and instruction including the use of educational and assistive technology to provide access to the core standards for students with disabilities.
- Transition students between educational environments and programs into successful post school experiences.

Requirements

To receive a California Preliminary Education Specialist: Language and Academic Development teaching credential candidates are required to successfully complete core courses, specific program (advanced) courses, and a clinical practice path to supervised teaching (student teaching or internship). Candidates choosing the Internship option to obtain the Preliminary Education Specialist: Language and Academic Development teaching credential will need to meet the Internship Eligibility requirements.

The CTC mandates approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming the teacher of record. 4.5 quarter units are equal to 40 clock hours. These pre-service courses must be successfully completed prior to eligibility for completing the internship option.

Requirements for the Credential (18 courses; 76.5 quarter units)

Corequisites

(2 courses; 9 quarter units)

HEDX 1101X Intro Health Ed: K-12

EDX 1201X Computer Tech in Classroom

Core Requirements

(10 courses; 45 quarter units)

TED 602 Educational Foundations

SPD 604 Psychological Fdns of Educ.

TED 606 Equity and Diversity

SPD 608 Exceptionalities

TED 621A Lang. Dev. Methods: Elem. Sch.

Prerequisite: SPD 604, SPD 608, TED 602, TED 606 and Pass CBEST and CSET

or

TED 623 Lang. Dev. Methods: Secondary

Prerequisite: SPD 604, SPD 608, TED 602, TED 606 and Pass CBEST and CSET

TED 621B Reading/Lang. Arts Methods
Prerequisite: TED 621A

SPD 614 Classroom and Behavior Mgmt

SPD 616 Law, Collaboration & Transition

SPD 622 Assessment
Prerequisite Candidates must complete 8 core courses prior to taking this course.

SPD 628 Teaching Reading/Lang Arts
Prerequisite: SPD 622

Candidates must also complete specialization.

SPECIALIZATION IN LANGUAGE AND ACADEMIC DEVELOPMENT

Faculty Advisor: Bonnie Plummer; bplummer@nu.edu

The Language and Academic Development specialization prepares educators to address the language development needs of a large number of P-12 students with disabilities who have difficulty in the following areas: language development, social communication, school readiness skills, literacy development, and with academic competencies across the curriculum in listening, speaking, reading, writing as well as communication and language literacy skills.

Candidates completing this credential specialization are prepared to teach students with disabilities in classrooms and inclusive settings as teachers, co teachers and consultants. Candidates have the option of completing a traditional student teaching or participating in an internship to fulfill the final clinical practice requirement.

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

Program Learning Outcomes

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

- Analyze the implications of the characteristics of students with language and academic development needs including academic competencies across the curriculum in listening, speaking, reading, writing and who demonstrate lack of communication and language literacy skills to access and benefit from academic instruction.
- Analyze students' language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics as it relates to the acquisition of academic knowledge and skills.
- Differentiate between language disorders, disabilities, and language difference in order to identify and utilize current research based strategies, methods, and materials for the development of fluent reading in students across ages and across an array of environments, including speakers of English and English Language learners.
- Assess the impact of sensory deficits on the development and application of language, verbal and non-verbal communication abilities and needs in order to identify and implement effective intervention techniques for social communication and activities to engage students with communication disabilities in classroom and social activities.
- Utilize and interpret a variety of assessments for students with communication disabilities in order to collaborate with educators and parents to make educational decisions based on the data and apply instructional models and strategies that align with ongoing assessment results.
- Select and implement evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially designed curricula and methods for language and literacy development, quantitative reasoning, and reading/language arts instruction to enable individuals to access the core curriculum.

Requirements for Specialization (4 courses; 18 quarter units)

LAD 632 Speech & Language Development

LAD 633 Academic Language Assessment

LAD 634 Curriculum and Instruction

LAD 635 Intensive Lang. Intervention

Clinical Practice Requirements

Students will need to choose from one of the following options: Internship or Student Teaching.

Internship Option (4 courses; 13.5 quarter units)

LAD 692A Internship LAD
Prerequisite: SPD 608, and SPD 614, and TED 621B with a minimum grade of B, Candidates choosing the Internship option to obtain the Preliminary Education specialist: Language and Academic Development disabilities teaching credential will need to meet the Internship Eligibility requirements. The CTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming an intern and the teacher of record in a special education program for students with language and academic development disabilities. There are three pre-service courses (SPD 608, SPD 614 and TED 621B) that must be successfully completed prior to applying for the internship option. Candidates must also have received an offer for employment in a special education program prior to applying for an internship option. Additionally, candidates must pass CBEST and CSET as well as the US Constitution requirement. Candidates complete an Internship Credential Packet and participate in a faculty interview to verify qualifications for an internship. Candidates must complete the full credential program in Language and Academic disabilities within two years of becoming an intern.

LAD 692B Internship LAD
Prerequisite: SPD 608, and SPD 614, and TED 621B, and Candidates choosing the Internship option to obtain the Preliminary Education specialist: Language and Academic Development disabilities teaching credential will need to meet the Internship Eligibility requirements. The CTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming an intern and the teacher of record in a special education program for students with language and academic development disabilities. There are three pre-service courses (SPD 608, SPD 614 and TED 621B) that must be successfully completed prior to applying for the internship option. Candidates must also have received an offer for employment in a special education program prior to applying for an internship option. Additionally, candidates must pass CBEST and CSET as well as the US Constitution requirement. Candidates complete an Internship Credential Packet and participate in a faculty interview to verify qualifications for an internship. Candidates must complete the full credential program in Language and Academic disabilities within two years of becoming an intern.

SPD 698A Internship Seminar (2.25 quarter units)
Prerequisite: SPD 608, SPD 614, TED 621B, Candidates must also complete all prerequisite requirements for the internship credential as outlined by CTC.

SPD 698B Internship Seminar (2.25 quarter units)
Prerequisite: SPD 608, SPD 614, TED 621B, Candidates must also complete all prerequisite requirements for the internship credential as outlined by CTC.

Student Teaching Option (4 courses; 13.5 quarter units)

LAD 682A Student Teaching I

LAD 682B Student Teaching II

SPD 688A Clinical Practice Seminar (2.25 quarter units)
Corequisite: SPD 682A, or SPD 684A, or SPD 692, or SPD 694, DHH 682A, or DHH 692, or DHH 692A or LAD682A

SPD 688B Clinical Practice Seminar (2.25 quarter units)
Corequisite: SPD 682B, or SPD 684B, or SPD 692, or SPD 694, or DHH 682B, or DHH 692, or DHH 692B or LAD682B

Optional: For the Multiple or Single Subject Credential Requirements, please choose one of the following options. (6-8 courses; 22.5-31.5 quarter units)

**Multiple Subject Credential
(3 courses; 13.5 quarter units)**

TED 635 Methods: History/SS-Heal-PE-Art
Prerequisite: TED 621A with a minimum grade of C

TED 636 Methods: Mathematics-Science
Prerequisite: TED 621A with a minimum grade of C

TED 626 Classroom Management
Prerequisite: TED 623 or TED 621A

**Single Subject Credential
(3 courses; 13.5 quarter units)**

TED 632 Content Area Curriculum
Prerequisite: TED 623

TED 633 Content Area Instruct-Assess
Prerequisite: TED 623 with a minimum grade of C

TED 626 Classroom Management
Prerequisite: TED 623 or TED 621A

Choose from one of the following options:

**Student Teaching Option
(3 courses; 9 quarter units)**

TED 530A Student Teaching I
Corequisite: TED 531A

TED 531A Student Teaching Seminar I (2.25 quarter units)
Corequisite: TED 530A

TED 531B Student Teaching Seminar II (2.25 quarter units)
*Prerequisite: TED 530A with a minimum grade of S, and
Corequisite: TED 530B, TED 531A with a minimum grade of S*

**Internship Option
(5 courses; 18 quarter units)**

TED 610 Best Internship Practices
Prerequisite: Admission to the intern program

TED 628A Internship Clinical Practice I
Corequisite: TED 610, TED 631A

TED 628B Internship Clinical Pract. II
Prerequisite: TED 628A, Corequisite: TED 631B

TED 631A Internship Seminar I (2.25 quarter units)
Prerequisite: TED 610 with a minimum grade of B-

TED 631B Internship Seminar II (2.25 quarter units)
Prerequisite: TED 631A, TED 628A, Corequisite: TED 628B

New Credential

CLEAR EDUCATION SPECIALIST TEACHING CREDENTIAL

Faculty Advisor: Lucinda Kramer; (714) 429-5132; lkramer@nu.edu

The Clear Education Specialist Teaching Credential Program is designed for educators who hold a California Preliminary or Level I Education Specialist credential in M/M (Mild/Moderate), M/S (Moderate Severe), DHH (Deaf and Hard of Hearing) or LAD (Language and Academic Development). The program is a continuation of professional development for Education Specialist teachers who wish to clear their Preliminary or Level I credential.

The program consists of four courses, one of which is an elective selected by the participating teacher. Participating teachers will develop an Individual Induction Plan (IIP) focused on the California Standards for the Teaching Profession

(CSTP) and receive support from a district support provider. Teachers interested in completing the Clear Education Specialist program must be employed as a special education teacher while participating in the program.

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

Program Learning Outcomes

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

- Demonstrate use of a variety of advanced evidence-based instructional strategies to engage and support all students.
- Develop and maintain effective equitable and inclusive learning environments appropriate for the supports for all students.
- Demonstrate knowledge and organization of subject matter, academic content standards and curriculum frameworks to ensure all students understanding.
- Plan and develop instructional goals, adapt instructional plans and materials to meet the assessed learning needs of all students.
- Use assessment data to develop and monitor goals, plan, differentiate and modify instruction for all students.
- Reflect on your teaching practice with DSP, using current evidence based research, legal issues, collaboration with families and other professionals in the context of current teaching assignment.

**Credential Requirements
(4 courses; 18 quarter units)**

The program includes 3 program specific courses and one elective.

SPD 660 Clear Orientation Seminar
Prerequisite: California Preliminary Education Specialist Credential (DHH, M/M, or M/S) and a full-time teaching position in special education in a P-12 school or a pre-approved long term contracted substitute position.

SPD 661 Special Topics MM MS DHH
Prerequisite: SPD 660

SPD 664 Clear Capstone
Prerequisite: SPD 660 and SPD 661 and the elective course must be completed prior to registering for SPD 664 Clear Capstone. A 3.0 grade point average is required to complete the program.

**Level I candidates wishing to Clear their credential MUST take EXC 657 Community Resources and Transition in addition to one Elective from the list below.
(1 course; 4.5 quarter units)**

EXC 657 Comm. Resources & Transition

Program participants select one course from the following electives depending on their teaching assignment or as specified in their IIP and approved by the site support provider and university supervisor. Elective must be in an authorization other than that held by participating teacher.

SPD 642 Academic Instruction M/S

SPD 632 Charac/Instr Stds w/ M/M Disab

DHH 632 Charac of D/HH Learners

SPD 672 Intro to ECSE
Prerequisite: SPD 672 Individuals who hold a preliminary, Level I, professional clear, clear Level II, or life special education teaching credential may take this course.

EXC 658 Adv. Spc. Mild/Moderate

EXC 659 Adv. Spc. Moderate/Severe

For participating teachers interested in information on special populations and educational research choose from the following elective courses:

EXC 621 Intro Students w/Autism Spect

SPD 630 Tech for Teaching & Learning

SPD 695 Understanding Edu. Research

Modified Credential

EARLY CHILDHOOD SPECIAL EDUCATION ADD-ON AUTHORIZATION

Faculty Advisor: Lucinda Kramer; (714) 429-5132; lkramer@nu.edu

The Early Childhood Special Education (ECSE) program includes the mild/moderate and moderate/severe disabilities and traumatic brain injury, and authorizes service to children ages birth to pre-kindergarten only.

This Added On Authorization in Early Childhood Special Education is available to individuals who hold a valid preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential and who complete a program through a Commission-approved program sponsor. The ECSE Added Authorization authorizes the holder to provide special education services in the area of mild/moderate or moderate/severe disabilities for students ages birth to pre-K as determined by the local level special education assessment.

Completion of the Add-On Authorization extends special education teaching authorization from birth to pre-K. It may also be added to Clear Credentials in Deaf and Hard-of-Hearing, Physical Impairments, and Visual Impairments. In addition, persons with Learning Handicapped or Severely Handicapped credentials may add this Add-On authorization. It is expected that the candidate has experience and access to early childhood special education programs serving young children with disabilities, birth to five, during the program.

Professionals in other fields, such as social work, nursing, behavioral intervention, and child development may also complete the course work for professional development units.

Note: SPD 678 ECSE Field Experience must be taken as the last course in the program. After successfully completing coursework and the ECSE Exit Exam candidates must meet with a Credential Program Specialist to complete and submit to the Commission on Teacher Credentialing application for the Add-On Authorization.

Program Learning Outcomes

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

- Demonstrate knowledge of developmental and learning characteristics, and evidence-based practices associated with young children (birth to Pre K) with developmental delays, and all categories of disabilities.
- Demonstrate knowledge of family systems, the impact of child with disabilities on the family, engages in family-centered practices and partnerships in all components of early intervention and education for infants and young children with disabilities.
- Demonstrate skill in formal and informal assessment approaches that inform the development and implementation of evidence-based, developmentally appropriate, family supported interventions and reflect the impact of culture (including ELL), specific disabilities on learning, and the role of the interdisciplinary team.
- Document observations from birth to prekindergarten and in-depth field experiences in early childhood settings with families and children of diverse backgrounds and young children who have a range of abilities including in-home service delivery, and inclusive DAP center based pre-school/prekindergarten programs

Program Requirements

To receive the Early Childhood Special Education Add-On Authorization candidates are required to successfully complete all course work including field experiences and pass the ECSE Program Exit Exam.

Authorization Requirements (4 courses; 18 quarter units)

SPD 672 Intro to ECSE

Prerequisite: SPD 672 Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.

SPD 674 Collaborative Partners

Prerequisite: ECSE Added-Authorization Candidates: Individuals who hold a valid preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.

SPD 676 ECSE Assessment & Intervention

Prerequisite: Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.

SPD 678 ECSE Field Experience

Prerequisite: SPD 672, SPD 674, SPD 676

SCHOOL OF EDUCATION

CREDENTIAL INFORMATION

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Ph.D., Education, University of Kansas

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SCHOOL COUNSELING/PSYCHOLOGY

CLEAR ADMINISTRATIVE SERVICES CREDENTIAL INDUCTION PROGRAM

The Administrative Services Credential authorizes the holder to provide the following school services in grades K-12, preschool, and classes organized primarily for adults: develop, coordinate, and assess instructional programs; evaluate certificated and classified personnel; provide student discipline; provide certificated and classified employees discipline, supervise certificated and classified personnel; manage school site, district, or county level fiscal services; recruit, employ, and assign certificated and classified personnel; and develop, coordinate, and supervise student support services.

The Clear Administrative Services Credential Induction Program is a two-year program focusing on professional development (PD) for Candidates' leadership performance. The job-embedded PD replaces a more traditional approach where learning is more theoretical and occurs in the classroom and is a response to new research-based practices and evolving expectations of schools to prepare students for success beyond grade school. The core of the Induction Program is the coaching experience – a highly qualified, trained Coach is assigned to the Candidate and works collaboratively with them to develop the Candidate's skills and knowledge while evaluating their attainment of goals and demonstration of leadership.

<http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook-2014.pdf>
p.27

Admission Requirements:

In order to be admitted into the Program, Candidates must complete a Credential Packet that includes or provides evidence/proof of the following:

- Signed Acknowledgement of Terms and Agreements
- Preliminary Administrative Services Credential
- Current employment in an appropriate administrative services position

Recommendation Requirements:

In order to be recommended for a Credential, Candidates must:

- Complete all program coursework with minimum satisfactory grades (U grades are not accepted)
- Provide proof two years of experience as an Administrator
- Zero account balance

MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY WITH PPSP CREDENTIAL

The Pupil Personnel Services Credential with School Psychology Specialization authorizes the holder to perform the following duties: provide services

that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development and behavioral and academic difficulties; conduct psycho-educational assessment for purposes of identifying special needs; provide psychological counseling for individuals, groups, and families; coordinate intervention strategies for management of individuals and school wide crises.

Admissions Requirements:

In order to be admitted into the Program, Candidates must complete a Credential Packet that includes or provides evidence/proof of the following:

- Acknowledgement of Terms and Agreements
- Attempt or passage of Basic Skills Assessment is required for admittance to the program (Proof of passage is mandatory prior to internship)
- Negative TB test results (valid within the last four years)
- Fingerprint Clearance through the CTC

Internship Requirements:

In addition to meeting the admissions requirements, to be cleared to begin internship hour's candidates must also complete and return the following 30 days prior to the start date:

- Passage of a Basic Skills Assessment
- Internship Application Form
- Complete all program coursework with minimum 3.0 GPA (D, F, and U grades are not accepted)
- Current account balance

University Internship:

The University internship route provides an opportunity for candidates who have been offered employment to complete clinical practice, while employed in an appropriate position as a school psychologist. This experience is a partnership between the candidate, National University, and the employer meant to support the candidate in an environment similar to that authorized by the credential obtained at the end of the program.

Candidates on probation or permanent academic probation are not eligible for a National University internship program. Prerequisite and eligibility requirements for the University Internship are the same as those for field experience requirements. Once intern eligible, candidates must apply for an Internship Credential which is valid for two years and issued specifically for the site of hire.

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

Prerequisite Requirements:

Candidates must complete and provide evidence/proof of the following:

- Fingerprint Clearance through the CTC
- Basic Skills Assessment
- Negative TB test (valid within the last four years)
- Complete all program coursework (excluding internship and seminar)
- Minimum 3.0 GPA (D, F, and U grades are not accepted)
- Current account balance
- Recommendation by NU Faculty Advisor

Eligibility Requirements:

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

- Verification of internship program prerequisites
- Agreement on file between the employing District, School or Agency and National University
- District or agency offer of employment for the intern as a full time school psychologist
- Verification of intern eligibility determined in an interview by NU Faculty Advisor

Recommendation Requirements:

In addition to meeting the admission and internship requirements; candidates must also complete and return the following prior to credential recommendation:

- Passage of the ETS National Praxis (#5402) examination-School Psychology (passing score is 132)
- Complete all program coursework with minimum 3.0 GPA (D, F, and U grades are not accepted)
- Conferred master's degree (regionally accredited)
- Exit interview with NU Faculty Advisor or University Supervisor
- Zero account balance

All test results must remain valid in order to apply for credential.

DEPARTMENT OF SPECIAL EDUCATION

PRELIMINARY EDUCATION SPECIALIST AUTHORIZATION TEACHING CREDENTIAL: LANGUAGE AND ACADEMIC DEVELOPMENT

The Education Specialist Instruction Credential authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals in the area of specialization listed on the credential in the following settings: resource rooms or services; special education settings; general education settings; special schools; home/hospital settings; state hospitals; development centers; correctional facilities; non-public, non-sectarian schools and agencies; alternative and non-traditional instructional public school settings other than classroom.

Admission Requirements:

In order to be admitted into the Program, Candidates must complete a Credential Packet that includes or provides evidence/proof of the following:

- Signed Acknowledgement of Terms and Agreements
- Request for Student Teaching Placement
- Negative TB test results (valid within the last four years)
- Fingerprint Clearance through the CTC
- Initial Faculty Interview
- Attempt or passage of Basic Skills Assessment is required for admittance to the program (Proof of passage is mandatory prior to scheduling specialization)*
- Subject Matter Competency in an NCLB Core Academic Subject Area may be shown by one of the scenarios listed below (Proof of passage is mandatory prior to scheduling specialization). The Education Specialist Credential programs admit only those candidates who meet one of the following criteria:
 - » The candidate provides evidence of registration for the next scheduled examination.
 - » The candidate provides evidence of having attempted the appropriate subject matter examination(s).
 - » The candidate provides evidence of having completed a Commission approved appropriate subject matter preparation program (Single Subject Candidates only).
 - » The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

Specialization Requirements:

In addition to meeting the admissions requirements, to be scheduled in specialization coursework by a Credential Program Specialist, candidates must also complete and provide evidence/proof of the following:

- All core coursework (3.0 GPA Grades of "D", "F" and "U" are not accepted)
- Basic Skills Assessment*
- Subject Matter Competency in an NCLB Core Academic Subject Area
- Generic Core Exam (Basic Skills and Subject Matter must be met prior to taking the Generic Core Exam)

**Basic Skills Assessment may be waived based upon prelingual deafness. Prelingually deaf candidates who opt to waive the Basic Skills Assessment will be issued a two year preliminary credential instead of a five year.*

Student Teaching Requirements:

In addition to meeting the admissions and specialization requirements, to be cleared to begin student teaching candidates must also complete and return the following 90 days prior to start date:

- All specialization coursework with minimum 3.0 GPA (D, F, and U grades are not accepted)
- Student Teaching Placement Request Form
- Faculty Student Teaching Interview
- Current account balance
- FOR DUAL CANDIDATES ONLY: Pass Teaching Performance Assessment (TPA) Tasks 1 & 2 (For additional information, see the General Catalog Teacher Education Credential Program section)

ALTERNATIVE EDUCATION SPECIALIST CLINICAL PRACTICE ROUTES

Student Teaching Under Contract Route:

National University provides a program whereby actively employed teachers can complete the requirements for his/her teaching credential while employed. All of the student teaching may be conducted in the candidate's classroom, assuming that the contract position is a match for the credential sought.

Credential candidates teaching under contract must be:

- In a regionally (WASC) approved nonpublic school setting must complete a minimum of one course of the four-course sequence student teaching experience in a public school.
- Under the supervision of a University Supervisor and Supervising Teacher who model effective teaching, implement state-adopted academic core curriculum, and mentor the candidate.
- Teaching in an approved assignment that is a match for the credential sought.

University Internship Route:

The University internship route provides an opportunity for candidates who have been offered employment to complete clinical practice, while employed in an appropriate position as a teacher of record. This experience is a partnership between the candidate, National University, and the employer meant to support the candidate in an environment similar to that authorized by the preliminary credential obtained at the end of the program.

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

Prerequisite Requirements:

- Conferred bachelor's degree (regionally accredited)
- Fingerprint Clearance through the CTC
- Negative TB test (valid within the last four years)
- Basic Skills Assessment
- Subject Matter Competency in an NCLB Core Academic Subject Area
- U.S. Constitution requirement met by exam, transcript verifying completed U.S. Constitution coursework or CSU Bachelor's degree
- 120 hours of pre-service met by coursework (SPD 608, TED 621B & SPD 614)
- Minimum 3.0 GPA (D, F, and U grades are not accepted)
- Agreement on file between the employing District, School or Agency and National University
- Zero account balance

Eligibility Requirements:

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

1. Verification of internship program prerequisites
2. Completed Internship Participation form
3. District or agency provisional offer of employment for the intern as a full time teacher of record in a setting appropriate for the credential being sought with a minimum of 20 instructional hours per week
4. Internship Eligibility Packet complete and on file with Credentials Department
5. Verification of intern eligibility determined in an interview by lead internship faculty

Recommendation Requirements:

In order to be recommended for a Credential, Candidates must complete and provide evidence/proof of the following:

- U.S. Constitution requirement met by exam, transcript verifying completed U.S. Constitution coursework or CSU Bachelor's degree
- Reading Instruction Competence Assessment (RICA)*
- CPR (incl. Infant, Child, and Adult)
- Exit Exam
- All credential program coursework with minimum 3.0 GPA (D, F, and U grades are not accepted)
- Zero account balance
- FOR DUAL CANDIDATES ONLY: Pass all four Teaching Performance Assessment (TPA) Tasks

**The RICA exam may be waived based upon prelingual deafness. Prelingually deaf candidates who opt to waive the RICA will be issued a two year preliminary credential instead of a five year.*

**National University cannot recommend Dual candidates for a Preliminary Single Subject Credential prior to passage of the RICA.*

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

CLEAR EDUCATION SPECIALIST INDUCTION PROGRAM

The Clear Education Specialist Teaching Credential Program combines the "strongest and most effective" portions of the Beginning Teacher Support and Assessment (BTSA) Induction Program and the Level II Special Education Preparation Program. The Education Specialist Instruction Credential authorizes the holder to teach in specific disability areas in the following settings: special day classes, special schools, home/hospital settings, correctional facilities, nonpublic schools and agencies, and resource rooms. National University's program is designed to clear the following authorizations: Mild/Moderate; Moderate/Severe; Deaf & Hard of Hearing; and Language and Academic Development.

Admission Requirements:

In order to be admitted into the Program, Candidates must complete a Credential Packet that includes or provides evidence/proof of the following:

- Signed Acknowledgement of Terms and Agreements
- Preliminary Special Education Credential or Level I Education Specialist Instruction Credential*
- Current employment in an appropriate special education position

**For Level I Education Specialist Instruction Credential holders: A Transition Plan will be developed for each Candidate prior to the completion of their preliminary program. The Transition Plan will contain an Individualized Induction Plan (IIP), which may include professional development and/or additional coursework. In order to obtain a clear, all Level I Education Specialist candidates are required to show proof of completed coursework in Educational Technology and Health Education, including valid CPR Certification for Infant, Child and Adult. Candidates will be evaluated for these courses. If these courses have been completed in a Level I program or at another university, the candidate should meet with a Credential Program Specialist to review the transcripts/course descriptions.*

Recommendation Requirements:

In order to be recommended for a Credential, Candidates must:

- Complete all program coursework with minimum 3.0 GPA (D, F, and U grades are not accepted)
- For Level I Credential Holders Only: Meet Educational Technology & Health Education (incl. CPR) requirement
- Zero account balance

Note: Holders of both a Preliminary General Education (Multiple or Single Subject) **and** Preliminary/Level I Special Education Teaching Credential may Clear both Credentials through **one** induction program. An IIP will be developed to identify the requirements needed.

DIVISION OF EXTENDED LEARNING

Education Foundation Leadership Certificate

Program Lead: Wayne Padover; (714) 429-5240; wpadover@nu.edu

The Education Foundation Leadership Certificate explores the unique organizational requirements and skills needed to run a successful public education foundation nonprofit. Through the collaboration of the National School Foundation Association and National University, this certificate offers a practice-based approach to education foundation leadership whereby, students have the opportunity to apply their learning in field-related projects. Grounded by content-rich field expertise, this certificate explores six core areas in education foundations: organizational planning and leadership, legal requirements, financial management, resource development and marketing, and school district collaboration.

The certificate is designed for mid-level foundation professionals who wish to advance their organizational impact or career as well as, those individuals who would like to pursue or are just beginning their career in education foundations. Those professionals who aspire to become or have recently taken on the role of executive director will further hone their skills and expand their professional toolbox.

Students will acquire and enhance their skills in organizational management while further developing their professional relationships and establishing practices for organizational sustainability.

Program Learning Outcomes

- Examine components of strategic planning principals, program evaluation, volunteer management, liaison and support of the school district, constituent alliance, balancing the four entities of programs, administration, development, and marketing/public relations.
- Apply the unique organizational requirements of a non-profit as they relate to governing documents, legal, and IRS requirements.
- Analyze the sources of data, practices, and reports associated with financial management.
- Utilize skills and strategies necessary to execute resource development and marketing.
- Execute practices that enhance Board effectiveness and leadership.
- Understand the general organizational concepts and terminology of school district operations.

Certificate Requirements

EFLX 1810X Org. Planning & Leadership (3 CEUs)

EFLX 1820X Legal Requirements (3 CEUs)

EFLX 1830X Financial Management (3 CEUs)

EFLX 1840X Resource Dev. & Marketing (3 CEUs)

EFLX 1850X Board Development (3 CEUs)

EFLX 1860X Educational Collaboration (3 CEUs)

EFLX 1810X Org. Planning & Leadership

3.0 CEUs; \$400

Comprehensive introduction to the strategic planning principals, program evaluation, volunteer management, liaison and support of the school district, constituent alliance, balancing the four entities of programs, administration, development and marketing/public relations.

EFLX 1820X Legal Requirements

3.0 CEUs; \$400

Examination of the unique organizational requirements of a non-profit as they relate to governing documents, legal & IRS requirements, donor responsibilities, gift restrictions, ethical considerations, and basic human resource issues.

EFLX 1830X Financial Management

3.0 CEUs; \$400

Overview of the unique organizational needs of a public education foundation non-profit as they relate to the financial management systems, functions and evaluation systems. This includes endowment management, investments, audits, gift management, reporting and analysis.

EFLX 1840X Resource Dev. & Marketing

3.0 CEUs; \$400

Exploration of the critical components of resource development and marketing including terminology, strategies and techniques necessary to maximize the financial resources available for an education foundation.

EFLX 1850X Board Development

3.0 CEUs; \$400

Analysis of the unique organizational needs of a public education foundation non-profit as they relate to the development of a governing Board. This includes relationship with the School District, the School Board, cultivation, recruitment, orientation, evaluation, giving/participation and celebrations.

EFLX 1860X Educational Collaboration

3.0 CEUs; \$400

Examination of the formal and informal organizational structure of most school districts in the United States. These understandings will be as related to: curriculum and instruction, personnel management, financial and legal issues, community relations and governance.

COURSE DESCRIPTIONS

Course Termination

EDA 607 Induction Seminar

EDA 608 Professional Dev. Seminar

EDA 609 Assessment Seminar

TED 100 Intro to P-12 Education System

TED 102 Professional/Ethical Practices

TED 208 Reading/Writing Instr. Support

TED 210 Math/Sci. Instruction Support

TED 212 ELL & Students w/Special Needs

TED 214 Classroom Environment

TED 216 Student Assessment Support

TED 218 Learner Growth & Development

NEW AND MODIFIED COURSES

EDA – Educational Administration

EDA 610 Induction Seminar

Candidates will develop an induction plan for the two years of the induction program. Candidates will identify professional growth opportunities including non-university professional development. Candidates will be assigned a coach in the district who will provide coaching support throughout the two year program. Critical issues that will be addressed are getting to know your district's policies and procedures, developing and assessing a school culture, instructional supervision, and building community relationships. Course is S/U grading basis only. Course is four months in length.

EDA 611 Pro Development Seminar I

Prerequisite: EDA 610 with a minimum grade of S.

Candidates will review and modify induction plan as needed. Critical issues that will be addressed are budget management and development, leadership in a crisis situation, instructional leadership, and working with diverse communities. Course is S/U grading basis only. Course is four months in length.

EDA 612 Pro Development Seminar II

Prerequisite: EDA 611 with a minimum grade of S.

Candidates will review and modify induction plan as needed. Critical issues that will be addressed are building and sustaining a vision and mission, operation management, internal and external communications, implementation of a technology plan, and budget management. Course is S/U grading basis only. Course is four months in length.

EDA 613 Assessment Seminar

Prerequisite: EDA 612 with a minimum grade of S.

This is the capstone course in the Professional Administrative Services Credential Program. Candidates will be engaged in assessing their induction plan and providing evidence that they have completed the plan successfully. Critical issues will be addressed in this class are media relations, advocating in the political context for students, and career planning. Course is S/U grading basis only. Course is four months in length.

LAD – Language & Academic Development

LAD 632 Speech & Language Development

Focus on phonology, morphology, syntax, semantics and pragmatics in the context of typical and atypical language development across disabilities. Candidates will differentiate between language differences, language delays, language disabilities, and language disorders; identify the major milestones of language development in infancy, toddlerhood, preschool age, school age and across the lifespan. Candidates will describe the neuroanatomy and neuro-physiology of language and compare and contrast several theories of language development.

LAD 633 Academic Language Assessment

Candidates administer and interpret a variety of individual assessments for students with language and academic development disabilities for the purposes of developing and implementing academic instruction and applying instructional models and strategies that are effective across ages and environments. They will interpret and communicate the results of non-biased and non-standardized teaching and instructional procedures that are standards based and appropriate to the diverse needs of individual students. Course is four months in length.

LAD 634 Curriculum and Instruction

Candidates identify and utilize methods and materials for developing fluent readers in students across ages and environments. They use evidence-based curricula and instruction methods that meet the diverse needs of students with language and communication disabilities in order to enable these individuals to access the core curriculum across an array of activities and service delivery models such as multi-sensory and direct instruction, small group, and individualized instruction.

LAD 635 Intensive Lang. Intervention

Candidates assess verbal and non-verbal communication abilities and needs, employ effective intervention techniques that actively engage students in the classroom and social activities appropriate to the age level of the students and in a variety of educational environments. They will create social and pragmatically appropriate support partnerships with parents/families/teachers/employers, to

facilitate each student's ability to participate in a variety of social interactions and develop social relationships.

LAD 682A Student Teaching I

Six weeks/30 days of full-day supervised teaching within an appropriate setting established to serve students with special needs in language and academic development. Candidates are supervised by an appropriate professional educator at the site and from the University with a Mild/Moderate (or equivalent) credential and who have experience in the areas of language and literacy development. The course is graded satisfactory (S) or unsatisfactory (U).

LAD 682B Student Teaching II

Six weeks/30 days of full-day supervised teaching within an appropriate setting established to serve students with special needs in language and academic development. Candidates are supervised by an appropriate professional educator at the site and from the University with a Mild/Moderate (or equivalent) credential and who have experience in the areas of language and literacy development. The course is graded satisfactory (S) or unsatisfactory (U).

LAD 692A Internship

Prerequisite: SPD 608, SPD 614, TED 621B with a minimum grade of B, and Candidates choosing the Internship option to obtain the Preliminary Education specialist: Language and Academic Development disabilities teaching credential will need to meet the Internship Eligibility requirements. The CTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming an intern and the teacher of record in a special education program for students with language and academic development disabilities. There are three pre-service courses (SPD 608, SPD 614 and TED 621B) that must be successfully completed prior to applying for the internship option. Candidates must also have received an offer for employment in a special education program prior to applying for an internship option. Additionally, candidates must pass CBEST and CSET as well as the US Constitution requirement. Candidates complete an Internship Credential Packet and participate in a faculty interview to verify qualifications for an internship. Candidates must complete the full credential program in Language and Academic disabilities within two years of becoming an intern.

The National University Special Education Internship for Language and Academic Development preliminary credential is designed as an alternative route for the preparation of Education Specialist candidates. Candidates selected for an internship serve as teachers of record in settings serving students with language and academic development needs, earn full time salaries and receive benefits. Interns receive support and supervision, from the university program and the school site, for a minimum of 4 months for each clinical practice course (LAD692A and LA692B Internship) while completing required coursework for authorization to teach students with language and academic development needs. LAD 692A and LAD 692B do not grant graduate units towards a graduate degree. The courses are graded satisfactory (S) or unsatisfactory (U).

LAD 692B Internship

Prerequisite: SPD 608, SPD 614, TED 621B and Candidates choosing the Internship option to obtain the Preliminary Education specialist: Language and Academic Development disabilities teaching credential will need to meet the Internship Eligibility requirements. The CTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming an intern and the teacher of record in a special education program for students with language and academic development disabilities. There are three pre-service courses (SPD 608, SPD 614 and TED 621B) that must be successfully completed prior to applying for the internship option. Candidates must also have received an offer for employment in a special education program prior to applying for an internship option. Additionally, candidates must pass CBEST and CSET as well as the US Constitution requirement. Candidates complete an Internship Credential Packet and participate in a faculty interview to verify qualifications for an internship. Candidates must complete the full credential program in Language and Academic disabilities within two years of becoming an intern.

The National University Special Education Internship for Language and Academic Development preliminary credential is designed as an alternative route for the preparation of Education Specialist candidates. Candidates selected for an internship serve as teachers of record in settings serving students with language and academic development needs, earn full time salaries and receive benefits. Interns receive support and supervision, from the university program and the school site, for a minimum of 4 months for each clinical practice course (LAD692A and LA692B Internship) while completing required coursework for authorization to

teach students with language and academic development needs. LAD 692A and LAD 692B do not grant graduate units towards a graduate degree. The courses are graded satisfactory (S) or unsatisfactory (U).

PED – School Psychology

PED 685 Internship Seminar

Prerequisite: Students must have completed all program core requirements (except PED 625 and PED 637), 450 hours of practicum, eligible to be enrolled in the internship and have permission of the faculty advisor.

Students will review the knowledge, skills, and standards of the graduate program in school psychology in final preparation for their employment as professional school psychologists. Students will prepare for the ETS Praxis examination, complete their program portfolios, and present their school project as part of this course. Grading is by H, S, or U only.

SPD – Special Education

SPD 622 Assessment

Prerequisite Candidates must complete 8 core courses prior to taking this course.

This course emphasizes the use of formal and diagnostic assessments to determine strengths and weaknesses of students. Tests commonly used for children and youth with a variety of suspected disabilities are administered and interpreted. Candidates will learn about the selection, administration, and analysis of assessment instruments and to use the data to write a formal report, an IEP with goals and objectives, and to help prepare lesson plans. This is a two month onsite course, which cannot be taken concurrently with any other course.

SPD 628 Teaching Reading/Lang Arts

Prerequisite: SPD 622

The course provides substantive, research-based instruction to teach reading/language arts to students with disabilities. Candidates will demonstrate their ability to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the English/Language Arts Content Standards and the Reading/Language Arts Framework. They will exhibit the ability to administer a variety of reading/writing assessments to diagnose students' reading/language arts abilities. This is a two month onsite course, which cannot be taken concurrently with any other course.

SPD 660 Clear Orientation Seminar

Prerequisite: California Preliminary Education Specialist Credential (DHH, M/M, or M/S) and a full-time teaching position in special education in a P-12 school or a pre-approved long term contracted substitute position.

A continuation of professional development for new Preliminary Education Specialist teachers. Participating teachers will assess their current teaching practice, explore professional teaching standards and design a growth plan to meet their needs and the needs of students they serve. Must be taken as the first course for the Education Specialist Clear Credential Program. Course is S/U/H grading only. Course is two months in length.

SPD 661 Special Topics MM MS DHH

Prerequisite: SPD 660

Course focuses on synthesis and application of evidence based research informing data driven instruction for monitoring student behavior and academic progress. Advanced practice in creating effective learning environments for special needs and EL students, collaborating with families and service providers, developing instruction and technology to facilitate curriculum mastery are examined.

SPD 664 Clear Capstone

Prerequisite: SPD 660 and SPD 661 and the elective course must be completed prior to registering for SPD 664 Clear Capstone. A 3.0 grade point average is required to complete the program.

Final course in the Clear Education Specialist Induction Program for M/M, M/S or DHH. Participating teachers will upload summative evidence in e-portfolio demonstrating mastery of each CTSP including documentation of IIP completion and reflection for each Competency Objective. Must be taken as the last course in the program. Course is S/U/H grading only. Course is two months in length.

SPD 674 Collaborative Partners

Prerequisite: ECSE Added-Authorization Candidates: Individuals who hold a valid preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.

Examination of interpersonal and interactive techniques required of the special education teacher when working with parents and families of young children and students with special needs and other professionals. This course addresses the sharing of knowledge and mutual efforts between professionals and parents to effectively serve youngsters with special needs. Problem solving, decision-making, and collaborative strategies for working with parents, professionals, and agencies when implementing services are explored. Field work is required.