National University™

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▶ Addendum
to the

General
Catalog

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National University System

Program Fees

E-Portfolio . . . . $35 per year
E-Portfolio Renewal Fee . . . . $35 per year

College of Letters and Sciences

Course Descriptions

ADC 250
Alcoholism and Substance Abuse Prevention and Intervention Education
(4.5 units)
This course is designed to cover the concepts of prevention, community education, and community outreach. In addition, this course will provide education and prevention models and the role of community groups in these models. The effectiveness of alternative prevention strategies, education and training methods, and adult education techniques will be included.

ARB 100
Beginning Arabic I
(Co-requisite: ARB 100A)
This is the beginning course in Modern Standard Arabic (MSA). Elementary skills in the standard communication modes of speaking, reading and listening to Arabic are introduced. The course includes an introduction to the Arabic alphabet and numerals and usage of basic vocabulary.

ARB 100A
Beginning Arabic I Laboratory (1.5 quarter units)
(Co-requisite: ARB 100)
This is an intensive online laboratory course in which the student interacts in a speaking and listening mode to a programmed sequence of language units. These are parallel to the corresponding materials covered in ARB 100, Beginning Arabic.

ARB 101
Beginning Arabic II
(Prerequisites: ARB 100/ARB 100A)
(Co-requisite: ARB 101A)
This course is a sequel to the beginning course in Modern Standard Arabic (MSA). The course includes an introduction to the basic parts of an Arabic sentence and the basic written Arabic phrases for oral and reading comprehension.

ARB 101A
Beginning Arabic II: Laboratory
(1.5 quarter units)
(Prerequisites: ARB 100/100A)
(Co-requisite: ARB 101)
This laboratory course involves students in the use of common Arabic terms orally in situational context. The student will be involved in oral interpretation of the basic spoken Arabic phrases. Elementary skills in the standard communication modes of speaking, reading, and writing and listening to Arabic are emphasized.

ARB 200
Intermediate Arabic I
(Prerequisites: ARB 101/101A)
(Co-requisite: ARB 200A)
This course enhances the student's proficiency in spoken and written Modern Standard Arabic (MSA). This course emphasizes the difference between standard and dialectic spoken Arabic. Emphasis is given to both formal and informal Arabic. Grammar and vocabulary are expanded.

ARB 200A
Intermediate Arabic I, Laboratory
(1.5 quarter units)
(Prerequisites: ARB 101/101A)
(Co-requisite: ARB 200)
In this course emphasis is given to both formal and informal Arabic. This course enhances the student's proficiency in standard and dialectic spoken Arabic. Emphasis is given to both formal and informal Arabic. Grammar and vocabulary are expanded.

ARB 201
Intermediate Arabic II
(Prerequisites: ARB 200/200A)
(Co-requisite: ARB 201A)
This course gives emphasis to both formal and informal Arabic. Rules of grammar and vocabulary are applied in writing simple Arabic sentences when describing presented materials.

ARB 201A
Intermediate Arabic II: Laboratory (1.5 quarter units)
(Prerequisites: ARB 200/200A)
(Co-requisite: ARB 201)
This laboratory course allows the learner to apply in verbal form the rules of grammar in both standard and dialectic spoken Arabic.

ARB 300
Advanced Arabic I
(Prerequisites: ARB 201/201A)
(Co-requisite: ARB 300A)
This course develops student skills in idiomatic and conversational forms of speech, proficiency in moderately complex written structures. Also covered is translation of non-technical texts from Arabic to English and vice-versa. Basic syntactic patterns and vocabulary will be consolidated.

ARB 300A
Advanced Arabic I: Laboratory
(1.5 quarter units)
(Prerequisites: ARB 201/201A)
(Co-requisite: ARB 300)
This laboratory course practices student skills in idiomatic and conversational forms of speech in moderately complex structures. Also covered is translation of non-technical texts from Arabic to English and vice-versa. Basic syntactic patterns and vocabulary will be consolidated.

ARB 301
Advanced Arabic II
(Prerequisites: ARB 300/300A)
(Co-requisite: ARB 301A)
This course continues to develop student skills in idiomatic and conversational forms of speech, and proficiency in moderately complex written structures. The course makes use of Arabic in film and radio where the student prepares written reports based on the presented materials.

ARB 301A
Advanced Arabic II: Laboratory
(1.5 quarter units)
(Prerequisites: ARB 300/300A)
(Co-requisite: ARB 301)
This laboratory course continues to develop student skills in idiomatic and conversational forms of speech and proficiency. The course makes use of Arabic in film and radio where the student prepares written reports delivered orally based on the presented materials.

LUS 100
Beginning Luiseño I
(Co-requisite: LUS 100A)
LUS 100 is designed as an introduction to the Academic Luiseño Language for those with no previous experience. This course will first stress the acquisition of very basic academic vocabulary centering on artistic expression. This basic vocabulary will allow students to describe or give instructions on how to draw a work of art entirely in Luiseño. Instructional emphasis will then focus on correct pronunciation, standardized orthography, syllabification, spelling conventions, and hyphenation of Luiseño words.

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LUS 100A
Beginning Luiseño I Laboratory
(1.5 quarter units)
(Co-requisite: LUS 100)
LUS 100A is designed to strengthen the students' ability to comprehend spoken Luiseño, as well as to converse using the basic vocabulary introduced in LUS 100. The vocabulary introduced in LUS 100 will be presented in utterances within the range of comprehensible input for the students. Intense practice with the vocabulary of LUS 100 will be provided. The same grammatical points introduced in LUS 100 will be reinforced in this lab course.

LUS 101
Beginning Luiseño II
(Prerequisites: LUS 100/100A)
(Co-requisite: LUS 101A)
LUS 101 is an introduction to the Academic Luiseño Language, building upon the vocabulary and grammar acquired in LUS 100 and LUS 100A. The present tense and command forms of both transitive and intransitive verbs will be explained. Nominal declension in the nominative and accusative cases will be elucidated. The intricacies of the five Luiseño verbs of location will be discussed and explicated.

LUS 101A
Beginning Luiseño II Laboratory
(1.5 quarter units)
(Prerequisites: LUS 100/100A)
(Co-requisite: LUS 101)
LUS 101A is designed to strengthen the students' ability to comprehend spoken Luiseño, as well as to converse using the basic vocabulary introduced in LUS 101. This lab course must be taken concurrently with the lecture course LUS 101. The conjugation of the present tense and command forms of both transitive and intransitive verbs will be practiced in order to enhance the students' auditory comprehension, and to enable students to reproduce in spontaneous speech grammatically correct Luiseño phrases. Nominal declension in the nominative and accusative cases will be drilled orally. The intricacies of the five Luiseño verbs of location will be practiced in real life situations in oral exercises.

LUS 200
Intermediate Luiseño Language I
(Prerequisites: LUS 101/101A)
(Co-requisite: LUS 200A)
LUS 200 is designed for students who have already completed LUS 100 and 100A and LUS 101 and 101A. The preterit, imperfect, and past frequentive tenses of regular and irregular verbs will be explicated. The oblique noun cases will be introduced and fully explained.

LUS 200A
Intermediate Luiseño Language I Laboratory
(1.5 quarter units)
(Prerequisites: LUS 101/101A)
(Co-requisite: LUS 200)
LUS 200A is designed to strengthen the students' ability to comprehend spoken Luiseño, as well as to converse using the basic vocabulary introduced in LUS 200. This lab course must be taken concurrently with the lecture course LUS 200. The preterit, imperfect, and past frequentive tenses of regular and irregular verbs will be explicated. Intense practice in auditory comprehension and oral proficiency in the use of the past tenses will be provided. Ample exercises in the use of the oblique noun cases will be given. The oral formation and the auditory recognition of questions will be fully drilled.

LUS 201
Intermediate Luiseño Language II
(Prerequisites: LUS 200/LUS 200A)
(Co-requisite: LUS 201A)
LUS 201 is designed for students who have already completed LUS 100 and 100A, LUS 101 and 101A, and LUS 200 and 200A. The future tenses will be explained. The remaining oblique noun cases, the instrumental and the concomitant, will be discussed and fully elucidated. Syntactical agreement between head nouns and adjectives will be explicated. The

volitional and potential modes of verbs will be introduced, along with other modes of expressing volition and potentiality in verbs. Various means of expressing causation in verbs will be explained.

LUS 201A
Intermediate Luiseño Language II Laboratory
(1.5 quarter units)
(Prerequisites: LUS 200/200A)
(Co-requisite: LUS 201)
LUS 201A is designed to strengthen the students' ability to comprehend spoken Luiseño, as well as to converse using the basic vocabulary introduced in LUS 201. This lab course must be taken concurrently with the lecture course LUS 201. The future tenses will be practiced intensely in oral and listening comprehension exercises. The remaining oblique noun cases, the instrumental and the concomitant, will be practiced. Practice will be provided to ensure oral proficiency in the use of the instrumental and concomitant. Syntactical agreement between head nouns and adjectives will be practiced. The volitional and potential modes of verbs will be reviewed in oral and listening comprehension exercises, along with other modes of expressing volition and potentiality verbs. Various means of expressing causation in verbs will be practiced.

LUS 300
Advanced Luiseño Language I
(Prerequisites: LUS 201/LUS 201A)
(Co-requisite: LUS 300A)
In LUS 300 the present and past tense irrealis and irrealis pronominal clitics will be explained. The formation of the comparative and superlative forms of adjectives will be discussed and explicated using real-life examples from Luiseño texts. The formation of adverbs from adjectives will be elucidated. Reduplication and suffixation of motion morphemes in verbs will be explained. The use of verbal participles, both same subject and switch reference, will be thoroughly studied.

LUS 300A
Advanced Luiseño Language I Laboratory
(1.5 quarter units)
(Prerequisites: LUS 201/LUS 201A)
(Co-requisite: LUS 300)
In LUS 300A the present and past tense irrealis and irrealis pronominal clitics will practiced to ensure oral and auditory proficiency. This lab course must be taken concurrently with the lecture course LUS 300. The formation of the comparative and superlative forms of adjectives will be practiced in lab exercises. The formation of adverbs from adjectives will be practiced in listening comprehension exercises. Oral and listening comprehension exercises in the reduplication and suffixation of motion morphemes in verbs will be provided. The use of verbal participles, both same subject and switch reference, will be thoroughly practiced.

LUS 301
Advanced Luiseño Language II
(Prerequisites: LUS 300/300A)
(Co-requisite: LUS 301A)
LUS 301 is designed for students who have already completed LUS 100 and 100A, LUS 101 and 101A, LUS 200 and 200A, LUS 201 and 201A, and LUS 300 and 300A. Vocabulary and skills are provided to enable students to communicate effectively with children and adults in an elementary school setting. Relative clauses are explained and described in all their complexity. Transitive/intransitive verb pairs are elucidated. The derivation of verbs from nouns, nouns from verbs, and adjectives from nouns and verbs is described. The formulation of abstract and compound nouns is explicated. The expression of 'also' and 'attempt' in Luiseño is explained. Reflexive verbs are introduced and discussed at length.

LUS 301A
Advanced Luiseño Language II Laboratory
(1.5 quarter units)
(Prerequisites: LUS 300 /300A)
(Co-requisite: LUS 301)
Ample practice in real-life situations is provided to enable students to communicate effectively in spoken Luiseño. Relative clauses are

practiced in order to achieve oral and auditory proficiency. Transitive/intransitive verb pairs and their usage are practiced in extensive exercises. The derivation of verbs from nouns, nouns from verbs, and adjectives from nouns and verbs is practiced in oral and listening comprehension exercises. The formulation of abstract and compound nouns is practice to ensure speaking and listening proficiency.

(Revised)

General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 quarter units, students must complete at least 4.5 units at the upper-division level and 4.5 units in diversity enriched coursework. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following eight areas:

AREA A: ENGLISH COMMUNICATION
(Minimum 15 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(Minimum 4.5 quarter units)

AREA C: INFORMATION LITERACY
(Minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(Minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(Minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(Minimum 6 quarter units required *[Note: one science lab is required]*)

AREA G: MODERN LANGUAGE
(Minimum 9 quarter units)
(Students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement)

AREA A-G: GENERAL EDUCATION
(Minimum 4.5 quarter units)

Courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

Approved Courses

AREA A: ENGLISH COMMUNICATION
(15 quarter units required)

CATEGORY 1 – Writing
(10.5 quarter units required)

ENG 100   Effective College English I (3 quarter units)
      (Prerequisite: Placement Exam)
ENG 101   Effective College English II (3 quarter units)
      (Prerequisite: ENG 100)
ENG 240   Advanced Composition
      (Prerequisites: ENG 100/101)
or
ENG 334A   Technical Writing
      (Prerequisites: ENG 100/101)
      (Only Business and Engineering majors may fulfill this requirement by taking ENG 334A)

CATEGORY 2 – Speech and Communications
(4.5 quarter units required)

COM 100   Introduction to Communications
COM 200   Effective Communication

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(Minimum 4.5 quarter units)

MTH 204   Mathematics for Business and Science
      (Prerequisite: MTH 012A and MTH 012B)
MTH 209A   Structure and Concepts of Mathematical Fundamentals I
      (Prerequisite: Placement Evaluation)
MTH 210   Introduction to Probability and Statistics
      (Prerequisite: Placement Evaluation)
MTH 215   College Algebra and Trigonometry (Accelerated Course)
      (Prerequisite: Placement Evaluation)
MTH 216A   College Algebra and Trigonometry I (3 quarter units
      (Prerequisite: Placement Evaluation)
MTH 216B   College Algebra and Trigonometry II (3 quarter units)
      (Prerequisite: MTH 216A)
MTH 220   Calculus I
      (Prerequisite: MTH 215)
MTH 301   Structure and Concepts of Mathematical Fundamentals II
      (Prerequisite: MTH 209A)
CSC 208   Calculus for Computer Science I
      (Prerequisite: MTH 215)
MNS 205   Introduction to Quantitative Methods for Business
      (Prerequisite: Placement Evaluation)
NSG 322   Introduction to Biomedical Statistics
      (open only to students in the B.S.N. Degree Plan)

AREA C: INFORMATION LITERACY
(4.5 quarter units required)

ILR 260   Information Literacy and Report Writing
      (Prerequisites: ENG 100/101)

AREA D: ARTS AND HUMANITIES
(13.5 quarter units required)

ART 100   Introduction to Art History
      (Prerequisites: ENG 100/101)
ART 200   Visual Arts
ART 200A   Visual Arts Laboratory (1.5 quarter units)
      (Prerequisite: ART 200)
HIS 233   World Civilization I
      (Prerequisites: ENG 100/101)
HIS 234   World Civilization II
      (Prerequisites: ENG 100/101)
LIT 100   Introduction to Literature
      (Prerequisites: ENG 100/101)
LIT 345   Mythology
      (Prerequisites: LIT100)
MUS 100   Fundamentals of Music
MUS 327   World Music (+)
      (Prerequisites: ENG 100/101
THR 200   Theater Arts
PHL 100   Introduction to Philosophy
      (Prerequisites: ENG 100/101)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(13.5 quarter units required)

COM 220   Media Literacy
COM 380   Democracy in the Information Age [+]
      (Prerequisites: ENG 100/101)
ECO 203   Principles of Macroeconomics
ECO 204   Principles of Microeconomics
      (Prerequisite: ECO 203)
HIS 220A   History of the United States I [+]
      (Prerequisites: ENG 100/101)

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HIS 220B	History of the United States II [+]	
	(Prerequisites: ENG 100/101)	
HIS 300	Foundations of Western Civilization	
	(Prerequisites: ENG 100/101)	
HIS 350	Cultural Diversity [+]	
	(Prerequisites: ENG 100/101)	
POL 100	Introduction to Political Science	
	(Prerequisites: ENG 100/101)	
POL 201	American Government and Politics	
	(Prerequisites: ENG 100/101)	
PSY 100	Introduction to Psychology	
SOC 100	Principles of Sociology (+)	
	(Prerequisites: ENG 100/101)	
SOC 260	Cultural Anthropology	
	(Prerequisites: ENG 100/101)	

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(6 quarter units required)
(Note: One science lab is required at 1.5 quarter units)

SCI 100	Survey of Bioscience
SCI 100A	Survey of Bioscience Laboratory (1.5 quarter units)
	(Prerequisite: SCI100)
SCI 101	General Chemistry
SCI 101A	General Chemistry Laboratory (1.5 quarter units)
	(Prerequisites: MTH 204 and SCI 101)
SCI 104	General Physics
SCI 104A	General Physics Laboratory (1.5 quarter units)
	(Prerequisites: MTH 204 and SCI 104)
SCI 201	Human Anatomy and Physiology I
SCI 201A	Human Anatomy and Physiology Laboratory I (1.5 quarter units)
	(Prerequisite: SCI 201)
SCI 103	Fundamentals of Geology
SCI 103A	Fundamentals of Geology Laboratory (1.5 quarter units)
	(Prerequisite: SCI 103)
SCI 202	Human Anatomy and Physiology II
SCI 202A	Human Anatomy and Physiology Laboratory II (1.5 quarter units
	(Prerequisite: SCI 202)
SCI 203	Introduction to Microbiology
SCI 203A	Introduction to Microbiology Laboratory I (1.5 quarter units)
	(Prerequisite: SCI 203)

AREA G: MODERN LANGUAGE
(9 quarter units required)

(In addition to the coursework listed below, students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement.)

ARB 100	Beginning Arabic I
	(Co-requisite: ARB 100A)
ARB 101	Beginning Arabic II
	(Prerequisites: ARB 100/100A)
	(Co-requisite: ARB 101A)
ARB 200	Intermediate Arabic I
	(Prerequisites: ARB 101/101A)
	(Co-requisite: ARB 200A)
ARB 201	Intermediate Arabic II
	(Prerequisites: ARB 200/200A)
	(Co-requisite: ARB 201A)
ARB 300	Advanced Arabic I
	(Prerequisites: ARB 201/201A)
	(Co-requisite: ARB 300A)
ARB 301	Advanced Arabic II
	(Prerequisite: ARB 300/300A)
	(Co-requisite: ARB 301A)
ASL 120	American Sign Language I

ASL 220	American Sign Language II
	(Prerequisite: ASL 120)
ASL 320	American Sign Language III
	(Prerequisite: ASL 220)
LAS 100	Spanish I
LAS 200	Spanish II
	(Prerequisite: LAS 100)
LAS 300	Spanish III
	(Prerequisite: LAS 200)
LAS 101	Spanish for the Native Speaker
	(Prerequisite: Native speaking ability and/or recommendation of instructor)
LAS 201	Spanish for the Native Speaker II
	(Prerequisite: LAS 101)
LUS 100	Beginning Luiseño I
	(Co requisite: LUS 100A)
LUS 101	Beginning Luiseño II
	(Prerequisites: LUS 100/100A)
	(Co-requisite: LUS 101A)
LUS 200	Intermediate Luiseño Language I
	(Prerequisites: LUS 101/101A)
	(Co-requisite: LUS 200A)
LUS 201	Intermediate Luiseño Language II
	(Prerequisites: LUS 200/200A)
	(Co-requisite: LUS 201A)
LUS 300	Advanced Luiseño Language I
	(Prerequisites: LUS 201/201A)
	(Co-requisite: LUS 300A)
LUS 301	Advanced Luiseño Language II
	(Prerequisites: LUS 300/300A)
	(Co-requisite: LUS 301A)

AREA A-G GENERAL EDUCATION
(4.5 quarter units minimum)

If a student has not met the upper-division unit requirement in the completion of the above general education areas, one of the following courses must be taken. If a student has already met the upper-division unit requirement in the completion of the above general education areas, any course in Areas A through G may satisfy this Area.

ART 315	Film as Art
	(Prerequisites: ENG 100/101)
ART 329	World Art [+]
	(Prerequisites: ENG 100/101)
COM 360	Representation and Diversity in the Media [+]
	(Prerequisites: ENG 100/101)
ENG 365	Creative Writing
	(Prerequisites: ENG 100/101)
ENG 375	Nature Writing
	(Prerequisites: ENG 100/101)
COM 380	Democracy in the Information Age [+]
	(Prerequisites: ENG 100/101)
HIS 300	Foundations of Western Civilization
	(Prerequisites: ENG 100/101)
HIS 350	Cultural Diversity [+]
	(Prerequisites: ENG 100/101)
LIT 311	British Literature I
	(Prerequisite: LIT 100)
LIT 312	British Literature II
	(Prerequisite: LIT 100)
LIT 321	American Literature I
	(Prerequisite: LIT 100)
LIT 322	American Literature II
	(Prerequisite: LIT 100)
LIT 342	World Literature [+]
	(Prerequisite: LIT100)
MUS 326	Survey of American Music History [+]
PHL 320	Comparative Religion [+]
	(Prerequisites: ENG 100/101)
PHL 375	Environmental Ethics
	(Prerequisites: ENG 100/101)

PSY 301	Child Development
	(Prerequisites: ENG 100/101)
SCI 300	Geography [+]
SCI 301	Earth and Planetary Science
SCI 322	Oceanography
SCI 335	Environmental Science
SOC 325	Contemporary Popular Culture
	(Prerequisites: ENG 100/101)
SOC 336	American Film and Society [+]
	(Prerequisites: ENG 100/101)
SOC 344	Marriage, Sex, and the Family
	(Prerequisites: ENG 100/101)
SCI 102	Survey of Physical Science

(New)

■ ASSOCIATE OF ARTS IN HEALTHCARE ADMINISTRATION
(600-303)

Faculty Advisor: Pavel Glukhovskiy • (310) 662-3157 • pglukhovskiy@nu.edu

The Associate of Arts in Healthcare Administration is designed to give students an introductory yet solid foundation in healthcare management principles and practices, marketing, accounting and budgeting, human resources administration, law and ethics, health economics and health information systems.

The prevalence of integrated healthcare delivery systems necessitates the need for individuals who plan, direct, coordinate and streamline health services. With the sustained growth and diversification of the health industry, opportunities are available for these healthcare administrators in physicians, chiropractors, home health services and ambulatory care clinics. Graduates of this program will help direct and assist healthcare agencies towards the realization their mission and goals and provide assistance in business strategies and oversee the activities of a number of facilities in healthcare systems.

Program Outcomes

The associate degree will prepare the graduate to:
1. Lead and direct an integrated delivery system like physician's offices, ambulatory care clinics and home-health based agencies and elder day care centers.
2. Interpret financial report and determine business viability.
3. Implement proper documentation in the medical office.
4. Recognize marketing programs specific to healthcare.
5. Employ relevant ethical and legal practices.
6. Identify basic management practices of healthcare professionals and staff.

Degree Requirements

To receive the AA degree, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. Students are urged to meet English requirements as early as possible in their college career to avoid serious difficulties in other coursework. In the absence of transfer credit, students may need to take additional electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation. The following courses are specific degree requirements.

General Education Requirements
(14 courses, 57 quarter units)

AREA A: ENGLISH COMMUNICATION
CATEGORY 1 – Writing
(6 quarter units)

ENG 100	Effective College English I
ENG 101	Effective College English II
	(Prerequisite: ENG 100)

CATEGORY 2 – Speech and Communication
(4.5 quarter units)

COM 200	Effective Communication

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(9 quarter units)

MTH 210	Introduction to Probability and Statistics
	(Prerequisite: Placement Evaluation)
MNS 205	Introduction to Quantitative Methods for Business
	(Prerequisite: Placement Evaluation)

AREA C: INFORMATION LITERACY AND TECHNOLOGY
(4.5 quarter units)

ILR 260	Information Literacy and Report Writing
	(Prerequisites: ENG 100/101)

AREA D: ARTS AND HUMANITIES
(4.5 quarter units)

PHL 100	Introduction to Philosophy
	(Prerequisites: ENG 100/101)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(9 quarter units)

PSY 100	Introduction to Psychology
SOC 100	Principles of Sociology (+)
	(Prerequisites: ENG 100/101)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCE
(6 quarter units required)
(Note: One science lab is required at 1.5 quarter units)

SCI 100	Survey of Bioscience
SCI 100A	Survey of Bioscience Laboratory (1.5 quarter units)
	(Prerequisite: SCI 100)

AREA G: MODERN LANGUAGES
(9 quarter units)

LAS 100	Spanish I
LAS 200	Spanish II
	(Prerequisite: LAS 100)

AREA A - G: GENERAL EDUCATION
(4.5 quarter units)

As part of the General Education requirements students must complete at least 4.5 quarter units in diversity enriched coursework. A plus (+) indicates a diversity enriched offering.

Requirements for the Major
(8 courses, 36 quarter units)

HLT 200	Introduction to Finance and Accounting
	(Prerequisite: MNS 205)
HLT 210	Quality in Healthcare
HLT 220	Healthcare Information System
	(Prerequisite: ILR 260))
HLT 230	Organizational Behavior
	(Prerequisite: MTH 210)
HLT 240	Healthcare Marketing
HLT 250	Healthcare Management and Leadership
	(Prerequisite: HLT 230)
GER 310	Healthy Aging
HSC 300	Legal and Ethical Issues and Health Professions

Course Descriptions

HLT 200
Introduction to Finance and Accounting
(Prerequisites: MNS 205)
This course is intended to introduce the student to the financial management of healthcare organizations. The basics of accounting and finance as it relates to emerging issues in healthcare financial management will be discussed. To understand financial management in healthcare settings, one must first understand the fundamentals of finance. The student is introduced to the basics and implications of accounting data and how financial statements are constructed. Healthcare organizations must generate cash flow, generate assets and put those assets to work just like any business enterprise. This course is intended to explain the major reasons that financial management in healthcare organizations is unique among industries.

HLT 210
Quality in Healthcare
This course will introduce the student to the fundamentals of quality in healthcare. It will provide the student with an integrated approach to undertaking ways of evaluating and improving healthcare delivery. It will provide tools, techniques and principles of Total Quality in the healthcare industry. It will provide a platform for discussions of case studies of major health facilities where Total Quality is implemented.

HLT 220
Healthcare Information Systems
(Prerequisite: ILR 260)
Healthcare Information Systems is designed to provide the student with a strong foundation to comprehend the content and structure of the daily operations of health services. Among the topics discussed in this course are trends in healthcare information processing, communications technologies and utilization of information technology in the healthcare industry. The course will include internet and intranet applications and the use of information technology for medical quality assessment.

HLT 230
Organizational Behavior
(Prerequisite: MTH 210)
The course is intended to help potential managers develop people skills. It focuses on the behavior of the organization as a function of individual and group emphasizing the importance of motivation and leadership. It will include a foundation of organizational behavior, foundation of individual behavior, values, attitudes and job satisfaction, individual decision making and its implications for managers. The course also includes a presentation of basic motivation concepts and its applications to an organization. Topics on understanding work teams, the communication process and its application in interpersonal communication and organizational communication are also part of this course.

HLT 240
Marketing in Healthcare
This course will provide an overview of marketing and its application to healthcare. It will introduce the student to marketing concepts, methods, and data used in healthcare marketing. It will develop in the student an appreciation of the role of marketing in healthcare along with tools necessary to plan and implement marketing initiatives. The course will also introduce to the student the nature of healthcare markets, the consumers within this market and the factors that influence the demand for health services.

HLT 250
Healthcare Management and Leadership
(Prerequisite: HLT 230)
The emphasis of this course is the application of organizational behavior theory studied in HLT 230. Emphasis is placed on the managerial activity involving motivation, leadership, conflict management and negotiation. Healthcare Management and Leadership will introduce the importance of leadership in relation to various issues in healthcare. The course will also include several aspects of leadership in health services organizations.

(New)
■ ASSOCIATE OF SCIENCE IN COMMUNITY HEALTHCARE WORKER
(602-126)
Faculty Advisor: Pavel Glukhovskiy • (310) 662-3157 • pglukhovskiy@nu.edu

The Associate of Science in Community Healthcare Worker is designed to offer a tiered program to higher education in the field of community health. It will serve as a pathway to develop leadership and advocacy skills of indigenous/grassroots health workers. To address areas of concern, the students will be required to evaluate needs of the community, establish priority areas and focus, and develop educational materials to address areas of concern. Health advising will target health maintenance, prevention and wellness rather than treatment. Subscribing to the tenet that healthcare is a human right rather than a privilege, the indicator of a healthy nation is a healthy community. Community Healthcare Workers (CHW) provide health advising, intakes and referrals, carry out client orientations and advocates for the community. Under the guidance of the primary health provider and collaborating with the healthcare team, CHWs will approach health issues proactively.

This program is designed for the entry-level health workers and onsite individuals to gain knowledge, skills and confidence in the delivery of primary and preventive healthcare. With the holistic curriculum, the student is prepared to view the patient's concerns as a human being rather than an isolated system or anatomical organ.

Program Outcomes

The Associate of Science in Community Health Worker trains the graduate to:
1) Demonstrate oral and written skills in client's health assessment, management strategies, and referrals to appropriate services.
2) Discuss health promotion, disease prevention and wellness programs for all age groups.
3) Explain the importance of screening tests for the most common communicable diseases and early detection of cancer and other illnesses.
4) Discuss the importance of adherence to safety and infection control standards and policies.
5) Demonstrate organizational skills, problem solving and conflict resolution.
6) Recognize the individuality of clients and cultural diversity and their effect on client care.
7) Apply anatomical and physiological principles to disease identification and intervention.
8) Commence communication and contact with high risk population for health education thus gaining their trust and confidence.
9) Translate the goals of Healthy Families 2010 in lifestyle modification of clients.
10) Discuss ethical and legal repercussions of decisions and alternatives for the community members.
11) Translate health priorities and goals to the community ensuring that privacy and confidentiality concerns are safeguarded.
12) Recognize the roles of other healthcare professionals and serve as a bridge for them to understand the needs of the community.

Requirements for the Degree

To receive the associate degree, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. Students are urged to meet English requirements as early as possible in their college career to avoid serious difficulties in other coursework. In the absence of transfer credit, students may need to take additional electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation. The following courses are specific degree requirements.

Required General Education Preparation
(14 courses, 57 quarter units)

AREA A: ENGLISH COMMUNICATION

CATEGORY 1 – Writing
(6 quarter units)

ENG 100   Effective College English I
ENG 101   Effective College English II
           (Prerequisite: ENG 100)

CATEGORY 2 – Speech and Communication
(4.5 quarter units)

COM 200   Effective Communication

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(4.5 quarter units)

MTH 210   Introduction to Probability and Statistics
           (Prerequisite: Placement Evaluation)

AREA C: INFORMATION LITERACY
(4.5 quarter units)

ILR 260   Information Literacy and Report Writing
           (Prerequisites: ENG 100/101)

AREA D: ARTS AND HUMANITIES
(4.5 quarter units)

PHL 100   Introduction to Philosophy
           (Prerequisites: ENG 100/101)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(9 quarter units)

PSY 100   Introduction to Psychology
SOC 100   Introduction to Sociology (+)
           (Prerequisites: ENG 100/101)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(6 quarter units)

SCI 100   Survey of Bioscience
SCI 100A   Survey of Bioscience Laboratory (1.5 quarter units)
           (Prerequisite: SCI 100)

AREA G: MODERN LANGUAGES
(13.5 quarter units)

LAS 100   Spanish I
LAS 200   Spanish II
           (Prerequisite: LAS 100)
LAS 300   Spanish III
           (Prerequisite: LAS 200)

AREA A - G: GENERAL EDUCATION
(4.5 quarter units)

As part of the General Education requirements students must complete at least 4.5 quarter units in diversity enriched coursework. A plus (+) indicates a diversity enriched offering.

Requirements for the Major
(8 courses, 36 quarter units)

CMM 200   Community Outreach, Advocacy and Organization
CMM 210   Complementary and Alternative Medicine
CMM 220   Environmental and Occupational Hazards
CMM 230   Issues in Death, Dying and the Human Experience
CMM 240   Health Promotion and Lifestyle Modification
CMM 250   Spanish for Healthcare Providers

HSC 300   Legal and Ethical Issues and Health Professions
GER 310   Healthy Aging

Course Descriptions

CMM 200
Community Outreach, Advocacy, Organization
The purpose of this course is to teach potential community healthcare workers the strategies for community organizing and mobilization. It will conclude topics on the most current practices in legislative advocacy and the techniques for ethical approaches in advocacy. Basic concepts and strategies for community organization will be taught. The community healthcare worker will be trained to be a supporter rather than a mere catalyst.

CMM 210
Complementary and Alternative Medicine
This course introduces the student to other forms of interventions and treatment which may not be embraced by conventional Western medical standards. It will analyze the effectiveness of each therapy and how each of these therapies can be used to treat health conditions and diseases. Common conditions affecting different age groups will be discussed including the benefits and risks of the different Complementary and Alternative Medicine.

CMM 220
Environmental and Occupational Hazard
This course will include a study of common environmental and occupational hazards and diseases. Identification and evaluation of risk factors that will protect the individuals and the community from potential harm is part of the course. It will prepare the student to assess detrimental results of exposure to health hazards. Strategies for prevention and policy development will be emphasized.

CMM 230
Issues in Death, Dying and the Human Experience
This course provides a basic background on historical and contemporary perspectives on death and dying. Attention is given to current American practices regarding death, as well as cross-cultural interpretation. Emphasis is placed on the special situation of the terminally ill and bereaved and introductory concepts on counseling.

CMM 240
Health Promotion and Lifestyle Modification
Health is defined as the absence of disease and a harmonious balance of the physical, emotional, social, spiritual and intellectual aspects. This course is designed to promote health through lifestyle modification and management. A healthy individual is the precursor of a healthy community. The course also includes topics on wellness, guidelines for nutritional intakes and the significance and impact of health benefits across ethics, ages and gender groups.

CMM 250
Spanish for Healthcare Professionals
The course will provide basic Spanish communication skills to healthcare practitioners. Emphasis will be placed on the comprehension and proper usage of medical, diagnostic and procedural terminology as it relates to patient care and education. Knowledge of ethnical and medical beliefs and cures will be briefly discussed to understand client's reactions and decisions.

(New)
■ BACHELOR OF ARTS
◆ MAJOR IN COMPARATIVE LITERATURE
(610-119)

Faculty Advisor: Luis Acebal • (530) 226-4003 • lacebal@nu.edu

The Bachelor of Arts in Comparative Literature program offers students a course of study in literatures outside the English language tradition. The required courses for this program will take an historical approach to comparative literature and compare at least two different regions of the world within their respective historical period. The literature is read in translation in all the program's courses with the exception of LAS 310:

Addendum to the General Catalog 70A

Literary Readings in Spanish, which requires Spanish reading competency. (Students who are interested in studying literature with a focus on the English language tradition of the British Isles and the United States should enroll in the Bachelor of Arts in English program.) By comparing literary works of more than one culture within a given literary era, students will develop and expand their sense of the role of the literary arts in all cultures and languages. Because reading literary works in translation is not the same experience as reading them in their original language, the program requires that one course be comprised of literary reading in their original language.

Program Outcomes

Specifically, by the end of this program, students will:
1. Have reading knowledge of one additional "research" language
2. Have competence in the history of one literature
3. Demonstrate knowledge in comparative analysis of literary works spanning several traditions
4. Have specialized (period focused) knowledge of two literatures
5. Be familiar with a broad range of literary, critical and cultural theories
6. Be able to understand and contribute to issues and debates in the field of comparative and world literature
7. Evaluate the historical and literary developments of multiple national literatures.
8. Conduct research using electronic databases and other relevant traditional sources.

Degree Requirements

To receive the Bachelor of Arts with a Major in Comparative Literature, students must complete at least 180 quarter units as listed 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. The following courses are degree requirements. In 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. If the foreign language requirement is not completed in General Education, the equivalent must be completed as preparation for the Comparative Literature major either by testing or by satisfactorily passing three courses in Spanish (*Or equivalent preparation from another language).

Preparation for the Major
(4 courses, 18 quarter units)

LIT 100	Introduction to Literature	
	(Prerequisites: ENG 100/101)	
LAS 100	Spanish I*	
LAS 200	Spanish II*	
	(Prerequisite: LAS 100)	
LAS 300	Spanish III*	
	(Prerequisite: LAS 200)	

*Or equivalent preparation from another language

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

(Prerequisite for all courses is LIT 100)

LIT 300	Methodologies in Comparative Literature	
LAS 310	Literary Readings in Spanish	
	(Prerequisite: LAS 300, or equivalent competency in Spanish. May substitute an equivalent upper-division literature course in another foreign language.)	
LIT 361	Literature of the Ancient World	
LIT 362	Literature of the Middle Period	
LIT 363	Literature of the Early Modern World	
LIT 461	18th Century World Literature	
LIT 462	19th Century World Literature	
LIT 463	20th Century World Literature	
LIT 480	Literatures of the Americas	
	(Prerequisite: LIT 300)	

LIT 499   Capstone Course
(Prerequisite: Completion of all major coursework)

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

Students must complete a minimum of 27 quarter units of electives to fulfill the upper-division unit requirements to earn the Bachelor of Arts in Comparative Literature. Students must select at least four of these courses from the ENG and LIT subject areas.

The following courses are recommended electives:

ENG 350	Fundamentals of Linguistics	
	(Prerequisites: ENG 100/101)	
ENG 352	Origins of English	
ENG 365	Creative Writing	
	(Prerequisites: ENG 100/101)	
LIT 311	British Literature I	
	(Prerequisite: LIT 100)	
LIT 312	British Literature II	
	(Prerequisite: LIT 100)	
LIT 321	American Literature I	
	(Prerequisite: LIT 100)	
LIT 322	American Literature II	
	(Prerequisite: LIT 100)	
LIT 338	Shakespeare	
	(Prerequisite: LIT 100)	
LIT 345	Mythology	
	(Prerequisite: LIT 100)	
LIT 446	Studies in Poetry	
	(Prerequisite: LIT 100)	
LIT 450	Studies in the Novel	
	(Prerequisite: LIT 100)	
LIT 456	Studies in Drama	
	(Prerequisite: LIT 100)	
LIT 460	Gender and Literature	
	(Prerequisite: LIT 100)	

Course Descriptions

LIT 300
Methodologies in Comparative Literature
(Prerequisite: LIT 100)
An introduction to the major issues and methodologies of the field of comparative literature, including problems of translation, issues of trans-nationalism, and post-colonial studies. Rather than focus on specific cultures, language, or periods, this course is meant to prepare students for future work in comparative literature by providing a framework for the discipline and practice of comparative literature. As such, this course will focus on broad discussions of the trends and debates of comparative literature while using specific literary texts to illustrate and test those theories.

LAS 310
Literary Readings in Spanish
(Prerequisite: LIT 100, LAS 300 or equivalent competency)
The primary objective of this course is to introduce students to a variety of prominent 20th century Latin American literary texts in their original language. Students will have an opportunity to engage directly these literary texts without the mediation of translation, allowing them to gain appreciation of the literary language that is at times difficult through the intercession of translation. Readings will come from a variety of Spanish-speaking countries and historical movements. Discussions, collaborations, and writing assignments will be in English. (May substitute an equivalent upper-division literature course in another foreign language for LAS 310.)

LIT 361
Literature of the Ancient World
(Prerequisite: LIT 100)
An examination of literary works of two or more cultures from the beginnings of recorded literature until 100 C.E.. All works will be read in English translation. The literature covered in this course is discussed

from two perspectives: (1) the aesthetic and literary approach, which includes universal and essential considerations; and (2) the historical, social and cultural approach, which includes specific information necessary to grasp the meaning of the work. The understanding of a particular work is completed by pairing it with another work from either a different time or place.

LIT 362
Literature of the Middle Period
(Prerequisite: LIT 100)
An examination of literary works of two or more cultures from 100 C. E. to 1450 C.E, this course focuses on world literature excluding works written in English, although all works will be read in English translation. The literature covered in this course is discussed from two perspectives: (1) the aesthetic and literary approach, which includes universal and essential considerations; and (2) the historical, social and culture approach, which includes specific information necessary to grasping the meaning of the work. The understanding of a particular work is completed by pairing it with another work from either a different time or place.

LIT 363
Literature of the Early Modern World
(Prerequisite: LIT 100)
An examination of literary works of two or more cultures from 1450-1650, this course focuses on world literature excluding works written in English, although all works will be read in English translation. The literature covered in this course is discussed from two perspectives: (1) the aesthetic and literary approach, which includes universal and essential considerations; and (2) the historical, social and culture approach, which includes specific information necessary to grasping the meaning of the work. The understanding of a particular work is completed by pairing it with another work from either a different time or place.

LIT 461
18th Century World Literature
(Prerequisite: LIT 100)
An examination of literary works of Europe and Asia from 1650–1800 C.E, this course focuses on world literature excluding works written in English, although all works will be read in English translation. The literature covered in this course is discussed from two perspectives: (1) the aesthetic and literary approach, which includes universal and essential considerations; and (2) the historical, social and culture approach, which includes specific information necessary to grasping the meaning of the work. The understanding of a particular work is completed by pairing it with another work from either a different time or place.

LIT 462
19th Century World Literature
(Prerequisite: LIT 100)
An examination of 19th century literary works of Europe and Asia from 1800-1900 C.E, this course focuses on world literature excluding works written in English, although all works will be read in English translation. The literature covered in this course is discussed from two perspectives: (1) the aesthetic and literary approach, which includes universal and essential considerations; and (2) the historical, social and culture approach, which includes specific information necessary to grasping the meaning of the work. The understanding of a particular work is completed by pairing it with another work from either a different time or place.

LIT 463
20th Century World Literature
(Prerequisite: LIT 100)
This course will cover and compare 20th century representative works from diverse cultures and literary traditions, with an emphasis on non-North American literature. In addition to discussing the intrinsic qualities of particular texts, the course will explore the relationships between literary works and the historical and social contexts from which they arise; the influence of cultural interactions on literary production, especially in post-colonial literature; and the relevance of works of literature to contemporary international issues.

LIT 480
Literature of the Americas
(Prerequisite: LIT 100 and LIT 300)
The primary objective of this course is to introduce students to a hemispheric perspective to the study of the literatures of the Americas. With globalization and economic integration, population movements, and circulation of popular culture between the American nations occurring at an ever progressing pace, historians and literary scholars increasingly speak of a "hemispheric turn" in cultural studies of the Americas. This course seeks to contribute to students' appreciation of this hemispheric turn by surveying a variety of prominent 20th century U.S. and Latin American literary texts in translation. Students will have an opportunity to engage directly with these literary texts, allowing them to gain recognition of the dialogs between texts and national literatures across national boundaries.

LIT 499
Capstone Course
(Prerequisites: Completion of all major coursework)
This is the last course taken for the successful completion of major. This two-month capstone seminar affords students the opportunity to demonstrate their knowledge of the literature, theories, and methods they have learned in their core courses for the major. Students will develop a portfolio of their work consisting of revised papers from previous courses and new essays that will demonstrate their knowledge of literature, theory, and methods. Completing the portfolio allows students to reflect on their previous work by revising it and creating an impressive final project which will be the culmination of their finest efforts.

(New)
■ BACHELOR OF ARTS
◆ MAJOR IN ENGLISH WITH A PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)
(610-114-200)
Lead Faculty: For English B.A.: John Miller • (714) 429-5146 • jmiller@nu.edu
For Credential: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu

The Bachelor of Arts with a Major in English with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher of English at the middle and secondary school levels. The program stresses literary analysis, diversity and critical thinking and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics and communication studies. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. Candidates are required to complete all required coursework as well as the CBEST and CSET to receive a credential.

Degree Requirements

To receive a Bachelor of Arts with a Major in English with a Single 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 and 76.5 of which must be completed at the upper-division level. 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.

Program Outcomes

- demonstrate knowledge of major writers and their works and major periods of both British and American literature;
- demonstrate the ability to analyze and interpret works of literature in a variety of genres both orally and in formal written work;
- demonstrate understanding of major critical approaches to the interpretation of literature;
- demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of both literary and non-literary texts;
- demonstrate the ability to situate and analyze literary works within historical and cultural contexts;
- demonstrate understanding of various literary genres, their

development and persistence over time, and the role of genre in the understanding and analysis of literary and non-literary texts;
- produce writing that demonstrates mastery of conventions of Standard Written English;
- demonstrate knowledge of fundamental concepts of linguistics;
- articulate the major stages of language development in children;
- demonstrate a deep and flexible understanding of subject matter;
- demonstrate familiarity with and the ability to apply technologies relevant to the study and teaching of English;
- demonstrate the ability to use and analyze a variety of communications media, including creative writing, journalism, electronic media, theater and mass media;
- demonstrate application of educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students;
- demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains;
- utilize different teaching strategies to accomplish educational goals;
- demonstrate a thorough understanding of the learning needs of students to create positive learning environments that ensure healthy human growth;
- demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth;
- design, implement and evaluate standards-based lesson plans for learning and achievement in content areas;
- consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children;
- adhere to professional standards and ethics.

Preparation for the Major
(5 courses, 19.5 quarter units)

HIS 220A	History of the United States I (includes study of the Constitution)	
	(Prerequisites: ENG 100/101) (+)	

or

POL 201	American Government and Politics
	(Prerequisites: ENG 100/101)
LIT 100	Introduction to Literature
	(Prerequisites: ENG 100/101)
HIS 350	Cultural Diversity (+)
	(Prerequisites: ENG 100/101)
PSY 100	Introduction to Psychology

or

PSY 301	Child Development
	(Prerequisites: ENG 100/101)
TED 320	Introduction to Education (1.5 quarter units; includes 30 hours of field experience)

Passage of CBEST examination is required prior to beginning coursework in the Major

Requirements for the Blended Major
(25 courses, 112 quarter units)

Students must complete TED 320 before beginning coursework in the Blended Major.

English Requirements
(12 courses, 54 quarter units)

ENG 350	Fundamentals of Linguistics
	(Prerequisites: ENG 100/101)
ENG 365	Creative Writing
	(Prerequisites: ENG 100/101)
LIT 311	British Literature I
	(Prerequisite: LIT 100)
LIT 312	British Literature II
	(Prerequisite: LIT 100)
LIT 321	American Literature I
	(Prerequisite: LIT 100)
LIT 322	American Literature II
	(Prerequisite: LIT 100)
LIT 338	Shakespeare
	(Prerequisite: LIT 100)
LIT 342	World Literature
	(Prerequisite: LIT 100)
LIT 360	Literary Theory
	(Prerequisite: LIT 100)

Choose one from the following:
(Prerequisite to all courses: LIT 100)

LIT 345	Mythology
LIT 430	Children's Literature
LIT 460	Gender and Literature

Choose one from the following:
(Prerequisite to all courses: LIT 100)

LIT 443	World of Short Story
LIT 446	Studies in Poetry
LIT 450	Studies in Novel
LIT 456	Studies in Drama

Choose one from the following:

ART 315	Film as Art
	(Prerequisites: ENG 100/101)
COM 360	Representation and Diversity in the Media
	(Prerequisites: ENG 100/101)
ENG 375	Nature Writing
	(Prerequisites: ENG 100/101)

Education Theory and Methodology Requirements
(8 courses, 36 quarter units)
(Prerequisite for all courses: ENG 100/101 and TED 320)

All Teacher Education coursework has a field experience component. Students must maintain a 3.0 GPA within all TED coursework. Grades of "D" or "F" are not acceptable in TED courses.

TED 300	History and Ethics of Education
	(Prerequisite: Admission to the Teacher Education program)
TED 310	Development and Learning
	(Prerequisite: Admission to the Teacher Education program)
TED 330B	Reading and Language Arts Methods – Secondary
	(Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 340	Reading in the Content Area
	(Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 410	Multicultural Literature
TED 420	Diversity in Teaching and Learning
TED 430	Instructional Strategies for Students with Special Needs
TED 440	Classroom Leadership and Assessment

Student Teaching Requirements
(5 courses, 21 quarter units)
(Prerequisites: ALL MAJOR coursework must be completed satisfactorily including the GPA requirement for TED courses)

Students must pass CSET prior to beginning student teaching. TED 470 and 465 A, B, C, and D are field experience courses receiving a Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A	Student Teaching I
TED 465B	Student Teaching II
TED 465C	Student Teaching III
TED 465D	Student Teaching IV
TED 470	Student Teaching Seminar and e-Portfolio Assessment (Must be taken concurrently with TED 465 A – D; 3 quarter units)

(New)
■ BACHELOR OF ARTS IN SECONDARY EDUCATION
◆ MAJOR IN ENGLISH
WITH A NEVADA SECONDARY TEACHING LICENSE

Lead Faculty: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu
See School of Education Listings

(New)
■ BACHELOR OF EDUCATION IN SECONDARY EDUCATION
◆ MAJOR IN ENGLISH
WITH A HAWAII SECONDARY TEACHING LICENSE

Lead Faculty: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu
See School of Education Listings

(New)
■ BACHELOR OF ARTS
◆ MAJOR IN INTERDISCIPLINARY STUDIES
WITH A CALIFORNIA PRELIMINARY MULTIPLE SUBJECTS TEACHING CREDENTIAL

610-102-203
Lead Faculty: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu
Jacqueline Caesar • (858) 642 8350 • jcaesar@nu.edu

The Bachelor of Arts with a Major in Interdisciplinary Studies and a Preliminary Multiple Subjects Teaching Credential (California) provides a broad, rigorous education that prepares candidates for a career as a teacher at the elementary level. The program introduces candidates to essential knowledge, connections across the disciplines and application of knowledge to life beyond the University. This degree program gives candidates an enriched and provocative curriculum that incorporates content across subject areas and with specific educational methodology courses. This program prepares candidates for professional work as multiple subject teachers in a changing cultural and economic environment.

Program Outcomes

Upon completion of the Bachelor of Arts in Interdisciplinary Studies with a Preliminary Multiple Subjects Teaching Credential, candidates 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 views;
- use information communications technology for knowledge sharing and the interdisciplinary approach;
- demonstrate a deep and flexible understanding of subject matter
- demonstrate application of educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students;
- demonstrate knowledge of child and adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains;
- utilize different teaching strategies to accomplish the teaching and learning goals;
- demonstrate a thorough understanding of the learning needs and developmental issues of students to create positive learning environments that ensures healthy human growth;
- demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth;
- design, implement and evaluate standards-based lesson plans for learning and achievement in content areas;
- consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children;
- adhere to professional standards and ethics.

Degree Requirements

To receive a Bachelor of Arts in Interdisciplinary Studies with a Multiple Subjects Teaching Credential, 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. 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 must demonstrate subject-matter competency through a state-approved examination. This major is designed to help prepare candidates for the CSET examinations.

I. GENERAL EDUCATION COURSES
(70.5 quarter units)
The General Education requirements are listed below

AREA A: ENGLISH COMMUNICATION
(15 quarter units required)

CATEGORY I – Writing
(10.5 quarter units required)

ENG 100	Effective College English I (3 quarter units)	
	(Prerequisite: Placement Exam)	
ENG 101	Effective College English II (3 quarter units)	
	(Prerequisite: ENG 100)	
ENG 240	Advanced Composition	
	(Prerequisites: ENG 100/101)	

CATEGORY 2 – Speech and Communication
(4.5 quarter units required)

ENG 100   Introduction to Communications

AREA B: MATHEMATICAL CONCEPTS QUANTITATIVE REASONING
(4.5 quarter units required)
MTH 209A Structures and Concepts of Mathematical Fundamentals I
       (Prerequisite: Placement evaluation)

AREA C: INFORMATION LITERACY AND TECHNOLOGY
(4.5 quarter units required)

ILR 260   Information Literacy and Report Writing
       (Prerequisites: ENG 100/101)

AREA D: ARTS AND HUMANITIES
(13.5 quarter units required)

HIS 233   World Civilizations I
       (Prerequisites: ENG 100/101)
or
HIS 234   World Civilizations II
       (Prerequisites: ENG 100/101)
ART 100   Introduction to Art History
MUS 100   Fundamentals of Music

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(13.5 quarter units required)

HIS 220A   History of the United States I (includes study of the Constitution)
       (Prerequisites: ENG 100/101) (+)
PSY 301   Child Development
       (Prerequisites: ENG 100/101)

Addendum to the General Catalog 70A

Choose one course from a social or behavioral science area (See General Education section of the Catalog for course offerings in these areas)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(10.5 quarter units required with one lab)
(Note: One science lab is required at 1.5 quarter units)

The following are recommended:
SCI 100   Survey of Bioscience
SCI 100A   Survey of Bioscience Laboratory (1.5 quarter units)
            (Prerequisite: SCI 100)
SCI 102   Survey of Physical Science

AREA G: MODERN LANGUAGE
(9 quarter units required)

See the General Education Requirements for Modern Language requirement

II. Preparation for the Major
(3 courses, 10.5 quarter units required)

LIT 100   Introduction to Literature
            (Prerequisites: ENG 100/101)
HIS 410   The California Experience
            (Prerequisites: ENG 100/101)
TED 320   Introduction to Teaching As A Profession (includes 30 hours of field experience) (1.5 quarter units)

Passage of CBEST Examination is required prior to beginning coursework in the Major.

III. REQUIREMENTS FOR THE BLENDED MAJOR
(24 courses, 106.5 quarter units)
(Prerequisite to all courses except MTH 301, BIS 301, and BIS 401 is ENG 100/101).

ALL Teacher Education courses (TED) have a field experience component. Students must maintain a 3.0 GPA within all TED coursework and grades of "D" or "F" are not acceptable in TED courses. All major coursework must be completed and CSET passed prior to student teaching. TED 320 must be satisfactorily passed prior to beginning coursework in the major.

Interdisciplinary Blended Major Requirements
(19 courses, 85.5 quarter units)

BIS 301   Introduction to Interdisciplinary Studies
BIS 401   Interdisciplinary Practice: Integrating Knowledge With Technology
COM 380   Democracy in the Information Age
HIS 350   Cultural Diversity
ENG 350   Fundamentals of Linguistics
MTH 301   Structure and Concepts of Mathematical Fundamentals II
            (Prerequisite: MTH 209A)
TED 300   History and Ethics of Education
            (Prerequisite: Admission to the Teacher Education program)
TED 310   Development and Learning
            (Prerequisite: Admission to the Teacher Education program)
TED 330A   Reading and Language Arts Methods Elementary
            (Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 340   Reading in the Content Area
            (Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 350   Math and Science Methods
TED 355   History and Social Science Methods
            (Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310
TED 380   Visual /Performing Arts and Physical Education / Health Methods

(Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 410   Multicultural Literature
TED 430   Instructional Strategies for Students with Special Needs
TED 440   Classroom Leadership and Assessment
            (Prerequisite: Admission to the Teacher Education program)

Choose one from the following:
ART 329   World Art
            (Prerequisites: ENG 100/101)
MUS 327   World Music
            (Prerequisites: ENG 100/101)
ART 400   Expressive and Integrated Arts

Choose one from the following:
SCI 300   Geography: Mapping the World
SCI 301   Earth and Planetary Science
SCI 330   Ecology
SCI 335   Environment Science
SCI 411   Biodiversity
SCI 450   Natural History of California

Capstone Course
BIS 490   Interdisciplinary Studies Seminar

Student Teaching Requirements
(5 courses, 21 quarter units)
(Prerequisites: ALL MAJOR coursework must be completed satisfactorily including the GPA requirement for TED courses)

Candidates MUST pass CSET prior to Student Teaching. RICA may be taken before or after student teaching. TED 470 and 465 A, B, C, and D are field experience or seminar courses receiving a Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A   Student Teaching I
TED 465B   Student Teaching II
TED 465C   Student Teaching III
TED 465D   Student Teaching IV
TED 470   Student Teaching Seminar and e-Portfolio Assessment* (3 quarter units) *TED 470 must be taken concurrently with TED 465 A-D.

(New)
TED Course Descriptions: See School of Education Listings.

(New)
■ BACHELOR OF ARTS IN ELEMENTARY EDUCATION
◆ MAJOR IN INTERDISCIPLINARY STUDIES WITH A NEVADA ELEMENTARY TEACHING LICENSE

Lead Faculty: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu
See School of Education Listings

(New)
■ BACHELOR OF EDUCATION IN ELEMENTARY EDUCATION
◆ MAJOR IN INTERDISCIPLINARY STUDIES WITH A HAWAII ELEMENTARY TEACHING LICENSE

Lead Faculty: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu
See School of Education Listings

(Revised)
■ BACHELOR IN ARTS
◆ MAJOR IN HISTORY
(610-117)

Faculty Advisor: Alex Zukas • (858) 642-8461 • azukas@nu.edu

The College of Letters and Sciences offers a broad-based program of study leading to the Bachelor of Arts degree in history. Some specific goals of the undergraduate program include: (1) engaging the mind and imagination of those who study history; (2) introducing students to worlds, times, places and cultures – including their own – in ways they have never before considered; and (3) promoting the acquisition of historical knowledge and critical thinking, reading, writing and research skills. Upon successful completion of the undergraduate history major, students should be able to demonstrate competency in the vital skills of historical explanation, discernment, and synthesis.

The study of the past broadens our perspective and allows us to discover the essential elements of human existence. The term historian covers a broad range of career options and job settings. In general, historians study, assess, and interpret the past to determine what happened and why. They examine court documents, diaries, letters, and newspaper accounts; they conduct research, write, teach, evaluate, and make recommendations. They interview individuals and study artifacts and archeological evidence.

In addition to providing experience in logical argumentation, history courses offer research, writing, and analytical skills necessary for many desirable and fulfilling careers. Graduates with a degree in history often become educators themselves and teach in elementary schools, secondary schools and in postsecondary education or work in or manage historic sites and museums. Beyond teaching, historians also work as researchers in museums and local historical organizations that deal with cultural resources management and historic preservation and make valuable contributions to government and private think tanks. A history degree is excellent preparation for journalists, ad writers, editors and anyone interested in producing or editing multimedia materials and documentaries. Historians have rewarding careers as information managers such as archivists, records managers, and librarians. Finally, training in history creates a strong intellectual foundation for people interested in advocacy such as lawyers and paralegals, litigation support, legislative staff work, and non-profit foundations. Positions that attract history majors will likely require some of the following qualifications beyond the B.A. in History: experience, extensive knowledge of a particular time period or region, and specialized writing and research skills.

Upon completing the B.A. in History, graduates will be able to:
• Demonstrate the competencies essential to the independent and collaborative practice of historical thinking skills applied in the profession.
• Analyze the similarities and differences between distinct social formations around the world from ca. 10,000 BCE to the present.
• Clarify how events in history are related to one another in time and space.
• Integrate knowledge of history with educational strategies in preparation for teaching history at the middle- and high-school levels.
• Analyze the roles that ecology, gender, race, class, religion, and ethnicity play in a variety of historical eras and places.
• Explain that the study of history involves interpretation of the past based on current concerns and theories and see how understandings of the past changes as new information and new interpretation of old information arise.
• Demonstrate proficiency in the utilization of research, including the evaluation of previous historical research as well as the development and implementation of appropriate research strategies in the field of historical studies.

Degree Requirements

To receive a Bachelor of Arts with a Major in History, students must complete at 180 quarter units as listed below, 45 of which must be completed in residence at National University, and 76 of which must be completed at the upper-division level. The following courses are degree requirements. In absence of transfer credit, additional 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 matriculation.

If the foreign language requirement is not completed in General Education, the equivalent must be completed as preparation for the History major either by testing or by satisfactorily passing two courses in one of the following languages: Arabic, Chinese, French, German, Japanese, Portuguese, Russian, or Spanish. Other languages are acceptable upon approval of the director of the program.

Preparation for the Major
(5 courses, 22.5 quarter units)

ENG 240 Advanced Composition
(Prerequisites: ENG 100/101)
HIS 220A History of the United States I (+)
(Prerequisites: ENG 100/101)
HIS 220B History of the United States II (+)
(Prerequisites: ENG 100/101)
HIS 233 World Civilizations I
(Prerequisites: ENG 100/101)
HIS 234 World Civilizations II
(Prerequisites: ENG 100/101)

Required Courses for the Major
(10 courses, 45 quarter units)

Basic Core

HIS 360 The American Colonial Experience, 1584-1783
(Prerequisite: ENG 100/101 and HIS 220A)
HIS 361 The Making and Sundering of the United States, 1783-1865
(Prerequisite: ENG 100/101 and HIS 220A)
HIS 362 The United States between Wars, 1865-1917
(Prerequisite: ENG 100/101 and HIS 220B)
HIS 363 The United States since World War I
(Prerequisite: ENG 100/101 and HIS 220B)
HIS 400 History and Historians: Theories and Methods
(Prerequisite: ENG 240 or equivalent)
HIS 431 The Ancient World
(Prerequisite: ENG 100/101 and HIS 233)
HIS 432 The Classical World
(Prerequisite: ENG 100/101 and HIS 233)
HIS 433 The Post-Classical World
(Prerequisite: ENG 100/101 and HIS 233)
HIS 434 The Modern World, 1500 to the Present
(Prerequisite: ENG 100/101 and HIS 234)
HIS 499 Capstone Research Project
(Prerequisites: ENG 240 or equivalent, HIS 400, and completion of 31.5 quarter units of core courses in the major)

Electives
(6 courses, 27 quarter units)

Students must complete a minimum of 27 quarter units of electives to fulfill the upper-division unit requirements to earn the Bachelor of Arts in History. Students can select from the following strongly recommended and recommended electives OR choose from any upper-division course in the College of Letters and Sciences. Four elective courses must be in the History program (HIS). To ensure adequate preparation for the California for the California State Examination for Teachers (CSET), students who wish to become middle-school and high-school history teachers in California should take all of their electives from the strongly recommended list

Strongly Recommended

HIS 320 Culture, Capitalism, and Technology in Modern World History
(Prerequisites: ENG 100/101)

HIS 350   Cultural Diversity
           (Prerequisites: ENG 100/101)
HIS 410   History of California
           (Prerequisites: ENG 100/101)
PHL 320   Comparative Religion
           (Prerequisites: ENG 100/101)
POL 540   The American Political System
SCI 300   Geography: Mapping the World

Recommended

GLS 410   Gender Identity in a Global Context
           (Prerequisite: ENG 240)
GLS 420   Ecological Revolutions
           (Prerequisite: ENG 240)
GLS 430   The Global Economy
           (Prerequisite: ENG 240)
HIS 300   Foundations of Western Civilization
           (Prerequisites: ENG 100/101)
HIS 325   Work and Migration in Modern World History
           (Prerequisites: ENG 100/101)
HIS 341   History through Theater
           (Prerequisites: ENG 100/101)
HIS 345   History and Cultures of Latin America
           (Prerequisites: ENG 100/101)
HIS 348   History and Cultures of Asia
           (Prerequisites: ENG 100/101)
HIS 349   History and Cultures of Africa
           (Prerequisites: ENG 100/101)
HIS 370   History and Cultures of the American Southwest
           (Prerequisites: ENG 100/101)
HIS 490   Guided Study
MTH 412   History of Mathematics
           (Prerequisite: MTH 215, MTH 216A/B, or MTH 209A)
SCI 400   History of Science
           (Prerequisite: One 4.5-quarter unit course from the natural sciences)
SOC 325   Contemporary Popular Culture
           (Prerequisites: ENG 100/101)
SOC 328   Intercultural Thinking and Creativity
           (Prerequisites: ENG 100/101)
SOC 336   American Film and Society
           (Prerequisites: ENG 100/101)

(New)
■ BACHELOR OF ARTS IN POLITICAL SCIENCE
(610-447)
Lead Faculty: Shak Hanish • (909) 806-3334 • shanish@nu.edu

Political science, the systematic and rigorous study of politics and government, is becoming increasingly crucial in a complex and controversial world. Current cynicism about politics and public leadership belies a need for responsive, representative, effective and capable public authority. Citizens still expect government to tackle such intimidating social problems, such as healthcare, community security, economic and social justice and the balancing of conflicting rights and freedoms. Political science analyzes the ways societies use public authority to address collective problems.

The political science program is designed to equip students with specialized research and analytical skills as well as familiarity with more generalized problem-solving skills sufficient to allow them to make valuable contributions to any vocation or enterprise they pursue and to insure that they will be prepared to solve public problems.

The Bachelor of Arts in Political Science will engage students in the study of social, economic and political life, nationally and globally. A bachelor's degree in political science can lead to exciting careers in federal, state and local governments, law, business, international organizations, nonprofit associations and organizations, campaign management and polling, journalism, pre collegiate education, electoral politics, research and teaching.

Degree Requirements

To be awarded a Bachelor of Arts in Political Science, students 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. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Program Objectives

A graduate of the Bachelor of Arts in Political Science program should be able to:
1. Demonstrate a mastery of the major theories, concepts and methods of political science--empirical, normative and policy-oriented;
2. Demonstrate professional competencies essential to the independent and collaborative practice of political science research and analysis;
3. Apply the methods used by political scientists to undertake research and answer questions about politics and government;
4. Interpret key political science perspectives and theories and apply them to real-world situations;
5. Demonstrate undergraduate-level written communication skills;
6. Demonstrate undergraduate-level oral communication and presentation skills;
7. Apply analytical and critical thinking skills.

Preparation for the Major

Preparation Courses
(3 courses, 13.5 quarter units)

POL 100   Introduction to Political Science
           (Prerequisites: ENG 100/101)
POL 201   American Government and Politics
           (Prerequisites: ENG 100/101)
MTH 210   Introduction to Probability and Statistics
           (Prerequisites: Placement Evaluation)

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

POL 320   Politics of Social Movements
           (Prerequisites: ENG 100/101)
POL 330   Political Theory
           (Prerequisites: ENG 100/101)
POL 340   Comparative Politics
           (Prerequisites: ENG 100/101)
POL 350   International Relations
           (Prerequisites: ENG 100/101)
POL 360   Public Policy
           (Prerequisites: ENG 100/101)
POL 370   European Politics
           (Prerequisites: ENG 100/101)
POL 380   Middle Eastern Politics
           (Prerequisites: ENG 100/101)
POL 540   The American Political System
POL 499   Capstone Seminar in Political science
           (Prerequisites: ENG 240 and completion of at least 27 units of core courses in the major)

Required Upper-Division Electives
(7 courses, 31.5 quarter units)

Students should choose from the following upper-division electives:
CJA 467   International and Domestic Terrorism
COM 380   Democracy in the Information Age
           (Prerequisites: ENG 100/101)
GLS 410   Gender Studies: Gender Identity- Global Context
           (Prerequisites: ENG 240)
GLS 430   The Global Economy
           (Prerequisites: ENG 240)

HIS 320	Culture, Capitalism and Technology in Modern World History
	(Prerequisites: ENG 100/101)
HIS 350	Cultural diversity
	(Prerequisites: ENG 100/101)
HUM 501	Civic Culture and Global Awareness
	(Prerequisites: ENG 100/101)
PAD 403	Government and Community Relations
PHL 320	Comparative Religion
	(Prerequisites: ENG 100/101)
PHL 375	Environmental Ethics
	(Prerequisites: ENG 100/101)
POL 490	Guided Study
POL 539	Dynamics of World Politics
SOC 385	Methods of Social Inquiry
	(Prerequisites: SOC 100, MTH 210, and ILR260)
SOC 445	Contemporary Social Problems
	(Prerequisites: ENG 100/101)
SOC 540	Power and Social Change
	(Prerequisites: ENG 100/101)

(New)
Minor in Political Science
(487)

Preparation for the Minor

POL 100	Introduction to Political Science
	(Prerequisites: ENG 100/101)
POL 201	American Government and Politics
	(Prerequisites: ENG 100/101)
MTH 210	Introduction to Probability and Statistics
	(Prerequisite: Placement evaluation)

Program Requirements
(6 courses, 27 quarter units)

Students wishing to minor in Political Science must take the following (3) courses:

POL 330	Political Theory
	(Prerequisites: ENG 100/101)
POL 340	Comparative Politics
	(Prerequisites: ENG 100/101)
POL 350	International Relations
	(Prerequisites: ENG 100/101)

Students must also choose three (3) of the following courses to complete the unit requirements for the minor:

POL 320	Politics of Social Movements
	(Prerequisites: ENG 100/101)
POL 370	European Politics
	(Prerequisites: ENG 100/101)
POL 380	Middle Eastern Politics
	(Prerequisites: ENG 100/101)
POL 490	Guided Study
POL 539	Dynamics of World Politics
POL 540	The American Political system
SOC 385	Methods of Social Inquiry
	(Prerequisites: SOC 100, MTH 210, and ILR 260)
SOC 540	Power and Social Change
	(Prerequisites: ENG 100/101)

(New)
Course Descriptions

POL 100
Introduction to Political Science
(Prerequisites: ENG 100/101)
A broad overview of the field of political science including main issues and central questions studies by political scientists and methods used to gain knowledge about politics. A survey course designed to acquaint the student with selective concepts, theories, and of political process.

POL 330
Political Theory
(Prerequisites: ENG 100/101)
The course is a survey of political theory and major figures in the history of political philosophical thought. Questions concerning the role of government and the relationship between government and individuals are explored.

POL 340
Comparative Politics
(Prerequisites: ENG 100/101)
A study of selected foreign states from among industrial, developing, and under developing states, and their development, organization, administration, and politics; introduces students to analytical methods used to compare political systems and governments; explores several issues, including democratization, economic development, political culture and political change.

POL 350
International Relations
(Prerequisites: ENG 100/101)
A survey of the nature of the international system and the theoretical framework used by political scientists to examine it; in particular, this course focuses on the decision-making process within the international arena. International negotiation and decision-making are utilized.

POL 360
Public Policy
(Prerequisites: ENG 100/101)
An introduction to the public policy process in the United States, theory and practice of process of formulating public policy, why some problems reach the public agenda and why others are rejected, examination of policy making at the national, state and local level, and public policy in foreign political systems.

POL 400
European Politics
(Prerequisites: ENG 100/101)
This course provides an introduction to European politics, with emphasis on political institutions and politics of Western and Eastern European states, as well as the institutions and policies of the European Union (EU).

POL 410
Middle Eastern Politics
(Prerequisites: ENG 100/101)
Historical examination of the Middle East region, focusing on the key social forces and the sources of conflict; exploration of the Israeli-Palestinian conflict in-depth and the peace process; exploration of the U.S. involvement in Iraq and elsewhere in the Middle East.

POL 499
Capstone Seminar
(Prerequisites: ENG 240 and completion of at least 27 units of core courses in the major.)
The subject of the capstone seminar is to emphasize the study of some aspect of the political science discipline. Students will critically review various concepts, theories, approaches and methodologies and will employ a particular theory and methodology to research and write a substantial research paper. The paper will involve original research or a critical review of the literature and will be presented orally to the members of the seminar upon completion.

(Revised)
Minor in Sociology
(485)

Program Requirements
(6 courses, 27 quarter units)

To minor in Sociology students must successfully complete six of the following courses with a grade C or better.

SOC 325	Contemporary Popular Culture
	(Prerequisites: ENG 100/101)

SOC 328	Intercultural Thinking and Creativity	
	(Prerequisites: ENG 100/101)	
SOC 344	Marriage, Sex and Family	
	(Prerequisites: ENG 100/101)	
SOC 443	Sociology of Deviance	
	(Prerequisites: SOC 100 and ILR 260)	
SOC 445	Contemporary Social Problems	
	(Prerequisites: ENG 100/101)	
SOC 365	Classical Social Theory	
	(Prerequisites: SOC 100 and ILR 260)	
SOC 375	Contemporary Social Theory	
	(Prerequisites: SOC 100 and ILR 260)	
SOC 385	Method of Social Inquiry	
	(Prerequisites: SOC 100, MTH 210 and ILR 260)	
SOC 455	Organizational Sociology	
	(Prerequisites: SOC 100 and ILR 260)	
SOC 500	Understanding Cultural Pluralism in American Society	
	(Prerequisites: ENG 100/101)	
SOC 540	Power and Social Change	
	(Prerequisites: ENG 100/101)	

School of Business and Management

(New)

■ MASTER OF SCIENCE IN KNOWLEDGE MANAGEMENT

(720-819)

Lead Faculty: Gary Glen Parks Ed.D.

The mission of the Master of Science in Knowledge Management program is to prepare diverse learners to become information resource managers. The program focuses on the study of tacit and explicit knowledge and learning management tools to support decision-making. These skills are needed in government as well as commercial enterprises for the purpose of supporting stated organizational goals and objectives. The curriculum includes management support systems such as mind mapping and expert systems, principles of knowledge audits, identifying knowledge gaps through the use of knowledge maps, and managing them through exploration and exploitation.

The program uses distinctive and challenging curriculum that integrates business, information systems, and leadership development. Graduating students will possess the needed skills to implement strategic management and assure sustained competitive advantages. This degree focuses on the ability to get the right information to the right individuals when needed to change an organization's strategy.

Program Learning Outcomes

Upon successful completion of this program students will be able to:
- Evaluate knowledge within the increasingly complex business environment worldwide.
- Evaluate the process of gathering and making use of a firm's collective expertise.
- Appraise tacit knowledge and explicit knowledge to build sustained competitive advantages.
- Assess through the use of knowledge maps your position in relationship to your competitors and how to close knowledge gaps.
- Evaluate expert knowledge and capture tacit knowledge within an organization.
- Assess the use of Knowledge Transfer versus Knowledge Integration.
- Formulate a Knowledge Management system using prototyping and project management.
- Analysis of the culture within an organization related to change management and group dynamics.

Requirements
(12 courses, 54 quarter units)

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

Core Requirements
(12 courses, 54 quarter units)

BKM 600	Knowledge Management for Business Strategies
BKM 610	Managerial Support Systems, DSS and ESS
BKM 615	Knowledge Audits and Managing Knowledge Gaps
BKM 620	Knowledge Integration, Transfer, and Sharing
BKM 630	Knowledge Repositories and Integration Methods
BKM 650	Enterprise Telecommunications and Global Collaboration
LED 604	Change and Adaptation within Organizations
LED 602	Developing and Implementing Groups and Teams
BKM 670	Knowledge Management Design and Development

BKM 680   Prototyping and Deployment using Project Management
BKM 690A   BKM Research Project – Proposal
           (Prerequisite: completion of 7 core courses)
BKM 690B   BKM Research Project - Implementation
           (Prerequisite: BKM 690A)

Course Descriptions

BKM 610
Managerial Support Systems, DSS and ESS
An overview of the methodologies and expert system and mind mapping software used by Strategic and Middle Management to distribute a company's most valuable asset – expert knowledge, to the people that need it. The topics covered will include the mastering of the process of Mind Mapping which allows executive and strategic managers to project and modify their thoughts in a collaboration mode with other stakeholders to maximize the organization's strategic goals and objectives.

BKM 615
Knowledge Audits and Managing Knowledge Gaps
This course seeks to explain the purpose of a knowledge audit, the steps involved with identifying, evaluation and rating critical process knowledge, the various audit methods available, how to form a knowledge audit team and how to actually audit and analyze a company's existing knowledge. Furthermore, the course explores ways that knowledge gaps are best bridged and managed, including the use of both explorative and exploitative strategies.

BKM 620
Knowledge Integration, Transfer, and Sharing
An in-depth study of the integration and transfer methods as part of a culture-based process by which adaptive organizational knowledge that lie in peoples heads is exchanged with others. The course provides a comprehensive, thoroughly up-to-date treatment of formal knowledge transfer as a basic process by which documents, data, or other types of resources is captured and stored in formats and media that allows for retrieval by others when needed in a distributed computing environment. Primary emphasis will be on the integration of tacit and explicit knowledge in an enterprise with practical focus on web-enabled multi-tiered client/server distributed computing environments within the confines of a modern Intranet and Extranet.

BKM 630
Knowledge Repositories and Integration Methods
An in-depth study of knowledge repositories, integration methods, and systems design in a distributed computing environment. The course provides a comprehensive, thoroughly up-to-date treatment of databases, datamarts, and data warehousing in a web-enabled integrated enterprise environment. Primary emphasis will be on the integration of explicit knowledge in an enterprise and its design, analysis, and implementation. Practical focus will be placed on web-enabled multi-tiered client/server computing and the integration of legacy systems within the confines of a modern Intranet.

BKM 650
Enterprise Telecommunications and Global Collaboration
Complex collaboration refers to situations where working together effectively across boundaries is critical for complex projects and problems. Complex collaboration refers to knowledge-intensive business processes that require highly interactive communication, coordination, negotiation, research and/or development. Such projects may cross disciplinary, organizational, national, and/or cultural boundaries.

Complex collaboration represents a capability that is essential to effective execution in such situations as new product development, mergers and acquisitions, joint ventures, and supply chain management, as well as large government projects. A number of issues emerge in examining complex collaboration, including: unit of analysis, critical relationships, resource development, virtual teaming, key skills, and improvement processes.

BKM 650 provides the student with an understanding of the challenges of managing such situations include ambitious schedules, conflict of cultures and practices, massive amounts of information, multiple languages, and ambiguity of roles and responsibilities.

BKM 670
Knowledge Management Design and Development
An effective organization today relies on its shared knowledge among its stakeholders for successfully arriving at the goals set in its business strategy. This course will make use of theories, processes, behaviors, and issues that allow knowledge based organizations to transform themselves in to ones that organize and share knowledge in an effective and efficient manner. The course will involve students in the design and development of a management focused system that will support knowledge management in a selected organizational setting. Students will make use of various management tools including the five-tier knowledge management hierarchy as well as case-based studies that focus on the design and development of knowledge systems.

BKM 680
Prototyping and Deployment using Project Management
An in-depth study of iterative process of prototyping and deploying knowledge management system software before, during, and after the knowledge audit and capture phase of the Knowledge Management Development Lifecycle. The course provides a comprehensive, thoroughly up-to-date treatment of the capturing, codifying, and mapping of tacit knowledge in the enterprise; applying the iterative prototyping development process for software development and integration; and the time-based deployment process using modern project management software tools. Practical focus will be placed on the use of Project Management Software to manage the Knowledge Management Development Lifecycle.

BKM 690A
BKM Research Project – Proposal
(Prerequisite: completion of 7 core courses)
This class is a capstone hands-on project, requiring students to initiate, analyze, plan, design, develop, and deliver a Knowledge Management project in the students' area of interest within the field of business intelligence. Students apply skills, principles, topics, and tools that have been taught throughout the Business Knowledge Management program to develop a specific product and/or service that could be used in a company environment today. Student's will be expected to coordinate, plan and execute a team project that demonstrates orally and in writing critical thinking skills applied in developing a product specific to knowledge management systems. Practical focus will be placed on the use of Project Management Software to manage the Knowledge Management Development Lifecycle.

BKM 690B
BKM Research Project – Implementation
(Prerequisite: BKM 690A)
This class is a continuation of BKM 690A capstone hands-on project, requiring students to initiate, analyze, plan, design, develop, and deliver a Knowledge Management project in the students' area of interest within the field of business intelligence. Students apply skills, principles, topics, and tools that have been taught throughout the Business Knowledge Management program to develop a specific product and/or service that could be used in a company environment today. Student's will be expected to coordinate, plan and execute a team project that demonstrates orally and in writing critical thinking skills applied in developing a product specific to knowledge management systems. Practical focus will be placed on the use of Project Management Software to manage the Knowledge Management Development Lifecycle.

(Revised)

▲ Specialization in International Business
(for MBA students only)
(853)
Faculty Advisor: Juan España • (858) 642-8448 • jespana@nu.edu

Business activities have an increasingly global reach. To succeed today, business professionals must have a thorough knowledge of the international business environment as well as the ability to operate within individual foreign markets.

In this specialization, students learn how to analyze global trends and national settings so as to identify the optimal approach to foreign market penetration and/or the initiation of international business activities. Specific issues covered include cultural, economic, and legal issues, as well as exporting, franchising, licensing, foreign direct investment, outsourcing, etc. Students develop skills in various areas such as international risk analysis, international human capital development and motivation, international communication, site selection, matching markets and products/services, etc.

Program Requirements
(4 course, 18 quarter units)

MGT 630	Global Business Environment
MGT 637	Comparative International Management
MGT 680	Topics in International Business
IBU 653	Global Business and Strategic Planning

School of Education

(Revised)

■ BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION
(610-444)

Lead Faculty: John Carta-Falsa, Ph.D.

The Bachelor of Arts with a Major in Early Childhood Education degree program is structured to prepare students to work in a variety of settings involving young children, is designed according to national and state requirements, and is based on the competencies and guidelines established by the following:
- National Association for the Education of Young Children (NAEYC)
- Child Development Associates Competency Standards (CDA)
- California Child Development Permit Matrix
- California Pre-Kindergarten Learning Development Guidelines
- National Head Start Association (NHSA)

The program is based on a conceptual framework of current theory, contemporary perspectives and sound research findings. Focus is on knowledge, attitudes, skills, practice, reflection and field experiences needed to become efficient, competent, and effective professionals in the field of early childhood education. Emphasis is on designing appropriate learning environments, individual and adaptive curricula, and instructional strategies and techniques to maximize learning outcomes. Topics demonstrated, both in writing and discussion, provide a broad-based foundation of child development in the areas of familial and socio-cultural influences on learning and brain development, parent empowerment, peer cooperation and collaboration, early cognition, emerging literacy (listening, speaking, reading and writing), ongoing participant observation and appropriate developmental screening assessments, child advocacy, law and ethics, and, most important, play as pedagogy.

Degree Requirements

To receive a Bachelor of Arts degree with a Major in Early Childhood Education, students 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. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

Refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation.

Preparation for the Major
(4 courses, 18 quarter units)

PSY 100	Introduction to Psychology
PSY 301	Child Development
ECE 210	Child, Family, School and Community
HED 220	Health, Nutrition and Safety

Core Requirements for the Major
(10 courses, 45 quarter hours)

ECE 464	Legal and Ethical Issues in Early Childhood
ECE 310	Cultural Pluralism: Impact on Early Childhood Development and Education
ECE 330	Early Cognition *(Prerequisites: PSY 301, ECE 210, HED 220 and ECE 310)*
ECE 410	Language Acquisition and Emergent Literacy *(Prerequisite: ECE 330)*
ECE 415	Emergent Curriculum: Designing Curriculum Units for Young Children *(Prerequisite: ECE 330)*
ECE 420	Nature, Numbers and Technology for Teaching Young Children *(Prerequisite: ECE 330)*

ECE 430   Play as Pedagogy
           (Prerequisite: ECE 330)
ECE 440   Participant Observations of Young Children for Assessment
           and Curriculum Planning
           (Prerequisites: ECE 330 and ECE 415)
ECE 445   Meeting Challenges in a Dynamic Learning Environment:
           Effective Strategies in Guiding Behaviors in Young Children
           (Prerequisites: ECE 330 and ECE 430)
ECE 450   Seminar/Practicum in Early Childhood Education
           *(Prerequisite: Student must have successfully completed all core
           courses with an average grade of "C" (2.0) or better in the core
           and have approval from his/her faculty mentor.)*

Upper-Division Electives or Concentration Requirements
(6 courses, 27 quarter units)

ECE 312   Infant and Toddler Care
           (Prerequisites: ECE 330 and ECE 430)
ECE 314   Creative Experiences with Infant and Toddlers
           (Prerequisite: ECE 312)
ECE 480   Guided Studies in Early Childhood Development
           (1.5 – 4.5 quarter units)

Students may choose one concentration or a combination of approved elective courses within the concentrations. In addition, students may choose ECE 312, ECE 314 and ECE 480 in combination of approved elective courses within either concentration.(6 courses, 27 quarter units)

▲ Concentration in Teacher Education
(354)

Students must successfully complete the following courses for a Concentration in Teacher Education in Early Childhood Education. It is recommended that students take these classes at or near the end of their program after completing the upper-division major requirements and when they are within six (6) months of completing their degree program.

This concentration allows currently enrolled students who are completing their last six courses to register for three SOE prerequisite courses for the California teaching credential program as electives for their BAECE degree. The three courses are HED 602, EDX 1201X, and, EXC 625.

Students must complete graduate level coursework taken as part of the BAECE degree with a grade of "B" or better. 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.

ECE 446   Literature and the Young Child: Read Alouds and
           Storytelling
HED 602   Health Education across the Curriculum
EDX 1201X Computer Based Technology in the Classroom
EXC 625   Exceptional Children in the Classroom
ECE 435   Music, Movement, Drama and Dance
ART 400   Expressive and Integrative Art
           (Prerequisites waived for ECE Majors)

▲ Concentration in Early Childhood Administration
(353)

Students must successfully complete the following courses for a Concentration in Early Childhood Administration. It is recommended that students take these classes at or near the end of their program after completing the upper-division major requirements.

ECE 461   Intentional Leadership and the Art of Supervision
ECE 460   Administrating Early Childhood Programs
ECE 462   Financial Management and Resources
HRM 432   Recruiting, Selection, Promotion, and Retention
ECE 466   Planning the Physical Environment for the Young Child

HUB 401   Conflict Resolution
           (Prerequisites: ENG 100, ENG 101 and PSY 100)

(New and Revised)
Course Descriptions

ECE 210
Child, Family, School and Community
Focus is on the interaction and influence of home, family, school and community on the development and growth of a young child. Emphasis is on understanding socialization processes; influence of family, school, peers, religion, and media, as well as poverty, domestic violence, and substance abuse, on developmental domains of young children. Importance will be placed on the inquisitive young child, a nourishing and positive home environment, a resourceful community and an appropriate developmental preschool program in which young children flourish

HED 220
Health, Nutrition and Safety
Focus is on the eight components for coordinated health for young children in out-of-home care. Health, physical education, health and nutrition services, health promotion for the staff, counseling and psychological services, a safe healthy environment, and family involvement, and community resources and personnel will be addressed. Attention will be directed towards children with special needs and challenging behaviors as well as legal and ethical issues in the field of early childhood.

ECE 464
Legal and Ethical Issues in Early Childhood
Focus is on legal and ethical practices in early childhood. Local, state, and federal statutes and regulations in addition to ethical codes of conduct of National Association for the Education of Young Children, National Head Start Association, and National Education Association, National Health and Safety Performance Standards, and others will be highlighted. Emphasis is placed on opportunities for students to develop an understanding of current legal and ethical issues that are relevant to young children, their health and safety, their culture and ethnic backgrounds, their families, their varied school settings and the community in which they interact. Students will enhance their skills in analyzing legal and ethical dilemmas through presented series of scenarios, discuss and identify appropriate actions for early childhood professionals to take.

ECE 310
Cultural Pluralism: Impact on Early Childhood Development and Education
Focus is on introduction to culture and its impact on early childhood development and education. A study of emerging cultural pluralism and how it has transformed American society in terms of children, family, education and community will be undertaken. Emphasis will be placed on how cultural pluralism has caused the academic community to revisit educational learning outcomes and alter its strategies and techniques.

ECE 312
Infant and Toddler Care
(Prerequisites: ECE 330 and ECE 430)
Focus is a on the study of infants and toddlers, ages 0 to 3, with emphasis on the principles of social, emotional, cognitive, language, and physical development. The importance of close, caring relationships in a cultural context of the child and family in settings of group care will be stressed along with identification of special needs, individual needs and parent partnerships. Theories and current issues of health, safety and nutrition will be reviewed along with an analysis of licensing regulations and CDA Competency Standards for Infant and Toddler Child Development Specialists.

ECE 314
Creative Experiences with Infants and Toddlers
(Prerequisite: ECE 312)
Focus is on identifying age appropriate creative experiences for infants and toddlers in a group setting. The study of language development as it influences all areas of learning and development will be discussed

Establishing a positive learning environment, positive relationships with parents, history and trends in infant and toddler care, and program management will be emphasized. Theories and current issues of health, safety and nutrition will be reviewed along with an analysis of licensing regulations and CDA Competency Standards for Infant and Toddler Child Development Specialists. Theories and current issues of health, safety and nutrition will be reviewed along with an analysis of licensing issues and CDA Competency Standards for Infants and Toddler Child Development Specialists.

ECE 330
Early Cognition
(Prerequisites: PSY 201, ECE 210, HED 220 and ECE 310)
An inquiry to the nature and tasks of early cognition including the social, cultural, and biological foundations of early cognitive development (from prenatal through age five).
Particular attention will be paid to recent brain research regarding individual differences, learning theory, psychological theories and research on various aspects of cognitive development. The major themes common to the understanding of nature and nurture, theory of mind, memory, language, assessment models, cultural representations and academic development are explored with relevance to early childhood education. Legislation and its impact on curriculum choices for young learners are surveyed.

ECE 410
Language Acquisition and Emergent Literacy
(Prerequisite: ECE 330)
Focus will be on the developmental aspects of literacy as they relate to emergent literacy skills in the young child. Particular attention will be paid to the research based relationship between language development and key language experiences that contribute to successful literacy acquisition. Students will have an opportunity to analyze children's oral language and emerging reading/writing skills in order to develop age appropriate activities that foster literacy acquisition. Particular attention will be paid to the importance of addressing the needs of all students in increasingly cultural and linguistically diverse classrooms. The role of community and parental involvement in the development of early literacy skills will be addressed.

ECE 415
Emergent Curriculum: Designing Curriculum Units for Children
(Prerequisite: ECE 330)
Focus is on essential elements of emergent curriculum design. Students will examine ways to create integrated, meaningful curriculum units that are aligned with the National Association for the Education of Young Children (NAEYC) program standards and build on young children's personal interests and prior knowledge. Students will develop an understanding of key elements of curriculum by developing curricula units that include writing of goals and outcomes; identify age appropriate activities that actively engage young children; and include age appropriate assessment measures. Particular attention will be paid to integrating the arts across content areas. Community and family involvement will be stressed.

ECE 420
Nature, Numbers and Technology for Teaching Young Children
(Prerequisite: ECE 330)
Focus will be on the identification, design and delivery of developmentally age appropriate experiential learning experiences that encourages active math, science and technology inquiry in young children. Exploration and inquiry related to the young child's emerging notions of mathematical and scientific processes will be the basis for developing and designing age appropriate activities that present children with opportunities to construct knowledge using age appropriate technology as a strategy in this process. Students will have an opportunity to assess young children's existing ideas relative to mathematical and scientific processes, then develop and deliver learning activities based upon this knowledge. Identification of ways to integrate subject matter across disciplines as well as opportunities to include the family and community in the learning process will be highlighted.

ECE 430
Play as Pedagogy
(Prerequisite: ECE 330)
Focus is on play which offers rich opportunities to create a teaching and living-learning environment that stimulates, nurtures, and develops creativity and imagination in the inquisitive minds of young children. Emphasis is on understanding that play is closely tied to the development of the five (5) domains: physical health, well-being, and motor development, social-emotional development, approaches to learning, language, literacy and communication, and cognitive and general knowledge. This includes cognition, enhancement of motor skills, perceptual abilities, emotional growth, social awareness, skills and competence, creative problem solving, cooperative and collaborative skills, and moral and ethical behavior. Identification of classical and current perspectives of play, emergence and development of play, ways in which young children use play to understand their reality, major settings in which play occurs, inclusive play and attributes of an optimal play environment will be discussed.

ECE 440
Participant Observations of Young Children for Assessment and Curriculum Planning
(Prerequisites: ECE 330 and ECE 415)
Focus will be on acquiring knowledge about informal and formal developmental screening assessment instruments for young children, how to select, and use the appropriate one to determine initial information that will facilitate individual learning environments and strategies. Students will enhance their observational skills, assessment abilities, and communication reporting to families, teachers and other professionals. Emphasis will be on the selection, administration, scoring, interpretation and reporting of results obtained from developmental screening assessments of young children to determine their skills, abilities and achievements for the purpose of planning and implementation appropriate programs, designing learning environments, and, when necessary, adapt programs and environments for children with special needs and challenging behaviors. Students will be exposed to case studies and participate in innovative pedagogical techniques such as role playing, role reversal, video taping, and simulations to demonstrate their developing observational skills and assessment abilities.

ECE 445
Meeting Challenges in a Dynamic Learning Environment: Effective Strategies in Guiding Behavior in Children
(Prerequisites: ECE 330 and ECE 430)
This course provides an overview of the many different challenging behaviors present in the classroom and effective strategies for meeting these challenges. Teaching strategies related to challenging behaviors will be viewed from the perspective of early childhood development within a social and cultural context. Course topics and content will include a review of learning and developmental theories, as well as a look at the roles both curriculum and teacher beliefs can play in contributing to and preventing challenging behavior in the classroom. Effective strategies, including but not limited to the use of guidance principles that support active learning, differentiated instructional practices that support diverse learning needs, including Specifically Designed Academic Instruction in English (SDAIE), and ways to include the child's community, will be covered. A field work component is included in the coursework.

ECE 450
Seminar/Practicum, in Early Childhood Education
(Prerequisite: Student must have successfully completed all core courses with an average grade of "C" (2.0) or better in the core and have approval from his/her faculty mentor.)
Students participate in a collaborative experience at a designated community site and in an academic seminar. The academic seminar will meet once a week, for a two-hour session for a period of four weeks while the collaborative experience will occur at the designated site for nine hours per week for a period of four weeks. Approved sites will be in a head start or a preschool setting. Specific activities will include, but are not limited to, onsite observations, screening assessments, lesson

plan designs and implementation, attend parent conferences, and other professional responsibilities. Students must participate in and complete degree program assessment instruments. All students must, with instructor approval, make arrangements for their practicum experience.

ECE 446
Literature and the Young Child: Read Alouds and Story Telling
A survey of literature for young children in preschool through first grade. Emphasis on effective read aloud and storytelling strategies for developing language and listening skills, for developing concepts of print and vocabulary, and for fostering a love of reading and early literacy skills.

ECE 435
Music, Movement, Drama and Dance
Music, movement, drama and dance as a meaningful and integral part of a dynamic learning curriculum for young children are highlighted. Content topics focus on supportive historical background (Froebel, Montessori, and Pestalozzi) and developmental perspectives (Piaget, Erikson, Vygotsky, and Gardner). The educational value in the use of the creative arts in enriching and enhancing learning domains of children is addressed. Most important are guiding classroom exercises designed to assist early childhood teachers in developing their skills in their key role as facilitators participating in age appropriate creative music, movement, dance and drama experiences. Blending subject matter into these creative experiences and integrating them into the early childhood curriculum will be highlighted. Candidates will explore, experiment, and experience the use of environmental materials to create musical instruments, turning a story into dramatic play, and improvise activities to accompany creative arts activities.

ECE 461
Intentional Leadership and the Art of Supervision
Emphasis will be on theoretical and practical methods for facilitating the professional development of adults in an early childhood setting. Focus will be on the importance of collaboration among staff, and between supervisors and staff, with special attention to issues of power, diversity, and communication style. The course aids students in looking at their own professional growth from a perspective of ethical and moral accountability as a program director or teacher responsible for the well-being and development of young children.

ECE 460
Administering Early Childhood Programs
Management and administration of early childhood programs includes providing a quality program; working with parents, staff, volunteers, and the board; hiring, supervising and evaluating staff; designing staff development; planning for staffing, materials, equipment; developing a budget; and conducting and interpreting evaluations of the early childhood program.

ECE 462
Financial Management and Resources
Focus is on financial and budgeting resources used in early childhood programs. Emphasis is on federal, state, local resources as well as private funds, fund raising and grant writing which will support an effective child development program. The course includes the financial policies and procedures used in public and private programs. Provide necessary skills to effectively manage budgets, resources, and revenue streams. Develop skills to increase funding for early childhood and analyze financial reports and records. Focus is on creating a realistic budget, monitoring expenses to align them with the budget and fiscal needs of the center. Students will recognize when to make appropriate revisions and adjustments to the budget. Understand that sound fiscal management and accountability includes ways to increase financial resources through grant writing and/or fund raising. Identify and implement managerial functions related to financial management: planning, organizing, staffing, parent fees, and record-keeping, controlling and monitoring the center funds. Students will investigate the needs of a center and understand the importance of quality equipment and supplies for a center.

ECE 466
Planning a Dynamic Learning Physical Environment
Focus in on the planning, design, and organization of the physical learning environment in early childhood classroom. The course includes general guidelines for organizing space and materials to promote active learning. To understand how the physical setting contributes to an all exclusive learning experience for all children. The student will learn how to design a well-protected environment of the safety and welfare of the children. This course will integrate philosophical/theoretical frameworks and their impact on early childhood environments. The student will directly observe children at play and document their interactions in their physical learning environments (indoor/outdoor). The student will develop the optimum physical learning environment to encourage children to think creatively, problem-solve, make decisions, and expand their thinking skills.

(New)
■ BACHELOR OF ARTS
◆ MAJOR IN ENGLISH
WITH A CALIFORNIA PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL
Lead Faculty: For English B.A.: John Miller • (714) 429-5146 • jmiller@nu.edu
For Credential: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu
See College of Letters and Sciences Listing

(New)
■ BACHELOR OF ARTS IN SECONDARY EDUCATION
◆ MAJOR IN ENGLISH
WITH A NEVADA SECONDARY TEACHING LICENSE
(610-111-201)
Lead Faculty: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu

The Bachelor of Arts in Secondary Education with a Major in English with a Secondary Teaching License provides a rigorous education that prepares candidates for a career as a teacher of English at the middle and secondary school levels. The program stresses literary analysis, diversity and critical thinning and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics and a communication studies. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment.

Program Outcomes

- demonstrate knowledge of major writers and their works and major periods of both British and American literature;
- demonstrate the ability to analyze and interpret works of literature in a variety of genres both orally and in formal written work;
- demonstrate understanding of major critical approaches to the interpretation of literature;
- demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of both literary and non-literary texts;
- demonstrate the ability to situate and analyze literary works within historical and cultural contexts;
- demonstrate understanding of various literary genres, their development and persistence over time, and the role of genre in the understanding and analysis of literary and non-literary texts;
- produce writing that demonstrates mastery of conventions of Standard Written English;
- demonstrate knowledge of fundamental concepts of linguistics;
- articulate the major stages of language development in children;
- demonstrate a deep and flexible understanding of subject matter;
- demonstrate familiarity with and the ability to apply technologies relevant to the study and teaching of English;
- demonstrate the ability to use and analyze a variety of communications media, including creative writing, journalism, electronic media, theater and mass media;

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- demonstrate application of educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students;
- demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains;
- utilize different teaching strategies to accomplish educational goals;
- demonstrate a thorough understanding of the learning needs of students to create positive learning environments that ensure healthy human growth;
- demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth;
- design, implement and evaluate standards-based lesson plans for learning and achievement in content areas;
- consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children;
- adhere to professional standards and ethics.

Degree Requirements

To receive a Bachelor of Arts in Secondary Education with a Major in English with a Secondary Teaching License, 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. The following courses are specific degree requirements. Candidates must complete the Praxis Examination.

I. GENERAL EDUCATION COURSES
(75 quarter units)

The General Education requirements are listed below:
AREA A: ENGLISH COMMUNICATION
(15 quarter units required)

CATEGORY 1 – Writing
(10.5 quarter units required)

ENG 100   Effective College English I (3 quarter units)
(Prerequisite: Placement Exam)
ENG 101   Effective College English II (3 quarter units)
(Prerequisite: ENG 100)
ENG 240   Advanced Composition
(Prerequisites: ENG 100/101)

CATEGORY 2 – Speech and Communication
(4.5 quarter units required)

COM 100   Introduction to Communications
(Note: COM 200 or its equivalent will also meet the requirement)

AREA B: MATHEMATICAL CONCEPTS QUANTITATIVE REASONING
(4.5 quarter units required)
Please see General Education section of the Catalog

AREA C: INFORMATION LITERACY AND TECHNOLOGY
(4.5 quarter units required)

ILR 260   Information Literacy and Report Writing
(Prerequisites: ENG 100/101)

AREA D: ARTS AND HUMANITIES
(13.5 quarter units required)

LIT 100   Introduction to Literature
(Prerequisites: ENG 100/101)

See the General Education section of the catalog for additional courses to meet the 13.5 quarter unit requirement

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(13.5 quarter units required)

HIS 220A   History of the United States I (includes study of the Constitution)
(Prerequisites: ENG 100/101) (+)
or
POL 201   American Government and Politics
(Prerequisite: ENG 101)
PSY 301   Child Development
(Prerequisites: ENG 100/101)
or
PSY 100   Introduction to Psychology
SOC 100   Principles of Sociology *(Note: student's transferring in coursework from other institutions may meet this with any approved Sociology General Education class). +*

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(15 quarter units required with one lab)

Students must take one course each in the following three areas: Life science, Physical Science, and Earth Science. One of the required areas must have a laboratory component (minimum 6 quarter units combined for both lecture and lab component). The following are recommended.

SCI 100   Survey of Bioscience
SCI 100A   Survey of Bioscience Laboratory (1.5 quarter units)
(Prerequisite: SCI 100)
SCI 102   Survey of Physical Science
SCI 301   Earth and Planetary Science

AREA G: MODERN LANGUAGE
(9 quarter units required)

See the General Catalog for Modern Language requirement (Candidates may satisfy this area by passing a competency test in any second language. Candidates who satisfy competency by examination must still meet the overall general education unit requirement.)

Preparation for the Major
(3 courses, 10.5 quarter units)

HIS 350   Cultural Diversity
(Prerequisites: ENG 100/101)+
TED 320   Introduction to Education (1.5 quarter units; includes 30 hours of field experience)
TED 375   Nevada History, Constitution and School Law (or pass Nevada Tests)

Passage of Praxis I- Examinations is required prior to beginning coursework in the Major

Requirements for the Blended Major
(25 courses, 112 quarter units)
Students must complete TED 320 before beginning coursework in the Blended Major.

English Requirements
(12 courses, 54 quarter units)

ENG 350   Fundamentals of Linguistics
(Prerequisite: ENG 101)
ENG 365   Creative Writing
(Prerequisite: ENG 101)
LIT 311   British Literature I
(Prerequisite: LIT 100)
LIT 312   British Literature II
(Prerequisite: LIT 100)
LIT 321   American Literature I
(Prerequisite: LIT 100)
LIT 322   American Literature II
(Prerequisite: LIT 100)

LIT 338   Shakespeare
           (Prerequisite: LIT 100)
LIT 342   World Literature
           (Prerequisite: LIT 100)
LIT 360   Literary Theory
           (Prerequisite: LIT 100)

Choose one from the following:
(Prerequisite to all courses: LIT 100)

LIT 345   Mythology
LIT 430   Children's Literature
LIT 460   Gender and Literature

Choose one from the following:
(Prerequisite to all courses: LIT 100)

LIT 443   World of Short Story
LIT 446   Studies in Poetry
LIT 450   Studies in Novel
LIT 456   Studies in Drama

Choose one from the following:
ART 315   Film as Art
           (Prerequisites: ENG 100/101)
COM 360   Representation and Diversity in the Media
           (Prerequisites: ENG 100/101)
ENG 375   Nature Writing
           (Prerequisites: ENG 100/101)

Education Theory and Methodology Requirements
(8 courses, 36 quarter units)
(Prerequisite for all courses: ENG 101 and TED 320)
All Teacher Education coursework has a field experience component. Students must maintain a 3.0 GPA within all TED coursework. Grades of "D" or "F" are not acceptable in TED courses.

TED 300   History and Ethics of Education
           (Prerequisite: Admission to the Teacher Education program)
TED 310   Development and Learning
           (Prerequisite: Admission to the Teacher Education program)
TED 330B   Reading and Language Arts Methods – Secondary
           (Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 340   Reading in the Content Area
           (Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 410   Multicultural Literature
TED 420   Diversity in Teaching and Learning
TED 430   Instructional Strategies for Students with Special Needs
TED 440   Classroom Leadership and Assessment
           (Prerequisite: Admission to the Teacher Education program)

Student Teaching Requirements
(5 courses, 21 quarter units)
(Prerequisites: All MAJOR coursework must be completed satisfactorily including the GPA requirement for TED coursework)

Students Candidates MUST pass PRAXIS II examinations and must have documented 60 hours in field experience prior to student teaching TED 470 and 465 A, B, C, and D are field experience courses receiving a Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A   Student Teaching I
TED 465B   Student Teaching II
TED 465C   Student Teaching III
TED 465D   Student Teaching IV
TED 470   Student Teaching Seminar and e-Portfolio Assessment (Must be taken concurrently with TED 465 A – D; 3 quarter units)

(New)
■ BACHELOR OF EDUCATION IN SECONDARY EDUCATION
◆ MAJOR IN ENGLISH
WITH A HAWAII SECONDARY TEACHING LICENSE
(655-111-202)
*Lead Faculty:Mary Anne Weegar * (858) 642-8360 * mweegar@nu.edu*

The Bachelor of Education in Secondary Education with a Major in English with a Secondary Teaching License provides a rigorous education that prepares candidates for a career as a teacher of English at the middle and secondary school levels. The program stresses literary analysis, diversity and critical thinking and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics and a communication studies. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. Candidates are required to complete all required coursework and complete the Praxis Examinations.

Program Outcomes

- demonstrate knowledge of major writers and their works and major periods of both British and American literature;
- demonstrate the ability to analyze and interpret works of literature in a variety of genres both orally and in formal written work;
- demonstrate understanding of major critical approaches to the interpretation of literature
- demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of both literary and non-literary texts;
- demonstrate the ability to situate and analyze literary works within historical and cultural contexts;
- demonstrate understanding of various literary genres, their development and persistence over time, and the role of genre in the understanding and analysis of literary and non-literary texts;
- produce writing that demonstrates mastery of conventions of Standard Written English;
- demonstrate knowledge of fundamental concepts of linguistics.;
- articulate the major stages of language development in children.
- demonstrate a deep and flexible understanding of subject matter;
- demonstrate familiarity with and the ability to apply technologies relevant to the study and teaching of English ;
- demonstrate the ability to use and analyze a variety of communications media, including creative writing, journalism, electronic media, theater and mass media;
- demonstrate application of educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students;
- demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains;
- utilize different teaching strategies to accomplish educational goals
- demonstrate a thorough understanding of the learning needs of students to create positive learning environments that ensure healthy human growth,
- demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth,
- design, implement and evaluate standards-based lesson plans for learning and achievement in content areas,
- consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children;
- adhere to professional standards and ethics.

Addendum to the General Catalog 70A

Degree Requirements

To receive a Bachelor of Education in Secondary Education with a Major in English with a Secondary Teaching License, 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. The following courses are specific degree requirements. Candidates must complete the Praxis Examinations.

I. GENERAL EDUCATION COURSES
(75 quarter units)

The General Education requirements are listed below:

AREA A: ENGLISH COMMUNICATION
(15 quarter units required)

CATEGORY 1 – Writing
(10.5 quarter units required)

ENG 100   Effective College English I (3 quarter units)
(Prerequisite: Placement Exam)
ENG 101   Effective College English II (3 quarter units)
(Prerequisite: ENG 100)
ENG 240   Advanced Composition
(Prerequisites: ENG 100/101)

CATEGORY 2 – Speech and Communication
(4.5 quarter units required)

COM 100   Introduction to Communications
(Note: COM 200 or its equivalent will also meet the requirement)

AREA B: MATHEMATICAL CONCEPTS QUANTITATIVE REASONING
(4.5 quarter units required)
Please see General Education section of the Catalog

AREA C: INFORMATION LITERACY AND TECHNOLOGY
(4.5 quarter units required)

ILR 260   Information Literacy and Report Writing
(Prerequisites: ENG 100/101)

AREA D: ARTS AND HUMANITIES
(13.5 quarter units required)

LIT 100   Introduction to Literature
(Prerequisite: ENG 101)

See the General Education section of the catalog for additional courses to meet the 13.5 quarter unit requirement

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(13.5 quarter units required)

HIS 220A   *History of the United States I (includes study of the Constitution)*
(Prerequisites: ENG 100/101) (+)
or
POL201   American Government and Politics
(Prerequisite: ENG 101)
PSY 301   Child Development
(Prerequisites: ENG 100/101)
or
PSY 100   Introduction to Psychology
SOC 100   Principles of Sociology +
(Prerequisites: ENG 100/101)
(Note: student's transferring in coursework from other institutions may meet this with any approved Sociology General Education class).

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(15 quarter units required with one lab)

Students must take one course each in the following three areas: Life science, Physical Science, and Earth Science. One of the required areas must have a laboratory component (minimum 6 quarter units combined for both lecture and lab component). The following are recommended.

SCI 100   Survey of Bioscience
SCI 100A   Survey of Bioscience Laboratory (1.5 quarter units)
(Prerequisite: SCI 100)
SCI 102   Survey of Physical Science
SCI 301   Earth and Planetary Science

AREA G: MODERN LANGUAGE
(9 quarter units required)

See the General Catalog for Modern Language requirement (Candidates may satisfy this area by passing a competency test in any second language. Candidates who satisfy competency by examination must still meet the overall general education unit requirement.)

Preparation for the Major
(3 courses, 10.5 quarter units)

HIS 350   Cultural Diversity +
(Prerequisite: ENG 100/101)
TED 320   Introduction to Education (1.5 quarter units; includes 30 hours of field experience)
TED 385   History and Culture of the Hawaiian Islands

Passage of Praxis I- Examinations is also required prior to beginning coursework in the Major

Requirements for the Blended Major
(25 courses, 112 quarter units)

Students must complete TED 320 before beginning coursework in the Blended Major.

English Requirements
(12 courses, 54 quarter units)

ENG 350   Fundamentals of Linguistics
(Prerequisite: ENG 101)
ENG 365   Creative Writing
(Prerequisite: ENG 101)
LIT 311   British Literature I
(Prerequisite: LIT 100)
LIT 312   British Literature II
(Prerequisite: LIT 100)
LIT 321   American Literature I
(Prerequisite: LIT 100)
LIT 322   American Literature II
(Prerequisite: LIT 100)
LIT 338   Shakespeare
(Prerequisite: LIT 100)
LIT 342   World Literature
(Prerequisite: LIT100)
LIT 360   Literary Theory
(Prerequisite: LIT 100)

Choose one from the following:
(Prerequisite to all courses: LIT 100)

LIT 345   Mythology
LIT 430   Children's Literature
LIT 460   Gender and Literature

Choose one from the following:
(Prerequisite to all courses: LIT 100)

LIT 443	World of Short Story
LIT 446	Studies in Poetry
LIT 450	Studies in Novel
LIT 456	Studies in Drama

Choose one from the following:

ART 315   Film as Art
(Prerequisites: ENG 100/101)
COM 360   Representation and Diversity in the Media
(Prerequisites: ENG 100/101)
ENG 375   Nature Writing
(Prerequisites: ENG 100/101)

Education Theory and Methodology Requirements
(8 courses, 36 quarter units)
(Prerequisite for all courses: ENG 101 and TED 320)
All Teacher Education coursework have a field experience component. Students must maintain a 3.0 GPA within all TED coursework. Grades of "D" or "F" are not acceptable in TED courses.

TED 300   History and Ethics of Education
(Prerequisite: Admission to the Teacher Education program)
TED 310   Development and Learning
(Prerequisite: Admission to the Teacher Education program)
TED 330B   Reading and Language Arts Methods-Secondary
(Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 340   Reading in the Content Area
(Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 410   Multicultural Literature
TED 420   Diversity in Teaching and Learning
TED 430   Instructional Strategies for Students with Special Needs
TED 440   Classroom Leadership and Assessment
(Prerequisite: Admission to the Teacher Education program)

Student Teaching Requirements
(5 courses, 21 quarter units))
(Prerequisites: All MAJOR coursework must be completed satisfactorily including the GPA requirement for TED coursework)

Students Candidates MUST pass PRAXIS II examinations and must have documented 60 hours in field experience prior to student teaching TED 470 and 465 A, B, C, and D are field experience courses receiving a Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A   Student Teaching I
TED 465B   Student Teaching II
TED 465C   Student Teaching III
TED 465D   Student Teaching IV
TED 470   Student Teaching Seminar and e-Portfolio Assessment (Must be taken concurrently with TED 465 A – D; 3 quarter units)

(New)
■ BACHELOR OF ARTS
◆ MAJOR IN INTERDISCIPLINARY STUDIES WITH A CALIFORNIA PRELIMINARY MULTIPLE SUBJECTS TEACHING CREDENTIAL

Lead Faculty: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu
Jacqueline Caesar (858) 642 8350 jcaesar@nu.edu
See Listing in College of Letters and Sciences

(New)
■ BACHELOR OF ARTS IN ELEMENTARY EDUCATION
◆ MAJOR IN INTERDISCIPLINARY STUDIES WITH A NEVADA ELEMENTARY TEACHING LICENSE

(610-102-204)
Lead Faculty: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu
See School of Education Listings

The Bachelor of Arts in Elementary Education (Major in Interdisciplinary Studies with an Elementary Teaching License-Nevada) provides a broad, rigorous education that prepares candidates for a career as a teacher at the elementary level. The program introduces candidates to essential knowledge, connections across the disciplines and application of knowledge to life beyond the University. This degree program gives candidates an enriched and provocative curriculum that incorporates content across subject areas and with specific educational methodology courses. This program prepares candidates for professional work as elementary teachers in a changing cultural and economic environment.

Program Outcomes

Upon completion of the Bachelor of Arts in Elementary Education-(with a Major in Interdisciplinary Studies and an Elementary Teaching License-Nevada), candidates 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 views;
- use information communications technology for knowledge sharing and the interdisciplinary approach;
- demonstrate a deep and flexible understanding of subject matter;
- demonstrate application of educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students;
- demonstrate knowledge of child and adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains;
- utilize different teaching strategies to accomplish the teaching and learning goals;
- demonstrate a thorough understanding of the learning needs and developmental issues of students to create positive learning environments that ensures healthy human growth;
- demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth;
- design, implement and evaluate standards-based lesson plans for learning and achievement n content areas;
- consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children;
- adhere to professional standards and ethics.

Degree Requirements

To receive a Bachelor of Arts in Elementary Education (Major in Interdisciplinary Studies with an Elementary Teaching License in Nevada), 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. 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 must demonstrate competency through the PRAXIS examinations.

Addendum to the General Catalog 70A

I. GENERAL EDUCATION COURSES

(75 quarter units)

The General Education requirements are listed below:

AREA A: ENGLISH COMMUNICATION

(15 quarter units required)

CATEGORY 1 – Writing

(10.5 quarter units required)

ENG 100 Effective College English I (3 quarter units)
(Prerequisite: Placement Exam)
ENG 101 Effective College English II (3 quarter units)
(Prerequisite: ENG 100)
ENG 240 Advanced Composition
(Prerequisites: ENG 100/101)

CATEGORY 2 – Speech and Communication

(4.5 quarter units required)

COM 100 Introduction to Communications

AREA B: MATHEMATICAL CONCEPTS QUANTITATIVE REASONING

(4.5 quarter units required)

MTH 209A Structures and Concepts of Mathematical Fundamentals I

AREA C: INFORMATION LITERACY AND TECHNOLOGY

(4.5 quarter units required)

ILR 260 Information Literacy and Report Writing
(Prerequisites: ENG 100/101)

AREA D: ARTS AND HUMANITIES

(13.5 quarter units required)

HIS 233 World Civilizations I
(Prerequisites: ENG 100/101)
or
HIS 234 World Civilizations II
(Prerequisites: ENG 100/101)
ART 100 Introduction to Art History
MUS 100 Fundamentals of Music

AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(13.5 quarter units required)

HIS 220A History of the United States I (includes study of the Constitution)
(Prerequisites: ENG 100/101) (+)
PSY 301 Child Development
(Prerequisites: ENG 100/101)
SOC 100 Principles of Sociology +
(Prerequisites: ENG 100/101)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(15 quarter units required with one lab)

Students must take one course each in the following three areas: Life science, Physical Science, and Earth Science. One of the required areas must have a laboratory component (minimum 6 quarter units combined for both lecture and lab component). The following are recommended.

SCI 100 Survey of Bioscience
SCI 100A Survey of Bioscience Laboratory (1.5 quarter units)
(Prerequisite: SCI 100)
SCI 102 Survey of Physical Science
SCI 301 Earth and Planetary Science

AREA G: MODERN LANGUAGE

(9 quarter units required)

See the General Catalog for Modern Language requirement (Candidates may satisfy this area by passing a competency test in any second language. Candidates who satisfy competency by examination must still meet the overall general education unit requirement.)

II. PREPARATION FOR THE MAJOR

(10.5 quarter units)

LIT 100 Introduction to Literature
(Prerequisites: ENG 100/101)
TED 375 Nevada History, Constitution and School Law (or pass Nevada Tests)
TED 320 Introduction to Teaching as a Profession (includes 30 hours of field experience) (1.5 quarter units)
Passage of PRAXIS I Examinations is required before beginning coursework in the major.

III. REQUIREMENTS FOR THE BLENDED MAJOR

(24 courses, 106.5 quarter units)

(Prerequisite to all courses except MTH 301, BIS 301, and BIS 401 is ENG 100/101).
ALL Teacher Education courses (TED) have a field experience component. Students must maintain a 3.0 GPA within all TED coursework and grades of "D" or "F" are not acceptable in TED courses. All major coursework must be completed and Praxis II passed prior to student teaching. TED320 must be satisfactorily passed prior to beginning coursework in the major.

Interdisciplinary Blended Major Requirements

(19 courses, 85.5 quarter units)

BIS 301 Introduction to Interdisciplinary Studies
BIS 401 Interdisciplinary Practice: Integrating Knowledge With Technology
COM 380 Democracy in the Information Age
HIS 350 Cultural Diversity
ENG 350 Fundamentals of Linguistics
MTH 301 Structure and Concepts of Mathematical Fundamentals II
(Prerequisite: MTH 209A)
TED 300 History and Ethics of Education
(Prerequisite: Admission to the Teacher Education program)
TED 310 Development and Learning
(Prerequisite: Admission to the Teacher Education program)
TED 330A Reading and Language Arts Methods-Elementary
(Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 340 Reading in the Content Area
(Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 350 Math and Science Methods
TED 355 History and Social Science Methods
(Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 380 Visual /Performing Arts and Physical Education / Health Methods
(Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 410 Multicultural Literature
TED 430 Instructional Strategies for Students with Special Needs
TED 440 Classroom Leadership and Assessment
(Prerequisite: Admission to the Teacher Education program)

Choose one from the following:
ART 329 World Art
MUS 327 World Music
ART 400 Expressive and Integrated Arts

Choose one from the following:
SCI 300   Geography: Mapping the World
SCI 330   Ecology
SCI 335   Environment Science
SCI 411   Biodiversity

Capstone Course
BIS 490   Interdisciplinary Studies Seminar

Student Teaching Requirements
(5 courses, 21 quarter units)

Candidates MUST pass PRAXIS II examinations and have 60 hours of field experience documented prior to Student Teaching. TED 470 and 465 A, B, C, and D are field experience or seminar courses receiving a Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A   Student Teaching I
TED 465B   Student Teaching II
TED 465C   Student Teaching III
TED 465D   Student Teaching IV
TED 470   Student Teaching Seminar and E-Portfolio Assessment* (3 quarter units)
*TED 470 must be taken concurrently with TED 465 A-D.

(New)
■ BACHELOR OF EDUCATION IN ELEMENTARY EDUCATION
◆ MAJOR IN INTERDISCIPLINARY STUDIES WITH A HAWAII ELEMENTARY TEACHING LICENSE
655-102-205
Lead Faculty: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu

The Bachelor of Education in Elementary Education (with a Major in Interdisciplinary Studies with an Elementary Teaching License- Hawaii) provides a broad, rigorous education that prepares candidates for a career as a teacher at the elementary level. The program introduces candidates to essential knowledge, connections across the disciplines and application of knowledge to life beyond the University. This degree program gives candidates an enriched and provocative curriculum that incorporates content across subject areas and with specific educational methodology courses. This program prepares candidates for professional work as elementary teachers in a changing cultural and economic environment.

Program Outcomes

Upon completion of the Bachelor of Education in Elementary Education (with a Major in Interdisciplinary Studies with an Elementary Teaching License- Hawaii), candidates 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 views ;
- use information communications technology for knowledge sharing and the interdisciplinary approach;
- demonstrate a deep and flexible understanding of subject matter
- demonstrate application of educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students;
- demonstrate knowledge of child and adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains;
- utilize different teaching strategies to accomplish the teaching and learning goals;
- demonstrate a thorough understanding of the learning needs and developmental issues of students to create positive learning environments that ensures healthy human growth;

- demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth,
- design, implement and evaluate standards-based lesson plans for learning and achievement n content areas;
- consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children;
- adhere to professional standards and ethics.

Degree Requirements

To receive a Bachelor of Education in Elementary Education (with a Major in Interdisciplinary Studies with an Elementary Teaching License in Hawaii), 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. 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 must demonstrate competency through the PRAXIS examinations.

I. GENERAL EDUCATION COURSES
(75 quarter units)

The General Education requirements are listed below:
AREA A: ENGLISH COMMUNICATION
(15 quarter units required)

CATEGORY 1 – Writing
(10.5 quarter units required)

ENG 100   Effective College English I (3 quarter units)
            (Prerequisite: Placement Exam)
ENG 101   Effective College English II (3 quarter units)
            (Prerequisite: ENG 100)
ENG 240   Advanced Composition
            (Prerequisites: ENG 100/101)

CATEGORY 2 – Speech and Communication
(4.5 quarter units required)

COM 100   Introduction to Communications

AREA B: MATHEMATICAL CONCEPTS QUANTITATIVE REASONING
(4.5 quarter units required)

MTH 209A   Structures and Concepts of Mathematical Fundamentals I

AREA C: INFORMATION LITERACY AND TECHNOLOGY
 (4.5 quarter units required)

ILR 260   Information Literacy and Report Writing
            (Prerequisites: ENG 100/101)

AREA D: ARTS AND HUMANITIES
(13.5 quarter units required)

HIS 233   World Civilizations I
            (Prerequisites: ENG 100/101)
or
HIS 234   World Civilizations II
            (Prerequisites: ENG 100/101)
ART 100   Introduction to Art History
MUS 100   Fundamentals of Music

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(13.5 quarter units required)

HIS 220A   History of the United States I (includes study of the Constitution)
            (Prerequisites: ENG 100/101) (+)

PSY 301   Child Development
SOC 100   Principles of Sociology

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(15 quarter units required with one lab)

Students must take one course each in the following three areas: Life science, Physical Science, and Earth Science. One of the required areas must have a laboratory component (minimum 6 quarter units combined for both lecture and lab component). The following are recommended.

SCI 100   Survey of Bioscience
SCI 100A   Survey of Bioscience Laboratory (1.5 quarter units)
SCI 102   Survey of Physical Science
SCI 301   Earth and Planetary Science

AREA G: MODERN LANGUAGE
(9 quarter units required)

II. PREPARATION FOR THE MAJOR
(10.5 quarter units)

LIT 100   Introduction to Literature
           (Prerequisite: ENG 101)
TED 385   History and Culture of the Hawaiian Islands
TED 320   Introduction to Teaching As A Profession (includes 30 hours of field experience) (1.5 quarter units)
Passage of PRAXIS I Examinations is required before beginning coursework in the major.

III. REQUIREMENTS FOR THE BLENDED MAJOR
(24 courses, 106.5 quarter units)
(Prerequisite to all courses except MTH 301, BIS 301, and BIS 401 is ENG 100/101)

ALL Teacher Education courses (TED) have a field experience component. Students must maintain a 3.0 GPA within all TED coursework and grades of "D" or "F" are not acceptable in TED courses. All major coursework must be completed and Praxis II examinations passed prior to student teaching. TED320 must be satisfactorily passed prior to beginning coursework in the major.

Interdisciplinary Blended Major Requirements
(19 courses, 85.5 quarter units)

BIS 301   Introduction to Interdisciplinary Studies
BIS 401   Interdisciplinary Practice: Integrating Knowledge With Technology
COM 380   Democracy in the Information Age
HIS 350   Cultural Diversity
ENG 350   Fundamentals of Linguistics
MTH 301   Structure and Concepts of Mathematical Fundamentals II
           (Prerequisite: MTH 209A)
TED 300   History and Ethics of Education
           (Prerequisite: Admission to the Teacher Education program)
TED 310   Development and Learning
           (Prerequisite: Admission to the Teacher Education program)
TED 330A   Reading and Language Arts Methods-Elementary
           (Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 340   Reading in the Content Area
           (Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 350   Math and Science Methods
TED 355   History and Social Science Methods
           (Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 380   Visual /Performing Arts and Physical Education / Health Methods
           (Prerequisite: Admission to the Teacher Education program, TED 300 and TED 310)
TED 410   Multicultural Literature

TED 430   Instructional Strategies for Students with Special Needs
TED 440   Classroom Leadership and Assessment
           (Prerequisite: Admission to the Teacher Education program)

Choose one from the following:
ART 329   World Art
MUS 327   World Music
ART 400   Expressive and Integrated Arts

Choose one from the following:
SCI 300   Geography: Mapping the World
SCI 330   Ecology
SCI 335   Environment Science
SCI 411   Biodiversity

Capstone Course
BIS 490   Interdisciplinary Studies Seminar

Student Teaching Requirements
(5 courses, 21 quarter units)

Candidates MUST pass PRAXIS II examinations and have 60 hours of field experience documented prior to Student Teaching. TED 470 and 465 A, B, C, and D are field experience or seminar courses receiving a Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A   Student Teaching I
TED 465B   Student Teaching II
TED 465C   Student Teaching III
TED 465D   Student Teaching IV
TED 470   Student Teaching Seminar and E-Portfolio Assessment* (3 quarter units)
*TED 470 must be taken concurrently with TED 465 A-D.

(New)
Course Descriptions

TED 300
HISTORY AND ETHICS OF EDUCATION
(Prerequisite: Admission to the Teacher Education program)
An examination of the role and nature of schools in the United States through an exploration of a range of cultural, philosophical, historical, legal, political and ethical perspectives.

TED 310
DEVELOPMENT AND LEARNING
(Prerequisites: Admission to the Teacher Education Program)
This course focuses on the cognitive, social, and emotional development of children from both theoretical and practical perspectives. Special emphasis will be placed on individual differences, social contexts, and cultural influences. In addition, this course introduces learning theory and practice, identify quality learning environments, and address issues of student achievement and motivation

TED 320
INTRODUCTION TO TEACHING AS A PROFESSION
This course introduces teacher candidates to the process and procedures for creating a Professional Electronic Portfolio. The ePortfolio assesses the teacher candidate's development as a professional educator throughout their coursework and student teaching. Teacher candidates will complete their Professional Electronic Portfolio in ePortfolio Practicum and Assessment (TED 470). Includes 30 hours of field experience.

TED 330A
READING and LANGUAGE ARTS METHODS-ELEMENTARY
(Prerequisites: Admission to the Program; TED 300 and TED 310)
This course includes content, methods and materials for teaching reading in an integrated elementary classroom. Candidates will learn strategies for management of activities/materials, planning lessons, using technology, evaluating learning, and integrating reading into other

content areas. Student Teaching Candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor.

TED 330B
READING/LANGUAGE ARTS METHODS-SECONDARY
(Prerequisites: Admission to the Program; TED 300 and TED 310)
This course includes content, methods and materials for teaching reading in a secondary classroom. Candidates will learn strategies for management of activities/materials, planning lessons, using technology, evaluating learning, and integrating reading into other content areas. Student Teaching Candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor

TED 340
READING IN THE CONTENT AREA
(Prerequisites: Admission to the Program; TED 300 and TED 310)
This course includes content, methods and materials for teaching reading in a secondary classroom. Candidates will learn strategies for management of activities/materials, planning lessons, using technology, evaluating learning, and integrating reading into other content areas. Student Teaching Candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor.

TED 350
MATH AND SCIENCE METHODS
Course includes content, methods and materials for teaching mathematics and science in an integrated elementary classroom. Candidates will learn classroom management of activities/materials, planning lessons, using technology, evaluating learning, and integrating mathematics into other content areas. Student Teaching Candidates are required to complete five hours of observing and assisting in an elementary classroom as directed by the instructor.

TED 355
HISTORY AND SOCIAL SCIENCE METHODS
(Prerequisites: Admissions to the Program; TED 300 and TED 310)
Course includes content, methods and materials for teaching history-social science in the elementary classroom. Candidates will learn classroom management of activities/materials, planning lessons, using technology, evaluating learning, and integrating history and social science into other content areas. Student Teaching Candidates are required to complete five hours of observing and assisting in a classroom as directed by the instructor.

TED 375
THE NEVADA EXPERIENCE: NEVADA HISTORY, GOVERNMENT, AND CONSTITUTION
(Prerequisites: ENG 100/101)
Through an historical and literary approach, this course examines the history of the state of Nevada from the Native peoples to the present. Includes a component on Nevada Constitution required for graduation from all Nevada colleges and universities.

TED 380
VISUAL / PERFORMING ARTS AND PHYSICAL EDUCATION METHODS
(Prerequisites: Admission to the Program. TED 300 and TED 310)
This course is designed for elementary teacher education candidates to gain knowledge of visual and performing arts and physical education and how classroom teachers can incorporate these disciplines into the elementary classroom.

TED 385
HISTORY AND CULTURE OF THE HAWAIIAN ISLANDS
(Prerequisites: ENG 100/101)
Through an historical and literary approach, this course examines the history and culture of the Hawaiian islands from the Polynesian migration to the present

TED 410
MULTICULTURAL LITERATURE
This course is designed for K-12 teacher candidates to gain knowledge of a wide-range of multicultural literature and to integrate it across the curriculum.

TED 420
DIVERSITY IN TEACHING AND LEARNING
This course emphasizes the development of competencies that would meet the various needs of diverse learners in varying learning communities. An emphasis is placed on the following: parity of treatment of pupils who differ in race, class, exceptionality, ethnicity, culture, gender, and religion; accurately presenting information and reports related to diverse learners; and encouraging teacher candidates to take leadership roles in shaping learning communities that demonstrate the acceptance of diverse learners. Student Teaching Candidates are required to complete five hours of observing and assisting within diverse classrooms in a public school classroom as directed by the instructor.

TED 430
INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS
Identifying the obstacles and barriers that obstruct high quality teaching, and developing strategies for accommodation and adapting content, assessment, and pedagogy toward a proactive agenda that ensures every student with exceptional learning needs is taught under optimal conditions for learning.

TED 440
CLASSROOM LEADERSHIP and ASSESSMENT SEMINAR
(Prerequisite: Admission to the program)
Candidates will explore, develop, and test effective classroom leadership strategies which will create a classroom environment that is conducive to learning and teaching. This course is also designed to teach candidates how to determine a student's level of performance on a specific task or at the conclusion of a unit of teaching and learning. Interpretation of data and reporting will be discussed. Parent conference strategies which significantly enhance classroom teaching and learning will be examined.

TED 465A
STUDENT TEACHING I
(Prerequisites: Completion of upper-division course requirements: TED 300, TED 310, TED 320, TED 330: TED 340, TED 350, TED 360, TED 370, TED 380, TED 390, TED 400, TED 410, TED 420, TED 430, TED 440)
This course provides candidates with opportunities to apply the theoretical concepts and instructional skills addressed Content and Performance Standards for the teaching profession. Candidates who meet the requirements to student teach are assigned to an elementary classroom in an accredited school for six weeks of supervised fieldwork that includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class instruction during TED 465B: Student Teaching II. During their student teaching, candidates are mentored by a National University supervisor and a site supervisor. Candidates are required to enroll in TED 470 Practicum and Assessment, which is offered concurrently with student teaching.
Note: Multiple subject candidates must have experience student teaching in a K-2 and a 3-5/6 classroom. Multiple subject candidates may complete either grade level requirement in the first or second or third phase of their Student Teaching I, II, or III.

TED 465B
STUDENT TEACHING II
(Prerequisites: Completion of upper-division course requirements: TED 300, TED 310, TED 320, TED 330: TED 340, TED 350, TED 360, TED 370, TED 380, TED 390, TED 400, TED 410, TED 420, TED 430, TED 440, and 465A)
This course provides candidates with opportunities to apply the theoretical concepts and instructional skills addressed in Content and Performance Standards for the teaching profession. Candidates who have successfully completed Student Teaching I are assigned to a classroom for the second phase of their student teaching for eight weeks of supervised fieldwork that includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility. During their student teaching, candidates are mentored by a National University supervisor and a site supervisor. Candidates are required to attend the Student Teaching Seminar (TED 460), which is offered concurrently with student teaching.
Note: Candidates must have experience student teaching in a K-2 and a 3-5/6

classroom. Candidates may complete either grade level requirement in the first or second phase of their Student Teaching I or II.

TED 465C
STUDENT TEACHING III

(Prerequisites: Completion of upper-division course requirements: TED 300, TED 310, TED 320, TED 330: TED 340, TED 350, TED 360, TED 370, TED 380, TED 390, TED 400, TED 410, TED 420, TED 430, TED 440, TED 465A and B)

This course provides candidates with opportunities to apply the theoretical concepts and instructional skills addressed in Content and Performance Standards for the teaching profession. Candidates who have successfully completed Student Teaching II are assigned to a classroom for the third phase of their student teaching for four weeks of supervised fieldwork that includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility. During their student teaching, candidates are mentored by a National University supervisor and a site supervisor. Candidates are required to attend the TED 470 ePortfolio Practicum and Assessment which if offered concurrently with student teaching.

Note: Candidates must have experience student teaching in a K-2 and a 3-5/6 classroom. Candidates may complete either grade level requirement in the first or second phase of their Student Teaching I or II.

TED 465D
STUDENT TEACHING IV

(Prerequisites: Completion of upper-division course requirements: TED 300, TED 310, TED 320, TED 330: TED 340, TED 350, TED 360, TED 370, TED 380, TED 390, TED 400, TED 410, TED 420, TED 430, TED 440, TED 465A, 465B, and 465C)

This course provides candidates with opportunities to apply the theoretical concepts and instructional skills addressed in Content and Performance Standards for the teaching profession. Candidates who have successfully completed Student Teaching III are assigned to a classroom for the fourth phase of their student teaching for four weeks of supervised fieldwork that includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility. During their student teaching, candidates are mentored by a National University supervisor and a site supervisor.

TED 470
STUDENT TEACHING SEMINAR and E-PORTFOLIO

(Prerequisites: Completion of course requirements and admission to student teaching)

The Student Teaching Seminar is designed to assess teacher candidates' development as professional educators. Teacher candidates will be guided through their student teaching seminar to demonstrate their professional education competency by successfully completing a Professional Electronic Portfolio. The E-Portfolio is aligned with the six Teaching Performance Expectation Domains cited in the Student Teaching Handbook. The Student Teaching Seminar Syllabus is designed for either an online or face-to-face (onsite) delivery mode. The online Threaded Discussion Topics and Assignments can be adapted for small or large group discussions within a face-to-face (onsite) classroom setting. When the delivery mode for this course is online, students must upload their artifacts/reflections in two places: 1) the Seminar Course electronic drop-box and 2) the E-Portfolio (foliotex).

Credential Program Information for Students in a Blended Bachelor's Program

Credential Information Applicable to All Undergraduate Blended Programs

Certain credential programs may require enrollment into an electronic portfolio. Please see your credential advisor for further information.

Admission Requirements

Students seeking admission to a Blended Bachelor's program (Bachelor's degree and credential or licensure) at National University should refer to the academic information for undergraduate students for admission requirements

Admission Process

In addition to the admission requirements listed in the "General Admission Procedures" section of this catalog, applicants to all of National University's credential programs must proceed through the following admissions procedure:

Stage 1: Students meet with an admission advisor and complete an admissions packet. Students who meet the listed criteria are admitted on a "provisional" basis with an estimated program of study.

Stage 2: All credential students must attend a Faculty/Credential Advisement orientation seminar and complete a candidate statement prior to the completion of TED320 where specific credentialing requirements will be addressed. The candidate statement must be reviewed and signed by the faculty advisor for admission to the School of Education.

Stage 3: Students must complete the credential packet and return this to the credential advisor.

Students are not eligible for financial aid until the evaluation is complete.

Students transferring from a teacher education program at another university must provide a letter of good standing. Students who have coursework in transfer that may meet coursework at National University should coordinate with their Admissions Advisor.

Credential Residency Requirements

All student's enrolled in a Blended Bachelor's program must meet the undergraduate residency requirements as specified in the degree. ALL student teaching courses MUST be taken in residency and may not be waived. Courses taken online are considered to be in-residence.

All Teacher Education coursework (TED) must be completed with a GPA of 3.0 ("D" and "F" grades are not accepted and will require the course be repeated).

Students who are absent for a period of 12 months or more must re-enroll and be re-evaluated under a new catalog.

All credential courses are valid for seven years.

The Student Agreement

To ensure that graduates of National University's teaching and services credential programs are able to meet the legal requirements of the California Commission on Teacher Credentialing (CCTC), all applicants for admission to education credential programs must enter into a student agreement. A copy of the student agreement is contained in the credential information packet that is available from a credential advisor in the advisement orientation meeting.

The student agreement gives National University the right to suspend or terminate the student's participation in the credential program upon a showing that the student has:

- committed acts or engaged in conduct that could constitute grounds for denial of a credential;
- failed to demonstrate the requisite skills and qualifications to satisfy the requirements for a credential; or
- demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with National University's recommendation of the student for an education credential. The student agreement also authorizes National University to release to the Commission all pertinent information pertaining to the student's qualification or fitness for a credential.

Student Assistance, Notice of Need to Improve, and Dismissal from School of Education Programs

National University is committed to maintaining quality standards throughout its credential and masters programs and to graduating competent professional educators. As required by the California Commission on Teacher Credentialing (CCTC), National University identifies and assists students who need special assistance, and retains in its programs only those students who are suited for entry to or advancement in the education profession. The CCTC is charged by the State with evaluating the moral character and fitness of all persons who wish to teach or perform certified services in California public schools. Every person who is an applicant for, or who now holds, any credential, certificate, permit, or license authorizing service in California public schools is answerable to the CCTC and the Committee on Credentials for his or her fitness-related conduct. California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel (2002), available on the CCTC website at www.ctc.ca.gov, address legal, ethical, and behavioral standards to which all such persons must adhere.

If a student is identified as being deficient or needing assistance to meet program standards at any point during his or her program, the student's instructor of record during coursework or University supervisor during a fieldwork assignment will issue the student a Professional growth and development plan form. The form will indicate one of three possible actions that the instructor/supervisor intends to recommend to the lead faculty in the program:

1. The student is identified as needing improvement in designated areas. A plan of improvement, with an expected date of completion, is attached to the form. The student will be permitted to continue taking classes or continue in his/her fieldwork assignment while completing the plan.

2. The student is identified as needing improvement in designated areas. A plan of improvement, with an expected date of completion, is attached to the form. The student receives a failing grade in the class or an unsatisfactory grade in the fieldwork assignment. The student will not be permitted to continue taking classes or continue in his/her fieldwork assignment until the plan is completed and the class or fieldwork assignment is re-taken, at the student's expense.

3. The student is identified as being unsuited for the education profession and is recommended for dismissal from the program.

Upon receiving a professional growth and development plan form, the student will meet with his/her instructor of record or University supervisor, along with the regional lead faculty and/or the lead supervisor. This Faculty Assistance Team will discuss any recommended plan of improvement with the student and will later meet with the student to evaluate the student's performance of the expectations listed on the plan.

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade in a practicum or student teaching assignment, the student will be recommended for dismissal from the program. The process for a hearing and appeal, upon recommendation for dismissal from a program, is outlined in the Academic Dismissal Procedure under the Academic Information for Graduate Degrees section of this catalog.

Program Advisement

Every credential program has an assigned Faculty Advisor who is available to provide program specific advisement related to a specific program field. The Faculty Advisor name and contact information is listed in the catalog under the heading of the specific program you enrolled in and these advisors are a resource for specific questions you may have about classes, curriculum and instructors.
Each student also has a Credential Advisor available to them to help navigate the specifics of the state credentialing requirements. These requirements can vary and are in constant flux due to changing legislation and the dynamic nature of public education. It is very important for you to work closely with your local Credential Advisor to understand and educate yourself on the specifics of your particular credentialing requirements.

Credential Candidate Placement File Service

When requested, the School of Education provides a placement file service for credential candidates. A placement file contains a standardized resume form, two student teacher evaluations and three letters of recommendation. Placement files are prepared and sent to school districts upon written authorization from the student.

State of California Requirements for Multiple and Single Subject Teacher Credential Programs

In California, the multiple subject credential authorizes the holder to teach in a self-contained classroom, typically in grades K-8. The single subject credential authorizes the holder to teach in a departmentalized situation, typically at the junior high or high school level.

In order to be recommended for a California Preliminary Teaching Credential by National University, students who are enrolled in a Blended Bachelors program must have:

- Successful completion of the NU admission process
- Official transcripts from all colleges/universities attended on file at National University
- Completed all requirements for their respective Bachelor degree
- Successful completion of the teacher education program within seven years.
- Proof of passing with grade of "C" or better coursework or an examination covering the U.S. Constitution
- Proof of passage of CBEST. Highly recommended prior to admission.
- Proof of meeting the subject matter competency requirement. Single subject teacher candidates may meet subject matter either by passing the appropriate Commission-approved examinations or by obtaining a complete subject matter equivalency letter from a regionally accredited CCTC-approved program verifying completion of the appropriate subject matter program. Multiple subject teacher candidates must demonstrate subject matter competency by passing a Commission-approved examination, currently the California Subject Examination for Teachers: Multiple Subjects (CSET).
- Completion of the undergraduate residency requirement for the Blended Bachelors program
- Maintenance of a GPA of 3.0 in Teacher Education (TED) program coursework, ("D" and "F" grades are not accepted).
- Successful completion of the exit process, including portfolio requirements
- Proof of passing the Reading Instruction Competence Assessment (RICA). (Initial Multiple Subject teacher candidates only)
- CPR certification for Infant, Child, and Adult (must be valid when candidate applies for teaching credential)
- Valid certificate of clearance or valid equivalent document.

Student Teaching Requirements

Applicable to all Multiple Subject and Single Subject Credentials and Special Education Credentials

Before beginning any part of student teaching, candidates must:

- Return the completed credentials packet within 30 days of admission and orientation
- Provide proof of passage of the CBEST
- Demonstrate subject matter competency
- Provide proof of possession of a Certificate of Clearance or equivalent document
- Provide verification of a negative tuberculin examination within four years of student teaching
- Interview with a School of Education faculty member
- Attend student teacher interview and orientation
- Complete the TED coursework with a 3.0 GPA; "D" and "F" grades are not accepted
- Complete the undergraduate residency requirement

- Have a zero account balance.
- See a credential advisor or placement specialist for specific information regarding any of these requirements.

Multiple and Single Subject Student Teaching Placements

Candidates are placed in their student teaching assignment by the University.

Detailed requirements for student teaching are listed in the Student Teaching Handbook for Multiple Subject/Single Subject.

Candidates will be placed:

- By the University in their student teaching school under the supervision of a University Supervisor and Supervising Teacher(s).
- For at least one-half of their student teaching, in approved public, charter or private schools that implement state adopted core curriculum content standards within the state of California. Summer school, after-school programs, and outdoor education programs will be reviewed to determine if they meet criteria for a student teaching assignment. Court schools or community alternative schools may be acceptable placements for one-half of the student teaching experience.
- Out-of-state courtesy placements in state-accredited schools outside California may be considered if the candidate moves out of state. Prior approval must be given by the field experience coordinator in San Diego.
- In a supervised full-time student teaching assignment within the appropriate credential area for one full academic semester.
- In two different teaching settings. BCLAD candidates must be in classrooms that provide literacy and academic content taught in the language of emphasis for at least one extended teaching assignment.
- In two different grade spans.
- Multiple Subject Candidates will be placed:
- In classrooms to observe and participate at two or more of the following grade spans: K-2, 3-5, and 6-9. A K-2 class experience is required unless there is documented fieldwork experience with beginning readers.

Single Subject Candidates will be placed:

- In two or more subject-specific teaching assignments that differ in content and/or grade level.
- In a teaching experience of a minimum of four academic periods a day in two classroom settings.

Recommendation for a California Credential

To be formally recommended for California credentials, students must meet the following requirements:

- Successful completion of the coursework with a minimum grade point average of 3.0 for TED coursework. (Grades of "D" and "F" are not accepted.) All coursework must be completed within seven years to be accepted.
- Fulfillment of all financial obligations to the University before applying for the credential.
- Passing a portfolio review that covers the objectives of the particular program pursued. Contact your local credential advisor for deadline and review dates.
- A completed CCTC credential application with current CCTC application fee
- A zero account balance

(Revised)

■ INTERN CREDENTIAL PROGRAM FOR MULTIPLE SUBJECT/SINGLE SUBJECT TEACHING
(781)

Intern Program Sequence

Pre-Service Coursework and Field Experience Requirements

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework (13.5 quarter units) or a combination of coursework and documented field experience/observation/exposure. The pre-service requirement must be met in advance of beginning an internship and functioning as a "teacher of record."

Required

TED 605   The Diverse Classroom (MS/SS)
TED 621A   Language Development Methods in Elementary School (MS)
or
TED 623   Language Development Methods for Secondary and Middle Schools (SS)

An additional 4.5 quarter units (TED 621B for MS and TED 624 for SS is recommended) OR 40 clock hours of documented (by the appropriate and fully qualified school site administrator) field experience/observations/exposure in a regular education classroom. The documentation must be on "official" school site or district stationary and signed by the individual attesting that the intern candidate has completed at least 40 hours of field experience/observation. Documentation must be submitted to a Credential Advisor.

(Revised)

■ INTERNSHIP – PRELIMINARY LEVEL I EDUCATION SPECIALIST CREDENTIAL: MILD/MODERATE OR MODERATE/SEVERE DISABILITIES WITH CLAD CERTIFICATE

Pre-Service Coursework and Field Experience Requirements

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework (13.5 quarter units) or a combination of coursework and documented field experience/observation/exposure. The pre-service requirement must be met in advance of beginning an internship and functioning as a "teacher of record."

Required

EXC 602A   Field Experience: Special Education (3 quarter units)
EXC 604   Exceptionality and Diversity in the Classroom

An additional 4.5 quarter units (CLD 627) OR 40 clock hours of documented (by the appropriate and fully qualified school site administrator) field experience/observations/exposure in a regular education classroom. The documentation must be on "official" school site or district stationary and signed by the individual attesting that the intern candidate has completed at least 40 hours of field experience/observation. Documentation must be submitted to a Credential Advisor.

(Revised)
■ MASTER OF ARTS IN TEACHING
(710-716)
Program Faculty Advisor: Cynthia J. Schubert • (858) 642-8339 • cschuber@nu.edu
Lead Faculty Advisor: Carl Beyer • (858) 642-8340 • cbeyer@nu.edu

The Master of Arts in Teaching is designed for practicing educators who want to enhance their teaching skills, broaden their intellectual and professional understanding by interrelating educational theory and practice for the purposes of promoting their lifelong learning efforts as well as sustaining their commitment as instructional leaders in the K-12 settings.

In Nevada, candidates for the Master of Arts in Teaching degree must already have a Nevada teaching license. For those candidates who select the National Board Certified Teacher Leadership specialization, submit and pass the requirements for becoming National Board Certified, they may be eligible to alter their Nevada teaching license. National University does not confer this license or guarantee that the candidate will successfully complete the National Board process. Completion of a license in Nevada based upon the NBPTS certificate is a process that involves the state of Nevada and the NBPTS.

National Board Certification

Lead Faculty Advisor: Ronarae Adams • (858) 642-8352 • radams@nu.edu

National University embraces the mission and vision of the National Board for Professional Teaching Standards and we encourage and support teachers in their efforts to pursue certification as part of their professional journey.

National University's School of Education and National Board Certified Teacher Center provide the following services, opportunities and program enhancements for new, practicing, and retired practitioners.

- Support and Assistance for Candidates and School Districts
- Access to Resources
- Teacher Leader and Administrator Opportunities
- University Credit
- Celebration and Sharing of Accomplishments.

Program Goals

National University's Master of Arts in Teaching degree supports and activates the following goals:

- Teachers focus on student learning through systematic study and reflection of their own teaching practices and share their knowledge to form local learning communities.
- Teachers are committed to educating all students by examining cross-cultural educational issues and relating those to enhancing student learning.
- Teachers know how to teach their subjects by effectively accessing and using research based learning theories, assessment strategies, teaching models, technology and classroom management strategies to educate all learners.

Program Outcomes

By the end of the MAT program, students are expected to be able to:

- Reflect on their own teaching practice;
- Build professional relationships/networks;
- Build learning communities within their school/classroom;
- Analyze cross-cultural educational issues;
- Identify, describe, and apply theories of curriculum as they relate to State approved standards;
- Implement standards-based assessment in the classroom, school and district;
- Use technology for research and teaching;
- Use multiple teaching models and assessment strategies;
- Implement assess and evaluate standards-based curriculum;
- Conduct action research in their teaching.

Degree Requirements
(10 courses, 45 quarter units)

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

Those holding National Board Certification qualify for a waiver of one of the following courses: MAT 641, MAT 642, MAT 643, or MAT 644.
Note: Students must have access to Microsoft Office on either a PC or Mac platform.

Program Core Requirements
(6 courses, 27 quarter units)

EDT 612   Technology as a Learning Tool for Teaching
MAT 641   Cultural Democracy: Contemporary, Local and Global Issues
MAT 642   Program Design: Curriculum Theory, Design and Assessment
MAT 643   Models of Teaching, Theories, Applications and Practice
MAT 644   Foundations and Principles of Curriculum
MAT 640   Applications of Research for the Art of Teaching
            (To be taken as the last course in the MAT program except in the Reading Specialization)
or
NBC 639   Capstone Project: The Accomplished Teacher-Leadership Portfolio (NBCT)* (Only for students in the National Board Certified Teacher Leadership Specialization)
or
MAT 655   Leadership Impact: Synthesis of Theory and Practice *
* Only for students in the Teacher Leadership Specialization

▲ ● Early Childhood Education Specialization/Certificate
(741)
(4 courses, 18 quarter units)

TED 650   Physical Development
TED 651   Psycho-social Development
TED 652   Early Childhood Cognitive Development
TED 653   Teaching the Young Child

▲ Specialization in Educational Technology
(745)
(4 courses, 18 quarter units)

EDT 605   Technology and Educational Theories and Practices
EDT 610   Teaching in the Online and Hybrid Environment
EDT 660   Multimedia and Interactive Technologies
EDT 671   Curriculum Design for Online Learning

(New)

▲ Teacher Leadership Specialization
(899)
Lead Faculty Advisor: Sid Castle • (858) 642-9351 • scastle@nu.edu

This five course specialization comes from the Advanced Learning Press' Center for Performance Assessment, which offers a unique master's degree program that provides teachers with the skills and theories to be leaders in their classrooms and schools. It is to be a collaborative effort with Advanced Learning Press, which already offers a ten course master's degree in Educational Leadership. All the courses will be offered online. Similar to the National Board Specialization, the capstone is an alternative course to MAT640 Applications of Research for the Art of Teaching. The Capstone course is MAT655 Leadership Impact: Synthesis of Theory and Practice.

Required Courses
(4 courses, 18 quarter units)

MAT 651   Developing and Assessing Educational Leaders
MAT 652   Leadership for Student and System Accountability
MAT 653   Leadership Impact on Morale and Motivation
MAT 654   Advanced Seminar in Issues of Poverty, Race, and Class

Addendum to the General Catalog 70A

(New and Revised)
Course Descriptions

MAT 651
Developing and Assessing Educational Leaders
Description: Participating graduate students will complete a self-assessment and create a leadership development and assessment system, based on the needs of their professional responsibilities. Because of the requirements for self-assessment and the development of a learning plan, this should be the first course in program.

MAT 652
Leadership for Student and System Accountability
Description: Participating graduate students will learn the principles of effective accountability and develop a comprehensive accountability plan appropriate to their professional responsibilities.

MAT 653
Leadership Impact on Morale and Motivation
Description: Participating graduate students will investigate prevailing research on morale and motivation and identify an action plan that is related to their professional responsibilities.

MAT 654
Advanced Seminar in Issues of Poverty, Race, and Class
Description: Participating graduate students will survey the research regarding demographic influences on student achievement and create plans of action relevant to their professional responsibilities.

MAT 655
Leadership Impact: Synthesis of Theory and Practice
In this capstone course, participating graduate students will apply their accumulated knowledge to a specific challenge of student achievement and educational equity related to their professional responsibilities. This is an individualize course that will be co-designed by the participating graduate student and a faculty advisor.

(New)

◼ MASTER OF SCIENCE IN INSTRUCTIONAL LEADERSHIP
(720-723)

This program will develop leadership skills, particularly involving working with school change, for teachers who are interested in being school leaders but are not ready or interested in becoming administrators. A school leader is a teacher who may be involved in leading the school through serving on school committees, acting as club sponsors, or team coaches, and may be involved as a change agent within the school. An administrator is a faculty member who has an administrative degree and serves in an administrative position. It is to be a collaborative effort between the Teacher Education and Education Administration Departments. The degree would result from combining the five NBCT courses and five courses from the Education Administration course offerings that deal with leadership. At the conclusion of the program, the candidate has the opportunity to submit the portfolios and take the exam required for the National Board for Professional Teaching Standards certification process, receive a master of science degree, and be three courses away from an administrative certificate.

Degree Requirements

To receive a Master of Science in Instructional Leadership, candidates must complete 45 quarter units of graduate work, 22.5 of which must be taken from the National Board Certification program and 22.5 quarter units of graduate work from the Education Administration program.

National Board Certification
Lead Faculty/Advisor: Ronarae Adams • (858) 642-8352 • radams@nu.edu

Program Goals for National Board Certification Program

- Teachers focus on student learning through systematic study and reflection of their own teaching practices and share their knowledge to form local learning communities.
- Teachers are committed to educating all students by examining cross-cultural educational issues and relating those to enhancing student learning.
- Teachers know how to teach their subjects by effectively accessing and using research based learning theories, assessment management strategies to educate all learners.

Program Outcomes

- Reflect on their own teaching practice;
- Build professional relationships/networks;
- Build learning communities within their school/classroom;
- Identify, describe, and apply theories of curriculum as they relate to State approved standards;
- Implement standards-based assessment in the classroom, school, and district;
- Use technology for research and teaching;
- Use multiple teaching models and assessment strategies.

Courses for National Board Certification Program
(5 courses, 22.5 quarter units)

NBC 680	Measuring and Informing Quality Teaching and Learning
NBC 681	Membership in Learning Communities
NBC 682	Evidence of Student Learning: Videotape Analysis
NBC 683	Evidence of Student Learning: Student Work Samples and Assessments
NBC 639	Capstone Project: The Accomplished Teacher-Leadership Portfolio

The capstone takes place at the end of the four courses of the National Board Certification coursework, which could be in the middle or at the end of the ten-course program.

Education Administration Coursework
Lead Faculty Advisor: Clifford Tyler • (408) 236-1135 • ctyler@nu.edu

Program Outcomes

- Acquire knowledge and develop skills associated with restructuring organizations, mobilizing of human and fiscal resources, and creating a school environment that identifies institutional needs for diversity.
- Apply the skills in building consensus among stake-holders.
- Develop the leadership skills necessary to effectively change schools.
- Evaluate, analyze and develop new school programs and paradigms from the politics of school organizations for the improvement of instruction.
- Implement procedures for curricular improvements based upon assessment and appropriateness of diverse classroom environments.
- Demonstrate instructional leadership in maintaining and increasing teaching effectiveness provided through relevant professional development opportunities.
- Exam and apply education law, codes, and regulations to their school and school district.
- Institute the use of technology to improve school functions, including generating instructional data, analyses, using data to improve instruction, and legal and ethical issues surrounding educational technology.

Courses for the Education Administration Program
(5 courses, 22.5 quarter units)

EDA 614	Educational Leadership in Schools Today
EDA 618	Legal and Ethical Foundations in Education
EDA 624	Supervision and Evaluation of Instruction
EDA 625	Technology and Data Analysis for Effective Instruction
EDA 626	Human Resources in Diverse Communities

School of Engineering and Technology

(New and Revised)
Course Descriptions

CSC 200
Orientation to Computer Science
(Prerequisite: none)
This is an introductory computer science survey course covering current developments and future prospects in the field. The course uses a breadth-first approach to the field of computer science. Coverage begins with the fundamentals of computer architecture and progresses to software and software development processes. Topics included are operating systems, networking, programming languages, software engineering, database systems, and ethical issues in computing.

CSC 208
Calculus for Computer Science I
(Prerequisite: MTH 215)
This course focuses on the differential and integral calculus of function of one variable with applications. Topics include limits and continuity of functions, origin and definition of the derivative, standard rules of differentiation including chain rule, exponential and logarithmic forms, curve sketching using derivatives, origin and definition of anti-derivative; indefinite integrals, standard integration rules including substitution and by parts, coverage of Fundamental Theorem of Calculus and a brief exposure to numeric integration.

CSC 209
Calculus for Computer Science II
(Prerequisite: CSC 208)
This is the second course in a two-semester series on calculus with emphasis on understanding of concepts and developing problem solving techniques and strategies. Topics include integration of trigonometric functions, functions of several variables, partial derivatives, multiple integrals, convergence of series and sequences, and a brief introduction to differential equations. Calculus techniques are used in finding areas, volumes, arc length, and surface area. Further applications in the areas of series approximation, continuous probability and random variables, and modeling are discussed and examined.

CSC 220
Applied Probability and Statistics
(Prerequisite: MTH 215)
Introduction to the theory and applications of probability and statistics. Topics include fundamental concepts of probability, conditional probability, random variables, common distributions, and statistical inference (estimation, hypothesis testing, and regression). The emphasis is on developing problem solving skills and applying key results to computing and engineering problems such as algorithm analysis, queuing, and simulation.

CSC 242
Introductions to Programming Concepts and Methods
(Prerequisites: CSC 200, CSC 208)
Introduction to modern programming design techniques using C++. A study of basic programming constructs, techniques and fundamental control structures. Emphasizes is on Object Oriented and modular programming. Coverage includes data types, functions, arrays and pointers. The course examines problem analysis, decomposition and modern programming paradigms and methodologies.

CSC 252
Programming in C++
(Prerequisite: CSC 242)
This class is a continuation of CSC 242 in that we will reinforce and add to the methods and materials learned in CSC 242. This course covers the fundamentals of Object-Oriented Programming in C++ including class definition and object instantiation, inheritance and polymorphism. Detailed coverage of exception handling, operator overloading, I/O and file streams, templates, and the Standard Template Library (STL).

Exposure to Data Structures and basic algorithms for sorting and searching.

CSC 262
Programming in Java
(Prerequisite: MTH 215)
The course introduces the Java programming language and its features. Topics include introduction to object oriented programming, basic control structures, java graphics and GUI objects, multimedia components, exposure to event driven programming, arrays and strings in java. Coverage includes encapsulation, inheritance, and polymorphism.

CSC 300
Object Oriented Design and Analysis
(Prerequisite: CSC 252)
This course presents the key concepts and methodologies required to perform quality object-oriented design evaluation and development with particular attention to practical techniques such as use-case, CRC analysis, UML diagrams and patterns. The course emphasizes the most practical analysis and design methods, including domain analysis, class identification and relationship between the classes. The Unified Modeling Language (UML) is presented in detail and is used in the exercises and case studies. Special emphasis is given to the use of object patterns in developing software systems.

CSC 310
Linear Algebra and Matrix Computation
(Prerequisite: CSC 208)
The course includes the study of vectors in the plane and space, systems of linear equations, matrices, determinants, vectors, vector spaces, linear transformations, inner products, eigenvalues and eigenvectors. The course will approach the study of linear algebra through computer based exercises. Technology will be an integral part of this course. The computer algebra system MATLAB will be used throughout the course. Students will also develop experience applying abstract concepts to concrete problems drawn from engineering and computer science.

CSC 331
Discrete Structures and Logic
(Prerequisites: CSC 252, CSC 310)
A theoretical foundation for computer science. Introduction to topics such as sets, propositional logic, Boolean algebra, counting techniques, recursive equations and solution techniques, graph algorithms with application to trees. Introduction to mathematical proofs.

CSC 338
Algorithm Design
(Prerequisite: CSC 335)
This course presents an introduction to the techniques for designing efficient computer algorithms, proving their correctness, and analyzing their running time complexity. General topics include asymptotic behavior, solving summations and recurrences, algorithm design techniques such as divide-and-conquer, dynamic programming, and greedy algorithms applied to sorting, searching and graphs. The course includes an introduction to the theory of parallel and distributed algorithms.

CSC 340
Digital Logic Design
(Prerequisites: CSC 200, CSC 208)
This course provides a solid foundation in design and analysis of the operation of digital gates. Course covers design and implementation of combinational and sequential logic circuits and information storage circuits. Concepts of Boolean algebra, Karnaugh maps, flip-flops, registers, and counters along with various logic families and comparison of their behavior and characteristics such as fan-out, rise and fall times and delay are presented. This course prepares students for the study for computer architectures and organization.

CSC 340L
Digital Logic Design Lab
(Prerequisite or co-registration: CSC 340)
A study of basic digital logic circuit design and implementation. Circuit

schematic development and computer modeling and simulation of digital systems. Experiments explore designs with combinational and sequential logic. Students work through design activities, which include testing, troubleshooting and documentation.

CSC 342
Computer Architecture
(Prerequisite: CSC 340)
An examination of advanced hardware design, analysis, and low level programming with emphasis on the structure of the machine. In addition, the machine cycles and instructions, pipelining, addressing modes, and architecture concepts are covered. Includes assembly language programming and program control structure.

CSC 400
Operating System Theory and Design
(Prerequisite: CSC 335)
An introduction to operating system concepts including implementation, processes, deadlocks, communication, multi-processing, multilevel memory management, file systems, protection, resource allocation, and scheduling.

CSC 421
Compiler Design
(Prerequisite: CSC 335)
An introduction to the theory of programming language processors focusing on lexical analysis, syntax analysis, and compile-time mechanics, including code generation and optimization, execution of interpretive representations, and management of data structures.

CSC 422
Principles of Database Design
(Prerequisite: CSC 300)
A survey of principles, structure, analysis, and techniques of database design and implementation. Topics include physical and logical design, normalization, database models, security, and integrity.

CSC 430
Programming Languages
(Prerequisite: CSC 300)
A comparative study of programming languages. Syntax, semantics and pragmatics are considered. Language features that support software engineering are emphasized. Recent trends in programming language design and type theories are studied.

CSC 436
Computer Communication Networks
(Prerequisite: CSC 335)
An in-depth study of fundamental concepts in the design and implementation of computer communication networks. Coverage of core problems such as framing, error recovery, multiple-access, flow control, congestion control, routing and end-to-end reliability. Topics include basics of switched communication networks, packet switch architecture, TCP/IP networking, routing algorithms, network programming, Quality-of-Service networks, and wireless communications. Mathematical tools are applied in quantitative modeling and analysis of networks.

CSC 440
Advanced Programming in Java
(Prerequisite: CSC 262)
A treatment of advanced programming techniques in Java using abstraction, encapsulation and inheritance. Development of applets and applications using client server technology, multithreading, event-driven programming techniques, and multimedia.

CSC 445
Wireless Technologies and Application Development
(Prerequisite: CSC 242 or CSC 262)
A look at the current wireless technologies and communication protocols. This will include the current and emerging applications, wireless and mobile infrastructure, devices, middleware, and network access issues. Examines the impact of wireless application on organizations. Students will learn about the current tools, and techniques employed in development of mobile software solutions.

CSC 450
Artificial Intelligence
(Prerequisite: CSC 335)
An introduction to problem solving using modern artificial intelligence techniques. Examines the role of heuristics in problem solving. Concepts such as agents, production systems, and natural language communication are studied. Experimental artificial intelligence systems are developed.

CSC 451
Artificial Intelligence Programming
(Prerequisite: CSC 335)
A study of artificial intelligence programming techniques. The role of heuristic programming in pattern matching and search problems is examined. Introduction to intelligent agents, and decision game trees. Implementation strategies for computing systems underlying the concepts such as, production systems, heuristic search and natural language communication are examined.

CSC 452
Human Computer Interactions
(Prerequisite: CSC 300)
An introduction to human-computer interaction models. A study of the techniques used in human-computer interface systems. Graphical User Interface systems and natural language processing will be considered.

CSC 454
Computer Graphics
(Prerequisites: CSC 310, CSC 335)
A study of the fundamental mathematical, algorithmic and representational issues in computer graphics, with emphasis on 3 dimensional graphics. Examination of topics including the graphics process, projective geometry, homogeneous coordinates, projective transformations, line-drawing, surface modeling and object modeling using spatial sampling and parametric functions, approaches to rendering, texture synthesis and mapping, and polyhedral representations.

CSC 455
Game Programming
(Prerequisite: CSC 454)
A study of tools and techniques for design and implementation of interactive games. The course will emphasize programming aspects, including event loops and execution threads, rendering and animation in 3D, terrain/background representation, polygonal models, texturing, and collision detection.

CSC 456
Advanced Game Programming
(Prerequisite: CSC 455)
An advanced study of formal models and design principles of interactive games. The course will emphasize algorithms, models, programming techniques, including event loops and execution threads, rendering and animation in 3D, terrain/background representation, polygonal models, texturing, and collision detection.

CSC 480A
Computer Science Project I
(Prerequisite: Completion of core courses)
A study of the software development life cycle. Emphasizes logical organization of system and communicating design through documentation suitable for generating a concrete implementation. Students construct an original project with practical applications applying software engineering concepts. This project includes program specifications, test plans, and user documentation. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

CSC 480B
Computer Science Project II
(Prerequisite: CSC 480A)
A continuation of the student project. Student teams complete the internal specification and test plan. The project is coded, modules-tested, system tested and all documentation is completed. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

ITM 200
Computer Hardware, Software, Maintenance, and Support
This course provides an in-depth look at the hardware components of a personal computer with the focus on proper installation and administration throughout the course. Students learn to identify, install and configure various computer hardware components as well as basic computer and configuration concepts. This course also provides students with an understanding of basic hardware component features of a personal computer; how hardware and software work together; installation, maintenance and support of various hardware components. These components include: various types of processor chips, motherboards, supporting I/O devices, memory modules, floppy drives, hard drives, SCSI drives and mass storage device installation and maintenance considerations, peripherals support, multi-media devices, supporting modems, basic network terminology, concepts and topology designs, troubleshooting and maintenance fundamentals and considerations, purchasing and building considerations of a personal computer.

ITM 205
Computer Office Application
This course provides a thorough understanding of the Microsoft Office tools through task-oriented project-based applications built around business themes. A solid framework is provided to develop critical thinking, analysis, problem solving, and information and resource management skills through task-oriented and project-based activities.

ITM 210
Introduction to Information Technology
This course provides an introduction to Information Technology (IT) infrastructure concepts and applications in an integrated information system environment. This course focuses on understanding the importance of IT for various types of IT applications within an organization. Topics include: overview of hardware, software, data resources, telecommunications and networks. The course provides an overview of "what" IT is and how to apply IT in various organizations.

ITM 230
Computer Network Technologies Overview
This course emphasizes the network operational concepts and implementation. It provides students with an understanding of network basics and emerging local area network technologies. Topics include: integration of hardware and software components, network architecture, protocols, interconnection of networks using bridges and routers, network links using cable modems and DSL and IEEE 802 network access standards. TCP/IP will also be reviewed within the context of networking protocols.

ITM 340
IT Client Environment Using Windows
This course provides the solid framework into the concepts and actual implementation of Windows XP. Topics include understanding of the desktop processing of information to support organizational decision-making and strategic planning. This course introduces the client server architecture and focuses on the desktop role as the client connected to database systems and network systems that are required to meet and support the real-world projects and various IT initiatives. Hands-on labs are included.

ITM 345
IT Server Environment Using Linux
This course provides a solid framework into the concepts, installation, and configuration of server Operating System (OS). Topics include understanding of the desktop environments used in the server environment. This course describes ways of exploring and

understanding of the OS. It demonstrates the system administration tasks and how they are used to provide support for multiple users. This course also describes issues related to security and shows how to automate tasks through shell scripting.

ITM 350
Desktop Applications Support and Troubleshooting
This course provides an overview of the role of desktop support in the Information Technology environment. The emphasis of this course is to provide hands-on learning experience for support of desktop operating system and applications.

ITM 420
Local Area Networks
This course covers the network management principles, practices and technologies for managing networks, systems, applications and services. This course reviews the latest computer network technologies, such as ATM, Gigabit, Ethernet, and Fiber Optic connections. This course builds on LAN basics from ITM 230, including how to implement LAN solutions such as FDDI, Fiber Channel and Gigabit Ethernet and WAN technology such as Switched Multi-Megabit Data Service and Frame Relay. This course also covers integrated high-performance router and switch technologies.

ITM 430
Wide Area Networks
(Prerequisite: ITM 420)
This course is an overview of the management tools necessary to understand the WAN hardware and software for client server architecture technology. This course focuses on the installation and management of the WAN and the connectivity to other systems and networks. The emphasis of this course is on hands-on learning: how to install, configure and implement the network.

ITM 434
Wireless Local Area Network (WLAN) Administration
This course provides the fundamental concepts of wireless network administration. The focus is on 802.11 standard wireless solutions including: fundamentals of 802.11 WLANs; radio frequency fundamentals; antennas; RF math and system operating margin; RF power output regulations; wireless LAN operation; 802.11 analyses and troubleshooting; and site surveying. This course provides the basic preparation for the Certified Wireless Network Administration (CWNA) exam.

ITM 435
Wireless Local Area Network (WLAN) Security
(Prerequisite: ITM 434)
This course provides the fundamental concepts of wireless network security. The focus is on 802.11 standard wireless solutions including: learning how to defend against the latest hacking techniques, implement the latest wireless LAN security solutions, and understand the impact of new solutions. This course provides the basic preparation for the Certified Wireless Security Professional (CWSP) exam.

ITM 470
Information Security Management
This course covers the managerial aspects of information security on computer networks. Security is becoming of utmost importance. This course prepares the student to manage from start to end all aspects of securing a network. This course is divided into six sections covering various aspects of planning and implementing security policies. It starts with defining what security is, it talks about the security triad, CIA, followed by security management practices. Security models and architectures followed by business continuity planning and disaster recovery are discussed. This course includes laws, investigations, ethics, and operation security.

ITM 475
Information Security Technologies
(Prerequisite: ITM 470)
This course covers the technical aspects of information security for computer systems and networks. This course helps students understand the technologies used to design secure information systems and networks. This course is divided into six sections covering various

technologies pertaining to information security. With the understanding of what security is, this course discusses access control mechanisms, methods of attack, and secure protocols. It includes how to secure telecommunications networks and the Internet. Cryptography is discussed to provide privacy and secrecy. It emphasizes physical security followed by application and system development security. This course together with ITM 470 help students prepare for the Certified Information Systems Security Professional (CISSP) exam.

Bachelor of Science in Computer Science/Master of Science in Software Engineering Transition Program

The BSCS/MSSE Transition Program allows currently enrolled BSCS students with a grade point average of at least 3.0 who are within completing their last six courses to register for two MSSE courses as electives for their BSCS degree. Students can select SEN 621 and one of the following two courses: SEN 620 or SEN 625. The number of courses required to earn an MSSE degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MSSE and begin their program of study within six months after completing their final BSCS course. Students must complete the 10-course MSSE program within four years with no break exceeding 12 months.

Students must complete graduate-level coursework taken as part of the BSCS degree with a grade of B or better. This coursework will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate Grade Point Average.

Bachelor of Science in Computer Science/Master of Science in Computer Science Transition Program

The BSCS/MSCS Transition Program allows currently enrolled BSCS students with a grade point average of at least 3.0 who are within completing their last six courses to register for two MSCS courses as electives for their BSCS degree. Students can select any two courses from CSC 610, SEN 620, SEN 621 or SEN 625. The number of courses required to earn an MSCS degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MSCS and begin their program of study within six months after completing their final BSCS course. Students must complete the 10-course MSCS program within four years with no break exceeding 12 months.

Students must complete graduate-level coursework taken as part of the BSCS degree with a grade of B or better. This coursework will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate Grade Point Average.

(Revised)
● Minor in Computer Science
(460)

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

Students can complete a minor in computer science to fulfill requirements for a bachelor's degree with a major other than computer science. Prior to enrolling in the minor, students must complete the prerequisite courses listed below or waive them through challenge exams.

Program Prerequisites
(5 courses, 22.5 quarter units)

MTH 215   College Algebra and Trigonometry
(Prerequisite: Placement Evaluation)
CSC 200   Orientation to Computer Science
CSC 208   Calculus for Computer Science
(Cross-listed with MTH 220)
(Prerequisite: MTH 215)
CSC 242   Introduction to Programming Concepts and Methods
(Prerequisite: CSC 200, CSC 208)
CSC 252   Programming in C++
(Prerequisite: CSC 242)

Required Courses
(6 courses, 27 quarter units)

CSC 300   Object Oriented Design and Analysis
(Prerequisite: CSC 252)
CSC 331   Discrete Structures and Logic
(Cross-listed with MTH 325)
(Prerequisite: CSC 300, CSC 331)
CSC 335   Data Structures and Algorithms
(Prerequisite: CSC 300, CSC 331)
CSC 340   Digital Logic Design
(Prerequisite: CSC 200, CSC 208)

In addition, students can take any two upper level Computer Science courses provided that they have met the required prerequisites, except the project sequence CSC 480A/B.

(Revised)
● Certificate in Information Technology Management
(670-000-465)
Faculty Advisor: John Bugado • (858) 642-8407 • jbugado@nu.edu

This certificate program offers students interested in technology-related careers the opportunity to develop the professional expertise to apply and manage technology in a variety of situations. With this certificate, students can pursue careers in fields such as marketing, information management, customer service, data management and sales. Students who later want to pursue a baccalaureate degree can apply some or all of the credits awarded in the certificate program toward their degree assuming they meet the GPA and other requirements of that program.

Certificate Prerequisite
(1 course, 4.5 quarter units)

ITM 210   Introduction to Information Technology

Certificate Requirements
(5 courses, 22.5 quarter units)

ITM 320   IT Management
ITM 340   IT Client Environment using Windows
ITM 420   LAN Networks
ITM 430   WAN Networks
ITM 440   Database Systems Concepts and Data Modeling

Elective
(1 course, 4.5 quarter units)
Choose one of the following:
ITM 345 IT Server Environment using Linux
ITM 434 Wireless LAN Administration
ITM 470 Information Security Management

School of Health and Human Services

Course Descriptions

HSC 330
Health Education and Health Promotion
Focuses on health education, health promotion and clinical preventive services. Strategies for counseling and education, health education theories and practices, and development of learner-centered instructional strategies will be explored. The cost-effectiveness of clinical preventive services will be discussed.

School of Media and Communication

(*New*)
Course Descriptions

JRN 300
News Reporting and Writing Across Platforms
(Prerequisites: ENG 100/101 and ENG 240)
This class covers the organization of news stories and their preparation for newspaper, online, TV and radio formats and the fundamentals of news journalism, including standards of objectivity, fairness and accuracy. The course focuses on how journalists report the material they ultimately need for their finished stories and provides students with the opportunity to understand what counts as news and how to write focused news stories on deadline. Students learn to identify the structure and basic ingredients of news and master different types of leads and such style conventions as the inverted pyramid, the nutgraph and other non-fiction storytelling techniques.

JRN 301
Copy Editing
(Prerequisites: ENG 100/101 and ENG 240)
This course provides an introduction to copyediting and includes the roles and responsibilities of a copy editor on a daily newspaper, which go beyond being able to spot grammatical and spelling errors in copy. In this course, students learn how a copy editor approaches a news story and how to edit that story for clarity, sense and organization, as well as for spelling, grammar and style, and fairness. Students will edit copy and write headlines and cutlines, as well as learn the basics of layout and design.

JRN 305
The Art of the Interview
(Prerequisites: ENG 100/101 and ENG 240)
This course focuses on numerous aspects of interviewing for print, radio and television journalism and the variety of ways in which professional interviewers go about their work. It also includes an historical perspective of the development of interview techniques for various news media. Students will learn how to select an interview subject, prepare for an interview, conduct the interview and write an article based on their interview.

JRN 310
Convergent Journalism
(Prerequisites: ENG 100/101, 240, COM 100 and COM 220)
This course covers the technological and organizational convergence that has changed the operations and workflow of many news organizations and the ways in which news content is communicated across multiple media platforms. Students will acquire familiarity with the demands of each medium, create news stories for print, audio, video, and online media platforms and be able to move content fluidly from one to another.

JRN 320
Journalism Ethics
(Prerequisites: ENG 100/101, ENG 240, COM 100 and COM 220)
This course will examine how objectivity developed in American journalism and what criticisms exist against it. Students will consider real-life ethical scenarios that have faced newspaper journalists, TV reporters, established website journalists and blog authors. Students will discuss how they would have handled the situations and why. Discussions will also revolve around such issues as: the standard of objectivity and potential alternative systems, and how different journalistic formats influence ethical choices.

JRN 321
Legal Issues in Journalism
(Prerequisites: ENG 100/101, ENG 240, COM 100 and COM 220)
This course focuses on the legal aspects of journalism and how professional journalists exercise the rights of the press and free expression guaranteed them by the First Amendment to the U.S. Constitution. The class will provide students with both a theoretical

understanding of the legal issues in journalism and practical knowledge of how to apply that understanding in the conduct of their professional work gathering and disseminating information. In addition students learn to manage the responsibilities that such rights entail, and they respond to limits to those rights.

JRN 330
Investigative Reporting
(Prerequisites: JRN 300, JRN 301 and JRN 305)
Investigative reporting extends beyond partisan claims and counter claims to offer verifiable facts that can be found in court documents, state or company reports. Such news stories require collecting enough evidence to allow an editorial judgment to be made about what people say is, in fact, true. Students will learn how to select an appropriate investigative topic, narrow the focus of a story from a broad subject to a suitable topic, and then conduct the "shoe-leather reporting" that is needed to discover a story's shape and weight. Students will come up with questions, determine whom they will need to interview, conduct the reporting, and then finish by writing an in-depth piece in several drafts that illuminates the chosen subject.

JRN 335
Beat Reporting
(Prerequisites: JRN 300, JRN 301 and JRN 305)
Beat Reporting is an advanced course that focuses on the art of adopting a news beat or coverage area by developing and cultivating sources, researching sources, conducting interviews, reporting objectively and writing tightly using the inverted pyramid as the primary style. The course will explore the traditional news beats including city hall, the police, the courts, the military, the environment, religion, education and health. In addition students will investigate emerging beats such as personal finance and technology and entertainment, and beats specific to regions of the country that cover such issues as aviation, space or immigration.

JRN 340
Feature Writing
(Prerequisites: JRN 300, JRN 301 and JRN 305)
Feature Writing is an advanced course that focuses on the art of writing features for newspapers, magazines, online publications and other media outlets. The course will teach students how to spot creative ideas for features and how to turn these ideas into stories that others will want to read, hear or watch.

JRN 350
Youth and the News
(Prerequisites: JRN 300 and JRN 310)
This course draws on a wide range of scholarly opinions and research focusing on the question of why young people often find themselves disinterested in much news on TV or in print and bored by conventional journalism. The course will not only look at youth as consumers of media but also as producers of it by reviewing the prevalence, effectiveness, history and development of school journalism programs. In addition, the course investigates the adolescent as news reporter and citizen, a potentially active shaper of his or her own development. Additional questions include whether shifts in tastes may contribute to the generational decline in readers and viewers.

JRN 355
Writing at the Margins
(Prerequisites: JRN 330, JRN 335)
This course focuses on the social welfare beat, which is coverage of the segment of American society that typically must rely on the government and/or private charities for basic survival. Covering this beat is often challenging because of privacy considerations and fear of social stigma that can make authorities reluctant to allow interviews or access to the places where the poor live. Students focus on intractable social dilemmas such as welfare reform, homelessness, child abuse and neglect, drug dependency and/or mental illness. Students plan and orchestrate projects on issues that they wish to learn more about or delve into the charitable agencies that seek to bring more contributions and attention to disenfranchised groups.

JRN 430
Reporting for TV News
(Prerequisites: JRN 300, JRN 310, JRN 320, JRN 321, JRN 335)
This course focuses on what it takes to successfully write and assemble reporter packages for broadcast news programs. The course includes shooting video for the package, deciding which video pieces to use and how to conduct interviews to get information and effective sound bites for the report. In addition to writing and reporting techniques, students will learn how to perform for TV news, including the manner of dress, speech and other factors that relate to trust and believability.

JRN 431
Writing the TV News Script
(Prerequisite: JRN 430)
This advanced course on broadcast journalism builds on skills developed in JRN 430 (Reporting for TV News). Students learn to distinguish between writing for print journalism and for broadcast. This course covers writing scripts that distinguish between the short, clear prose for print as opposed to writing for radio with its emphasis on spoken words, or TV, which requires weaving together words and visuals.

JRN 495
Capstone Project in Journalism
(Prerequisites: JRN 310, JRN 330, JRN 335, JRN 340 and concentration classes MUL 335 or HRN 430, JRN 431, BRO 330, BRO3 40)
In this capstone course, students apply the knowledge and skills gained in other courses by working in a journalistic environment, such as a newspaper, broadcast or web-based newsroom or multimedia facility. Students work with the program lead faculty in advance of the course to identify their area of interest and develop a proposal for either a journalism internship or a project. Students who choose the journalism projects work on student developed "in-house" projects that may include a student newspaper, editing a blog, composing stories for podcasts, multimedia or broadcast programs. During an internship, a student would work as an apprentice reporter, copy editor or in another news related role at a qualified news outlet. A qualified news outlet must have a memorandum of understanding with the School of Media and Communication and be approved by the Office of Academic Affairs that defines the organization's needs and the responsibilities of interns. All students assemble a capstone portfolio consisting of their best work from this and previous courses and a reflective essay on the internship or project.

(New)
■ BACHELOR OF ARTS
◆ MAJOR IN DIGITAL ENTERTAINMENT AND INTERACTIVE ARTS
(610-115)
Faculty Advisor: James J. Jaurez • (858) 642-8479 • jjaurez@nu.edu

The Bachelor of Arts in Digital Entertainment and Interactive Arts degree consists of courses that prepare the student for a broad range of positions requiring a background in digital entertainment and interactive design theory, production, and project management. Students learn and apply development theory and practice for creating digital media and choose concentrations that allow for focused studies in the areas of Digital Design and Web Development, Video Game Art and Animation, Video Game Design and Production, and Cinematic Arts. Graduates of the program are in high demand because they possess a combination of skills and knowledge vital to today's workplace. This program prepares students for positions in marketing, business, publishing, government, education and training as Web Designer/Developer, Game Designer, Animator, Project Manager, and Multimedia Specialist.

Upon completion of the program students should be able to:
• Communicate effectively with clients, project managers, and media production team members in various electronic formats using oral, visual, and written methods.
• Identify the features of distribution media such as the Internet and

other network systems and their application in digital media projects.

- Describe the phases of production cycles, from the initial planning stages to the final delivery of a professional product.
- Describe the appropriate technological choices associated with the software and hardware used in a broad range of digital media projects.
- Analyze digital media production software features in selecting the appropriate products to accomplish a specified project goal.
- Explain such legal issues as copyright and the process of obtaining the use of original and licensed material in media project.
- Explain ethic issues including contemporary issues of developing of digital media and video game projects.
- Apply the principles of graphic design, information design and usability design in the generation of digital media projects.
- Prepare active and interactive content with graphics, animation, sound and digital video using contemporary digital media authoring software.
- Design interactive media using authoring software and scripting language controls such as HTML, Action Script and Lingo.
- Design a professional electronic portfolio that demonstrates writing and design competency in a variety of media, including digital design, web, digital video, 2D and 3D graphics and animation.

Degree Requirements

To receive a Bachelor of Arts degree with a Major in Digital Entertainment and Interactive Arts, students 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. The following courses are specific degree requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Students are expected to possess or have access to a computer outside of National University so that they can work on projects both on and off campus. Given the nature of digital media technology, this computer should be a 2.8 GHz processor with 512 Megabytes of RAM or better. Software for the Multimedia program is provided for onsite computer labs only. Students are responsible for software expenses associated with online and outside activities.

Preparation for the Major
(8 courses, 36 quarter units)

COM 100   Introduction to Communications
or
COM 200   Effective Communication
COM 220   Media Literacy
MUL 200   Communication Tools
MUL 205   Principles of Graphic Design
MUL 245   Principles of Web Design
MUL 255   Interactive Design
MUL 265   Digital Audio and Video
MUL 275   3-D Modeling and Rendering

Requirements for the Major: General Core Courses
(11 courses, 49.5 quarter units)

MUL 300   Convergence Media
           (Prerequisites: MUL 200 level requirements or equivalents)
MUL 305   Applied Graphic Design
           (Prerequisites: MUL 200 level requirements or equivalents)
MUL 332   Electronic Design and Layout
           (Prerequisites: ENG 100/101 and COM 100)
MUL 335   Digital Design for Print
           (Prerequisites: ENG 100/101 and COM 100
MUL 345   Applied Web Design
           (Prerequisites: MUL 200 level requirements or equivalents)
MUL 355   Game Scripting
           (Prerequisites: MUL 200 level requirements or equivalents)
MUL 365   Applied Digital Audio and Video
           (Prerequisites: MUL 200 level requirements or equivalents)
MUL 315   Video Game Design
           (Prerequisites: MUL 200 level requirements or equivalents)
MUL 375   Applied 3-D Modeling and Rendering

(Prerequisites: MUL 200 level requirements or equivalents)
MUL 445   Management of Web Projects
           (Prerequisites: MUL 200 level requirements or equivalents)
or
MUL 495   Practicum in Multimedia Arts (Internship)
           (Prerequisites: 9 upper-division quarter units in a media concentration or approval by intern coordinator and lead faculty)

Capstone Core Course
MUL 420   Portfolio Project
           (Prerequisites: all general core courses)
Note: this is a two-month long class occurring after concentration courses

Multimedia Art Concentrations

Concentrations allow students to select a specific area of study to match their personal interests and fulfill demand for specialization in the marketplace. Upon entering the concentration, the student will begin learning the specialized skills through threaded projects spanning the whole of the concentration. Each course will build upon the prior course, culminating in a final advanced project presentation. In order to fulfill concentration requirements, students take the four designated courses in the concentration and choose two upper-division courses from MUL, COM, or CST courses.

▲ Concentration in Video Game Art and Animation
(610-115-192)
(6 courses, 27 quarter units)

MUL 381   Video Game Art
           (Prerequisites: all general core courses)
MUL 385   Video Game Animation
           (Prerequisites: all general core courses; MUL 381)
MUL 480   Character Animation
           (Prerequisites: all general core courses; MUL 381; MUL 385)
MUL 481   Advanced Animation Project
           (Prerequisites: all general core courses; MUL 381; MUL 385; MUL 481)

Plus two Upper-Division Electives from MUL, COM, or CSC courses

▲ Concentration in Cinematic Arts
(610-115-191)
(6 courses, 27 quarter units)

MUL 460   Advanced Digital Audio and Video
           (Prerequisites: all general core courses)
MUL 461   Motion Graphics
           (Prerequisites: all general core courses; MUL 460)
MUL 462   Digital Audio Creation
           (Prerequisites: all general core courses; MUL 460; MUL 461)
MUL 463   Digital Video Production Project
           (Prerequisites: all general core courses; MUL 460; MUL 461; MUL 462)

Plus two Upper-Division Electives from MUL, COM, or CSC courses

▲ Concentration in Video Game Production and Design
(610-115-193)
(6 courses, 27 quarter units)

MUL 325   Psychology of Video Gaming
           (Prerequisites: all general core courses)
MUL 318   Video Game Production
           (Prerequisites: all general core courses; MUL 325)
MUL 401   Advanced Video Game Design
           (Prerequisites: all general core courses; MUL 325; MUL 318)
MUL 411   Video Game Production Project
           (Prerequisites: all general core courses; MUL 325; MUL 318; MUL 401)

Plus two Upper-Division Electives from MUL, COM, or CSC courses.

Addendum to the General Catalog 70A

▲ Concentration in Digital Design and Web Development

(610-115-190)
(6 courses, 27 quarter units)

MUL 440   Multimedia Design for the Web
           (Prerequisites: all general core courses)
MUL 430   Advanced 2-D Graphic Imaging
           (Prerequisites: all general core courses; MUL 440)
MUL 470   Advanced Digital Interactivity
           (Prerequisites: all general core courses; MUL 440; MUL 450)
MUL 471   Advanced Digital Interactivity Project
           (Prerequisites: all general core courses; MUL 440; MUL 450; MUL 470)

Plus two Upper-Division Electives from MUL, COM, or CSC courses

(New and Revised)
Course Descriptions

MUL 255
Interactive Design
(Prerequisites: ENG 100/101 and COM 100/200)
Provides a hands-on introduction to the basics of web presentation. Students apply aesthetic and usability criteria to produce web presentations, movies, and other animated components for placement into websites. Covers technological constraints of web presentation and animation, appropriate uses of motion in a web page, gaming element, game design, and digital asset management for optimal delivery of animated content. Software instruction is in Macromedia Flash.

MUL 335
Digital Design for Print
(Prerequisites: ENG 100/101 and COM 100/200)
This course covers the stages of publishing in print media from the inception of a project through to the distribution of a finished product. It provides students with the opportunity to put their theoretical and classroom knowledge to practical use in the design, creation and printing of a project. Topics include: typography, layout theory, pre-press production and project management. Students learn through intensive practice layout techniques for digital and print delivery. Software instruction is in QuarkXPress and InDesign.

MUL 355
Game Scripting
(Prerequisites: MUL 200 level requirements or equivalents)
Provides hands-on in-depth application of web programming, game scripting, and web presentation. Students apply aesthetic and usability criteria to produce web presentations, "movies" and other animated components for placement into student projects. Covers applied technological constraints of web presentation and animation, game design, game scripting, appropriate uses of motion in a web page, and digital asset management for optimal delivery of animated content. Software instruction is in Macromedia Flash.

MUL 480
Character Animation
(Prerequisites: all general core courses; MUL 381; MUL 385)
Provides a hands-on introduction to the basics of 3-D animation. Students produce basic 3-D animation and apply aesthetic and usability criteria for appropriate and effective use. Covers technological constraints of 3-D animation; appropriate uses of animated 3-D elements to enhance message delivery; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

MUL 481
Advanced Animation Project
(Prerequisites: all general core courses; MUL 381; MUL 385, MUL 481)
A hands-on course to learn video game art and its design for entertainment, military, and education; the course presents the current software tools used to build and deliver video game art. Students learn the fundamentals of how video game art is created from its inception to incorporation into a video game; they learn the role of artists in the video game development team; and also the current tools used to create game art projects.

MUL 401
Advanced Video Game Design
(Prerequisites: all general core courses; MUL 325; MUL 318,)
Students learn advanced video game design techniques. They become familiar with advanced techniques for game production management, game asset management, and advanced prototyping tools. The advanced design documents and prototype developed in this class will be used to further produce and/or further modify a video game in the follow-on course, MUL 411 (Video Game Production Project).

MUL 411
Video Game Production Project
(Prerequisites: all general core courses; MUL 325; MUL 318, MUL 401)
Students apply advanced theory and practice to create a professional video game design and production product. They develop the game concept they evolved in prior classes into a commercial quality set of game production documents together with a high quality prototype or game engine modification suitable for a commercial pitch of a game to a client.

(New)
■ MASTER OF FINE ARTS IN VIDEO GAME PRODUCTION AND DESIGN
(715-507)

Faculty Advisor: Dr. Tim Langdell • (858) 642-8466 • tlangdell@nu.edu

The Master of Fine Arts in Video Game Production and Design will provide graduates in the theory and practice of video game design and all stages of game production from initial concept, through development to post-production testing and finally the marketing of the end product. The program focuses on developing well rounded game producers who are well versed in all aspects of how a professional videogame is made, equipping them to work on a full range of projects from low-budget independent studio games to large-scale high-budget major game productions. Students will produce professional game design documentation and develop a digital portfolio that includes a game prototype, art and sound assets.

The goal of the program is to develop both the critical acumen and technical abilities in the area of interactive entertainment and digital media. Early in the program, students gain a deep understanding of how to design a game, taking into account all aspects of art, animation, sound, and technical requirements, game level design, narrative forms and postproduction processes. As the program progresses, students will create their own original game design that they will fully document while concurrently acquiring deep knowledge of the game production process. Using the skills they have acquired in the art, animation and game scripting courses, students will build a prototype of their game and present a final thesis that incorporates a self evaluation of the design and production process.

Program Learning Outcomes

At the completion of the Master of Fine Arts in Video Game Production and Design, graduates will emerge with a deep knowledge of the theory of game design, a thorough knowledge of all aspects of developing a game, together with practical skills for effective management of game production teams. By the end of this program, students should be able to:

- Apply team management theory and skills by collaborating with design development and production teams
- Develop commercial design documents that guide the development of a game project
- Use production documents in the development of a game prototype

- Apply narrative structures in the development of a game script
- Evaluate video game designs from aesthetic, business and technical perspectives
- Distinguish level criteria in the design of a game
- Produce a video game prototype
- Implement game prototype testing
- Specify and implement art, animation, sound, technical requirements
- Revise game components during postproduction

Thesis

To qualify for the Master of Fine Arts in Video Game Production and Design, candidates must complete a thesis project while enrolled in MGP 691, Thesis Production. Working with a thesis advisor, an MFA candidate must develop, design and produce an original video game prototype. To graduate a candidate must submit a completed thesis project and digital portfolio for evaluation by the thesis committee within one year of the start of MGP 691. The thesis committee evaluates the thesis and game prototype to determine whether the student has met the requirements for the MFA in Video Game Production and Design.

The complete thesis project consists of a game design document based on an original game concept devised by the student, a prototype of the game design demonstrating key features of the design concept, a digital portfolio of game art and sound assets and a critical evaluation of that project and video game design and production.

The written portion of the thesis demonstrates the candidate's ability to communicate coherently, critically and creatively. The written thesis evaluation should cover all aspects of video game design, development and production as studied in the program and reflected in the student's project. The candidate also evaluates the relevant design components and technical considerations involved in the game.

During the thesis period, candidates will keep in regular communication with their thesis advisor through an online course interface, Internet and telephone conferencing. The thesis advisor will assist the student in assembling a three-person committee to evaluate the completed thesis project and a digital portfolio of the candidate's previous work.

Application Requirements

To be considered for admission, applicants must meet the University graduate admission requirements listed in the general catalog under information for graduate degrees.

Degree Requirements
(12 courses, 54 quarter units)

To receive a Master of Fine Arts in Video Game Production and Design, students must complete at least 54 quarter units of graduate work, of which a minimum of 45 quarter units must be taken in residence at National University. Students can transfer up to 9 quarter units at the graduate level from a regionally accredited institution in the areas of film production, interactive design or digital media studies, provided the units have not been used to satisfy the requirements of an awarded degree. Students wishing to transfer credits into the program should contact the program faculty advisor. Refer to the section in the graduate admission requirements for additional specific information regarding application and matriculation.

Core Requirements
(12 courses, 54 quarter units)

MGP 650	Video Game Production
MGP 651	Designing for Interactive Media
MGP 652	Writing for Games
MGP 653	Art and Sound Design
MGP 654	Game Production Documentation
	(Prerequisites: MGP 650 and MGP 651)
MGP 670	Game Scripting and Prototyping
MGP 671	3D Art, Animation and Motion Capture
MGP 680	Advanced Workshop in Game Design
	(Prerequisite: MGP 651)

MGP 683	Game Production Management
	(Prerequisite: MGP 654)
MGP 688	Game Testing and Postproduction
	(Prerequisite: MGP 650 or MGP 651)
MGP 689	The Business of Games
MGP 691	Thesis Production
	(Prerequisite: all core courses)

Course Descriptions

MGP 650
Video Game Production
This course explores the stages of development of a video game from initial concept through design, core development, post production and quality assurance, to final Gold Master Candidate and finally to product release and marketing. The course covers critical terminology of game production and introduces students to the complexities of the collaborative process between creative and technical team members that goes to making a next-generation video game. Students will also be introduced to the Game Design Document and learn about the typical structure and purpose of a Design Document by reading several commercial samples before starting work on creating their own. (Documents produced in this course are included as part of the MFA-GP digital portfolio and form the basis of further work on a game design and related documentation which the student will produce as part of the final thesis).

MGP 651
Designing for Interactive Media
In this course, students analyze the many factors impacting effective game design. The course explores the nature of play and what elements can make the difference whether a game is fun and playable or not. Students examine different game genres, styles of play, the influence of psychology on game design elements and consider the positive and negative social impact of games. Other topics include: how different hardware platforms and devices influence game designs and how game design theory addresses different design purposes whether to entertain compared to creating one intended to train, educate or simulate. In this course students will solidify the core original game design they will produce for their final project for this program, and learn how to better integrate this design into the game design documentation. (Documents produced in this course are included as part of the MFA-GP digital portfolio and form the basis of further work on a game design and related documentation which the student will produce as part of the final thesis).

MGP 652
Writing for Games
During this course students compare the craft of writing for linear media such as film and television with writing for games and related interactive entertainment media. The course will cover traditional narrative strategies and the impact of interactive game theory on developing game scripts. The course also covers the relationship between copyright licensing and story development. Based on an original game design concept students develop and workshop a basic game storyline and draft selected scenes. Students will also use screenwriting software and programs used in the game industry. (Documents produced in this course are included as part of the MFA-GP digital portfolio and form the basis of further work on a game design and related documentation which the student will produce as part of the final thesis).

MGP 653
Art and Sound Design
This course explores the impact of sound and art on the overall production and design of a game and the theoretical issues surrounding potential new advances in both sound and graphic technologies. Art design issues such as characters, environments, and interfaces will be examined as will the use of storyboarding as an aid to narrative flow and game design. The course also covers the role of the Art and Sound Directors and various other art and sound crafts in a game production team sound design, as well as the role of music, sound effects and voice-overs and the use of out-sourcing in game design. This course will include hands on experience with audio editing software as well as an introduction to game art programs, middleware and tools.

MGP 654
Game Production Documentation
(Prerequisites: MGP 650 and MGP 651)
This course provides in–depth coverage of the various elements that form a commercial quality game design document including a technical design section and art book. Topics covered include integrating budgets and schedules into the document as well as accounting for detailed source material for the core elements of the design logic. Students will continue to work on creating their own design document based on their original game design and will start writing the major sections of the design document. (Documents produced in this course are included as part of the MFA-GP digital portfolio and extend the work started in MGP 650 and MGP 651 on an original game design and related documentation which the student will produce as part of the final thesis).

MGP 670
Game Scripting and Prototyping
This course covers the practical application of game engines such as Unreal and how they play an integral part of game development. Students learn how to write scripts for the engine, to analyze the issues surrounding the correct play-balancing of a game, to layout game levels on paper and call out all scriptable areas for game content and logic. Students also explore how engines can be used for "modding," altering an existing game using the editing features of the core engine, and how a game engine can be used to rapidly prototype a game concept or design. Finally, Students will use the engine to produce a prototype of the original game design. (Documents produced in this course are included as part of the MFA-GP digital portfolio and form the basis of further work on a game design and related documentation which the student will produce as part of the final thesis).

MGP 671
3D Art, Animation and Motion Capture
This onsite course will introduce students to 3D tools used by the games industry such as Maya 3D Max and Lightwave. Students will gain hands on experience of using at least one of these major 3D art and animation programs and will build basic models and characters, learn the use of a skeleton, rigging and turnarounds. The elements of animating a character will be covered and the issues relating to integrating resulting graphic content into a finished game will be explored. Students will also study motion capture and the importance it has to successful animation in today's video games. (Art and animation assets produced in this course are included as part of the MFA-GP digital portfolio and form the basis of further work on a game design and related documentation which the student will produce as part of the final thesis).

MGP 680
Advanced Workshop in Game Design
(Prerequisite: MGP 651)
This workshop functions as a design sandbox that allows students to workshop original game design concepts that they will produce as part of their thesis. Students will be exposed to commercial case studies on issues successful game designers face in designing, developing and producing games for the industry. In this master-class setting industry veterans will also provide feedback on student projects.

MGP 683
Game Production Management
(Prerequisite: MGP 654)
This course covers of all aspects of managing a game design and development team and the entire production pipeline and infrastructure. Students generate project budgets and schedules using software tools such as Microsoft Project for scheduling and project management and MS Excel for budgeting purposes. Asset Management Systems such as Alien Brain or Sourcesafe will be examined, as will critical role played by backup systems. Additional topics include management challenges encountered in the game industry by its unique mix of creative and technical personnel.

MGP 688
Game Testing and Postproduction
(Prerequisite: MGP 650 or MGP 651)
This course covers game testing, play testing, bug checking, and general quality assurance. Students learn how to create a testing plan, learn about different bug tracking software, and the stages of game development from Alpha testing to Beta testing and finally to the creation of a Release Candidate of the game. Topics also include the value of testing to game production and an examination of the intimate relationship between testing and iterative game design. Students will gain hands on experience testing commercial Beta or Alpha stage code.

MGP 689
The Business of Games
This course deals with all business aspects of the game industry. Issues pertaining to working with publishers and developers will be explored as will pitching games, creating RFPs, the importance of a P&L, and ways game publishers go about evaluating potential new games. The complexities of working with licenses will be explored, as will issues relating to working with the press, marketing of games, and critical issues of market deadlines and how these can impact game production. Contractual issues and the basic financial structure of the games industry will also be covered, as well as an examination of how all these business issues impact both game design and game production.

MGP 691
Thesis Production
(Prerequisite: all core courses in the program)
While enrolled in this course, an MFA-GP candidate plans, develops and produces a thesis project in consultation with a thesis advisor. The thesis consists of an original game prototype, a commercial quality game design document, a critical evaluation of the project design and a digital portfolio of previous work in the program. To be considered for graduation a candidate must submit the completed thesis to a thesis committee within one year of the start of MGP 691. The thesis committee is responsible for evaluating the thesis and determining whether the student has met the requirements for the MFA in Video Game Production and Design as specified in the program outcomes. After candidates successfully develop a design proposal, they are issued IP grades until a completed thesis is completed and evaluated by the thesis committee. The grading for this course is H, S and U.

Extended Learning

● DROPOUT PREVENTION SPECIALIST CERTIFICATE PROGRAM

Program Structure

This six-course certificate program prepares individuals to become a Dropout Prevention Specialist (DPS) and be an advocate in the lives of children in at risk situations. Individuals learn about successful strategies proven to help young students stay in school and improve the quality of our nation's student graduates. Early identification and intervention, creating and improving resiliency factors, and a nurturing school climate are among the strategies suggested for students at high risk of failure. A DPS will foster whole and emotionally healthy children who will score higher on exams, learn more, and enjoy school more. Completion of the six courses meets the California Department of Education's requirements for a DPS certificate. The certificate may qualify for continuing education units in California and other states.

Course Delivery Mode

Classes are designed to be synchronous. Students can attend class onsite with the instructor; or students can participate remotely with real-time Voice Over Internet Protocol iLinc Technology.

The Certificate program consists of the following six courses:
DPX 1810X   Introduction to Dropout Prevention
DPX 1820X   Student Success Team (SST): The Real Secret of Prevention
DPX 1830X   Assessment and Accountability
DPX 1840X   Using School and Community Resources to Foster Student Resiliency
DPX 1850X   Communication, Coordination of Services, Collaboratives, and School and Community Involvement
DPX 1860X   Relevant Issues in Dropout Prevention

Course Descriptions

DPX 1810X
Introduction to Dropout Prevention
This course provides an overview of the philosophy behind dropout prevention and the key elements of quality school site models. Learn elements of writing a successful application for a funded state department program. This course serves as a foundation for subsequent courses that define the strategies necessary to achieve dropout prevention outcomes and identify competencies required by the dropout prevention specialist.

DPX 1820X
Student Success Team (SST): The Real Secret of Prevention
Learn to investigate how to identify and inquire about the problems facing those students while being sensitive to the diversity of the population. The SST members develop an ongoing, monitored, individual support plan to address the students' needs and work to develop a solutions-oriented support plan.

DPX 1830X
Assessment and Accountability
Review ongoing assessment principles and practical strategies for gaining essential data and designing an improvement plan. Learn the continuous improvement process that begins and ends with the evaluation of student work.

DPX 1840X
Using School and Community Resources to Foster Student Resiliency
Focus on how schools institute resiliency factors to assist students and staff in overcoming personal, family, and institutional obstacles to achieve success. Strategies for bringing school staff, students, and community into the resilience effort are discussed. This class elaborates on heavily researched resiliency factors and how these factors can be institutionalized into schools. Also addressed is the need for school staff

to broaden their mode of operation to become more community based and family-focused.

DPX 1850X
Communication, Coordination of Services, Collaboratives, and School and Community Involvement
Explore the benefits of expanding the scope of potential support, involving community support agencies, parents, and interested community members. Definitions of the major components of school outreach (communication, coordination, collaboration, and school and community involvement) are also covered.

DPX 1860X
Relevant Issues in Dropout Prevention
Success for students in high-risk-failure schools is the real outcome of the DPS's efforts. The DPS serves as a school-wide catalyst in many areas of a school's improvement efforts. The DPS coordinates student support services from state and federal grants, local agencies, and parent and community efforts. Class discussions center on the relationship between the DPS and the school community.

Convenient Locations

SAN DIEGO COUNTY

VN National University System
Administrative Headquarters
11355 North Torrey Pines Road
La Jolla, CA 92037-1011
(858) 642-8000

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

VT National University Library at
Spectrum Business Park
9393 Lightwave Avenue
San Diego, CA 92123-1447
(858) 541-7900

VP Spectrum Business Park Campus
9388 Lightwave Avenue
San Diego, CA 92123-1426
(858) 541-7700

VJ South Bay Campus
660 Bay Boulevard, Suite 110
Chula Vista, CA 91910-5200
(619) 563-7415

VA Mission Valley Campus
4121 Camino del Rio South
San Diego, CA 92108-4103
(619) 563-7241

VO La Mesa Campus
7787 Alvarado Road
La Mesa, CA 91941-3643
(619) 337-7500

NB Carlsbad Campus
705 Palomar Airport Road, Suite 150
Carlsbad, CA 92009-1029
(760) 268-1500

NR Rancho Bernardo Campus
16875 West Bernardo Drive,
Suite 150
San Diego, CA 92127-1675
(858) 521-3900

MILITARY LEARNING CENTERS

V2 Marine Corps Air Station
Miramar Learning Center
Building 5305
San Diego, CA 92145
(619) 563-7355

V3 Naval Air Station North Island
Learning Center
Building 650
San Diego, CA 92135-7024
(619) 563-7478

V5 Naval Base San Diego
Learning Center
Building 151
San Diego, CA 92136-5000
(619) 563-7474

V6 Fleet AntiSubmarine Warfare Training
Learning Center
Building 7
San Diego, CA 92147-5090
(619) 563-7488

VF Naval Amphibious Base Coronado
Learning Center
Building 650
San Diego, CA 92135-7024
(619) 563-7478

VM Marine Corps Recruit Depot
Learning Center
Building 111
San Diego, CA 92140-5000
(619) 563-7482

V8 Naval Submarine Base
Admissions Office
Building 138, 140 Sylvester Road
San Diego, CA 92106-3521
(619) 563-7490

V4 Naval Hospital Admissions Office
Building 26, Room 115
San Diego, CA 92134-5000
(619) 563-7470

VV Marine Corps Base Camp Pendleton
Learning Center
Building 1331
Camp Pendleton, CA 92055-5020
(760) 268-1533

PN Twentynine Palms Learning Center
Marine Air Ground Task Force
Training Center
Building 1526, P.O. Box 6051
Twentynine Palms, CA 92278-1118
(760) 830-6887

GL Naval Base Bremerton
Admissions Office
2255 Cole Avenue
Building 853, Room 106
Bremerton, WA 98314
(360) 476-8428

SAN BERNARDINO COUNTY

OS San Bernardino Campus
804 East Brier Drive
San Bernardino, CA 92408-2815
(909) 806-3300

OT Ontario Campus
3800 Concours, Suite 150
Ontario, CA 91764-5904
(909) 919-7600

LOS ANGELES COUNTY

LA Los Angeles Campus
5245 Pacific Concourse Drive,
Suite 100
Los Angeles, CA 90045-6905
(310) 662-2100

LS San Fernando Campus
14724 Ventura Boulevard,
Suite 801
Sherman Oaks, CA 91403-3501
(818) 817-2460

VENTURA COUNTY

CV Camarillo Campus
761 East Daily Drive, Suite 120
Camarillo, CA 93010-0767
(805) 437-3000

ORANGE COUNTY

OB Orange Campus
765 The City Drive South, Suite 207
Orange, CA 92868-4942
(714) 429-5300

OP Costa Mesa Campus
3390 Harbor Boulevard
Costa Mesa, CA 92626-1502
(714) 429-5100

KERN COUNTY

FK Bakersfield Campus
4560 California Avenue, Suite 300
Bakersfield, CA 93309-1150
(661) 864-2360

FRESNO COUNTY

FS Fresno Campus
20 River Park Place West
Fresno, CA 93720-1551
(559) 256-4900

SANTA CLARA COUNTY

JS San Jose Campus
3031 Tisch Way, 100 Plaza East
San Jose, CA 95128-2541
(408) 236-1100

SAN JOAQUIN COUNTY

SQ Stockton Campus
3520 Brookside Road
Stockton, CA 95219-2319
(209) 475-1400

SACRAMENTO COUNTY

ST Sacramento Campus
9320 Tech Center Drive
Sacramento, CA 95826-2558
(916) 855-4100

SHASTA COUNTY

SR Redding Campus
2195 Larkspur Lane, Suite 200
Redding, CA 96002-0629
(530) 226-4000

HAWAII
1-800-NAT-UNIV

NEVADA

GN National University Nevada
2850 West Horizon Ridge Parkway
Suite 301
Henderson, NV 89052-4395
(702) 531-7800

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(628-8648)

or Current Students Call
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(682-2237)

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